

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

Thursday, May 12, 2022

2:00 p.m. to 4:35 p.m.

[Videoconference](#)

Members: Lynne Zucker (Chair), Eric Agius, Ahmad Barari, Carla Carmichael, Kevin Chan, Christopher Collins, Mitch Frazer, Matthew Mackenzie, Steven Murphy, Dietmar Reiner, Joshua Sankarlal, Jim Wilson

Staff: Sarah Cantrell, Krista Hester, Brad Maclsaac, Yvonne Stefani

AGENDA

No.	Topic	Lead	Allocated Time	Suggested Start Time
	PUBLIC SESSION			
1	Call to Order	Chair		2:00 p.m.
2	Agenda (M)	Chair		
3	Conflict of Interest Declaration	Chair		
4	Minutes of Public Session of Meeting of March 17, 2022* (M)	Chair		
5	Chair's Remarks	Chair	5	2:05 p.m.
6	President's Remarks	Steven Murphy	5	2:10 p.m.
7	Strategy			
7.1	Strategic Discussion: Campus Master Plan Update* (M)	Brad Maclsaac	20	2:15 p.m.
7.2	COU/UC strategic initiatives	Steven Murphy	5	2:35 p.m.
7.3	Institutional and SMA3 Metrics*	Sarah Cantrell	20	2:40 p.m.
7.4	Annual Programs update	Sarah Cantrell	15	3:00 p.m.
7.4.1	Centre for Institutional & Quality Enhancement (CIQE) Annual Report*			
7.4.2	Continuous Learning (CL) Annual Report*			

8	Planning			
8.1	Endowment Disbursement* (M)	Brad Maclsaac	10	3:15 p.m.
9	Significant Project & Contract Oversight			
9.1	S&P Annual Board Report*	Chair	5	3:25 p.m.
9.2	Infrastructure Tracking 2022-2023*	Brad Maclsaac	10	3:30 p.m.
10	Other Business	Chair		
11	Adjournment (M)	Chair		3:40 p.m.
BREAK			10	
No.	Topic	Lead	Allocated Time	Suggested Start Time
	NON-PUBLIC SESSION (material not publicly available)			
12	Call to Order	Chair		3:50 p.m.
13	Conflict of Interest Declaration	Chair		
14	Minutes of Non-Public Session of Meeting of March 17, 2022* (M)	Chair		
15	President's Remarks	Steven Murphy	5	3:50 p.m.
16	Advancement	Yvonne Stefanin	15	3:55 p.m.
16.1	Campaign Update* (U)(P)	Yvonne Stefanin		
17	Campus Master Plan Update* (M)	Brad Maclsaac	10	4:10 p.m.
18	Other Business	Chair		
19	<i>In Camera</i> Session	Chair	15	4:20 p.m.
20	Termination (M)	Chair		4:35 p.m.

Krista Hester, Acting Secretary



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

Minutes of the Public Session of the Meeting of Thursday, March 17, 2022
2:00 p.m. to 3:30 p.m., Videoconference Only

Attendees: Lynne Zucker (Chair), Eric Agius, Ahmad Barari, Carla Carmichael, Christopher Collins, Mitch Frazer, Matthew Mackenzie, Steven Murphy, Dietmar Reiner, Joshua Sankarlal, Jim Wilson

Staff: Jamie Bruno, Sarah Cantrell, Becky Dinwoodie, Krista Hester, Les Jacobs, Lori Livingston, Brad MacIsaac, Sue McGovern

Guests: Mike Eklund (FA), Ade Oyemade, Ian Doyle, Dwight Thompson, Chris Woods,

Regrets: Kevin Chan

1. Call to Order

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

2. Agenda

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

3. Conflict of Interest Declaration

There was none.

4. Minutes of Public Session of Meeting of January 13, 2022

Upon a motion duly made by C. Carmichael and seconded by D. Reiner, the Minutes were approved as presented.

5. Chair's Remarks

The Chair commented on her reflection from the recent board meeting and noted that the university is dealing with a lot (i.e. strike, COVID), and there is a true need to rebuild rapport. She noted that there are two interesting discussion topics for today's meeting and that we want to contribute and provide the leadership team with ideas to move forward.

6. President's Remarks

The President noted that it was great to see everyone on the call and that there is an immense amount of energy on campus today; more than usual. Walking around, he noticed students raising money for other students in need. Related to this topic, the President stated that the Senior Leadership Team is thinking about ways to develop scholarships/bursaries for Ukrainian students (that would also be available for other refugee students).

We are excited that our new General Counsel, Sara Gottlieb, will be joining us during the first week of April. She comes from the University of Toronto. The President also thanked H. Kerr for his work as Interim General Counsel and Hugh will overlap considerably with S. Gottlieb for her incoming transition.

He concluded by noting that he is excited about today. Everyone wants to see the university excel and it is important to make that tangible. Today's IT discussion will start that and then build with research.

7. Strategy

7.1. Strategic Discussion: Reimagining IT

B. Maclsaac introduced the topic and noted that today is to start an initial discussion and collect information on what the next meeting will look like or how to present this better.

Today we will start to talk about implementation plans as we focus on reimagining IT. He referred back to the Integrated Academic Research Plan noting it will assist in implementation of high level actions.

The Provost noted that when the pandemic first started we made the decision to go online very quickly. We had the technology in place but not always the necessary pedagogical experiences to make it a positive learning experience. The pandemic forced us to transition our day to day business, however, our constraint was the software. She confirmed that we need to flip the equation and keep the needs of our people as our priority.

Long-term thinking is driven by our pandemic experiences but also by action oriented strategic pillars and action items in the Integrated Academic Research Plan. It accelerated us all in understanding that pedagogy has to exceed technology and we need to be adaptable. Technology will be constantly changing: how can we continue to evolve, investing in technology while also keeping our eyes on the horizon.

The committee had a robust discussion. The committee's comments and questions included:

- Good to see exciting things on a roadmap like the IT innovation hub. Is there an opportunity in excluding externally facing administrative groups?
 - B. Maclsaac responded that the Innovation Hub is where students can come and have experiential learning. It is also a sandbox for testing new things. Yes, we can get externals that work in that area (i.e. Google and Microsoft).
- Worried the ambition of the plan and the funding aren't aligned.
 - B. Maclsaac indicated that IT overall is 6% of the budget. Realizing we are small we felt good with the 10M. It is aggressive and selective. Academic priority is to move forward and we are getting creative as there are many efficiencies. This is a start to show people more of the lifecycle renewal; but we do need to solidify the connection between budget and activities that will move forward.
- Like that you are taking the view through the student experience lens. Student feedback from previous town halls have noted some gaps. Approach is a collaborative one; to engage students in consultations. Opportunity given student centric focus and pulling them in more than just consultations.
 - B. Maclsaac noted that it is more than just consultations and they are working on a new governance structure/prioritization. Plan to go back to Innovation Hub and pull more experiential learning into IT to get more day to day feedback and assure people we hear you on the issues of today. L. Livingston also noted that the Innovation Hub is a great idea for pulling people in to trial test/build/think. Also, when creating sandboxes we need to ensure students are working with faculty members.
- Prioritization and rigour to which you manage projects becomes very important. You do a good job in managing facilities projects and budgeting and reporting/oversight. Are you thinking along the same lines?
 - Yes, at the April A&F we will present information.
- Technology is our identity and we need to be a leader. It is strategic to invest this way. The paper misses some non-pedagogical things (improve efficiencies of our operations). Changes to background systems will make a difference. Training also needs to be top of mind.
 - Training will be available. B. Maclsaac will follow up with C. Collins.
- It will be imperative to have contingencies in place as there will be domino impacts to all organizations that support this. Have those been identified and assessed comprehensively? Faculty will need help and tools.
 - Central contingencies will be in place. Training for support units is included.

- There seem to be a lot of unique employment opportunities for development and many students would be excited. Is there an opportunity for students from other schools?
 - B. Maclsaac to follow up with J. Sankarlal
- Customization is important. Need a dynamic environment to easily reflect the problem. Is there an opportunity to provide suggestions?
 - Want to hear from faculty and students.

7.2. Research Strategy

L. Jacobs presented a brief update on the research strategy. Noting federal funding for work integrated learning initiatives with industry partners, he asked for feedback on what other sectors we should position terms of work for integrated research funding opportunities and how might board members support the VPRI in those sectors.

D. Reiner noted that the university is well within core strategic areas/strengths in the engineering space – aligned with energy and the world class ACE facilities; both moving along well. There may be an opportunity in health services and healthcare. He noted that at the last meeting a new Centre had been introduced and it is a good indication of moving forward. Coming out of COVID and through what we've learned about the things that don't meet the standards there is potential there. L. Zucker noted that if the university does some of the heavy lifting in getting federal funding it's not as big of an ask.

D. Reiner commented that we can see how good the university is doing in terms of getting more than its fair share of funding and being successful on grants and pulling in revenues. He asked if we could get a sense of the level of comfort on the university's capacity to fulfill everything it is pulling in. L. Jacobs responded that we haven't saturated our capacity and are below existing faculty compliment. As you take a program (WIL) which is relatively admin heavy there is a requirement that we actually build out secretariats to support (built into funding asks). There are also some space considerations. Work integrated learning is a good example where all program delivery is happening off campus so it doesn't affect our space challenges. As we grow our research intensity we have to revisit how space is allocated and around shared spaces.

8. Significant Project & Contract Oversight

8.1. ACE Enhancement

B. Maclsaac updated that as of March 4 the ACE Moving Ground Plane has been commissioned and representatives from Fed Dev were in. He confidently noted that it is

within the approved budget and unless anything overly surprising comes forward this is the last project update.

8.2. AVIN

L. Jacobs noted AVIN has been hugely successful and transformative. Efforts have now shifted to Project Arrow and that is where the future is.

9. Other Business

None.

10. Adjournment

Upon a motion duly made by M. Mackenzie and seconded by C. Carmichael the public session adjourned at 3:16 p.m.

Krista Hester, Acting Secretary

COMMITTEE REPORT

SESSION:

Public
Non-Public

ACTION REQUESTED:

Decision
Discussion/Direction
Information

TO: Strategy & Planning Committee
DATE: May 12, 2022
FROM: Brad Maclsaac, Vice-President, Administration
SUBJECT: Campus Master Plan Update

COMMITTEE MANDATE:

The Strategy and Planning Committee (S&P) is responsible for overseeing the strategic planning for all aspects of the university and assessment of the plans in the context of the university's vision, mission and values. More specifically, the committee will make recommendations on the implementation plans, including infrastructure.

The leadership team is seeking the committee's feedback on a plan to go out to market looking for a development partnership to help build future structure(s).

BACKGROUND/CONTEXT & RATIONALE:

The Integrated Academic Research Plan 2021- 2023 outlined a vision for the alteration of physical space with enhanced technological supports to move the university towards a place that can adapt to the ever-changing educational landscape. In Feb 2021 management opened consultations on a Re-imaging Space Paper: **The proposed grand challenge for discussion is how can we work together to reduce our total office and traditional lecture theatre space to allow us to reallocate more space for dynamic learning and research activities, whilst at the same time reduce our reliance on leased spaces?**

Further to the space consultations, the overall Campus Master Plan (2015) and the "Framework and Action Plan to Develop Downtown Oshawa" (2011) the university is looking into the future building plan. The discussion should occur now so the university is poised to take chances on current options and ensure we are not in a position later where our space choices are limited and we are forced into a less than desirable agreement. We have consulted with Durham College and will be open to proposals related to both the north and downtown locations. The focus at this time is on the downtown location as we plan for the expiration of current leases. The proposed facility Downtown shall be an attractive, "iconic" building, designed with form, function and materials that complement the natural environment of the nearby conservation areas. Over summer 2022 the university is renovating 61 Charles to become the hub of academic activities. Recently the university purchased adjoining land at 154 Bruce Street to ensure an expansion to this "hub" would be possible in the future.

The specific functional space program has not yet been fully determined and is subject to change. We are working to structure the public request in a manner to solicit interested partners and gain ideas on mutually beneficial projects. The selected Development Partner will be required to provide the following services and deliverables in collaboration with the university to ensure successful completion of the project on schedule and within budget:

- Assess the functional space program and facilities needed to implement the academic programs planned by Ontario Tech;
- Establish the optimal footprint for the building on the 61 Charles Street/154 Bruce Street site;
- Plan, design and construct the building (to discuss if this coincides with a summer 2027 lease expiry or 2030);

IMPLICATIONS:

The public document will have no guarantee of work or exclusivity of contract so there are no implications. This process will not result in any commitment by Ontario Tech University to purchase any goods or services or enter into any kind of agreement with any respondent. While Ontario Tech intends to conduct an invitational second-stage competitive process for the procurement of the deliverables, it is under no obligation to do so and may choose not to proceed

NEXT STEPS:

Management will go out to market and review potential opportunities. Before any project is initiated management will return to the BoG for approval.

MOTION for CONSIDERATION:

NOW THEREFORE, having received the Campus Master Plan Update, the Strategy and Planning Committee hereby recommends that the Board of Governors authorize the university to proceed with public tendering in search of development partners;

SUPPORTING REFERENCE MATERIALS:

- Campus Master Plan Update: May 2022

Campus Master Plan - Update



Campus Master Plan Update
S&P May 2022



CMP Vision

The joint CMP for Ontario Tech and Durham College addresses land use and infrastructure development with a realistic, solutions-oriented implementation plan.

The CMP acknowledges space needs across all institutional categories and the desire for a vibrant, integrated and sustainable campus community.

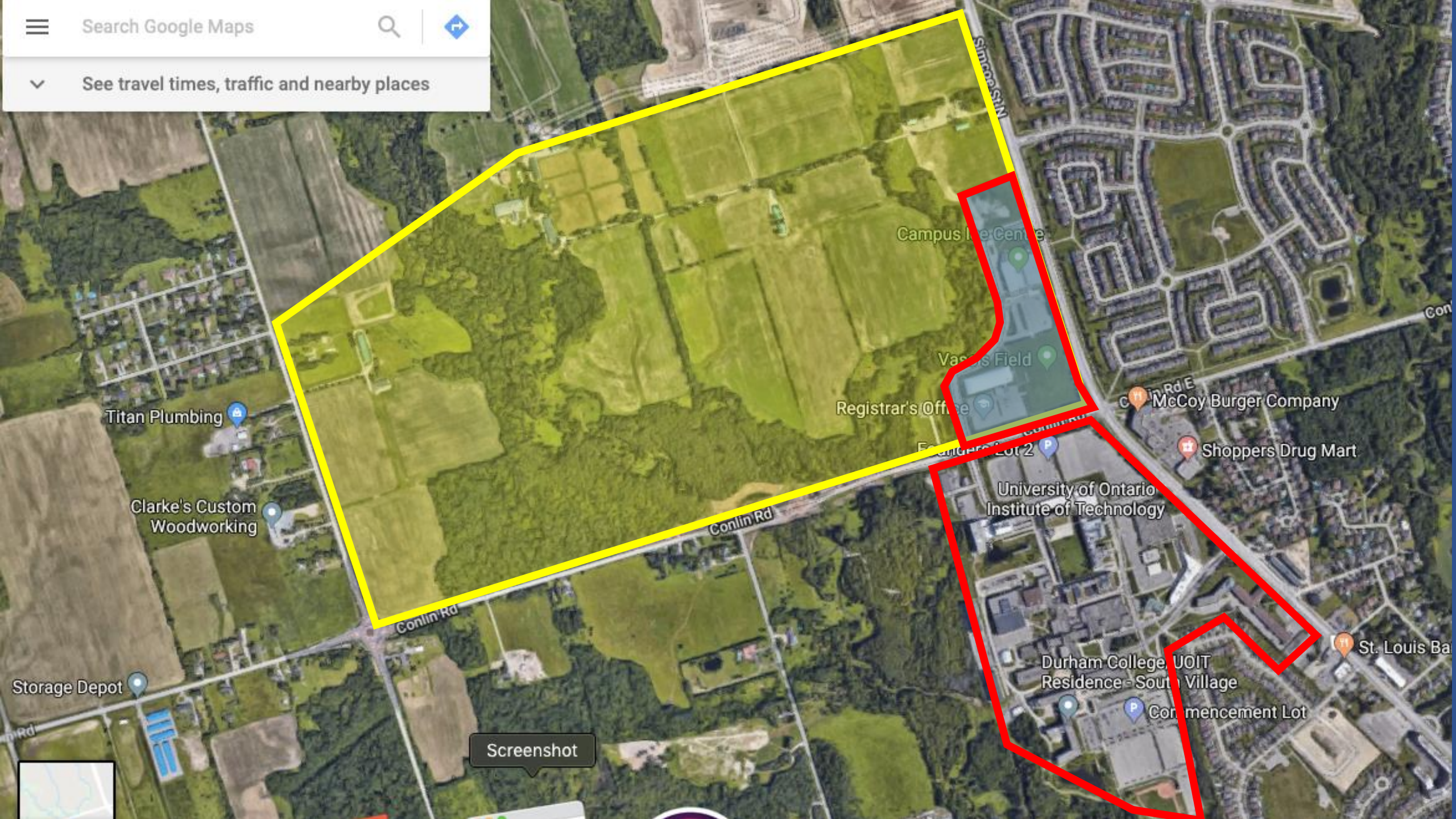
The CMP concept promotes a compact, walkable, mixed-use and green campus that offers opportunities for appropriate collaboration with the community, business partners, and all levels of government.



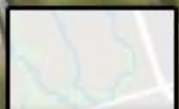
Search Google Maps



See travel times, traffic and nearby places



Screenshot



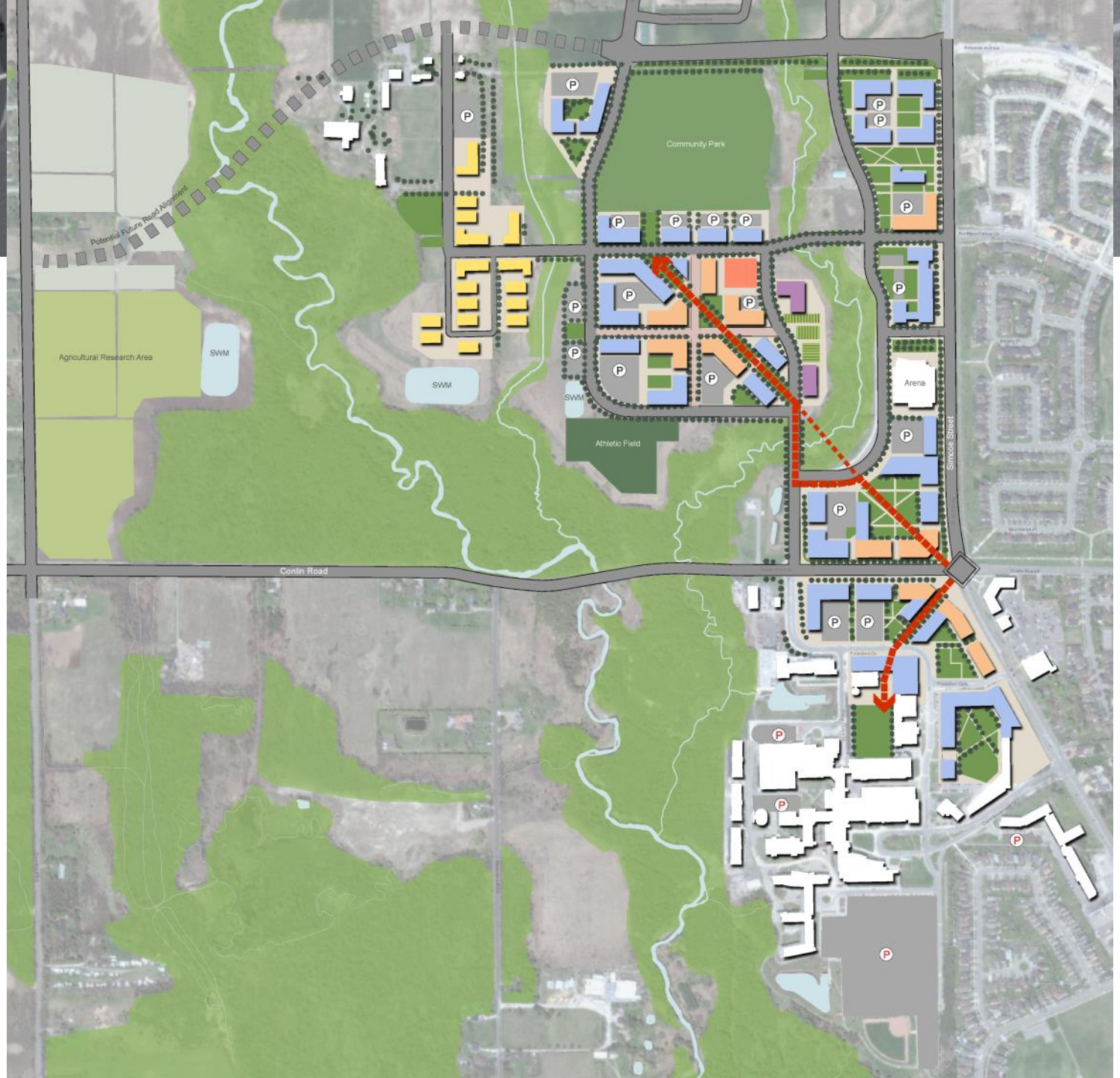
Enrolment Plan

All Locations	Year 2020	Year 2025	Year 2030	Year 2035	Year 2040	Year 2045
Student Population (FTE)	9,500	10,600	11,900	12,900	14,200	15,700
Permanent Building Area	934,893	1,043,972	1,043,972	1,043,972	1,043,972	1,043,972
Leased, Temporary Area	201,943	129,125	27,904	0	0	0
Total Area	1,136,836	1,173,098	1,071,877	1,043,972	1,043,972	1,043,972
# SHA at 130 sf/ FTE Shortfall	0.8	1.9	4.4	5.7	7.3	9.1
# SHA at 110 sf/ FTE Shortfall	-0.8	-0.1	2.2	3.3	4.6	6.1

CAMPUS CHARACTER

Guidelines with respect to:

- Land Use and Building Siting
- Building Height and Massing
- Achieving High Quality and
- Pedestrian-Oriented Design





SIRC

Vaso's Field

[Red oval highlighting a building]

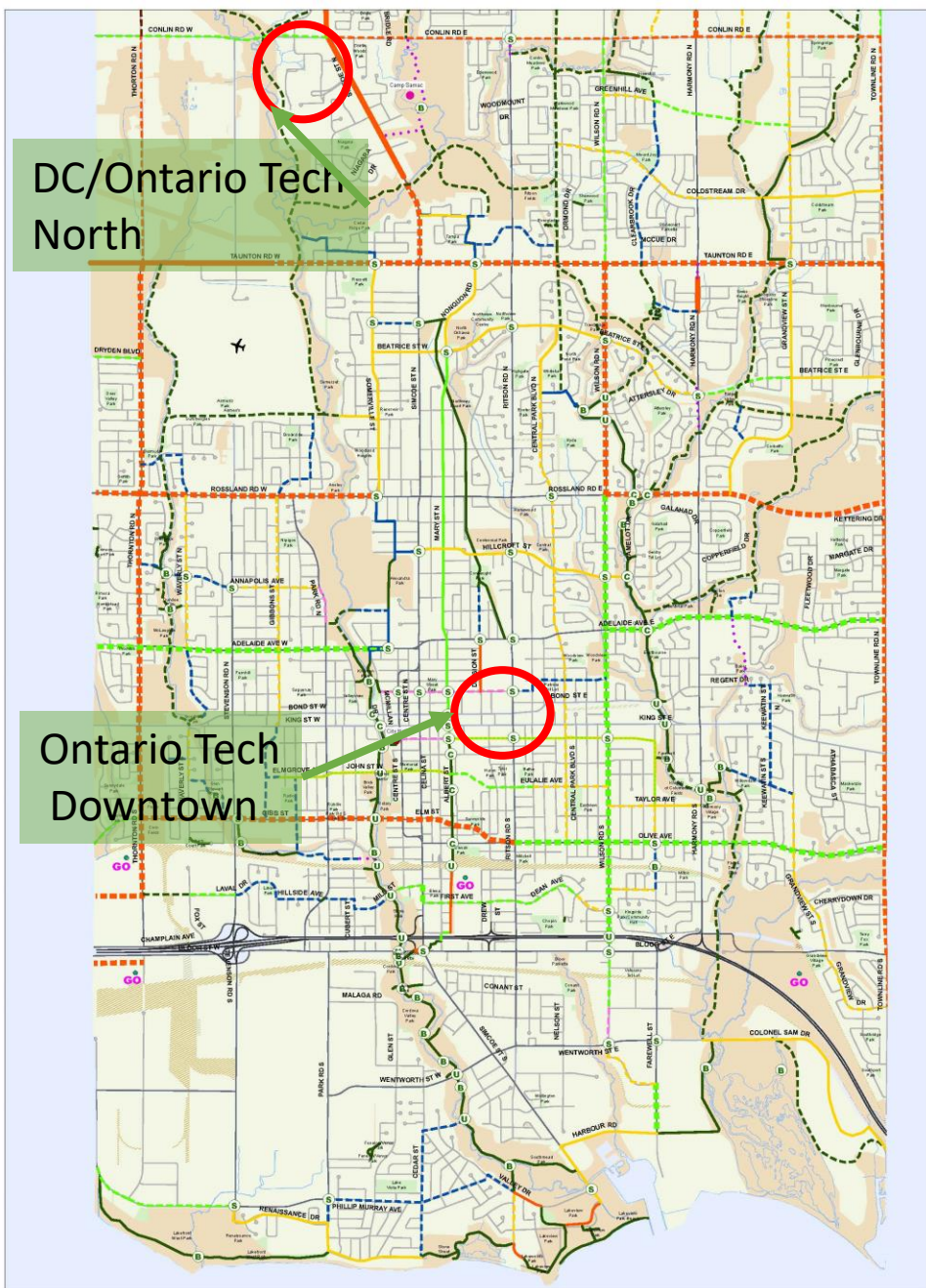
Simcoe Street North

Conlin Road



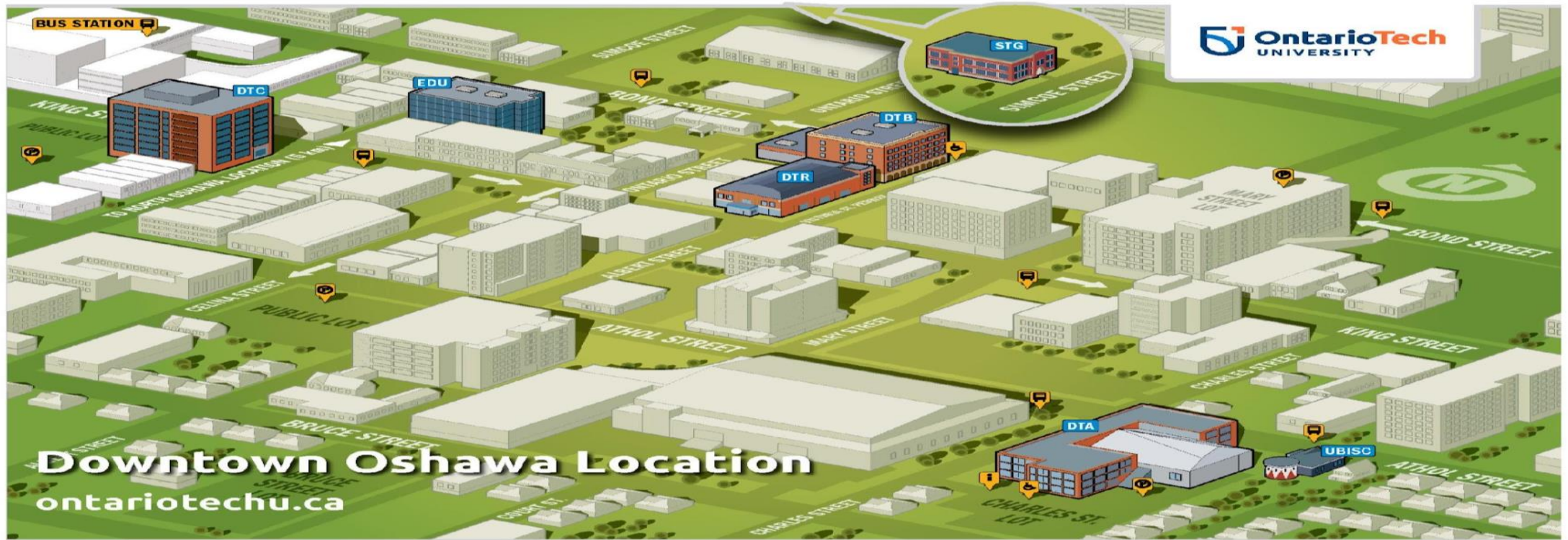
City of Oshawa

- DRT connection
- “Trail Connect” to Durham College and Ontario Tech University
- Potential Bike Share component



DC/Ontario Tech
North

Ontario Tech
Downtown



Ontario Tech University
Downtown Oshawa Campus

DTA 61 Charles Street Building

DTB Bordessa Hall
 55 Bond Street East

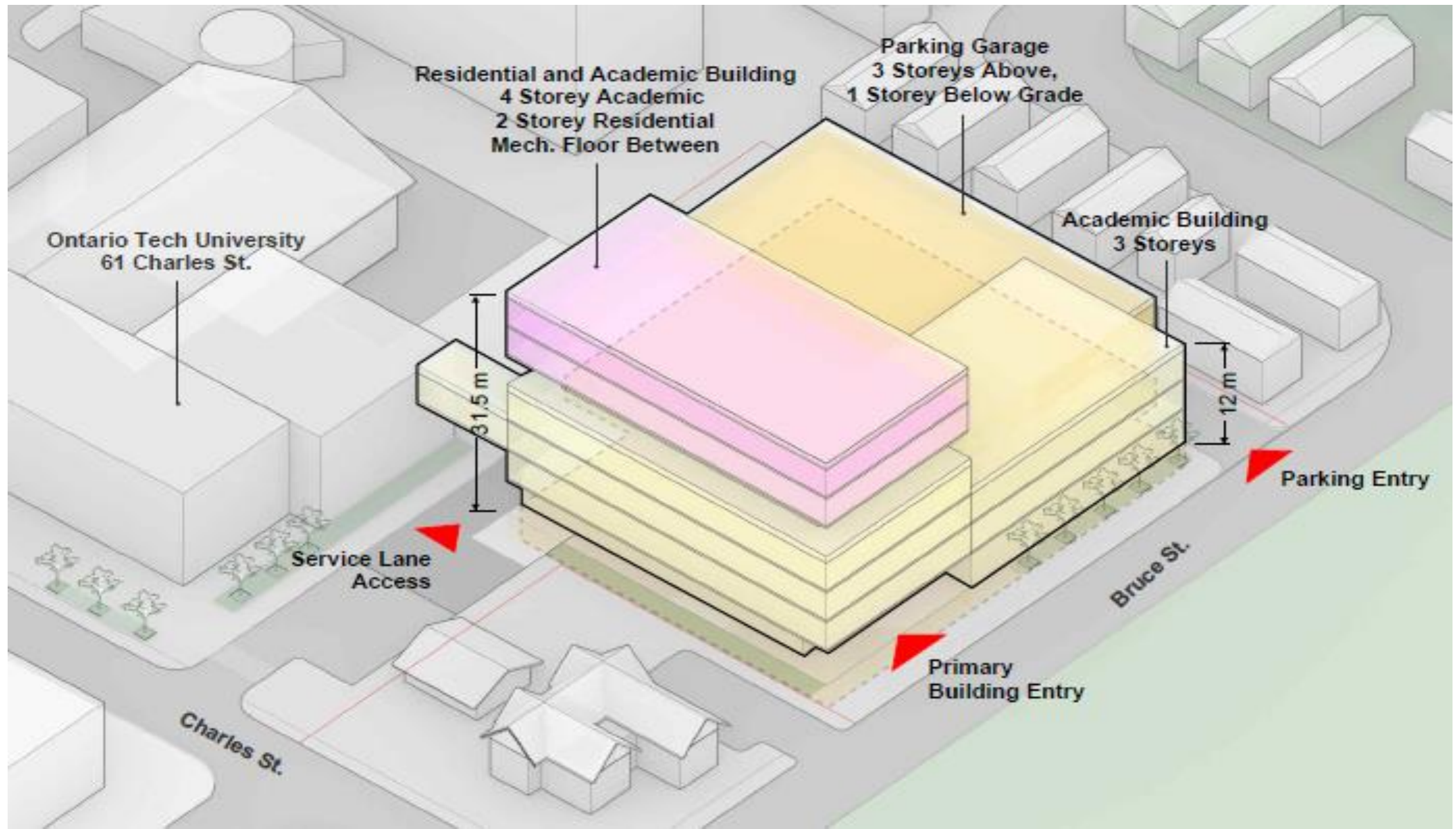
DTC Forensic Psychology Laboratory
 CIBC Building, 6th Floor
 2 Simcoe Street South

DTR Regent Theatre
 50 King Street East

EDU Education Building
 11 Simcoe Street North

UBISC UOIT- Baagwating Indigenous
 Student Centre
 151 Athol Street East

STG Motor Behaviour and Physical
 Activity Laboratory
 St.Gregory's Building, 2nd Floor
 202 Simcoe Street North



Questions



COMMITTEE/BOARD REPORT

SESSION:

Public
Non-Public

ACTION REQUESTED:

Decision
Discussion/Direction
Information

TO: Strategy & Planning Committee

DATE: May 12, 2022

PRESENTED BY: Dr. Lori Livingston, Provost and Vice-President Academic
Sarah Cantrell, AVP Planning and Strategic Analysis

SUBJECT: Institutional and SMA3 Metrics

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.

BACKGROUND/CONTEXT & RATIONALE:

The October 2021 report and presentation to the Strategy and Planning Committee outlined the process for developing and reporting on institutional and SMA3 metrics as part of the Strategic Planning processes and tracking progress towards our plans. The attached information is a summary of the progress to date on the institutional metrics identified that will be used as a basis of year-end reporting to the Board and Academic Council. As part of the reporting exercise, the Strategic Mandate Agreement 2020 to 2024 (SMA3) performance metrics will be provided to illustrate the University's accountability to the Ministry of Colleges and Universities.

CONSULTATION:

Proposed institutional metrics were presented to Senior Leadership throughout the fall 2021. Metrics were distilled and shaped for feedback from the Academic Leadership Team, as well as Academic Council for further comment and refinement.

NEXT STEPS:

Pulling together multi-year data to illustrate performance for each metric, as well as trend data for year-end report to the Board.

SUPPORTING REFERENCE MATERIALS:

Draft Institutional and SMA3 Metrics - Tracking Our Progress



Board Strategy and Planning DRAFT FOR DISCUSSION

Institutional and SMA3 Metrics Tracking Our Progress

Overview

The following slides outline proposed metrics to track and report on our success towards our goals as outlined in our Integrated Academic and Research Plan.

Principles for the development of the draft metrics:

1. Align with our IARP priorities
2. Data exists, and can be systematized to track year-over-year progress
3. Complement but do not duplicate SMA3 metrics
4. Meaningful number of metrics 3 to 5 metrics per priority



SMA3 Metrics – Performance Funding

- Graduate Employment Rate in a Related Field
- Institutional Strength/Focus
- Graduation Rate
- Community/Local Impact of Student Enrolment
- Economic Impact (Institution-specific)
- Research Funding and Capacity: Federal Tri-Agency Funding Secured
- Experiential Learning
- Research Revenue Attracted from Private Sources
- Graduate Employment Earnings
- Skills and Competencies
- Faculty Compensation and Productivity

Enrolment Commitments and Performance are reported as part of SMA3 Enrolment Corridor and are the basis of our core operating grant

Proposed Institutional Metrics Measuring Our Success

Who We Are: Comprehensive Access Institution

1	Student mix (Domestic and International, FT and PT) Actual and Proportion
2	Proportion of Undergraduate to Graduate Students
3	Reporting on demographics of our community
4	Number of transfer students from universities and colleges
5	Student retention rates
6	Student participation in orientation activities
7	LEAP participation
8	Employee retention (Academic and Non-Academic)



Proposed Institutional Metrics Measuring Our Success

What We Do: Transformational Education and Research Excellence

9	Number of students in EE, WIL, COOP courses/programs
10	Number partnerships to support WIL
11	Students taking courses with Ethics or Impact component
12	Proportion of courses taught by FT faculty
13	Student: Faculty ratios
14	NSSE results: Overall student satisfaction
15	NASM/FTE ratio in instructional categories
16	Number of flexible course formats offered (online or hybrid formats)
17	Number of University-Industry Research Chairs and Institutes
18	Total number of industry and institutional partnerships
19	Alumni involvement



Proposed Institutional Metrics Aligning to Our Priorities

Tech with a Conscience



Learning Re-imagined



Creating a Sticky Campus



Partnerships



Integrated Academic and Research Plan Priority Alignment

Tech with a
Conscience

Learning Re-Imagined

Sticky Campus

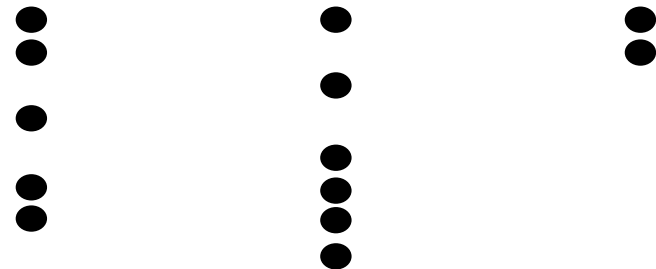
Partnerships



Institutional Metrics

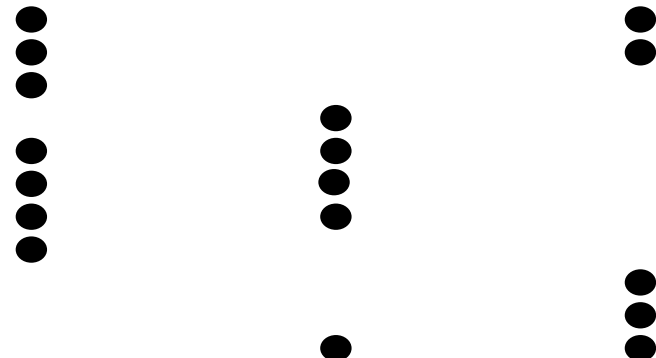
Comprehensive Access Institution

- 1 Student mix (Domestic and International, FT and PT) Actual and Proportion
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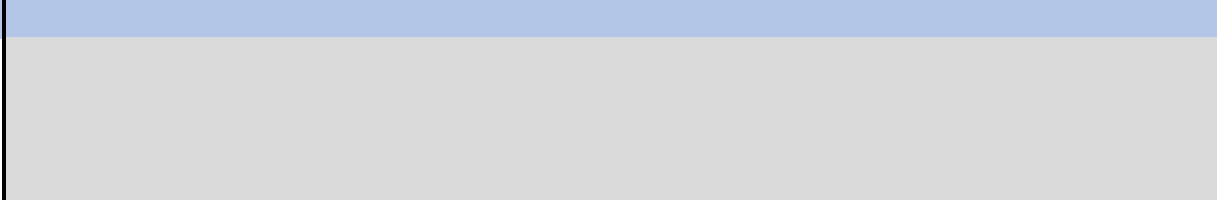
Transformational Education & Research Excellence

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- 18 Total number of industry and institutional partnerships
- 19 Alumni Involvement



Economic Stewardship

- Net Income/Loss Ratio
- Viability Ratio
- Primary Reserve Ratio
- Net Operating Revenues Ratio
- Credit Rating



Next Steps

Prepare Institutional Metrics Annual Report:

- Incorporate feedback from Strategy and Planning
- Collect multi-year data for each metric
- Complete data definitions
- Visualize Data to show:
 - Trends over 3 year period
 - Alignment to priorities

Prepare SMA3 Annual Report:

- Show performance against target
- Illustrate financial risk with performance funding



COMMITTEE/BOARD REPORT

SESSION:

Public
Non-Public

ACTION REQUESTED:

Decision
Discussion/Direction
Information

TO: Board Strategy and Planning Committee

DATE: May 12, 2022

PRESENTED BY: Sarah Cantrell, AVP Planning and Strategic Analysis

SUBJECT: 2021-22 CIQE Annual Report

BACKGROUND/CONTEXT & RATIONALE:

As part of the annual reporting process, the Centre for Institutional Quality Enhancement (CIQE) provides an annual report to Academic Council and the Board for information that provides a snapshot of quality frameworks and enhancements, academic program development and a summary of the status of Ministry Program approvals of Ontario Tech programs.

The Programs and Quality Enhancement report outlines what quality enhancements have been made over the past year to align our processes with the Province's Quality Assurance principles and Quality Assurance Framework as well as the work completed to ensure effective governance oversight of new programs, including new forms of programs e.g. Micro-credentials.

IMPLICATIONS:

This is an annual report that is reported to Academic Council and the Board for information.

ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:

Supporting program innovations, new programs, and cyclical program review processes ensures program quality at the University is in keeping with the priorities in the Integrated Academic and Research Plan.

SUPPORTING REFERENCE MATERIALS:

2022 Programs and Quality Enhancement Annual Report

2022

Programs and Quality Enhancement

DISCUSSION PAPER

STRATEGY AND PLANNING

PREPARED BY: CENTRE FOR INSTITUTIONAL QUALITY ENHANCEMENT

April 2022

This 2021-2022 annual report offers a snapshot of quality enhancements made, and a glimpse of the development and growth of academic programs at Ontario Tech University.

1. QUALITY UPDATES AND ENHANCEMENTS

IQAP Revisions and Enhancements: After the Ontario Universities Council on Quality Assurance (Quality Council) completed their own audit in 2018, a set of [Principles](#) were developed to inform quality assurance practices at Ontario Universities. In addition, revisions to the Provincial [Quality Assurance Framework](#) (QAF) were ratified in February 2021 with a goal of ‘quality assurance that produces quality enhancement’. While a number of these changes were anticipated and formed part of the revisions to our IQAP that were approved by Academic Council in June 2020, further enhancements to our IQAP were required to ensure compliance with the revised QAF. As part of this enhancement, a general process for approving Micro-credentials has been added to the IQAP. The internal details of this process will be finalized during the spring of 2022. The required consultation and approval process has been completed and the revised IQAP was approved by Academic Council in March 2022. The revised IQAP is pending ratification by the Quality Council. Once this is completed, the associated user-friendly handbooks and governance flow-charts will be updated.

Academic Resource Committee: The mandate of The Academic Resource Committee (ARC) is to review resource implications and operational decisions related to pathways partnerships, new program development, major program modifications, and action plans resulting from cyclical program reviews to assist in the assessment of proposals through the governance process. The formation of this Committee has resulted in better assessment of resources in relation to new program development as well as improvements for how recommendations resulting from program reviews are included as part of the overall university planning process. In 2021-2022 ARC reviewed the first required Intake reports and One-Year Follow-up reports for new programs.

Moving Processes, Programs, and Program Components Online: With the unique challenges that continue to be posed by the pandemic, there has been an additional focus on moving to online and hybrid modes of delivery for programs. CIQE fielded numerous inquiries and assisted with proposal development for online delivery of courses and programs post-pandemic. A set of reflection questions related to online delivery was inserted into proposals for major program modifications and new programs, and references to this process were included in the new IQAP. A project is currently underway to capture existing approved modes of delivery for all courses, and provide assistance with course or program changes where there is a desire to continue with virtual or hybrid course offerings when the current emergency response has expired.

Due to the pandemic, all cyclical program review and new program site visits continue to be held solely online, requiring the CIQE team to further adapt all communications and process-

related documentation normally sent out for in-person reviews. The CIQE team also provided technical and logistical problem-solving support to programs through one-on-one meetings prior to the site visit, or participating in the site visit as a “technical support” guide. In addition, substantial work was also done to adjust the Program Level Learning Outcome sessions to ensure that participants continue to have valuable interactions that result in enhanced PLOs for students.

2. ACADEMIC PROGRAMS AND CURRICULUM

The focus of program development continues to be ensuring the right program mix, overall quality, and alignment with strategic priorities. Between May 2021 and April 2022, in addition to the standard program and course proposals, there were a number of undergraduate and graduate programs that proposed changes to allow courses to be delivered online, and several courses were modified to include online or hybrid delivery options. While there was only one new program Notice of Intent, there was a substantial increase in new program proposal development compared to prior years. No programs or program components were closed this year. **Table 1** outlines the Major Program Modifications completed and additional program components approved this year. This includes a new Co-op designation for all Bachelor of Commerce and Bachelor of Engineering degree programs, effective Fall 2022. Programs continue to look for new ways to attract students, provide breadth, and deliver quality pathways to and from Colleges of Applied Arts and Technology.

Table 1: Major Program Modifications Completed May 2021-April 2022

Faculty	Program	Change
FSci	BSc Biological Science	Addition of Marine Biology Specialization
FBIT	BComm	Changes to course requirements, addition of Co-op
FEAS	BEng	Add Co-op to all programs
FSSH	Criminology and Justice Minor	Changes to course requirements
FBIT	BComm Advanced Entry	Changes to course requirements
FBIT	BComm Bridge	Changes to course requirements
FESNS	BEng Nuclear	Add Co-op
FHSc	BHSc Kinesiology	Pathway to DC Massage Therapy
FHSc	BHSc Kinesiology	Pathway from DC Massage Therapy
FSSH	BA in Psychology	Addition of Advanced Entry
FSSH	BA in Psychology	Addition of GAS Transfer Pathway
FSSH	BA in Psychology Minor	New minor program
FSSH	New Minor in Indigenous Studies	New minor program
FEd	Educational Studies	Name change from Ed Studies and Digital Technology, course changes
FEd	Educational Studies Minor	As above

Pathways Programs: Ontario Tech currently has formal articulation agreements with five Ontario partner institutions based on the strength of the partnership related to student movement, program fit, and their unique relationship to Ontario Tech. These articulation agreements expire in 2023. Students may enter defined pathways from institutions with or without formal articulation agreements. Where no articulation agreement exists, the **Undergraduate Alternate Pathways Policy** governs the relationship with Ontario Colleges of Applied Arts and Technology to allow seamless transfers to occur without binding the University to any specific financial or personnel obligations. As our close campus partner, Durham College (DC) continues to have the most activity, and this year was no exception. As indicated in **Table 1**, four new pathways were created, two of which were designed using the DC curriculum.

Notices of Intent and New Program Development: Enhancements continue to be made to the new program process and templates to more closely align with the new IQAP, mandate agreements, academic planning documents, and the Quality Assurance Framework. Between May 2021 and April 2022, one new NOI was submitted for a Graduate Diploma in Small Modular Reactor Technology. Over the same period, ten new programs from previous NOI cycles underwent site visits (where applicable) and proceeded through the internal and external governance process. Of these, three programs have received Ministry approval, with the rest currently under review. **Table 2** summarizes the new programs developed this year and their current status.

Table 2: New Programs Developed May 2021-April 2022

Faculty	Degree/Diploma/Program	Current Status
FEEd	EdD	Under Ministry Review - November 2021
FSSH	Gdip Police Leadership	Under Ministry Review - November 2021
FSSH	Master of Arts in Social Practice and Innovation	Approved by Ministry - April 2022
FHSc	Bachelor of Health Administration	Approved by Ministry - April 2022
FBIT	Master Business Analytics and AI	Approved by Ministry - April 2022
FBIT	Master of Financial Data Analytics	Under Ministry Review - December 2021
FSSH	UG Dip in Public Policy	Under Ministry Review - March 2022
FEAS	MASc/Meng Software Engineering	Under Ministry Review - February 2022
FEAS	BEng Industrial Engineering	Under Ministry Review - March 2022
INTERD	BEng Energy Engineering	Under Ministry Review - March 2022

Curriculum and Calendar Management: Curriculog is the university's curriculum management system. The system is fully operational, transparent, widely used across campus, and has reduced many of the inefficiencies and inconsistencies in our former processes. This year presented an opportunity to review our current processes and look at developing further enhancements. To date, we have developed draft processes for new programs and cyclical program reviews, which will be tested during the 2022-2023 cycle. Our goal is to continue

streamlining existing processes, and explore new and innovative ways to leverage the functionality of Curriculog as well as Acalog, the university's calendar management system.

We continue to make changes to improve the calendar management process and to increase the user-friendliness of the calendars. The two-step calendar review process continued, with calendar contacts now reviewing the non-curricular calendar content in the fall to propose edits. The second part of the review, in the spring, focuses solely on curriculum content to ensure accuracy of approved changes. Splitting the review in two and moving the focus on editorial changes to the fall has allowed for us to publish the calendars sooner.

CIQE has also conducted research to explore new ways to highlight Program Learning Outcomes (PLOs) in the academic calendars using Acalog. Displaying PLOs in the relevant Calendar in the future will not only show students upfront the skills they will obtain throughout their degree, but will also allow other departments on campus, such as Career Services, to more easily obtain learning outcome information to assist students with career planning and resume building.

Equity, Diversity, Inclusion, and Decolonization of Curriculum: In 2020-2021 guiding questions were embedded into CIQE's program and curricular change templates that addressed the process of consultation with the Indigenous Education Advisory Circle when developing or modifying Indigenous content. This year, in consultation with the Quality Council and the Office of Equity, Diversity and Inclusion (EDI), CIQE began to include questions around any consideration of the principles of equity, diversity, inclusion, and decolonization in new program, program change, and cyclical program review templates. The requirement to include these considerations has also been embedded in the revised IQAP. CIQE looks forward to continuing their partnership with the President's Indigenous Reconciliation Taskforce and Indigenous community members, as well as the Office of EDI, to ensure quality enhancement is practiced in a respectful, meaningful way.

3. CYCLICAL PROGRAM REVIEW

Between May 2021 and April 2022, the following programs are under review (pre-site visit milestone):

- Bachelor of Science, Computer Science
- Master and Doctorate of Science, Computer Science
- Bachelor of Science, Physics
- Bachelor of Health Science, Health Science
- Bachelor of Information Technology, Game Development and Interactive Media
- Bachelor of Information Technology, Networking and Information Technology Security
- Master of Information Technology Security
- Bachelor of Health Science, Medical Laboratory Science
- Master of Health Science, Health Science

- Master of Science and Doctor of Philosophy, Materials Science
- Master of Science and Doctor of Philosophy, Modelling and Computational Science
- Bachelor of Arts, Legal Studies

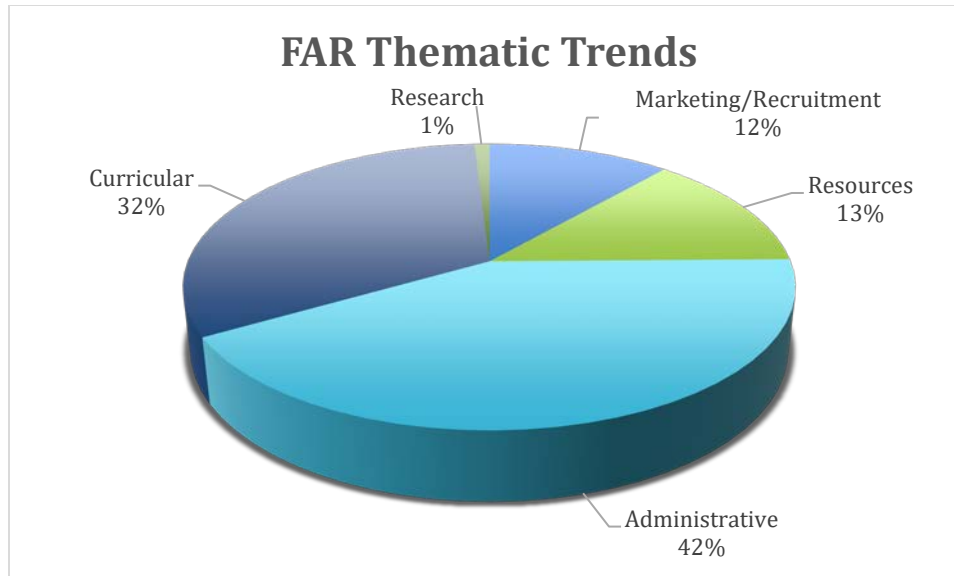
During this time period, CIQE facilitated virtual site visits for the following programs under review:

- Bachelor of Arts, Educational Studies and Digital Technologies
- Bachelor of Health Science, Applied Health Science
- Bachelor of Engineering, Nuclear Engineering
- Bachelor of Engineering, Automotive Engineering
- Bachelor of Engineering, Electrical Engineering
- Bachelor of Engineering, Software Engineering

Program-level Student Learning Outcomes Workshops: As part of the two-year program review cycle, programs under review participate in a series of Program Learning Outcome (PLO) review and revision activities and sessions. This past year, the PLO enhancement process has begun some internal revision to include support and expertise from the Teaching and Learning Centre. The revised process should be fully in place by the end of 2022, and will continue to include elements on the enhancement of program learning outcomes, mapping of the enhanced outcomes to degree level expectations, and mapping of the enhanced outcomes to courses (and associated learning activities/assessments). The new PLO enhancement process will adjust to the needs to the program up for review, and utilize a combination both asynchronous activities and synchronous sessions, which can be delivered both in-person and virtually.

Final Assessment Reports and 18-month Follow-up Reports: Additionally, between May 2021 and April 2022 CIQE prepared Final Assessment Reports (FARs) for 9 programs and tracked the progress of action plans through 18-Month Follow-Up Reports for 2 programs. ARC utilizes the trends found in these reports to discuss on-going and institution-wide resource implications as well as to facilitate continuous improvement dialogue with the associated faculties.

Final Assessment Reports: Through this process, it was noted that there has been an overall increase in the number of reviewer recommendations, and subsequent action items, coming out of the cyclical program reviews. There has also been an upward swing in the number of administrative action items, the majority of which center around assessing student supports and experience. A breakdown of the trends is outlined in the pie chart below:



Definitions of thematic groupings:

Curricular: Action items involving the review and/or revision of program and/or course curriculum.

Administrative: Action items involving the assessment, planning, and/or development of strategic initiatives, processes, and/or proposals to support the program’s management, direction, and experience.

Resources: Action items involving the examination and/or changes to resource allocation, including but limited to, staff and faculty, space, and assets. May have a financial implication.

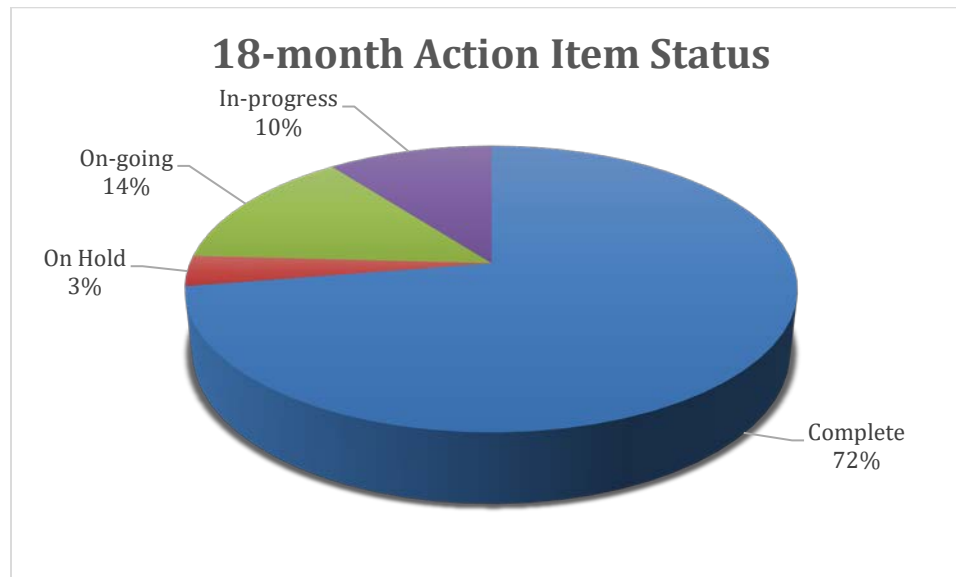
Marketing/Recruitment: Action items involving program recruitment/marketing efforts, including the assessment of target markets.

Research: Action items involving faculty and/or student research opportunities and/or supports.

A total of 105 action items were reported across the FARs curricular improvements, at both the program and course level, and administrative elements of program enhancement being the top themes. Curricular improvements included reviewing existing program curriculum to ensure consistency and fluidity of content, with an eye to eliminating unnecessary overlap and identifying gaps, and improving program flexibility and the breadth of available discipline-specific electives. Administrative action items included studying program retention and identifying areas of concern in student progression, investigating and creating mechanisms to develop stronger connections with alumni and industry, and establishing initiatives to better explore and understand the student experience. With the overall increase in reviewer recommendations coming out of the cyclical review process, the majority of the programs have scaled their identified action items into achievable milestones within the next 18 months and, where appropriate, have identified appropriate institutional areas to support their progress.

18-month follow-up reports: 18-month follow-up reports comment on the completion of action items outlined in the initial final assessment reports. ARC reviews these reports to gain insight into how many actions have been completed, and if not, for what reasons. Reviewing the completion level assists the committee in resource planning for how to support current programs under review not yet at the 18-month mark. It also allows for discussions with the program about the feasibility of action items outlined at the FAR stage of the review to ensure success 18-months later.

For 2021-2022, there were two 18-month follow-up reports as part of the cyclical program review process. The following chart outlines the overall process status of the 29 action items found in these reports:



Process status legend:

Complete: Accomplished action item; no further steps required.

Continuous: Initial action item complete but requires ongoing monitoring and/or enhancement.

In Progress: Progress on action item has been initiated but is not complete at this time. Outline all steps taken in the comment's column.

On Hold: Unable to complete due to other dependent factor(s)

Cancelled: Item no longer relevant or resources unavailable

Upon reviewing the follow-up reports, most action items have been completed within the allotted 18-month time frame. This past year saw only 1 action item put on hold due to limitations from the pandemic and public health restrictions. The programs reported that while the pandemic continued to present challenges, most action items could be implemented within the 18-month timeframe, and made efforts to note any additional considerations or 'next-steps' that were identified for follow-up and on-going action as operations moved more towards on-campus activities and in-person learning.

COMMITTEE/BOARD REPORT

SESSION:

Public
Non-Public

ACTION REQUESTED:

Decision
Discussion/Direction
Information

TO: Board Strategy and Planning Committee

DATE: May 12, 2022

PRESENTED BY: Sarah Cantrell, AVP Planning and Strategic Analysis

SUBJECT: 2021-22 Continuous Learning Annual Report

BACKGROUND/CONTEXT & RATIONALE:

As part of the annual reporting process, Continuous Learning provides an annual report to Academic Council and the Board for information that provides a summary of the program offerings, enrolments in programs as well as major activities to expand professional development program offerings.

IMPLICATIONS:

This is an annual report that is reported to Academic Council and the Board for information.

ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:

Expanding program offerings and partnerships within Continuous Learning ensures continual development of opportunities to the community in flexible and accessible formats as well as providing alternative sources of revenue for the University. The programming and outreach are in keeping with all four strategic priorities in the Integrated Academic and Research Plan.

SUPPORTING REFERENCE MATERIALS:

2022 Continuous Learning Annual Report

Continuous Learning Annual Report 2021-2022

STRATEGY AND PLANNING

PREPARED BY: CONTINUOUS LEARNING

Background

Established in 2019, the Continuous Learning department is the central professional development unit of the university, providing relevant and innovative professional development opportunities to the community through pre-designed and custom courses, programs, and micro-credentials offered in three formats: in-person, online, and hybrid. Continuous Learning offers both independent courses (i.e. non-certificate programs) and certificate courses independently (i.e. can complete a certificate course without completing all courses for a certificate program). Our name reflects our belief that learning is an ongoing, lifelong process.

Since March 2020, the ongoing development of Continuous Learning has involved the expansion of online program delivery, including team training on virtual course delivery platforms (i.e. Google Meets, Zoom, etc.), Learning Management System and Catalog training; the testing of online course delivery systems, such as Kaltura; integrating new administrative processes and systems, including team training on payment gateways and related administrative processes; and the continued development of the department: expanding the awareness and visibility of Continuous Learning (internally and externally), research and exploration of partnerships, and department policy/regulation development.

2021-22 Activity

In late 2021, the Continuous Learning team moved into their new space in the lower level of Shawenjigewining Hall. This purpose-built space including classrooms is ideal for offering in-person and hybrid programs, whether they are open enrolment or customized programs.

From April 2021 to March 2022, Continuous Learning recorded 261 open enrolment program registrations with 206 program completions (certificates)—excluding workshops, custom programs, special events, Advanced Operations Overview for Managers (AOOM) courses, and CANDU Station System Design and Operation and Small Modular Reactor Design Canadian Nuclear Safety Commission (CNSC) courses.

Micro-credentials

Beginning in spring 2021, Continuous Learning staff worked closely with faculty members and others across the university on the development of their eCampus Virtual Learning Strategy funded micro-credentials. These micro-credentials will be offered through Continuous Learning beginning in the summer/fall of 2022. In spring of 2022, eCampus Ontario provided a second round of grant funding to faculty and others at the university for the development in 2022-2023 of several new micro-credentials. In addition, the university has provided grants to several faculty members to develop new micro-credentials to be offered through Continuous Learning. Finally, the Ontario Government has provided grants through its Micro-Credential Challenge Fund, to university faculty members who are working with local industry and employers to develop new or to expand existing micro-credentials. As a result of all of these initiatives, Continuous Learning will significantly expand its micro-credential offerings.

As Continuous Learning enters the 2022-2023 academic year, the department continues to work closely with the Office of Learning Innovation to support Ontario Tech's Micro-Credentials and Badge programs to recognize skills from a variety of experiences, and to explore further micro-credential development under the Continuous Learning portfolio. In support of the university's commitment to life-long learning, Continuous Learning continues to host the TD Ready micro-credentials and is set to deliver 1,000 free micro-credentials, across 24 topics of interest, to those in our community who are mid-career, under-employed, or who are currently or likely to face changes in the workplace. Continuous Learning is investigating the potential of joining a postsecondary learning consortium with other postsecondary institutions across Canada to purchase seats in programs where Ontario Tech may not have the minimum number of participants required to generate a full cohort. This option allows the university to purchase the number of seats for which it has registrants until it has enough students to create its own cohort.

Camps

In summer 2021, Summer Camps were offered fully online. The virtual format attracted 1,514 registrations from across Ontario and ran for eight consecutive weeks—from July to August. Camps ran for two hours per weekday and provided fun, hands-on opportunities for children ages six to seventeen to learn and explore their curiosity in a positive, safe environment. A total of 43 virtual camps ran over the course of the summer, with 32 unique camp offerings. Virtual camps were science, technology, engineering, coding, gaming and design focused. Coding and gaming camps proved to be our most popular offerings. In summer of 2022, we will have a mix of in-person and online camps with the majority of camps being held in person on campus.

In 2021, Continuous Learning offered Virtual Spring Break Camps which ran from April 12 to 16, 2021. The pilot program included two Minecraft-themed camps which filled to capacity with 60 registrations. Each camp ran for two hours per weekday and was geared toward children aged 7 to 14.

In 2022, Virtual Spring Break Camps were offered again from March 14 to March 18, 2022 for two hours per weekday, the expanded camps program, offered five camp options and attracted 107 registrations. Camps were geared toward children aged 6 to 13 and provided an interactive and fun learning experience in an inclusive and positive environment. Camp themes included Minecraft, coding, gaming, and engineering.

COVID-19 ongoing response

In alignment with the university's COVID-19 response, in-person programming is resuming with hybrid and online courses being offered as well. Where programming is offered virtually, a computer application, either Canvas or Google Classroom, is used to provide course content and allows registrants to complete activities and submit assignments. Discussion posts, email, group work, and virtual tutorials substitute in-person participant interaction.

A listing of all Continuous Learning opportunities offered and new this year is provided in Appendix A.

APPENDIX A: Continuing Education

Summary of Continuous Learning activities for April 2021 to March 2022. Only activities that grant an official certificate or letter of completion have been included below. ★ = new this year

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants* *	Number of certificates awarded
Continuous Learning	University Preparatory Program: A specialized certificate program designed to prepare high school graduates for the academic demands of university consisting three (3) pillars: numeracy, literacy and academic success, and a supportive coaching component.	3 months (1 Semester)	31	25
Continuous Learning	Professional Management: A certificate program consisting of five (5) courses designed to enhance the managerial effectiveness and leadership abilities of today's business professionals.	30 hours	40	12
Continuous Learning	Not-for-Profit Leadership: A certificate program consisting of five (5) courses designed to meet the unique challenges faced by managers in the Not-for-Profit sector.	30 hours	30	18
Continuous Learning	★ Digital Management: A re-designed social media program. This three (3) course program is designed for those who need take action	18 hours	8	N/A

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants* *	Number of certificates awarded
	and launch a Social Media strategy they can implement right away so that they can obtain a successful return on investment for their organization.			
Continuous Learning	Master's Certificate in Public Sector Management: A certificate program consisting of fifteen (15) courses that requires application and approved admission designed for managers and executives with diverse educational backgrounds who are experienced in a public sector/government or related organization.	90 hours	32	31
Continuous Learning	LEAN Green Belt: A certificate program offered in partnership with Leading Edge Group focused on the lean management approach.		15	15
Custom Courses/Programs				
Continuous Learning	CANDU Station System Design and Operation – Custom courses for Canadian Nuclear Safety Commission (CNSC): Nuclear Power Plant Operations Training for Regulators.	8 x 1-week courses; Each 1-week course contains 35 learning hours; 280 hours total for all 8 courses; Maximum of two (2)	21 in 2021 19 in 2022	133 certificates for modules issued in 2021; 48 certificates issued between January 2022 and end of

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants* *	Number of certificates awarded
		cohorts per year. Only 1 cohort registered in 2021 and 1 cohort registered in 2022; Participants take up to 8 modules.		March, 2022; <i>Note: April 2022 cohort not yet reported.</i>
Continuous Learning	★ Custom course for Canadian Nuclear Safety Commission (CNSC): Small Modular Reactor Design.	Standalone 1-week course consisting of 35 learning hours; Inaugural delivery this year (2022) from February 28 th – March 4 th .	25	25 certificates issued between January 2022 and end of March, 2022.
Continuous Learning	Certificate in Leadership and Management Essentials – Custom program for Central East Local Health Integration Network (CE LHIN) (Peterborough Regional Health and Northumberland Hills Hospital/Ontario Shores): A custom certificate program consisting of five (5) courses designed to develop strategies and insight related to change management specific to healthcare-based organizations.	30 hours	16	16

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants* *	Number of certificates awarded
Continuous Learning	<p>Certificate in Leadership Excellence – Custom program for Durham Region: A custom certificate program consisting of eight (8) leadership excellence courses aligned with Durham Region’s core values. Graduates move on to take the Master’s Certificate in Public Sector Management program.</p>	72 hours; one (1) to two (2) cohorts per year	22	18
Continuous Learning	<p>Certificate in Police Leadership – Custom program for Durham Regional Police Services (DRPS): A certificate program designed to develop leadership strategies aligned with DRPS core competencies. The program consists of three (3) modules, each with four (4) weeks of online content and one (1) half-day, in-class workshop. NOTE: This program will also be offered to Cobourg Police Services beginning in spring 2022.</p>	Three (3) months; 2 cohorts	37	37
Continuous Learning	<p>Certificate in Paramedic Leadership – Custom program for Region of Durham Paramedic Services (RDPS) Pilot Program – A certificate program designed to develop leadership skills for individuals who are already working within the paramedic field or those looking to enter the paramedic field. This program and its modules build</p>	1 cohort; Three (3) months in length with three (3) online virtual courses.	10	9

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants* *	Number of certificates awarded
	upon existing abilities and experiences and supports the application of these skills to workplace situations.			
Continuous Learning	<p>Advanced Operations Overview for Managers (AOOM) – Custom Program for Ontario Power Generation (OPG): Development and delivery of training to operational managers in the nuclear industry.</p>	<p>93 days total; 74 days (approx. 5 months) of 6 hours lecture time; 19 days for self-study, and field tours. Approximately 450 lecture hours total; Additional guided and self-guided field tours and self-study days not counted towards total lecture hours.</p>	<p>5 in 2021 9 in 2022</p>	<p>5 in 2021. <i>Note: Concludes June 2022.</i></p>
Continuous Learning	<p>Organizational Development & Performance Improvement– Custom program for OPG: Under a five (5) year agreement (2018-2023), course offerings may run multiple times each quarter (based on OPG scheduling).</p>	Two (2) course offerings	N/A	N/A
Continuous Learning	<p>Stakeholder and Change Management – Custom program for OPG: Under a five (5) year agreement (2018-</p>	Four (4) course offerings	N/A	N/A

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants* *	Number of certificates awarded
	2023), course offerings may run multiple times each quarter (based on OPG scheduling).			
Continuous Learning	★ Python & Power of BI – Custom program for OPG: A certificate program designed to provide the basic commands of Python to enable the participants to integrate Python with Power BI and leverage the power of data analytics and visualization in both for maximum data understanding and decision making.	18 Hours; 3 consecutive days.	25	25
Continuous Learning	AQ/ABQ Program: AQ custom courses deepen the knowledge/skills needed to design, deliver, and assess programs in a specific discipline, field and/or division. Offered in one (1) to three (3) sessions, courses expand to offer a specific focus on leadership skills within the discipline or division. ABQ custom courses qualify Ontario College of Teachers (OCT) members to teach in specific divisions in addition to current division qualifications. At Intermediate and Senior levels, qualification is based on specific subjects: Math, Science, English, Philosophy and Social Sciences. AQ/AQB courses are available to OTC members only.	125 hours; twenty-seven (27) course offerings	81	81 <i>Note: Certificate recorded by OCT.</i>

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants* *	Number of certificates awarded
Continuous Learning	Charles H. Best Type 2 Diabetes Educator Program 10 asynchronous modules	Self-paced	24	24

**Some Continuous Learning certificate programs allow individuals to sign-up for courses individually without completing the full certificate program. The number of registrants refers to the number of individuals who registered for any course(s) offered as part of this program. All certificates were counted once, regardless of the number of individual course registrations in the certificate program they registered for. An "N/A" in this appendix means that individual courses in this certificate program were custom programs, not open to the general public for registration.

COMMITTEE REPORT

SESSION:

Public
Non-Public

ACTION REQUESTED:

Decision
Discussion/Direction
Information

TO: Strategy & Planning Committee

DATE: May 12, 2022

PRESENTED BY: Brad Maclsaac, Vice-President, Administration

SUBJECT: Annual Endowment Disbursement

COMMITTEE MANDATE:

The Endowment Management Policy and Procedures outlines the disbursement approval is to be recommended by Strategy & Planning Committee (S&P) to the Board of Governors. As the Audit and Finance Committee (A&F) oversees the endowment fund and finances of the University, A&F is incorporated into the approval process.

Management is seeking S&P's recommendation of a maximum spending level from the Endowment portfolio for fiscal year 2022-23.

BACKGROUND/CONTEXT & RATIONALE:

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

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 principal (original donation). Increases in donor awards are in discrete increments, and 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 March 31) are as follows (all numbers in 000's):

Endowed balance as at March 31 ('000s)	2019 Actual	2020 Actual	2021 Actual	2022 Forecast	2023 Proposed
Donations (Principal Value)	\$ 16,558	\$ 17,892	18,616	\$ 18,983	\$ 19,791
Realised Income (ii)	8,107	8,959	9,760	10,550	11,425
Awards disbursed	(2,927)	(3,420)	(4,131)	(4,792)	(5,592)
	21,738	23,431	24,245	24,741	25,624
Capital Preservation (CPI) (iii)	(2,619)	(2,844)	(2,970)	(3,938)	(4,702)
Net adjusted cost after CPI	\$ 19,119	\$ 20,587	\$ 21,275	\$ 20,803	\$ 20,922
Income available for disbursement	\$ 2,561	\$ 2,695	\$ 2,659	\$ 1,820	\$ 1,131
Market Value	\$ 26,658	\$ 26,020	\$ 31,771	\$ 33,500	
Adjusted Unrealised Gains (iv)	\$ 4,920	\$ 2,589	\$ 7,526	\$ 8,759	

Key facts:

- i. There are currently 129 specific endowed funds.
- ii. Realized income net of fees (i.e. interest, dividends, realized gains) has averaged 4.4% since 2004. As of March 31, 2021, total returns on the endowment fund have been 3 year = 7.7% and 5 year = 8.9%.
- iii. The average inflation rate for the past 5 years has been approximately 1.4%, with relatively low inflation rates since the inception of the endowment fund and a high 5.2% inflation rate as at Dec 2021. This has resulted in a capital preservation of \$968K in the current year 2021/22 compared to an average capital preservation of \$200K in the 5 years to 2020/21.
- iv. Total adjusted unrealized gains on the endowment fund are forecast at \$8.8M at March 2022.

Disbursement amounts and number of awards have been as follows:

Disbursement Year	No of awards disbursed	Amount (\$'000's)	Distrib. %¹
2018	261	\$475	3.0%
2019	309	\$617	3.7%
2020	277	\$493	2.7%
2021	409	\$711	3.8%
2022 Forecast	400	\$700	3.5%
2023 Proposed	400	\$700	3.4%

CONSULTATIONS:

The University's Endowment Committee consists of representatives from Finance, Advancement and Financial Aid.

¹ Presents distributions as a percentage of inflation adjusted donations

Due to increased donations and a stable portfolio, Ontario Tech has been able to increase disbursements over the last couple of years. In the current environment (i.e. the pandemic), and in spite of the current high inflation that is requiring to set aside a relatively higher amount for capital preservation, the committee notes that it is even more critical than ever to continue to support students.

Based on a review of the portfolio performance, and factoring a still relatively high inflation rate forecast at 3.5% in 2022/23, the Committee recommends a maximum disbursement of \$700k from the endowment fund which would allow support of 400 students whilst still preserving the capital of the fund.

The Committee continues to review the performance of the endowment fund, the impact of inflationary pressures and the ability of the University to continue to disburse awards to students in the future, including the disbursement of a portion of the unrealized gains on the fund. A review of the endowment policy and procedures is underway.

PROCESS/ NEXT STEPS:

May 12, 2022 – Strategy & Planning

June 15, 2022 – Audit & Finance

June 29, 2022 – Board of Governors

Note: Management is currently reviewing the policy and procedures and will be bringing forward recommended changes in the future.

MOTION:

That the Strategy and Planning Committee hereby recommends that the Board of Governors approves the disbursement of up to \$700,000 from the University's endowed fund for distribution by Financial Aid in 2022-23.

SUPPORTING REFERENCE MATERIALS:

N/A

Strategy & Planning Committee (S&P)

2021-2022 Annual Report

2021-2022 Work Plan

MANDATE-DRIVEN PRIORITIES

Strategic & Planning Oversight

- 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

Major Projects Oversight

- Campus Master Plan update and review
- Real Estate Strategy

Accomplishments

STRATEGIC OVERSIGHT

- 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 including strategic discussions regarding: Blended Learning, post COVID-19 priorities, recruitment and academic programming

Accomplishments

PLANNING OVERSIGHT

- Oversight of the update of the university's Integrated Academic Research Plan and metrics
- Endowment Disbursement

PROJECT OVERSIGHT

- ACE Enhancement Completion
- AVIN Completion

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 and Donor Motivation Program for Planned 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 the Integrated Academic Research Plan

Major Projects

- Continued oversight of Project Arrow

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

- Integrated Academic Research Plan – Oversight of Rolling Plan
- Review and update of strategic planning metrics
- Student success strategies
- Strategic Risk Management

Major Projects Oversight

- Campus Master Plan review and update
- Real Estate Strategy
- Project Arrow

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
DATE: May 12, 2022
FROM: Brad Maclsaac, Vice-President, Administration
SUBJECT: Project Tracking

COMMITTEE MANDATE:

The Strategy and Planning Committee (S&P) is responsible for overseeing the strategic planning for all aspects of the university and assessment of the plans in the context of the university's vision, mission and values. More specifically, the committee will make recommendations on the implementation plans, including infrastructure.

The leadership team is seeking the committee's feedback on the proposed tracking mechanism for Facility and Information Technology projects.

BACKGROUND/CONTEXT & RATIONALE:

The Integrated Academic Research Plan outlines the priorities for the university as we move forward to achieving our vision and mission. As part of the move to multi-year planning management has created the Re-imagine IT paper which moves us from goals into actions. There are a number of facility related papers such as Reimagine Physical Space and Capital Reserves for deferred maintenance which will drive the facilities actions.

The proposed process is to come to a fall S&P meeting, in advance of budget submission, with a multi-year plan to discuss opportunities and challenges. The project tracker is then use for information only to ensure the community is aware of our progress on certain projects. The project tracker will outline the desired outcome of the initiative. It will be updated each fiscal quarter with the approved budget, funds spent to date and the estimated percentage of work complete. We will also use colour coding (green, yellow, red) to note if the project is on track. Members will be able to quickly look at this dashboard to understand the project schedule. Management will specifically note any project in red and how we look to mitigate project impacts.

IMPLICATIONS:

The documentation will enhance financial controls at the university and will ensure Board members, and the broader community, are aware of the Facility and Information Technology implementation plans.

NEXT STEPS:

Each financial quarter the tracking sheets will be updated and shared for information with S&P and A&F.

MOTION for CONSIDERATION:

N/A

SUPPORTING REFERENCE MATERIALS:

- Project Tracking Sample

Project Tracking – IT

Project	Project Description	Budget	Current Project %	Project Status	Starting Quarter	Target Quarter
Banner Self-Service Rollout Configuration & Implementation Consulting	Enhance Banner functionality and implement self-service features for students, faculty, and staff	\$111,616		In progress	Q1	Q3
Ellucian Intelligent Learning Platform	Automate bi-directional transactions to/from Banner to the LMS systems (Canvas and D2L)	\$32,019			Q2	Q4
Ellucian Active Directory Account Provisioning (ADAP)	Provide accurate account provisioning between Banner and Active Directory (AD)	\$30,933			Q1	Q4
Network Edge (Access Layer) switches life cycle refresh	Procure and install 50 Access Layer Switches, to replaced the old Avaya switches out of support	\$180,000			Q1	Q4
Palo Alto Panorama server appliance	Procure and install a dedicated Panorama appliance (Model M600) capable of logging and storing security events for up to one year.	\$45,000			Q1	Q4
Wi-Fi upgrade - Life cycle refresh	Upgrade Wi-Fi network by replacing older access point AP105 with the new generation AP 515	\$50,000			Q1	Q4
Cloud migration	Consultancy fees required to continue the projects for cloud migration	\$110,000			Q1	Q4
Data Centre - Servers life cycle refresh and upgrades	Procure and install servers to replace AD domain controllers and two new VM hosts to increase virtualization capacity.	\$44,500			Q1	Q4
Data Centre - Backup storage and capacity increase	Replace the backup storage in Whitby and add additional capacity license to increase the backup capacity with 15TB	\$72,500			Q1	Q4
ClearPass appliances life cycle refresh	Procure two new appliances for ClearPass to replace the end of life existent hardware	\$33,000			Q1	Q4
Classroom of the Future	Design, test and implement a showplace instructional environment.	\$100,000			Q1	Q4
Media upgrade	UP1501/1502 - upgrade of projectors and screens	\$70,000			Q2	Q4

Project Tracking – Facilities

Project	Project Description	Budget	Current Project %	Project Status	Starting Quarter	Target Quarter
VASO - Structured shelter	Create a sheltered area near the soccer field for athletics events	\$95,000		In Progress	Q1	Q3
Furniture Purchases - FEAS, Library	Replacement of aging furniture and expansion of Graduate student space	\$117,477		In Progress	Q1	Q3
61 Charles - Renovation	61 Charles to become student hub downtown with altered class sizes and research lab additions	\$3,000,000		In Progress	Q1	Q2
IRTF Lab Access Control	Replacement of multiple access control strategies with Prox Card - Life Safety	\$25,000		In Progress	Q1	Q3
ERC Internal Wayfinding	Continuing rollout of campus wayfinding package to match SHA	\$50,000		In Progress	Q1	Q2
Monument Signs	ERC and SHA Monument signs as first pieces of external wayfinding on campus - ENTRO design	\$30,000		In Progress	Q1	Q2
FEAS Fumehood install	Addition of Fume Hood and rearrangement of research lab ACE4030b	\$20,000			Q1	Q4
Facility Renewal Program (FRP) deferred maintenance projects	Additional items to be broken out when finalized list of projects is submitted to ministry	\$553,000			Q1	Q4
FRP - FEAS Labs in ERC	Supporting energy storage research, converting ground floor class to research lab	\$300,000			Q1	Q4
FRP - Central UPS units installed	Continuing project to centralize electrical protection of research labs UA, UB, ERC	\$300,000			Q1	Q4
FRP - Solar PV install	Increasing generation on campus towards the 1mW allowance under current agreement	\$275,000			Q1	Q4
FRP - Controls upgrades	Upgrade BAS controls to the newest DXR technology in UA, increasing efficiency	\$570,000			Q1	Q4
Deferred Maintenance not covered under FRP	UB Exterior steps, 61 Charles smoke stack inspection	\$40,000			Q1	Q3