



BOARD OF GOVERNORS
Strategy & Planning Committee (S&P)

March 18, 2021
2:00 p.m. to 4:05 p.m.
[Videoconference](#)
+1.888.240.2560 Meeting ID: 903 790 661

Members: Thorsten Koseck (Chair), Azzam Abu-Rayash, Liqun Cao, Kevin Chan, Steven Murphy, Jim Wilson, Lynne Zucker

Staff: Becky Dinwoodie, Cheryl Foy, Les Jacobs, Lori Livingston, Brad MacIsaac, Sue McGovern

AGENDA

No.	Topic	Lead	Allocated Time	Suggested Start Time
	PUBLIC SESSION			
1	Call to Order	Chair		
2	Agenda (M)	Chair		
3	Conflict of Interest Declaration	Chair		
4	Chair's Remarks	Chair	5	2:05 p.m.
5	President's Remarks <ul style="list-style-type: none"> Strategic initiatives 	Steven Murphy	10	2:10 p.m.
6	Strategy			
6.1	Strategic Discussion: Sticky Campus – Post-COVID 19*	Lori Livingston	20	2:20 p.m.
6.2	Strategic Risk Update* (U)	Cheryl Foy	10	2:40 p.m.
6.3	Strategic Planning Metrics* (D)	Lori Livingston	10	2:50 p.m.
6.4	Research Strategy Update* (U)	Les Jacobs	10	3:00 p.m.
7	Planning			
7.1	Board Retreat Planning (D)	Steven Murphy	10	3:10 p.m.
8	Consent Agenda (M)	Chair	5	3:20 p.m.
8.1	Minutes of Public Session of Meeting of January 14, 2021*			
9	Other Business	Chair		
10	Adjournment (M)	Chair		3:25 p.m.
	BREAK		10	

No.	Topic	Lead	Allocated Time	Suggested Start Time
	NON-PUBLIC SESSION (material not publicly available)			3:35 p.m.
11	Call to Order	Chair		
12	Conflict of Interest Declaration	Chair		
13	Minutes of Non-Public Session of Meeting of January 14, 2021* (M)	Chair		
14	President's Remarks	Steven Murphy	5	3:40 p.m.
15	Advancement	Sue McGovern	10	3:45 p.m.
15.1	Advancement Update* (U)(P)			
16	Other Business	Chair		
17	<i>In Camera</i> Session	Chair		3:55 p.m.
18	Termination (M)	Chair		4:05 p.m.

Becky Dinwoodie, Secretary

Sticky Campus: Post COVID-19

March, 2021

Context: Why This is Important

- **COVID-19 has shifted our reality. We now have three prominent campus locations: north, downtown, and virtual.**
- **Our strength lies in our people (i.e., students, staff, and faculty) and our collective spirit.**
- **With public health concerns still in the fore, how do we keep people connected to our “spaces”?**

Emerging Perspectives

- **COVID-19 has changed our behaviours. These changes will have lasting impacts on the workplace (Compton, 2020).**
- **Resiliency in university design must centre on adaptability to a changing world and versatility to change purpose (Goh, 2021).**
- **Online learning and online work cannot fully replace the on-campus student experience. The “sticky campus” is largely about the social life of its constituents. It is particularly important to international students and other visitors (Madachie, 2020).**

Strategic Questions for Discussion

- How do we strategically align the educational, work, and social needs of our constituents within our physical and virtual spaces?
- What strategies should guide the re-purposing of our existing spaces and our technological assets to be shared, flexible, and task-oriented?
- What strategic approach should we utilize in welcoming and reconnecting with our community stakeholders, industry partners, and alumni in new and meaningful ways?



COMMITTEE REPORT

SESSION:

Public
 Non-Public

ACTION REQUESTED:

Decision
 Discussion/Direction
 Information

TO: Strategy & Planning Committee

DATE: March 18, 2021

PRESENTED BY: Cheryl Foy, University Secretary & General Counsel

SUBJECT: University Risk Management – Strategic Risks Update

COMMITTEE MANDATE:

- In accordance with its Terms of Reference, the Strategy & Planning Committee (S&P) is responsible for overseeing the strategic planning for all aspects of the university.
- This includes making recommendations to the Board on strategic foresight, risk, and scenario planning.
- In support of the committee’s mandate, we are providing an update on the status of the university’s strategic risk management process and seeking the committee’s feedback on the adequacy of the proposed next steps with the University Strategic Risks.

BACKGROUND:

- The University Risk Management (URM) program has been in place for just over five years. We approach URM as a long-term cultural change project where the end goal is to create a risk aware culture – a culture in which risk considerations become a natural part of university decision-making processes. At the outset, we estimated that this was a fifteen-year project.
- The fifth University Risk Management Report was presented and accepted by the Board on June 25, 2020. Key objectives identified for 2020/2021 included mapping operational risks to strategic risks and continuing to work to address strategic risk to the university. By mapping, we mean that we are seeking to understand where and how operational risks feed into strategic risks. The mapping of operational risks to strategic risks is ongoing.
- A set of Strategic Risks was identified through discussions at a Board Retreat a couple of years ago. We also identified two Foundational Risks: Financial Sustainability and Compliance. Each Strategic and Foundational Risk is assigned

to a SLT member. Given recent changes in the SLT team roles, ownership for the Strategic and Foundational Risks was recently confirmed. The SLT owners are reviewing and updating the risk and risk mitigation information.

- Financial Sustainability is the subject of continued discussion in light of the financial implications of COVID-19. As recently discussed with the Board, the university's financial position is stable. The SLT is focused on maintaining financial sustainability in light of the continued effects of COVID-19, as well as environmental and systemic factors.

Proposed Process:

- Finalize the connection of strategic risks to the University's Operational Risks through the annual risk register review.
- Continue to monitor progress of the current and future Strategic Risk mitigation strategies and work with Risk Owners moving the plans forward.

RESOURCES REQUIRED:

- Time and resources of SLT, Risk Owners and Risk Management to continue action against the current and future mitigation strategies.

ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:

- Strategic risk planning is a fundamental aspect of strategic planning and essential to the successful implementation of the University's Strategic Plan.

COMPLIANCE WITH POLICY/LEGISLATION:

- The identification and assignment of the University Strategic Risks promotes compliance with the University's Risk Management Policy.

NEXT STEPS:

A report on the annual risk activities, including the Strategic and Foundational Risks will be included in the Annual Risk Report. In the 2021/22 year, SLT is planning a review of the Strategic Risks to ensure they align with the strategic pillars.

COMMITTEE/BOARD REPORT

SESSION:

Public
Non-Public

ACTION REQUESTED:

Decision
Discussion/Direction
Information

TO: Strategy & Planning Committee

DATE: March 18, 2021

PRESENTED BY: Dr. Lori Livingston, Provost and Vice-President, Academic

SUBJECT: Strategic Planning Metrics

COMMITTEE/BOARD MANDATE:

The Committee is responsible for overseeing the strategic planning for all aspects of the university and assessment of the implementation of the university's plans in the context of the university's vision, mission and values.

Accordingly, we are seeking the Committee's input on the process for setting the refreshed planning metrics and the timelines for regular communications and reports with the Board of Governors.

BACKGROUND/CONTEXT & RATIONALE:

The University's Vision, Mission and Values lie at the centre of all of our academic (i.e., Integrated Academic-Research Plan), research (i.e., Strategic Research Plan), and operational plans (e.g., Campus Master Plan). This ensures that everyone at Ontario Tech focuses on the same strategic priorities and goals. Building upon our priorities and goals, these plans articulate and tie together specific actions and the resources (i.e., budget) needed to see them through to completion. Progress is tracked through performance indicators.

In 2012, a new Strategic Plan with corresponding performance indicators was approved by the Board of Governors. However, much has changed in Ontario since this time, including the Province's desire for more regular report backs. Strategic Mandate Agreements (SMA) have become the norm, there have been changes to the funding formula, and there has been an increase in the use of targeted/specialized grants to fund universities. In June 2014, the regular Performance Indicator report was tabled for the Board of Governors with the desire to balance indicators across three areas: Engagement (Internal & External); Research/Innovation; and Effective Management. With the inclusion of the SMA, the report included over 60 items.

At the March, 2015 meeting of the Board Strategy and Planning Committee, there was a discussion about the number and types of indicators the Board would like to review. The general consensus was that Board Members preferred to track a small subset of metrics (i.e., in the

range of 6-12 Key Performance Indicators) to allow for effective monitoring of their strategic oversight functions. An example of this can be found in the June, 2019 report (Appendix A).

With the newly revised Vision, Mission and Values approved at the February, 2021 Board of Governors meeting, it is now time to review these indicators once again.

IMPLICATIONS:

So, “How are we doing”? Answering such a question is no easy task. Universities are complex multi-purpose organizations with multiple stakeholders who have their own sets of expectations and aspirations. Moreover, the learning and discovery processes – for students and for faculty – are not easily defined nor easily measured. What makes a quality university? What makes a quality learning experience?

The literature is rife with various methodologies that attempt to address the preceding questions. However, the fact is that there is no single or simple methodology that will provide the enlightenment so eagerly sought by those charged with the responsibility for our institution today. Nevertheless, we must focus on answering the question with the best available information, while also being cognizant of its limitations. The information used will necessarily evolve over time as Ontario Tech and the post-secondary sector continue to evolve.

To illustrate this point, not too long ago many universities used the number of volumes in the library as a critical input measure to help define the quality of the learning environment. However, this measure has declined in relevance as technological innovation and collaborative consortia now provide the opportunity for all students (staff and faculty) to have access to world-class information collections via discovery portals. This has not diminished the role of the ‘library’ but it has *changed* the role of both the library and librarians. It has also necessitated change in the ‘indicators’ used to assess the effectiveness and quality of the “library” in the 21st century.

In general the ‘indicator movement’ has evolved from a heavy reliance on input information (i.e., resource measures) to a greater emphasis on the use of output measures (i.e., outcome metrics and qualitative survey information) to better understand the factors that influence learning, achievement and academic success. Ultimately, however, the true value of any indicator is dependent on context and perspective. A simple example serves to illustrate the point. The student to faculty ratio in a given institution (unit or program) may be seen as a measure of quality or as a measure of efficiency – or more. If it is decreasing over time such a trend may be interpreted as either an improvement in instructional quality, or, as indicative of a program/institution having difficulty in attracting students. As Ontario Tech moves to the type of active learning that is technology-enriched and practice-integrated, some disciplines may use more teaching assistants with small break-out groups rather than more faculty. Thus, the use of the more traditional student to faculty ratio metric may become less relevant as the Integrated Academic-Research Plan becomes fully implemented.

We are an evidence-based organization that believes in the importance of assessment and strives to utilize data to inform and facilitate all aspects of the work of the University – teaching, research, and service.

NEXT STEPS:

The next step is to link Ontario Tech's strategic priorities, goals, and actions to meaningful targets and associated metrics (i.e., indicators). These indicators will be incorporated in future iterations of the report and will provide a measure of how the institution is doing in terms of directing its efforts to areas that are strategically important.

To this end, the following three proposals are being brought before the Board Committee today for consideration and discussion. The key questions are whether there is agreement with (a) the proposed format; and (b) the process for communication with the Board.

Proposal 1

Create a set of indicators, derived from and associated with our current plans, to be associated with and balanced across the four main pillars of the University Mission:

- Tech with a conscience:
- Learning re-imagined:
- Creating a sticky campus:
- Partnerships:

Proposal 2

Narrow the number of indicators by limiting to a maximum of no more than two or three per pillar.

Proposal 3

Report back on an annual basis to the Board (i.e., in May/June timeframe).

Appendix A

Indicator Report (June, 2019)

SMA Performance Targets				
Indicator	Initial SMA2 Level	Current Level	Target 2019-20	Long Term Objective
Composite score on NSSE questions related to students' perceived gains in higher order learning outcomes	28	28	27-30	↔
% UG students graduating with Experiential Learning	54%	72%	90%	↑
Graduate Employment Rates (2 years)	94.3	94.2	94-96	↔
Student Success Rates	79.9%	82.5%	79-81%	↑
Andragogy (Hybrid and online offerings)	20.5%	23.2%	20-22%	↑
Total Sponsored Research	\$9.6M	\$11.3M	\$9.5-11.5M	↑
Total Tri-Council Funding - share of total Ontario universities	0.61	0.60	0.60	↔
Number of papers per faculty member (cumulative over 5yrs)	1536	1800	1800-2000	↑
Percentage of undergraduate students accessing peer support programs	28	39	30-35	↑
Proportion of operating expenditures on student services	6.6	6.6	5-7	↔



Research Strategy Presentation

Strategy and Planning Committee, Board of Governors
Prof Les Jacobs, Vice-President, Research and Innovation

March 2021

Four Pillars of Research Strategy



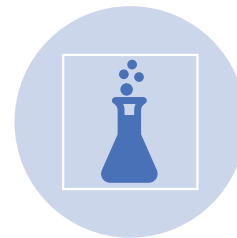
Research Reputation



Research Funding



Research Ranking



Research Intensity

Progress since 2019 (InfoSource)

- Research Reputation: Designated one of twelve Research Universities of the Year in the country
- Research Ranking: Moving from 44th to 39th in the National Rankings of 70 plus universities
- Research Intensity:
 - Moving from 36th to 29th in the National Rankings
 - Moving to 5th nationally for the percentage of industry-sponsored research (24.8%)
 - Ranked 2nd nationally for annual increase in industry-sponsored research (450%)
- Research Funding: Increase from \$11.3 million to over \$20 million this year

Strategic Priorities and Commitments

Institutional Priorities

- Tech with a Conscience
- Partnerships

Research Commitments

- Strengthening Equity, Diversity and Inclusion (EDI)
- Developing Core Research Facilities

Strategic Research Priorities

- Data Science, Artificial Intelligence, and New Technologies
- Canada's Energy and Environmental Future
- Healthy Populations, Community Well-Being and Social Justice
- Autonomous Vehicles and Systems
- Intelligent Manufacturing and Materials Innovation
- Social Innovation, Disruptive Technologies and the New Economy





BOARD OF GOVERNORS
Strategy & Planning Committee (S&P)

Minutes of the Public Session of the Meeting of Thursday, January 14, 2021
2:00 p.m. to 3:25 p.m., Videoconference Only

Attendees: Thorsten Koseck (Chair), Azzam Abu-Rayash, Liqun Cao, Kevin Chan, Mitch Frazer, Steven Murphy, Dietmar Reiner, Jim Wilson, Lynne Zucker

Staff: Jamie Bruno, Becky Dinwoodie, Cheryl Foy, Les Jacobs, Lori Livingston, Brad MacIsaac, Sue McGovern

1. Call to Order

The Chair called the meeting to order at 2:00 p.m.

2. Agenda

Upon a motion duly made by D. Reiner and seconded by J. Wilson, the Agenda was approved as presented.

3. Conflict of Interest Declaration

There was none.

4. Minutes of Public Session of Meeting of October 8, 2020

Upon a motion duly made by L. Zucker and seconded by J. Wilson, the Minutes were approved as presented.

5. Chair's Remarks

The Chair started the meeting with a safety message. He shared the story of using a log splitter without following all of the safety precautions. He emphasized the importance of reviewing safety processes and continuing to improve upon them.

The Chair wished everyone a Happy New Year and that he hopes 2021 is a better year. He thanked everyone for participating in the meeting. He also thanked the Senior Leadership Team for all of their work in keeping the operations of the university going in the context of changing provincial restrictions. The Chair referenced the recent imposition of Stay at Home orders and encouraged people to follow the guidelines.

6. President's Remarks

The President welcomed everyone back and also wished everyone a Happy New Year. He hopes everyone had an opportunity to rest and relax over the holidays. He noted that the first week of classes was about to end and observed that things seem to be going well. The university continues to closely monitor the COVID numbers in the community.

The President reported that they continue to focus on the post-COVID world and how the university can differentiate itself in that world. He reviewed some of the COVID initiatives the university has been involved in, including: graduating nursing students early, ventilator design, wastewater analysis, and use of light to eliminate COVID in high traffic areas.

The university is looking at how we can reinvent education and incorporate the lessons learned over the past year. The university transitioned online the quickest in the province. We are seeing more and more innovation in each of our Faculties, which will help us become a better institution. Every university is trying to employ more technology and we are thinking about how we can truly be differentiated from the pack.

6.1. Strategic initiatives

The President advised that they are scanning websites around the globe to find out what other institutions are doing. There are many institutions claiming to offer hybrid learning. Focus groups are being held with students to find out what they want to see in a post-COVID environment. The President shared that he is hearing from students that it is useful to have lectures available online to review on demand. This allows students the opportunity to view them several times, study the lessons, and retain the information. We must explore how we can create an online model in addition to an in-person model. Learning online will also accommodate students who might have only one or two courses left to complete their degree, as well as those students who might not be geographically close. This would be a real differentiator for the university.

The ability to work from home would also present a huge opportunity in the labour market. J. Bruno will be leading those efforts. Students will need online and face-to-face services. The university will engage with unions to figure out how to provide staff with the choice of working from home. This also demonstrates to staff that they work somewhere that cares about them. This would open up the labour field to employ the very best as geography will be less of a determinant. There are strategic initiatives on both academic and administrative side.

7. Strategy

7.1. Strategic Discussion: Student Success Initiatives

L. Livingston delivered a presentation on student success initiatives. She responded to questions and comments from the committee, which included:

- Is it too early to determine the effect of the LEAP program on student retention?
- Is student retention one of the SMA metrics?
 - L. Livingston confirmed that graduation rates are factored into the SMA metrics.
 - L. Livingston confirmed that the LEAP program coaches were staff and graduate students (one staff member and two graduate students); going forward the role of coach will be expanded to individuals who have held leadership roles with students (e.g. graduate students, student government, or university athletics).
- Will additional resources be required to scale up the LEAP program?
- How does the university's retention rate compare to that of other institutions?
 - L. Livingston advised that the university is in the bottom quarter in the province (80.6% compared to 82.3%).
 - The university's student cohort is considerably different from other institutions (generally lower averages upon entrance).
- We need to challenge ourselves to support student success once students are admitted.
- What is the program/Faculty break down of retention?
 - L. Livingston advised that the Faculty of Engineering and Faculty of Health Sciences have the highest retention rates for year 1-2 students; because of the pass/withdraw option in the Winter 2020 term, the retention rates are somewhat inflated.
- A member expressed support for the focus and spirit of the direction of supporting student success upon admission.
- How is the university doing with domestic and international applications this year?
 - L. Livingston advised that they are in the process of analyzing the data, as the deadline for high school applications was January 15.

7.2. Review of University's Mission, Vision & Values (VMV)

L. Livingston thanked the committee for participating in the targeted consultation session in December. The governors' feedback was appreciated. She noted that the Board members' key comments were included in the accompanying report, together with the

revised VMV document. It became clear from the governors' comments that we must differentiate ourselves in our mission and vision. She noted that "tech with a conscience" resonates with people and was reiterated several times during the consultation session. A suggestion was made to add language to the partnerships reference to clarify the purpose. L. Livingston clarified that based on the motion language, the VMV document can be tweaked. The Chair thanked L. Livingston for her work on the VMV. L. Livingston noted it was a team effort from day 1 and acknowledged the work of the teams of B. Maclsaac and S. McGovern.

Upon a motion duly made by A. Abu-Rayash and seconded by K. Chan, subject to minor amendments, the Strategy and Planning Committee unanimously recommended the updated Vision, Mission, and Values for approval by the Board of Governors.

8. Planning

8.1. Board Retreat Planning

S. Murphy noted the retreat will be a virtual one. It would be helpful to the senior leadership team for the Board to explore what the "new normal" will look like post-COVID. It will help to know what level of technology would be a differentiator for the university. Another question to be considered is how can we think about servicing our students more holistically? S. Murphy referenced the Ontario Tech app that was developed by the university and the features it offers. It will also be important to consider how we can put students' education in their hands. The retreat could include an overview of how our competitors are transitioning to online learning (as background material) and how our competitors are using microcredentials. Many universities are offering microcredentials in the place of graduate diplomas. The university has a different view of microcredentials, which involves working hand in glove with industry (example of Ontario Tech Talent). It might be helpful to the Board to include a student panel to share their perspectives on expectations post-COVID, including what they would like to see when back in a face-to-face-environment and how technology could make their lives easier. There are many students juggling multiple jobs and providing them with flexibility would be helpful. Depending on timing, the retreat could also include a panel of faculty members. The committee felt that it might be better to bring back a panel of faculty at another time in order to allow more time for discussion during the retreat. The committee had a discussion of the purpose of microcredentials.

A committee member commented that they like the proposed format of the retreat and asked the senior leadership team to think about how this makes its way into the broader strategic plan of the university. The member suggested looking at what will be the essential pillars and how progress will be reported back to the Board in the context of the new normal. It is important to bring it down to a tangible number of items that can be tracked over time and maintain a laser focus on those items.

9. Other Business

The Chair extended an invitation to the committee to attend a tour of the PPE manufacturing facility at GM.

10. Adjournment

Upon a motion duly made by K. Chan, the public session adjourned at 3:17 p.m.

Becky Dinwoodie, Secretary

DRAFT