



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

**May 13, 2021**  
**2:00 p.m. to 4:00 p.m.**  
[Videoconference](#)  
+1.888.240.2560 Meeting ID: 856 624 279

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

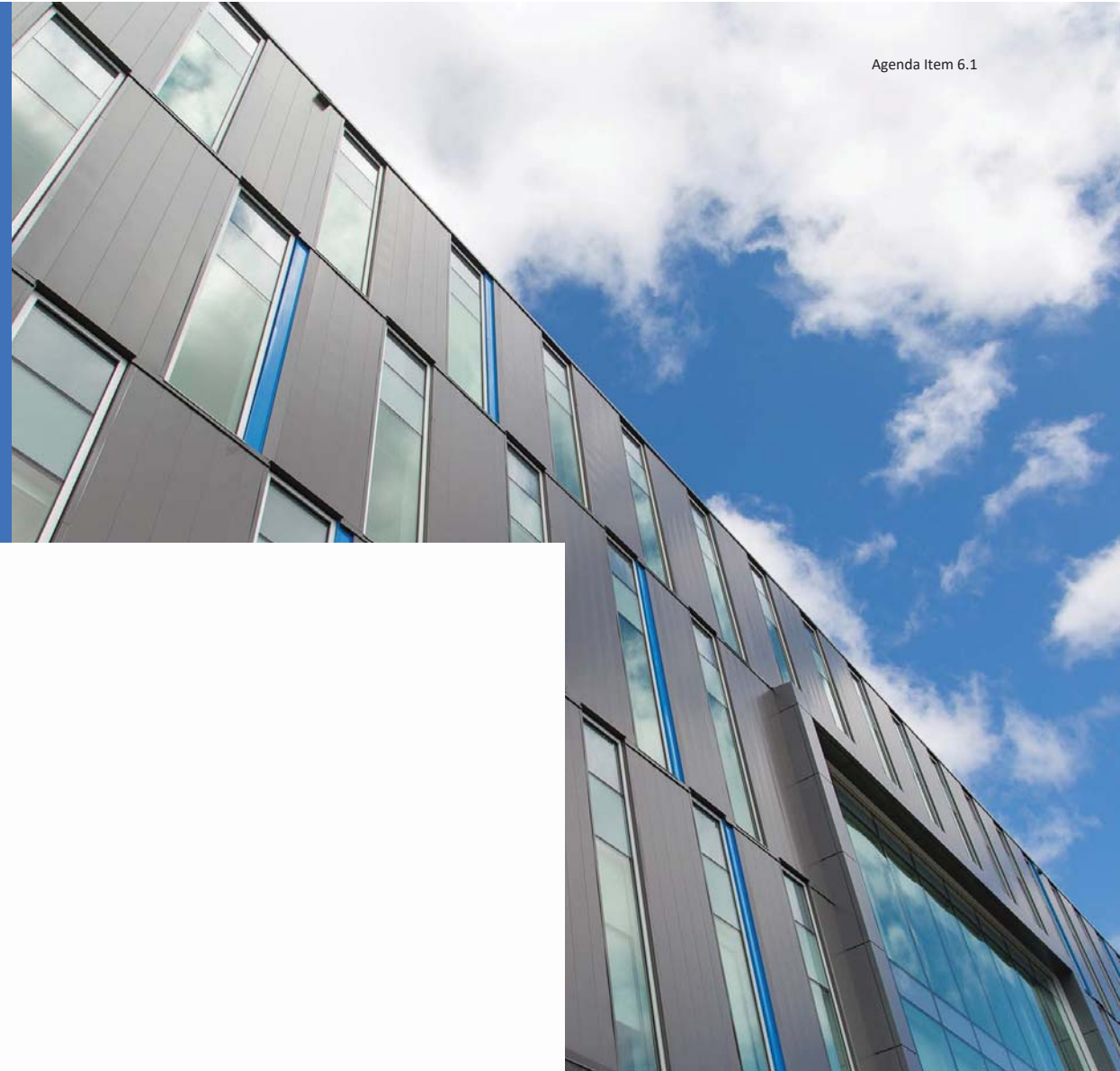
**Staff:** Becky Dinwoodie, Cheryl Foy, Les Jacobs, Lori Livingston, Brad Maclsaac, Susan McGovern

**AGENDA**

No.	Topic	Lead	Allocated Time	Suggested Start Time
	<b>PUBLIC SESSION</b>			
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"> <li>Strategic initiatives</li> </ul>	Steven Murphy	10	2:10 p.m.
6	<b>Strategy</b>			
6.1	Strategic Discussion: Academic Programming*	Lori Livingston	30	2:20 p.m.
6.2	International Recruitment Strategy* (U)	Lori Livingston	10	2:50 p.m.
6.3	Strategic Planning Metrics* (U)	Lori Livingston	5	3:00 p.m.
7	<b>Planning</b>			
7.1	Annual Board Report* (M)	Becky Dinwoodie	5	3:05 p.m.
8	<b>Consent Agenda (M)</b>	Chair	5	3:10 p.m.
8.1	Endowment Disbursement*			
8.2	Minutes of Public Session of Meeting of March 18, 2021*			
9	<b>Other Business</b>	Chair		
10	<b>Adjournment (M)</b>	Chair		3:15 p.m.
	<b>BREAK</b>		<b>10</b>	

No.	Topic	Lead	Allocated Time	Suggested Start Time
	<b>NON-PUBLIC SESSION</b> (material not publicly available)			3:25 p.m.
11	Call to Order	Chair		
12	Conflict of Interest Declaration	Chair		
13	Minutes of Non-Public Session of Meeting of March 18, 2021* (M)	Chair		
14	President's Remarks	Steven Murphy	5	3:25 p.m.
15	Advancement	Susan McGovern	15	3:30 p.m.
15.1	Advancement Update* (U)(P)			
15.2	Board of Governors' Awards Update (U)			
16	Other Business	Chair		
17	<i>In Camera</i> Session	Chair		3:45 p.m.
18	Termination (M)	Chair		4:00 p.m.

Becky Dinwoodie, Secretary



## **Strategic Discussion: Academic Programming**

## Purpose of Today's Session

- **Quick overview of undergraduate and graduate programming and enrolment trends**
- **Identify current and emerging trends and challenges in the sector**
- **Explore strategies to employ to ensure continued programmatic (enrolment) viability**



## Undergraduate Programs in Context

7

Faculties

32

Degrees

65

Majors

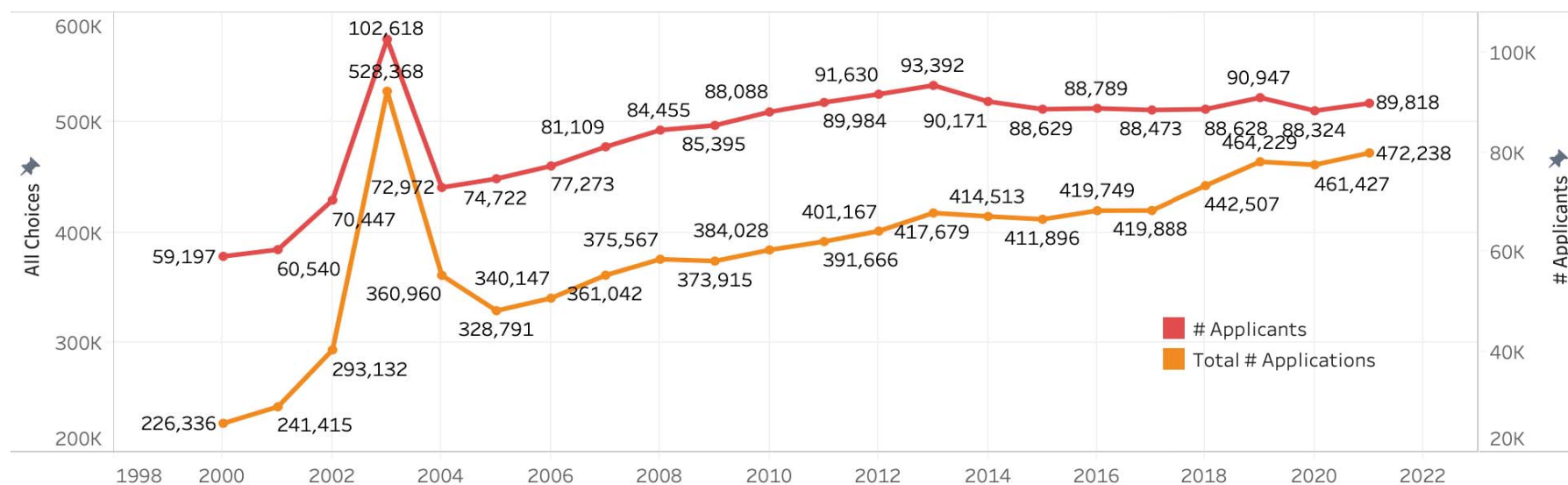


# Ontario Application Trends (Undergraduate)

The Ontario System has largely had applicant stagnation, losing ~3500 applicants from the peak in 2013 (excluding the double cohort)

However students are making more program choices

# Applicants vs Total # Applications



# Undergraduate Programs by Admission Competitiveness

Access programs	Competitive Programs (Enrolment Caps)	Largest Faculties by Enrolment (Pre-COVID)
<ul style="list-style-type: none"> <li>• Arts</li> <li>• Allied Health Science</li> <li>• Commerce</li> <li>• Engineering</li> <li>• Health Science</li> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Education (120)</li> <li>• Information Technology (190)</li> <li>• Computer Science (200)</li> <li>• Medical Laboratory Science (40)</li> <li>• Nursing (180)</li> </ul>	<ul style="list-style-type: none"> <li>• Engineering and Applied Science</li> <li>• Health Sciences</li> </ul>

# Ontario Tech vs Provincial Program Demand

Increasing Market Share	Decreasing Market Share	Overall Low Application Programs
<ul style="list-style-type: none"> <li>• Computer Science</li> <li>• Education</li> <li>• Nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Commerce</li> <li>• Networking and IT Security</li> <li>• Engineering (all disciplines)</li> <li>• Kinesiology</li> <li>• Life Sciences</li> <li>• Social Sciences (all disciplines)</li> </ul>	<ul style="list-style-type: none"> <li>• Health Physics and Radiation Science</li> <li>• Nuclear Engineering</li> <li>• Manufacturing Engineering</li> <li>• Physics</li> <li>• Liberal Studies</li> <li>• Chemistry</li> </ul>

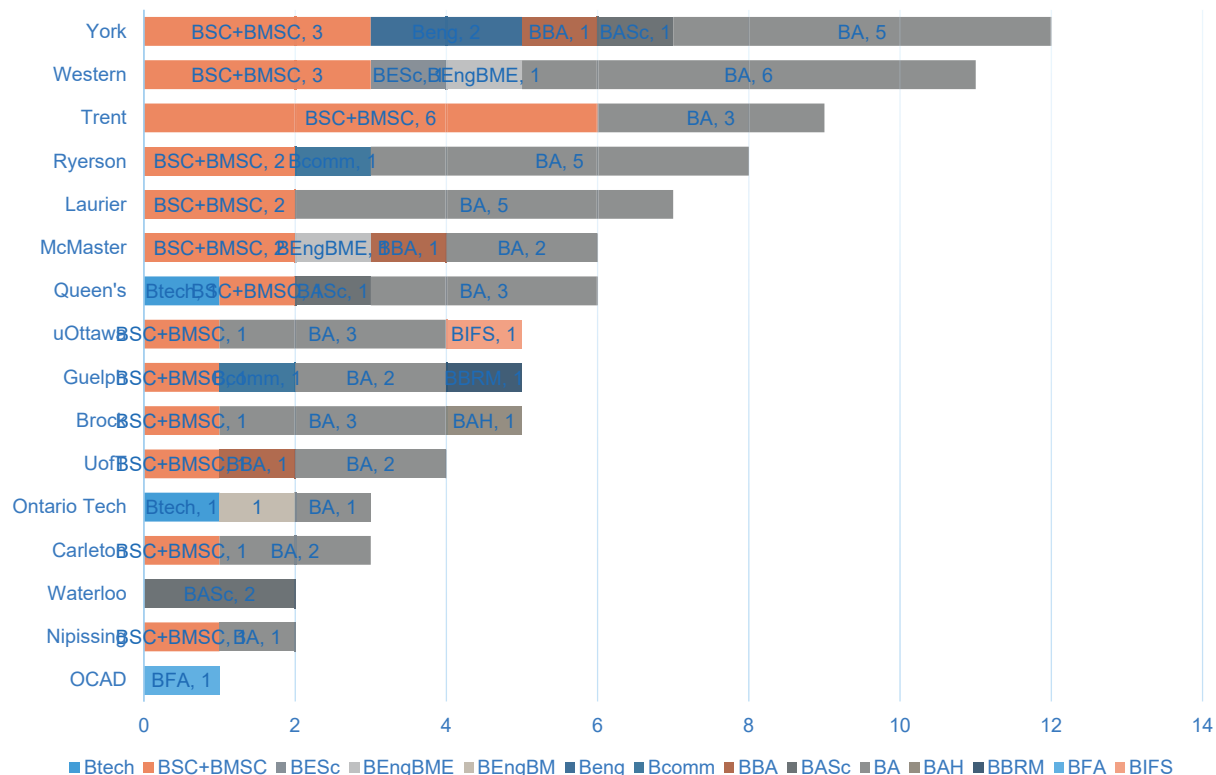




# Provincial – New Program Development 2013-2020

There has been a large number (99) of new programs developed across the province since 2013. This is shifting applicant market share.

Many institutions are involved in program repackaging (for marketing purposes) and revitalization (for competitiveness) efforts which are further shifting market share.



## Research-Based Graduate Programs

Research-Based Programs (n)	16	10	7
	Masters	Doctoral	Diplomas

Largest Research-Based Program by Enrolment (n)	78	47	44
	MHSc (Kinesiology, CPPH & Health Informatics)	MSc (Computer Science)	MASc (Mechanical Engineering)



## Course-Based Graduate Programs

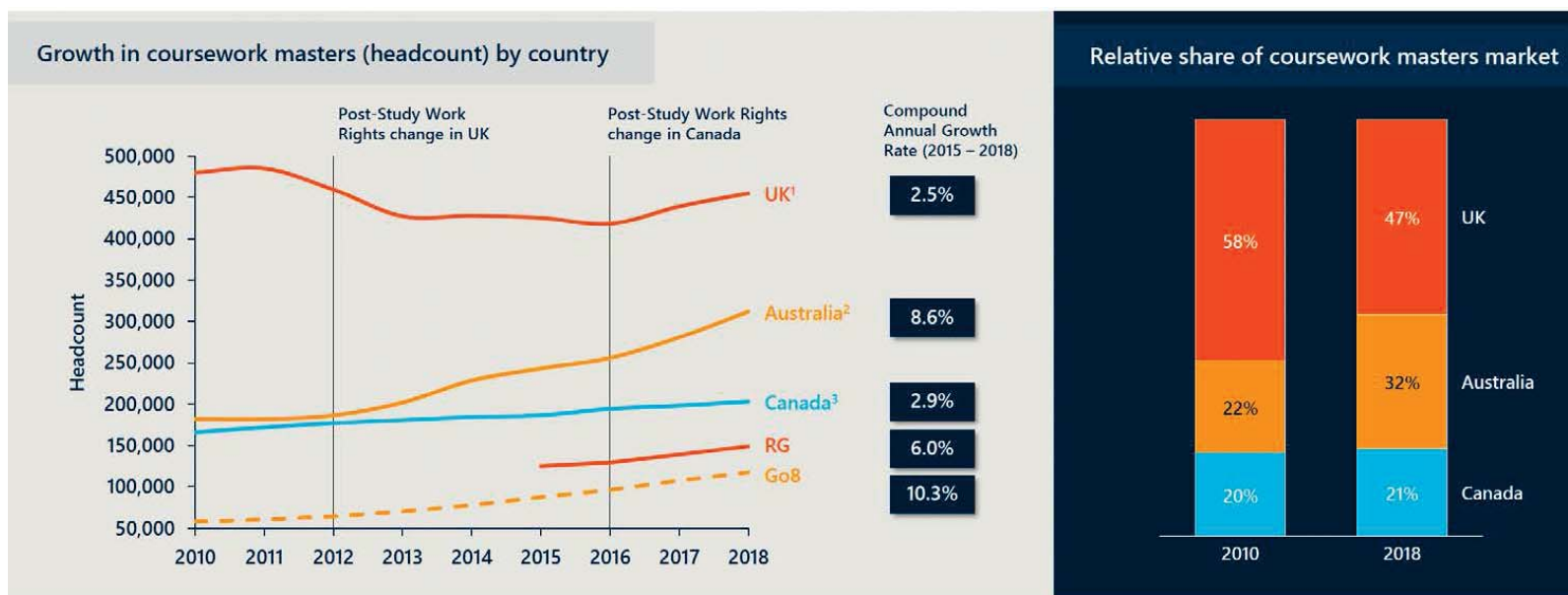
Course-Based Programs (n)	7*	1**	7
	Masters	Doctoral	Diplomas

Largest Course-Based Program by Enrolment (n)	130	25	* M.Eng (Automotive, Mechanical, Nuclear); MEngM; M.Ed.; MITS; MScN
	M.Ed.	M.Eng (Nuclear)	**Ed.D. (proposed)



# Course-Based Masters Growth

- Canada lags behind the UK, and Australia in professional master’s development, and this could be a avenue for increased growth.
- Specifically when looking at international enrolments, the professional or course based Masters degree could be a strategic priority for Ontario Tech



Sources: 1 HESA (2018/2019); 2 HEIMS (2018/19); 3 Statistics Canada (2018). Note: Canada figures include all Masters (coursework and research) due to data limitations.





**What key strategies should we adopt to ensure continued programmatic (enrolment) viability?**

## COMMITTEE/BOARD REPORT

---

**SESSION:**

Public   
Non-Public

**ACTION REQUESTED:**

Decision   
Discussion/Direction   
Information

**TO:** Strategy & Planning Committee

**DATE:** May 13, 2021

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

**SUBJECT:** International Recruitment Strategy - Update

---

**COMMITTEE/BOARD MANDATE:**

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

We are updating the Committee on our strategic approach to international student recruitment at both the undergraduate and graduate levels.

**BACKGROUND/CONTEXT & RATIONALE:**

At its April, 2021 meeting, the Budget Working Group presented a paper entitled *Fiscal Blueprint 2021-2022*. This document provided a budget overview of anticipated revenues and expenses for the coming year, as well as our budgeting assumptions and anticipated immediate and future budgeting tensions and challenges.

With the recently announced continuation of a domestic tuition freeze for 2020-2021 and possibly beyond, combined with no new anticipated grant funding, growth in international student enrolment numbers is one way to generate additional revenues. The COVID-19 pandemic has created some previously unforeseen and unanticipated challenges to international student growth, yet we remain resolute in our goal of growing our international student numbers from what is currently about 7% of our overall student population to represent about 15% of the total student body.

Such growth requires a solid plan and a strategic approach to achieve two main goals including: (1) to increase overall international student enrolment numbers; and (2) to maintain a diverse mix of countries so as to not rely too heavily on one source country.

**INTERNATIONAL RECRUITMENT STRATEGY: REGIONAL EMPHASIS**

Our recruitment efforts prioritize efforts in regions and countries based on a number of factors including, but not limited to, mobility trends, historical enrolment data, and economic factors. A primary market is a country we actively recruit in either directly or indirectly. A secondary market

includes countries we may add onto a recruiting trip to the region if there is economic value, an emerging market, a market that has potential, or a market where the risk of travel is excessive. These markets are outlined in the table below.

<b>Region</b>	<b>Primary</b>	<b>Secondary</b>
<b>East Asia</b>	China, Hong Kong, Japan, South Korea, Taiwan	Macau
<b>Southeast Asia</b>	Vietnam, Indonesia, Malaysia	Singapore, The Philippines
<b>South Asia</b>	India	Bangladesh, Pakistan, Sri Lanka
<b>Middle East</b>	United Arab Emirates, Qatar, Kuwait, Oman, Jordan, Turkey	Lebanon, Egypt, Iran
<b>Africa</b>	Nigeria, Ghana, Kenya, Tanzania, Uganda, Rwanda, Ethiopia, Mauritius	South Africa, Cameroon
<b>Latin, Central, and South America</b>	Panama, Ecuador, Peru, Mexico	Colombia, Brazil
<b>Caribbean</b>	Jamaica, Bahamas, Bermuda, Barbados, Trinidad & Tobago, Cayman Islands	Antigua & Barbuda, St. Lucia, St. Kitts & Nevis
<b>United States</b>	New York, New Jersey, Michigan, Illinois, Massachusetts, Maryland, District of Columbia, Texas	California, Maine, Colorado

#### **INTERNATIONAL RECRUITMENT STRATEGY: DIVERSE APPROACHES**

In the same way that we aim to diversify our markets, we are working to expand our approaches to connecting with international markets and creating pathways for students to enroll in our programs. These include:

- Virtual Open Houses with information sessions dedicated to international student applicants
- Offshore recruitment offices (i.e., Guangzhou, China; Delhi, India; Nairobi, Kenya)
- International partnerships including:
  - Admission pathway programs with international boarding schools located in North America (e.g., Columbia International College, Hamilton)
  - International analytics and recruitment partnerships (e.g., Concourse Global)
  - International recruitment outsourcing agreements (e.g., EduCo Global)
  - Established MOUs, including student exchange agreements with universities from around the world

- Taking the lead in an International Marketing Development Initiative involving Ontario's universities, colleges, and Indigenous institutes
- Respond to the demand for shorter-term programs that act as a fast track to immigration opportunities. One- or two-year course-based Masters or certificate programs are particularly desirable.

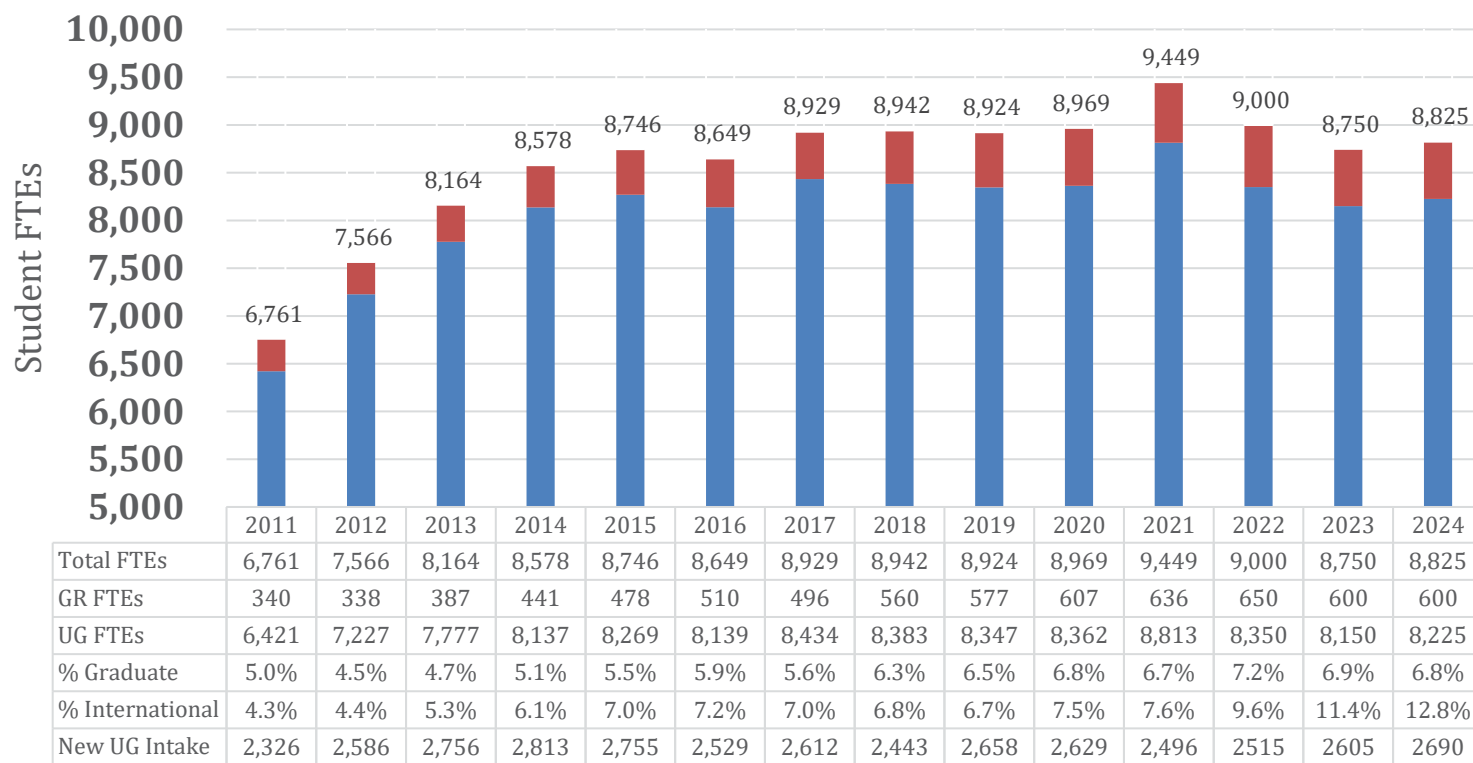
**NEXT STEPS:**

International student enrolments are an important part of institutional sustainability, yet gaining market share is becoming increasingly competitive within Canada and beyond. We will need to continue investing effort into a broad array of recruitment initiatives and opportunities to ensure that we can attract and retain students into the future.



## Appendix A

### Enrolment Targets (2011-2024)



#### Legend

- Undergraduate FTEs
- Graduate FTEs

## COMMITTEE/BOARD REPORT

---

**SESSION:**

Public   
Non-Public

**ACTION REQUESTED:**

Decision   
Discussion/Direction   
Information

**TO:** Strategy & Planning Committee

**DATE:** May 13, 2021

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

**SUBJECT:** Strategic Planning Metrics - Update

---

**COMMITTEE/BOARD MANDATE:**

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

We are updating the Committee on the process for setting the refreshed planning performance indicators/metrics.

**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). Progress is tracked through performance indicators/metrics.

At its March, 2021 meeting, the Board's Strategy and Planning Committee discussed the process and timeline for refreshing and updating our performance indicators/metrics. It was agreed that these should be limited in number and balanced across the universities four strategic priority areas (i.e. two or three indicators in each priority).

As previously discussed answering "how are we doing" is no easy task. Universities are complex multi-purpose organizations with numerous stakeholders who have their own sets of expectations. Moreover, the learning and discovery processes – for students and for faculty – are not easily defined nor easily measured. 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. However, the movement to throughput (or value added) indicators has been minimal.

As we review potential indicators, we will evaluate each one on two key dimensions: importance and quality. We will also ensure that each performance indicator may be meaningfully measured and operationalized.

As a starting point, we may consider some of the following indicators. These are presented as examples only.

Theme/Metric	Previous Use
<b>Technology with a conscience</b>	
Sustainability Ranking – STARS (Category)	
Research impact (Field Weighted Citations)	
<b>Learning Re-imagined</b>	
Proportion of all undergraduate courses in online/hybrid format (%)	SMA2
Number of microcredentials offered/taken (n)	
Number of experiential/work integrated learning experiences (n)	
<b>Sticky Campus</b>	
Learning space per Full-Time Equivalent Student (NASMs)	
Student retention rates (%)	SMA2
Student Satisfaction Survey Results	SMA2
<b>Partnerships</b>	
Number of Partners Engaged in Experiential Learning (n)	
Research Revenue Attracted from Private Sources (\$)	SMA3

#### **NEXT STEPS:**

We will continue to identify and review possible performance indicators/metrics that align with our operational plans. Following internal consultations and further analysis, we will be bringing recommendations to the Strategy and Planning Committee for consideration in Fall, 2021.

## 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 (cummulative 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	↔

# Strategy & Planning Committee (S&P)

## 2020-2021 Annual Report

# 2020-2021 Work Plan

## MANDATE-DRIVEN PRIORITIES

### Strategic & Planning Oversight

- Review of university's vision, mission & values
- Integrated Planning
- Strategic risk
- Student success
- International strategy
- Research strategy
- Standard & strategic indicators
- Academic programming
- COU/UC strategic initiatives
- Board Retreat planning

### Advancement

- Million Dollar Matching Fund & Board of Governors' Awards Program
- Endowment disbursement
- Campaign oversight
- Alumni engagement strategy

# Accomplishments

## STRATEGIC OVERSIGHT

- Oversight & recommendation of the university's refreshed vision, mission & values.
- Review of committee's Terms of Reference.
- Oversight of university's strategic planning metrics
- Oversight of identification & assignment of university's key strategic risks.
- Oversight of university's student success strategies.
- Engaged in strategic discussions regarding: Blended Learning, Student Success Initiatives, Sticky Campus – Post-COVID 19, and Academic Programming.

# Accomplishments

## PLANNING OVERSIGHT

- Oversight of the update of the university's Integrated Plan.

## Board Retreat:

- Planning & oversight of the retreat held May 13, 2021 - focused on:
  - laying the foundation for strategic change;
  - improving governors' understanding of:
    - how universities are changing their approach to learning and to changing their "reach";
    - the expectations and assumptions around learning of the next generation of students, and;
    - current Academic Council approach to changes in learning and technology in learning.
  - helping identify:
    - the values that should guide a student centred approach;
    - what might differentiate Ontario Tech's approach;
    - the cultural foundations for change; and
    - the socio-economic implications of pedagogical change for students.



# Accomplishments

## ADVANCEMENT

- Maintenance of Million Dollar Matching Fund.
- Recommended the disbursement of up to \$775,000 from the endowment funds to distribute as student awards for the 2021-2022 year.
- Oversight of Women in Stem initiative and Pi-Day of Giving
- Oversight & encouragement of governor engagement in advancement, alumni, and campaign planning activities (e.g. Pi Day events, Chancellor's Challenge, ACE Experience).
- Support of Board of Governors Awards, Student Relief Fund, and Annual Campaign Gift.
- Worked with Advancement to identify and open doors to major gift prospects.

# In Progress

## Strategy & Planning

- Continued oversight of Alumni engagement strategy.
- Continued oversight of international strategy.
- Continued oversight of Research strategy.

## Advancement

- Continued oversight of campaign.
- Continued oversight of Board of Governors' Awards & Million Dollar Matching Fund programs.
- Continue to develop major gift prospects.

# Future Planning

## Planning Oversight

- Strategic Plan – Oversight of Rolling Plan
  - Academic Plan
  - Research Plan
  - Capital Plan
- Review and update of strategic planning metrics
- Rollout of university's refreshed mission, vision, and values.
- Student success strategies
- Strategic Risk Management

## Strategic Enrolment Management

- Growth strategy
- Environmental & competitive scanning

## Strategic Discussions

## Board Retreats



## COMMITTEE REPORT

---

**SESSION:**

Public   
 Non-Public

**ACTION REQUESTED:**

Decision   
 Discussion/Direction   
 Information

**TO:** Strategy & Planning Committee (S&P)

**DATE:** May 13, 2021

**PRESENTED BY:** Brad Maclsaac, VP Administration

**SUBJECT:** Annual Endowment Disbursement

---

**COMMITTEE MANDATE:**

The Strategy and Planning Committee is responsible for overseeing the strategic planning for all aspects of the university and assessment of the implementation in the context of the university’s vision, mission and values. This includes the plans supporting the implementation of the university’s overarching Integrated Academic Research Plan, including the Advancement Plan.

As outlined in the Endowment Management Policy and Procedures approval of the disbursements is to be recommended by S&P to the Board of Governors.

As the Investment Committee oversees the endowment fund and A&F Committee oversees finances they are both incorporated into the approval process.

This memo is to seek S&P’s recommendation of a maximum spending level from the Endowment portfolio for fiscal year 2021-22.

**BACKGROUND/CONTEXT & RATIONALE:**

This report will highlight additions, earnings, disbursements, and the net position of the Endowment.

Endowments typically accumulate assets and disperse income to beneficiaries over extended periods of time. Ontario Tech’s Endowment consists of funds, largely donations secured through Advancement, which are set aside permanently with a

portion of investment returns used to support operations, normally specific student awards as directed by the donor. Part of Ontario Tech's endowment philosophy includes 'capital preservation' (i.e. adjusting the capital value by inflation) so as to preserve the purchasing power of the awards. Effective oversight requires facing the contradictory goals of maintaining a target spending rate and preserving the real value of the fund while operating in an environment of unpredictable shifts in markets. In general, donor agreements set out an expectation of a 4% disbursement of the inflation adjusted principle (original donation). Increases in donor awards are in discrete increments, which vary by award. Ontario Tech assumes the long term sustainability is supported by establishing a disbursement rate of approximately 3-5% based on a variety of reports (i.e. Morneau Shepell's Funding Sustainability [report.](#))

Over time, the value of the portfolio has experienced significant growth. A summary of the current portfolio balances (as at Dec 31) are as follows (all numbers in 000's):

	2020	2019	2018	2017	2016
Principle (Donations)	\$18,387	17,891	16,558	15,818	\$15,452
Capital Preservation	2,970	2,844	2,406	2,191	1,931
Net increase in Book Value	5,914	5,532	5,173	5,109	4,052
Adjusted Unrealized Gain	3,907	2,502	1,247	2,294	1,686
Total Market Value	\$31,178	28,769	25,384	25,412	\$23,121

### Key facts:

- i. There are currently 122 specific endowed funds.
- ii. The average inflation rate for the past 5 years has been approximately 1.5%.
- iii. Realized income net of fees (i.e. interest, dividends, realized gains) have averaged 4.4% since 2004
- iv. Total returns have been 3 year = 6.7% and 5 year = 8.1%.

Disbursement amounts and number of awards have been as follows:

Fiscal Yr	Awards	Amount	Distrib. % <sup>1</sup>
2017	253	\$460K	2.6%
2018	261	\$475K	2.6%
2019	309	\$615K	3.2%
2020	409	\$711K	3.4%
2021 -proposed	450 (est)	\$775K (max.)	3.6%

<sup>1</sup> Presents distributions as a percentage of inflation adjusted donations

**CONSULTATIONS:**

The university’s Endowment Committee consists of representatives from Finance, Advancement and Student Awards.

Due to increased donations and a stable portfolio Ontario Tech has been able to increase disbursements over time. In the current environment (i.e. the pandemic) the committee noted that it is even more critical than ever to continue to support students while managing market risk. Based on a review of the portfolio performance and an assessment of the donor agreements, the committee recommended a maximum disbursement for fiscal year 2021-22 of \$775K. This would allow support for a significant number of additional students compared to the \$725K approved in 2020-21 (e.g. 50 more awards of \$1000), while at the same time ensure sustainability of the endowment funds.

**PROCESS/ NEXT STEPS:**

- May 13, 2021 – Strategy & Planning
- June 2, 2021 – Investment
- June 17, 2021 – A&F
- June 24, 2021 - BoG

A review of the policy and procedures is underway.

**MOTION:**

*That the Strategy and Planning Committee hereby recommends that the Board of Governors approves the disbursement of up to \$775,000 from the Endowment Fund for distribution by student awards in 2021-22.*

**SUPPORTING REFERENCE MATERIALS:**

N/A



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

---

**Minutes of the Public Session of the Meeting of Thursday, March 18, 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, Barb Hamilton, Les Jacobs, Lori Livingston, Brad MacIsaac, Sue McGovern

**Guests:** Mike Eklund

**1. Call to Order**

The Chair called the meeting to order at 2:01 p.m.

**2. Agenda**

*Upon a motion duly made by D. Reiner and seconded by K. Chan, the Agenda was approved as presented.*

**3. Conflict of Interest Declaration**

There was none.

**4. Chair's Remarks**

The Chair thanked the members for making time to attend the meeting. After a year of dealing with the pandemic, we can finally start to see a light at the end of the tunnel. He shared a story about a colleague in the United States who contracted COVID after following all of the protocols and made an exception to have dinner at a friend's. He encouraged everyone to remain vigilant and to get vaccinated when they have the opportunity.

**5. President's Remarks**

The President began by saying he also hopes everyone is keeping well and agrees that we can see the light at the end of the tunnel. He provided an update on the return to campus planning. He emphasized the need to stay nimble. The reality is that this year will differ from a normal year. In the best case scenario, classes will be able to be held

on campus. Planning will continue to be guided by public health. In the worst case scenario, emergency remote teaching will continue. If we must continue to observe physical distancing, there may be a blended scenario where large classes take place online and smaller labs can happen in person. Ensuring the safety of the campus community continues to be the main priority.

The Chair asked whether there is a drop dead date for the decision on next year's classes. The President updated the committee on the parallel planning that is taking place for the fall in order to be prepared for several scenarios and to be able to provide our students with some certainty. The Provost outlined the upcoming critical dates, including the university's virtual Open House being held on March 27. She emphasized that at this point, communications are key as we continue parallel mapping of the fall schedule. Most institutions have communicated that they will be back on campus and we will be delivering a similar message that we will be on campus if possible and providing online options, as well. The schedule for the Winter Term will be delayed until we have more certainty. There was a discussion regarding the messaging for international students. B. MacIsaac advised that work continues with the Faculties to provide flexibility to students who may not be able to travel or come to campus because of health issues.

There was also a discussion regarding whether the return to campus would be dependent on people being vaccinated. C. Foy advised that there is a COU working group examining the issue and a legal opinion will be obtained. From a legal perspective, they are exploring what incentives and/or constraints are appropriate for unvaccinated individuals. C. Foy explained that generally, when a legal opinion is obtained through COU, it provides a framework for the university to work within. The committee also discussed the anxiety levels that can be anticipated upon returning to campus. The President acknowledged the mental health concerns considering everything people have experienced over the past year.

The President discussed his efforts to try to get people to think about the future and focused on strong pedagogy that incorporates technology that will make us the experiential learning leader of Canada. They are also working to reshape how the university thinks about work and will be giving employees the flexibility to work both at home and on campus. The President acknowledged that there is an incredible amount of change happening at the same time. He noted that it makes little sense to insist that everyone comes back in person as the focus is on the work that people get done as opposed to where they do it.

## **6. Strategy**

### **6.1. Strategic Discussion: Sticky Campus – Post-COVID 19**

L. Livingston explained that COVID has shifted our reality and that the university now has three prominent campuses: north, downtown, and virtual. COVID has flipped our reality



where everything is now taking place virtually. Social interactions are important to the university community and people miss the collective spirit. The focus is on how to keep people connected to our campuses. L. Livingston noted there are three key emerging perspectives relating to COVID:

1. COVID has changed our behaviours and will have a lasting impact.
2. Resiliency in university design must focus on ability to adapt to changing environment.
3. Online learning and online work do not replace the face-to-face interactions.

There were three key strategic questions for the committee to consider:

- 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?

L. Livingston advised that the current focus is getting students back on campus. As we transition back to a new reality and experience a shift in the proportion of people working in different locations, how do we welcome people back when some may not feel comfortable returning to campus?

Comments and suggestions from the committee included:

- suggestion of having a "welcome back open house";
- encouraged the university to be seen as leaders in this area - opportunity to look at what is the end stage we are aiming for and how to move toward it?
- opportunity to be a leader as opposed to responding to the environment;
- continue to offer a combination of online and in person as a future reality;
- if able to be a step ahead, would be in position to help industry partners and other institutions that are facing similar issues;
- social aspect – what has transitioned online that we do not want to lose upon returning to campus?
- suggestion to take some control over who the university needs back on campus - start with the principle of who needs to come back - if we allow large groups of people to work from home without fully understanding the landscape when returning, it could be problematic – will be important to set out constraints;
- it will be an opportune time to host appreciation events/galas for the university community to help with engagement;
- strategy in the manufacturing environment is to have workers come back to work in person at least once or twice a week - also important to build in a transition phase to help people adjust and become more comfortable; and

- consider that if repurposing spaces, it is a great tool to drive culture change – use the refreshed vision, mission and values and incorporate into the space planning.

## 6.2. Strategic Risk Update

C. Foy provided an update on strategic risk planning. She informed the committee that the focus is on ensuring we are not knocked off our strategic game. She provided an overview of the process followed, with the help of the Board, to identify twelve key strategic risks. They also identified the key foundational risks: financial sustainability and compliance. This year, they have been particularly focused on mapping the operational risks to the strategic risks. As one of next year's priorities, the senior leadership team is planning a review of the strategic risks to ensure they align with the strategic pillars. C. Foy responded to questions from the committee.

(J. Wilson joined at 2:48 p.m.)

Support was expressed for the alignment of the strategic risks with the university's vision, mission and values, and strategic priorities. There was a discussion regarding highlighting the key risks that would impede the university's progress on achieving its strategic priorities. There was also a discussion regarding how the implementation of risk management involves a cultural shift. C. Foy advised that they are observing good engagement in risk management at the senior level, which is crucial. The next step will be to hold risk owners accountable and make it part of the performance management process.

## 6.3. Strategic Planning Metrics

L. Livingston provided an overview of the report included in the meeting material. She advised that the university has experienced a shift in its strategic priorities with the establishment of the President's key strategic pillars and the refreshed vision, mission, and values. Given these changes, it is an appropriate time to take another deep dive into the metrics and establishing meaningful targets. L. Livingston reviewed the proposals with the committee, which were:

*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's 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).

L. Livingston responded to comments and questions from the committee. There was a discussion regarding whether the metrics would be cross-referenced with the new SMA indicators. L. Livingston clarified that they are looking to establish robust KPIs. A member commented that the metrics should help assess whether the university is making progress towards meeting the end goals of its strategic priorities and help determine whether any adjustments to the course of action need to be made. It will also be important to ensure that the indicators align and do not undermine the SMA metrics.

#### **6.4. Research Strategy Update**

L. Jacobs delivered an update on the university's research strategy. He reviewed the four pillars of the research strategy:

- Research Reputation
- Research Rankings
- Research Funding
- Research Intensity

L. Jacobs reviewed the progress that has been made since 2019. He noted that the progress reflects the university's nimbleness and ability to meet deadlines important to industry research. He also emphasized the multidisciplinary nature of the university's research priorities.

The Chair commended L. Jacobs and his team for the progress that has been made over a short period of time. Committee members supported the alignment of the research strategy with the university's vision, mission, and values, as well as the focus on EDI. There was a discussion regarding when L. Jacobs would be satisfied with the metrics. L. Jacobs emphasized industry sponsored research. He noted that much of the movement that has happened has been incremental and referenced the use of Mitacs (a matching program of industry sponsored graduate student placements). L. Jacobs explained that they are focusing on the talent that we offer. The initial focus is on the Durham and Northumberland Regions. This progress translates back to research benefits to the university, as well as supporting local economic development. The next big step will be to obtain big industry partnerships.

## **7. Planning**

### **7.1. Board Retreat Planning**

S. Murphy summarized what was finalized at the last S&P meeting. The retreat will be focused on what the new normal will look like post-COVID. He noted that some great comments were made during the meeting that will help with the planning. During the retreat, the following questions will be explored:

- How do we service our students more holistically?
- How do we put our students' education in their hands?
- How do we move to a user-centric design?

S. Murphy confirmed that a student panel will be part of the retreat to help the Board understand the expectations and assumptions of the next generation of students. There was a discussion regarding whether the retreat could be held in a hybrid format, with several people participating in person and others participating virtually. S. Murphy noted that as a public facing institution, we are strictly managing who can attend on campus, with priority being given to researchers and essential employees. The Board must be conscious that if they meet in person, that sends a message to the community.

### **8. Consent Agenda**

*Upon a motion duly made by L. Zucker and seconded by J. Wilson, the Consent Agenda was approved.*

#### **8.1. Minutes of Public Session of Meeting of January 14, 2021**

### **9. Other Business**

### **10. Adjournment**

*Upon a motion duly made by D. Reiner, the public session adjourned at 3:29 p.m.*

Becky Dinwoodie, Secretary