

BOARD OF GOVERNORS' 123rd REGULAR MEETING

AGENDA

Thursday, April 28, 2022

1:00 p.m. to 3:40 p.m.

[Videoconference](#)

Or dial +1 778-732-9954 PIN: 582 984 857#

No.		Topic	Lead	Allocated Time	Suggested Start Time
		PUBLIC SESSION			
1		Call to Order	Chair		1:00 p.m.
2		Agenda (M)	Chair		
3		Conflict of Interest Declaration	Chair		
4		Chair's Remarks	Chair	5	1:05 p.m.
5		President's Report	Steven Murphy	10	1:10 p.m.
6		Academic Council	Laura Elliott	10	1:20 p.m.
No.		Topic	Lead	Allocated Time	
		Committee Reports			
7		Audit & Finance Committee (A&F) Report	Laura Elliott	5	1:30 p.m.
		Finance			
	7.1	2022-2023 Budget* (M) 2023-2024 Initial Budget* (M)	Lori Livingston/ Brad Maclsaac	30	1:35 p.m.
8		Governance Nominations & Human Resources Committee (GNHR) Report	Maria Saros	5	2:05 p.m.
9		Strategy & Planning Committee (S&P) Report	Lynne Zucker	5	2:10 p.m.
	9.1	Project Arrow Update	Les Jacobs	5	2:15 p.m.
10		Consent Agenda: (M)	Chair	5	2:20 p.m.

	10.1	Minutes of Public Session of Board Meetings of March 10, 2022*			
	10.2	Minutes of the Public Session of A&F February 23, 2022*			
	10.3	Minutes of Public Session of GNHR of January 27, 2022*			
	10.4	Minutes of Public Session of S&P Meeting of January 13, 2022*			
11		Information Items:			
		S&P			
	11.1	Learning Reimagined*			
		GNHR			
	11.2	Update of Board of Governors Election Process*			
12		Other Business	Chair		
13		Adjournment (M)	Chair		2:25 p.m.
		BREAK		15	
No.		Topic	Lead	Allocated Time	Suggested Start Time
		NON-PUBLIC SESSION (material not publicly available)			
14		Call to Order	Chair		2:40 p.m.
15		Conflict of Interest Declaration	Chair		
16		Chair's Remarks	Chair	5	2:40 p.m.
17		President's Report	Steven Murphy	15	2:45 p.m.
	17.1	Decanal Renewal Update* (M)			
	17.2	Appointment, Tenure & Promotion* (M)			
		Committee Reports (confidential items only)			
18		A&F Report	Laura Elliott	5	3:00 p.m.

19		GNHR Report	Maria Saros	5	3:05 p.m.
20		S&P Report	Lynne Zucker	5	3:10 p.m.
21		Consent Agenda (M):	Chair		3:15 p.m.
	21.1	Minutes of Non-Public Session of Board Meeting of March 10, 2022 *			
	21.2	Minutes of the Non-Public Session of A&F February 23, 2022*			
	21.3	Minutes of Non-Public Session of GNHR Meetings of January 27, 2022*			
	21.4	Minutes of Non-Public Session of S&P Meeting of January 13, 2022*			
22		For Information:			
	22.1	Advancement Update*			
	22.2	Ancillary Services Update*			
23		Other Business	Chair		
24		<i>In Camera</i> Session	Chair	20	3:20 p.m.
25		Termination (M)	Chair		3:40 p.m.

Krista Hester, Acting Secretary

Consent Agenda: *To allow the Board to complete a number of matters quickly and devote more of its attention to major items of business, the Agenda has been divided between items that are to be presented individually for discussion and/or information and those that are approved and/or received by consent. A Consent Agenda is not intended to prevent discussion of any matter by the Board, but items listed under the consent sections will not be discussed at the meeting unless a Governor so requests. Governors are supplied with the appropriate documentation for each item, and all items on the Consent Agenda will be approved by means of one omnibus motion.*

BOARD REPORT

SESSION:

Public
Non-Public

ACTION REQUESTED:

Decision
Discussion/Direction
Information

TO: Board of Governors

DATE: April 28, 2022

PRESENTED BY: Audit & Finance Committee (A&F)

SUBJECT: Budget 2022-23 and Notional Budget 2023-24 Approval

COMMITTEE MANDATE:

The Board is responsible for governing and managing the affairs of the university, which includes the responsibility of approving the annual budget of the university and to monitor its implementation.

We are seeking Board approval for a balanced 2022-2023 budget, which is forecasted at revenues totaling \$214.6M.

Additionally, the university is seeking approval for a notional 2023-2024 budget to enhance our control measures. This allows us to start spending base dollars on April 1st even though the Board may approve the final budget after this time. We are only looking at rolling over the base budget at this time and will bring back strategic changes in the normal budget approval process. A&F Committee has recommended the Board approval a notional 2023-2024 budget, which is forecasted at revenues totaling \$222.0M but expenses not to exceed \$204.6M until further approval is received.

BACKGROUND/CONTEXT & RATIONALE:

At the November committee meeting we reviewed the [Fiscal Blue Print Paper](#), which included budget forecast, assumptions, competing demands and proposed strategic directions. Based on this conversation, internal planning meetings and community town halls the university has prioritized activities to fund for 2022-2023 with an eye on the longer term. These budget priorities are guided by the [2021-2023 Integrated Academic Research Plan](#).

The current budget planning environment remains difficult to predict given the ever-changing pandemic situation and the government policies related to tuition and grant. The attached Budget Paper goes into further details on these assumptions. However, as we begin to move out of the pandemic we are more confident with our scenario planning. With in-year enrolment gains and a positive view of the future we are estimating revenues to increase \$22.7M over last year (mainly growth in international and commercial services coming back). Expenses are a mixture of

mandated increases (i.e. salaries), internal reallocations and new strategic investments. To move forward on capital investments the Budget Working Group is recommending a spend of \$4.8M from prior year reserves.

In addition to the 2022-2023 budget, we are seeking approval on the notional 2023-2024 budget. Management has normally shown the impact of a given budget on future years; however, this is the first time we are coming forward seeking approval on an out year. The Ministry of Colleges and University (MCU) Audit in 2021 recommended this as a “control improvement” as our budgets are not approved until later in April even though we start incurring expenses effective April 1. To address this the university is seeking approval to roll the base budget and approve those expenses. The base expenses in the 2022 – 2023 budget are \$204.6M.

Discussions:

While this budget continues to move us forward on our mission and priorities there are number of areas that were not funded to the levels we would like. A desired outcome of the budget presentations is to ensure members are aware of, and comfortable with, the risks and risk mitigation strategies.

Enrolment - The preparation of the operating budget involves the use of projections and estimates that increase the level of overall risk of not achieving the desired results. For example, a 1% deviation in enrolment will lead to ~\$1M variance (positive or negative) from tuition fee revenues. In non-COVID times, we have a goal of being within 3% of targets. To mitigate this, we are planning to reserve at least \$2M from fiscal year 2022.

Strategic Investments – Looking at our priorities, one could always question if enough has been allocated to move the item forward. While it is easy to highlight the direct investments, it is harder to quantify the indirect. Within the proposed budget there is increased investments and internal reallocations as certain actions are stopped while others are added.

Reserves – While it is important to save for a rainy day, we are definitely facing one right now. In 2022-2023 we have budgeted a reserve of \$1M. Normally, the university sees in-year savings of over \$2M which we expect to put towards further reserves if it materializes.

ALIGNMENT WITH MISSION, VISION, VALUES:

The suggested directions are made with an eye on the mission of the university and an investment in the priorities laid out in the Integrated Academic Research Plan. They will allow Ontario Tech to continue to provide high-quality undergraduate and graduate services and experiences to its students.

The first draw on the budget is an investment of \$9.7M more in personnel compared to 2021-2022. The discretionary spending is prioritized on Learning Re-imagined, Recruitment and Student Success.

COMPLIANCE WITH POLICY/LEGISLATION:

The assumptions are to be compliant with provincial tuition fee policy and Ontario Tech’s ancillary fee protocol.

MOTION 1:

WHEREAS the budget has been prepared based on a forecast using the best information available at this time;

WHEREAS there is ongoing risk to the budget because of the economic uncertainty precipitated by the COVID-19 pandemic (i.e. international travel);

NOW THEREFORE, pursuant to the recommendation of management, the Audit and Finance Committee hereby recommends that the Board of Governors approves the 2022-2023 balanced budget of \$214.6 million, as presented.

MOTION 2:

WHEREAS the annual budget begins April 1 and the Board of Governors does not approve the budget until after that time;

WHEREAS the university wants to enhance its financial reporting control measures by approving a notional budget in advance of any in-year spending, the notional budget would be equal to the base approved in the prior year and allows for changes to be made at the annual budget setting meeting of the Board;

WHEREAS the university has prepared a 2023-2024 forecast using the best information available at this time focusing on enrolment rates, no change to tuition framework and a simple rollover of base expenses plus estimated salary increases;

NOW THEREFORE, pursuant to the recommendation of management, the Audit and Finance Committee hereby recommends that the Board of Governors approves a *notional* 2023-2024 budget of \$222.0 million in revenues and expenses not to exceed \$204.6M.

SUPPORTING REFERENCE MATERIALS:

2022-23 Budget Paper

2022-23 Draft Operating Budget PowerPoint presentation



ONTARIO TECH'S 2022-2023 Budget



Budget Working Group, April 2022

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Executive Summary

This paper outlines the decisions made to present a balanced budget to the University's Board of Governors and our broader community. This budget is based on the funding parameters, programs and operational framework at the time of preparation. In many regards, developing the 2022-2023 Budget has been a challenge. The ongoing fiscal constraints as a result of the Ontario Government's grant funding model as well as multi-year tuition freezes (i.e. 10% tuition reduction in 2019-2020, followed by two years of tuition freezes). The government announced in March extending the tuition freeze for 2022-23 for eligible in-province students. The on-going tuition freeze compounds the constraint on revenues for this planning period as the operating grant remains at the 2016-2017 corridor funding level. In addition, an unanticipated outcome of the pandemic is the return of inflation at levels not seen in nearly thirty years. It is not yet clear if this inflation is going to be transitory or more long-term in nature. However, with key services costs increasing at rates above 5%, our expenses are far outpacing our revenues. This current financial context requires ongoing discipline to address budget pressures while targeting resources to invest in our plans. We remain committed to finding efficiencies and identifying net new resources available to fund priority areas.

The spring release of the [2021-2023 Integrated Academic Research Plan](#) marked a continued commitment to our four strategic priority areas: Learning Re-imagined, Creating a Sticky Campus, Tech with a Conscience, and Partnerships. When acted upon, these priorities will move us towards realizing our university's [vision](#). The University has taken up the challenge of balancing fiscal restraints, pandemic-related uncertainties, and investing in the IARP priorities. To accomplish this, budget assumptions were developed that integrate multi-year enrolment projections with financial risks. Budget assumption details are outlined in the [Fiscal Blue Print Paper](#) that was presented to the Board and broader community for discussion in Fall 2021.

The 2022-2023 Budget is aligned with our strategic priorities. Our first and largest investment is in our people as this helps drive forward our plan. In addition to hiring more people, we are also offering increased supports, including enhanced mental health, anti-racism, and Indigenous programming to support wellness and inclusion as foundational principles that underpin our values. Furthermore, significant investment has been made in our Strategic Enrolment Management efforts to revitalize academic programs, to attract the next generation of students, and to ensure our competitiveness in an increasingly globalized higher education sector. Finally, investments will be made in student success through technological enhancements and the Facilities Renewal Improvement Program. By using special purpose grants and prior year reserves, we will continue to build a sticky campus where community members want to "stick" around.

This document provides an overview of the university's \$214.6M [consolidated budget](#) and outlines the fiscal tensions we face resulting from multiple competing demands.

From a revenue perspective, the increase over the prior year is \$22.7M. This includes \$9.7M of restricted revenues (\$5.8M of commercial and ancillary revenues that have offsetting expenses and \$3.9M of prior year reserves earmarked for specific projects), leaving approximately [\\$13M of discretionary revenues](#) to allocate to strategic and operational priorities.

From an expense perspective, we have a mixture of mandated disbursements, strategic allocations, and tactical reallocations. The paper distills and highlights the investments in major expense categories. These include the following increases: **\$9.7M investment in people**, **\$6.8M in operating expenses** (*mainly \$1.5M Scholarships, \$1.4M Recruitment, \$1M Research support focusing on matching funds, Brilliant Energy and ACE, and \$1.1M in Food Services costs offset by commercial revenues*) and **\$5.1M in capital** (*\$3M 61 Charles renovations funded from prior year reserves and \$1.2M Nursing Simulation Lab*); leaving **\$1M for strategic surplus**. The remainder of this paper highlights how budget allocations align with the Integrated Academic-Research Plan (IARP).

2022-2023 Draft Operating Statement

The 2022-2023 Draft Operating Statement is presented below (**Figure 1**). Ontario Tech uses the fund accounting method for its budgetary operations. Each fund, which has an allotted budget, has a primary function that allows for the earmarking of revenues and expenditures for specific purposes that meet the funds' conditions. Different budget requirements apply depending on the type of fund. For example, operating funds must be kept separate from restricted research funds. Each fund holds the net resources available to meet its current and future obligations. Even though all these funds are separate, transfers between them can be made during the year, depending on funding agreements.

Figure 1. 2022-2023 Draft Operating Statement

2022/23 Draft Operating Budget

(\$ Thousands)

	Operating Budget	Purchased Services Budget	Ancillary Budget	Infrastructure Budget	Commercial Budget	2022/23 Consolidated Budget	2021/22 Approved Budget
Revenues							
Operating Grant	61,017			13,500		74,517	74,272
Other Grants	5,443		221	1,999	48	7,710	6,700
Student Tuition Fees	93,176					93,176	81,529
Other Tuition	1,228		315			1,543	1,422
Student Ancillary Fees	1,542	1,357	9,347	1,834		14,081	12,305
Donations	1,774		10			1,784	960
Other Revenues	4,625	142	173		12,095	17,035	13,815
Prior Year Reserves	-	-	374	4,408		4,782	900
Total Operating Revenues	\$ 168,805	\$ 1,499	\$ 10,441	\$ 21,741	\$ 12,143	\$ 214,629	\$ 191,903
Expenditures							
FT Labour	(95,963)	(6,256)	(5,179)		(3,056)	(110,454)	(107,573)
PT Labour	(13,687)	(167)	(1,171)		(525)	(15,550)	(14,648)
OPEX	(32,176)	(7,379)	(2,113)	(16,501)	(6,746)	(64,915)	(62,739)
Capital	(121)	-	(145)	(713)	-	(979)	-
Total Base Expenses	\$ (141,946)	\$ (13,802)	\$ (8,608)	\$ (17,214)	\$ (10,327)	\$ (191,897)	\$ (184,960)
Base Ask (IY Approvals)	(6,675)			(1,999)		(8,674)	
OTO Ask (IY Approvals)	279					279	(1,542)
Base Asks	(3,032)	(435)	(1,130)		(728)	(5,325)	
OTO Asks	(1,594)		(295)	(208)		(2,097)	(1,895)
Capital OTO Asks	(456)		(719)	(5,323)	(285)	(6,784)	(4,609)
OTO Salary Savings	898		24			922	1,103
Total pre-Approved and New Asks	\$ (10,581)	\$ (435)	\$ (2,120)	\$ (7,530)	\$ (1,013)	\$ (21,679)	\$ (6,943)
	-	-	-	-	-	-	-
Total Expenditures	\$ (152,527)	\$ (14,237)	\$ (10,728)	\$ (24,743)	\$ (11,340)	\$ (213,576)	\$ (191,903)
	-	-	-	-	-	-	-
Total CY Budget Surplus/(Deficit)	\$ 16,278	\$ (12,738)	\$ (287)	\$ (3,003)	\$ 803	\$ 1,053	\$ -

The 2022-2023 Draft Operating Statement reflects the following funds and their associated budgets as follows:

Operating Budget (including Purchased Services): This \$170.3M total consists of financial resources that can be used for the most part without external restrictions to achieve the University's objectives, whether related to teaching, research or community services. This includes services purchased from Durham College which are separated out above for greater transparency.

Ancillary Budget: This \$10.4M includes non-tuition related fees that are collected from students to cover the costs of enhancing their cultural, social, recreational experiences, and to provide other enhancements to support services. In accordance with Ministry of Colleges and Universities guidelines, and jointly agreed to OTSU-University protocols, these funds can only be used for their stated purpose.

Infrastructure Budget: This \$21.7M takes into account financial resources used for capital expenditures such as land and building acquisitions, facility construction, and major renovations. It is financed through grants, donations, loans, and transfers from other funds. The goal is to always have this balanced but, as you will see in the expense section, we still require \$3M from operating to cover the debenture.

Commercial Budget: This \$12.1M consists of financial resources intended for activities that complement the University’s main research and teaching activities. It includes self-funded services such as food outlets, the Shop Ontario Tech Bookstore, Campus Ice Centre, and parking. The goal for this area is to create a slender profit in order to create a reserve for future capital repairs and/or investments.

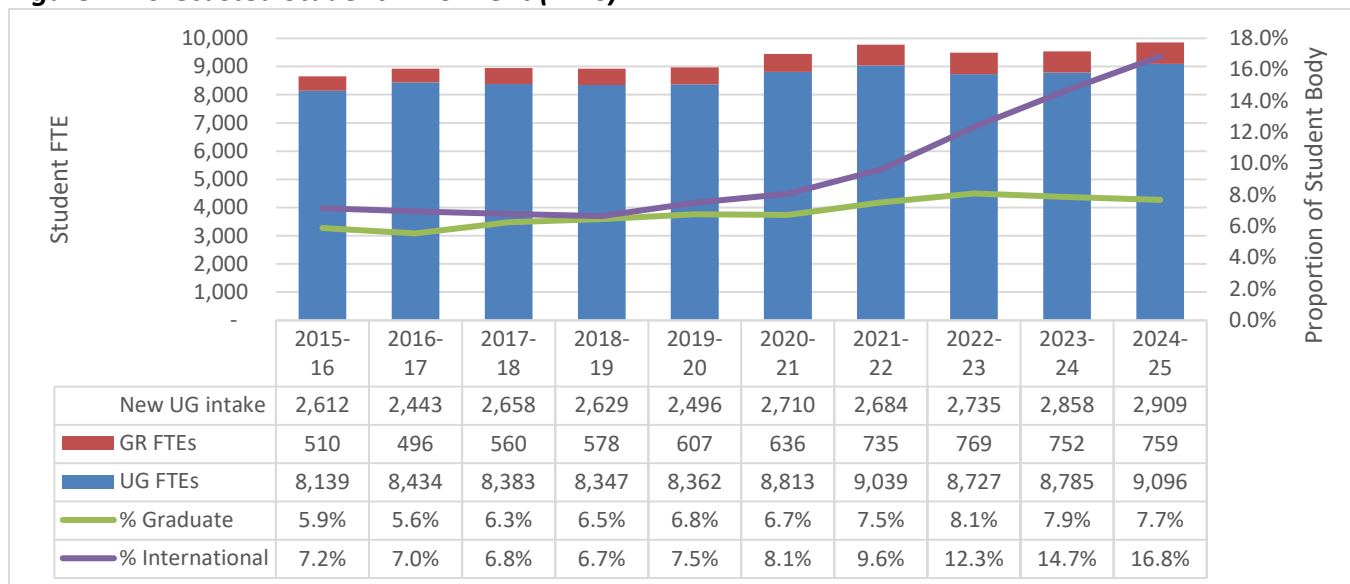
The operating statement relies on the university being able to generate adequate revenues to support our expenses. In a province where tuition fees are frozen and costs are on the rise, we must ensure that we generate the revenues needed while also constraining expenses to ensure ongoing financial sustainability.

Financial Overview – Revenue

The key driver for the operating budget is enrolment performance. As enrolment increases so does the amount of revenue gathered from tuition, grant (i.e., enrolment funding which remains constant during the SMA3 period, with some limited growth in targeted areas), ancillary fees, and other fees. Considered separately, domestic tuition and grant account for about \$123M in revenue, or, about 72% of our total operating budget. When we add these domestic tuition and grant revenues with international tuition (\$33M) revenues, this surpasses 92% of our total operating budget. Therefore, enrolment is the key revenue driver in the university budget.

For the coming year, Ontario Tech has experienced an overall increase in new student applications. This increase far exceeds the system average for both domestic and international student applicants. However, our total forecasted student enrolment is anticipated to be down in 2022-2023 (**Figure 2**). Even with increased applications and hence new student registrations, and increasing student retention rates anticipated for the coming year, we estimate the overall enrolments will decrease next year as a result of missed domestic student intake targets in 2020 and 2021, and a lower than expected flow-through of students over the next four to five years. Importantly, although the overall enrolment projections show a decline in 2022, the proportion of international students enrolled at Ontario Tech continues to grow and positively impacts our total revenues.

Figure 2: Forecasted Student Enrolment (FTEs)¹



¹ Student enrolment is reported as full-time equivalents (FTEs).

University revenues are derived from tuition, grant, ancillary and other fees. The University's 2022-2023 consolidated budget is **\$214.6M² (Figure 3)**, which is \$22.7M above last year. Over half of this growth (\$11.8M) is coming from increased tuition revenues resulting largely from increases in international student enrolment. The remainder, another \$8M increase in revenues, has specific expenses tied to it for ancillary operations, commercial services, or the release of prior year reserves. Our operating revenues from tuition and ancillary fees are forecasted to represent 52% of our total revenues. This is up from about 43% just two years ago, yet it aligns with the 2020 provincial system average of 55% (i.e., system range of 40-70% based on COFO data).

Figure 3: Total Consolidated Budget – Revenues by Source

Revenue Summary	2019-20	2020-21	2021-22	2021-22	2022-23	Variance	
	Actual	Actual	Budget	Forecast	Budget	2022-23 Budget v	2021-22 Budget
	\$'000's	\$'000's	\$'000's	\$'000's	\$'000's	\$'000's	%
Tuition	78,590	81,773	82,951	88,644	94,719	11,769	14%
Grant	81,065	84,871	80,972	89,825	82,227	1,255	2%
Ancillary	14,453	11,380	12,305	12,319	14,081	1,776	14%
Other Revenue	6,347	4,062	4,945	4,122	4,940	(5)	0%
Donations	2,030	1,122	960	1,453	1,784	825	86%
Commercial	10,083	4,574	8,870	7,760	12,095	3,225	36%
Prior Year Reserves			900	840	4,782	3,882	431%
Total Revenue	\$192,568	\$187,783	\$191,903	\$204,964	\$214,629	\$22,726	11.8%

Tuition Fees: domestic and international tuition is the main revenue growth with over 62% of the total “new revenue” (i.e., variance excluding prior year reserves). Currently, tuition fee levels for our undergraduate domestic students near the median for Ontario universities. In February 2019, the government announced a 10% cut to domestic fees and a subsequent tuition freeze. For 2022-23, our international undergraduate tuition fees increased by 10%-15% and 5%, respectively, for new and continuing students. With these increases, the majority of our international tuition fees remain below the system median.

Ancillary Fees: Ancillary fees are restricted for the activities for which they were approved (e.g., recreation services, health services, and a variety of other student-centred services). These represent about 6.7% of the total new revenue. Over the past seven years we have focused on keeping these fees relatively flat with the last two years increasing at or below inflation.

Government Grants: In 2016, the provincial government announced an enrolment-based funding formula where institutions receive a fixed operating grant as long as their five-year moving enrolment average stays within 3% of an established target (or corridor mid-point). In 2019, as part of Strategic Mandate Agreements, the funding allocation moved to being heavily tied to performance measures. Due to the pandemic, the government has paused linking our funding to these new measures until at least 2023.

Commercial: A commercial operation is a unit within the university that is expected to be financially self-sufficient. That is, each operation should generate sufficient revenue to not only cover its annual operating costs, including utilities and maintenance, but also provide for the renovation and replacement of its physical assets, including any required debt servicing costs. This is expected to account for 5.8% of our new revenues.

² This does not include restricted funds such as an estimated 2022-2023 budget total of \$15.4M of acquired research funds and \$2.7M in donations.

Financial Overview - Expenses

After two years of strategic budget cuts as a result of reduced government support, escalating costs, and pandemic impacts, our current revenue assumptions forecast a significant increase in revenues in comparison to the 2021-2022 budget year. At the same time, our expenses have increased as a result of a number of factors, including inflation and services that are mandated for increases. For example, annual salary increases of \$126M which are \$4M higher than last year, are reflected in the Full Time and Part Time Labour lines. In summary, looking at the total forecasted revenues (\$214.6M) less base expenditures (\$191.9M), there is about **\$22.7M available for allocation**.

The draft operating statement (**Figure 1**) highlights specific revenues that are dedicated to certain funds/budgets and their corresponding expenses. Working from left to right under “Total Pre-Approved and New Asks”, you will see the allocation of additional funds for 2022-2023 as follows:

Ancillary Budget: An approval of an additional **\$2.1M** in expenses which are all offset by specific fees collected from students (e.g., health services ancillary fee) or provincial grants (e.g., Mental Health) that apply directly against the operational expenses of these services. These revenues cannot be used for any other purpose.

Infrastructure Budget: An approval of an additional **\$7.5M** in expenses which are all covered by revenue obtained through specific grants (e.g., Training Equipment and Renewal Fund (TEF)), Ontario Tech’s debenture grant, and ancillary fees for capital upgrades. The deficit of \$3.0M in the Infrastructure Budget represents the portion of our debenture debt that is funded by Operations.

Commercial Budget: An approval of an additional **\$1M** in expenses which are required to bring about \$2M more in revenues. The surpluses generated will go toward future reserves as we need to plan for replacing food service equipment or paving parking lots.

A balance of **\$11M** was available to allocate for **Operating Budget** expenses. From this amount, almost 60% of this (**\$6.4M**) was already determined. This comes from a mandated roll over \$4M (\$1.5M scholarships, \$1.5M loan interest, \$1M salary adjustments) and a further \$2.2M in-year strategic investment (\$1.7M into Enrolment Management strategies to deliver on the proposed student growth noted in the assumptions, \$500K to support research). The balance of **\$4.6 M** was available to the Budget Working Group for strategic allocation, which is explained as follows:

- **\$3.5M Additions to Base Expenditures**
 - \$2.8M for new FT positions
 - \$0.7M for new PT positions (i.e., primarily allocated to sessional hiring and TA support)
- **\$1.1M One-Time Only (OTO) Expenditures**
 - \$0.9M FT (Savings from delayed hires/vacant positions)
 - \$0.8M PT (primarily Sessional Instructors/TAs)
 - \$0.8 M OPEX (e.g., Research matching \$0.35M, Events \$0.3M, Microcredentials \$0.25M)
 - \$0.45M capital investment in Information Technology (IT)

Alternate Financial Overview – Expenses by Strategic Priority

Of all the different ways to look at a budget, a key view relates to delivering on strategy priorities. This may be accomplished through the allocation of new revenues or reallocation of existing resources. This section identifies how some of the investments align with the Integrated Academic-Research Plan (IARP) priorities.

Sticky Campus: Commitment to mental health and equity, inclusion and diversity:

- Provide supplemental supports by increased resources for faculty, staff, and students.
- Strong acknowledgement of stressors experienced by global pandemic.
- Concentration on the potential changes to work settings with greater focus on employee choice, conditions to ensure positive engagement and an environment that promotes inclusion, collaboration and equity in learning, teaching, and research.

\$9.7M investment in our highly qualified personnel. While we estimate fewer students in 2022 our commitment to mental health lead to an examination of employee capacity. This includes 58³ more FT employees than 2021.

\$1M investment specifically in EDI through five (5) specific faculty/staff hires (i.e., Human Rights Coordinator, Employee Wellness Manager, EDI Coordinator, Recruitment Outreach Coordinator, Indigenous Outreach Coordinator, Indigenous Tenure-Track Faculty Member).

Further investment in Black Athletes' Award fund and seed funding for the creation of a "Self Care" course in the Faculty of Health Sciences.

Sticky Campus/Learning Re-imagined: Student-centric university:

- Strategic Enrolment Management Framework—Long-term enrolment plan aligned with institutional vision and priorities, and retention programming.
- Concentration on student success with greater focus on digital recruiting and analytics to help student success and enhanced connections with alumni for lifelong learning.
- Increased research opportunities for undergraduate and graduate students.

\$3M investment in Faculty (\$2M) and Sessional/TA (\$1M) to support new enrolment growth. This includes recognizing programs that have already seen increases (i.e., 3 new Computer Science faculty) and new program start ups (i.e., Masters Business Analytics & AI).

\$1.8M investment in recruiting initiatives to boost our efforts as we work to increase domestic market share and push for a surge in international to at least the system average.

\$1.6M in financial aid with a focus on leveraging funds for more work/research study positions.

Learning Re-imagined/Tech with a Conscience: Innovative programming:

- Re-invent learning by defining and constructing high-quality pedagogical practices specifically designed for use with technological solutions and experiential components.
- Differentiated technology and physical space: Invest in, and utilize, an expanded array of technological platforms and assets while simultaneously exploring and identifying new opportunities in relation to the technology pedagogy interface.
- Repurpose and re-imagine space to support learning, research and community engagement.

³ The 58 include 12 budget neutral (unfrozen or move from PT to FT), 30 admin (11 are funded), 16 faculty

\$2.1M for the development of a new Health Simulation Lab. This is a partnership with Durham College Collaborative Nursing (\$700K) and the Ministry of Colleges and Universities (\$700K).

\$3M revitalization of 61 Charles St to reconfigure classrooms and offices of the future. By bringing Social Sciences and Education together we are creating a new “hub” downtown.

\$1M investment in IT projects including upgrades to expand self-service, researching Artificial Intelligence ethically to automate responses, and improving cyber security with multi-factor authentication and upgrade equipment.

Learning Re-imagined/Partnerships: Incentivize scholarship of teaching and enhancing teaching practices:

- Focus on leading in pedagogy and technology scholarship and research that is learner focused.

\$1M in numerous projects to explore how to differentiate and support pedagogy of the future including the re-investment in Scholars in Residence and Internal Research Chairs; and \$150k investment in Learning Innovation for an OER Lab Coordinator and Faculty Developer.

\$1M of seed funding for Brilliant Energy (250K), Brilliant Catalyst (\$150K), Microcredentials (\$350K).

Linking this year’s annual allocation of surplus funds to our strategic priorities is a new approach. In prior years, we have instead relied on summaries focused on expenses by category or division. For the sake of consistency in reporting, these alternate expense summaries are presented in **Appendices A and B**, respectively.

Reserves

At the November 24, 2021 meeting of the Board Audit & Finance Committee, we engaged in discussion on a paper entitled [Financial Sustainability and Reserves](#). The purpose of the paper was to outline the need for in-year surpluses to build reserves for long-term planning specifically related to new buildings and deferred maintenance. Whilst there are many competing demands in short-term planning, the community must understand the University’s future needs and have general guidelines on how much to save for future expenditures. For example, as we look out to 2040, the accumulated deferred maintenance costs alone will exceed \$14M and be growing at a more rapid pace after that time (**Figure 4**).

The reserves position of the University is noted in **Figure 5**, which shows the historic (2018-2019 to 2020-2021) and preliminary forecasted (2021-2022) and budgeted (2022-2023) operating reserves. The estimated planned surplus in 2021-2022 will be invested in capital projects such as the renovations to 61 Charles and we are planning to reserve at least \$3.5M in 2022-2023 based on in-year savings. The reserve funds set aside for capital projects, internally restricted research funds, and funds reserved for specific purposes (e.g., academic priorities, digital and physical infrastructure re-imagined). Approximately 60% (or \$12.5M) of the 2020-2021 reserves are related to existing contractual obligations of the University (e.g., faculty start-up and professional development funds) and a \$6M working capital reserve that has been set aside, upon the recommendation of the Ministry, to stabilize the financial position of the University.

Details on the fund balances as at March 31, 2021 can be found in Note 17 of the [2021 Annual Financial Statements](#). Excluded from reserves, as they are externally restricted, are sponsored research funds, endowment funds, and directed donations which are included as deferred contributions.

Figure 4 – Cumulative Deferred Maintenance

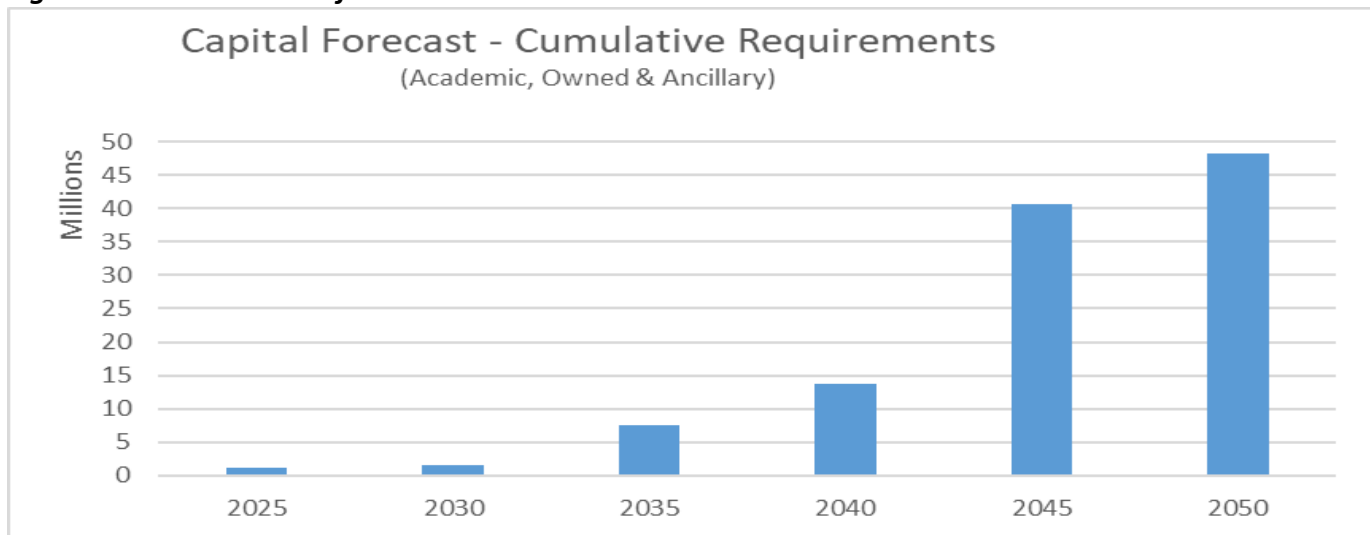
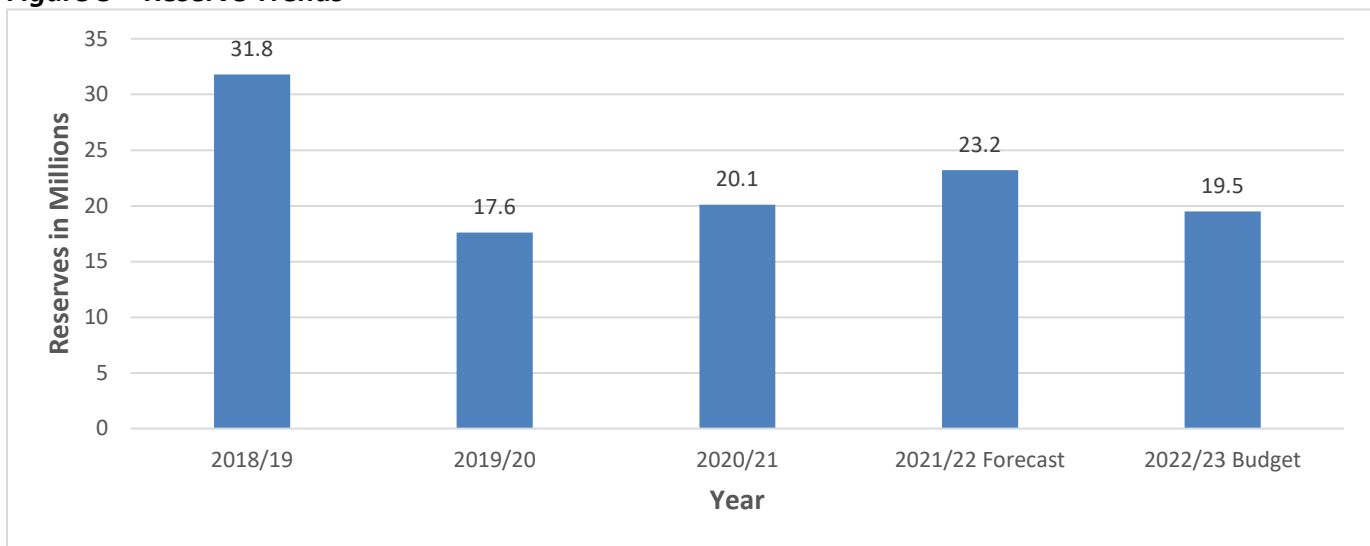


Figure 5 – Reserve Trends



Financial Health Indicators

To help in assessing the financial health of the university sector, the Council of Universities (COU) has created a subset of five financial health indicators, with minimum thresholds for each, to serve as a mechanism to identify financial sustainability concerns. **Appendix C** contains a summary of these indicators, including a definition for each. The financial indicators provide insight into the operational health of the University and its capacity to meet its financial obligations (**Figure 6**). As of March 31, 2021, the institution had healthy performance ratios (i.e., 3-year average primary reserve, net income/loss and net operating revenue ratios) which were above the COU minimum recommended thresholds. Due to its high debt level, which is primarily the result of a \$220M debenture debt entered into to support the original construction of the University in 2003, our debt ratios (i.e., interest burden and viability ratios) continue to be above the minimum threshold. However, these have consistently improved over the years as the University continues to pay back its debt obligations.

Projected ratios for the current year 2021-2022 budget year are based on the Q3 forecasted surplus of \$3.5M and an additional \$25.0M of external loan drawn for the construction of the new Shawenjigewining Hall. Projected ratios for 2022-2023 include a projected surplus of \$1.1M, which has been earmarked for capital reserves. The forecast and planned surplus in 2021-2022 and 2022-2023 have resulted in projected stable performance ratios and improved debt ratios for both fiscal years. The University needs to continue with prudent financial planning and as reserves (i.e., \$4.8M) have been utilized in the current year to balance the

budget, these reserves need to be replenished to offset unforeseen budget situations and to provide funds to meet future strategic initiatives, whilst at the same time helping to maintain the financial sustainability of the University.

It should be noted that financial health metrics should not be reviewed in isolation, but rather together with institutional metrics, annual credit ratings, and enrolment trends which collectively provide a holistic picture of current and future financial health of the University.

Figure 6: Financial Health Indicators

Financial Metrics	Is the University within minimum recommended threshold	2022/23 Budget	2021/22 Forecast	3-year average to 2020/21	Minimum threshold recommended
(1) Net Income/Loss Ratio	Yes	2.8%	1.5%	3.1%	1.5%
(2) Net Operating Revenues Ratio	Yes	11.2%	10.8%	11.1%	2.0%
(3) Primary Reserve Ratio (days)	Yes	32	40	47	30
(4) Interest Burden Ratio	No *	6.1%	6.5%	7.3%	5.0%
(5) Viability Ratio	No*	11.1%	12.5%	14.2%	30.0%

* Note: Ratios are favourable if they are at or **above** minimum threshold, except for the **interest burden ratio** where we would want to be at or **below** the recommended minimum threshold.

Whilst the debt metrics (interest burden and viability ratios) are not within the recommended threshold, these have consistently improved over the last years as the University continues to pay back its debt obligations. Debt affordability is supported by the annual grant of \$13.5M from the Province. This covers 80% of the University’s annual debenture repayment.

Key Budget Risks

The following outlines key operational and strategic risks as it relates to our budget-setting process.

- **Uncertainty in achieving enrolment targets**, as we look at steady new domestic and growing new international student enrolment numbers. In a normal year, a 3% variance for total full-time equivalents (FTEs) is reasonable. With increasing competition for students and the lingering effects of the pandemic, we must stay focused on this area.
- The province’s **shift to a performance-based funding model** with SMA3 has a growing percentage of funding tied to achieving key performance indicator (KPI) targets. Due to the global pandemic, funding has been decoupled from performance until 2023-2024, year four of the SMA3 period. As we look to the third year of the agreement, we anticipate that a number of our performance/outcome indicators may be negatively impacted.
- **Stakeholder relations/campus experience/culture**: For all of our stakeholders (i.e., students, staff, faculty, alumni and the community-at-large), these areas may all be impacted based on the “learn/work

from anywhere” atmosphere that has emerged as a result of the pandemic. Finding the balance between working virtually and being on campus requires our full attention.

- **Campus well-being:** Our staff and faculty share one thing in common: a dedication to student success. Our student and administrative services are backed by an impressive array of knowledgeable and caring professionals. By increasing virtual supports for all members and enhancing the step-care model for student mental health, we are working to continue to deliver, and improve these vital online services.
- **Physical/virtual infrastructure:** One of the first budget areas to be reduced over the last few years was the repair and replacement of equipment. The chances of equipment failure only increase as the equipment ages. We will increase in year spending to look after capital renewal and return to increasing our planned reserves for future needs.

Summary

Ontario Tech strives to advance its strategic priorities while ensuring that we engage in financially responsible budgeting practices. This paper aims to provide a better understanding of our main revenue streams and expenses as we focus on the upcoming 2022-2023 budget and provide the basis for discussion on investing in institutional priorities. It is important to note that our two main revenue streams (i.e., domestic tuition and provincial government grants) are currently frozen, while expenses continue to rise due to yearly salary increases and the costs of inflation. We have no choice but to focus on enrolment growth, and especially international enrolment growth, and generating alternative revenue streams, as well as finding cost efficiencies, during this time of financial constraint.

Appendix A - Alternate Financial Overview – Expenses by Category

This second view of expense allocations is presented by category of expense.

- Labour expenses increase of \$9.7M total which includes in-year mandated salary increases over \$3M. The 58 more employees over last budget include 12 budget neutral (unfrozen or move from PT to FT), 30 admin (11 are funded), 16 faculty
- Labour is about 63% of our total budget. However, if we eliminate debenture (\$16.5M) and reserve-funded expenses (\$4.8M) from total expenses then Labour accounts for about 70% which is aligned with previous years.
- OPEX has increased \$6.8M over prior year. The main drivers of this growth include over \$2.2M in student financial support, \$1.1M in commercial expenses (offset by new revenue) and \$1.6M to boost International recruitment
- Capital has increased \$5.1M with a focus on renovations to 61 Charles (\$3M) and an investment in a Nursing Simulation lab (\$1.2M) both funded by prior year reserves.

Expense Summary	2019-20	2020-21	2021-22	2021-22	2022-23	Variance	
	Actual	Actual	Budget	Forecast	Budget	2022-23 Budget v	2021-22 Budget
	\$'000's	\$'000's	\$'000's	\$'000's	\$'000's	\$'000's	%
FT Labour	95,468	97,450	105,747	98,164	113,301	7,553	7%
PT Labour	21,153	16,833	16,603	22,393	18,766	2,163	13%
OPEX	67,513	58,511	64,943	71,827	71,749	6,805	10%
Capital	4,223	6,571	4,609	8,603	9,761	5,152	112%
Total Expenses	\$188,357	\$179,365	\$191,903	\$200,987	\$213,576	\$21,674	11.3%

Staff Complements (FTEs)

FTE's	2019-20	2020-21	2020-21	2021-22	2021-22	2022-23
	Actual	Budget	Actual	Budget	Actual	Budget
Total	1-Oct		1-Oct		1-Oct	
Tenure/Tenure Track	226	230	231	224	225	232
Teaching Faculty	83	87	85	83	87	90
Support Staff - Durham College	67	64	64	60	63	60
Support Staff - OPSEU	279	284	287	292	298	309
Non-Union - Admin/Support	171	157	158	158	167	182
Total FTE	826	822	825	816	841	874

Appendix B - Alternate Financial Overview – Expenses by Division

Another way to present the expense allocation is by division. Academic is comprised of the Faculties, while Academic Support refers to the direct costs of supporting students and instructors.

- Academic was approximately 30% of the total budget a decade ago and has now grown to over 40%. It has remained consistent the last few years.
- The percentage going to Academic is difficult to maintain as tuition/grant is flat while revenues to non-core activities like commercial or ancillary are growing.
- Of the \$11.0M in available Operating discretionary funds about 58% (\$6.4M) went to faculties.

Expense Summary	2019-20	2020-21	2021-22	2021-22	2022-23	Variance	
	Actual	Actual	Budget	Forecast	Budget	2022-23 Budget v	2021-22 Budget
	\$'000's	\$'000's	\$'000's	\$'000's	\$'000's	\$'000's	%
Academic	74,723	76,081	80,750	84,187	87,142	6,391	8%
Academic Support	37,932	33,594	38,808	41,230	45,608	6,801	20%
Administration	50,526	46,150	46,152	49,848	52,423	6,271	14%
Ancillary/Commercial	8,675	7,039	9,692	9,221	11,902	2,210	31%
Debenture	16,501	16,501	16,501	16,501	16,501	0	0%
Total Expenses	\$188,357	\$179,365	\$191,903	\$200,987	\$213,576	\$21,674	11.3%

Appendix C – Financial Health Indicators – Definitions

(1) Net Income/Loss Ratio

$$\frac{\text{Total Revenues less Total Expenses}}{\text{Total Revenues}}$$

Measures the percentage of revenues that contribute to net assets. The objective is to track trends in net earnings

(2) Net Operating Revenues Ratio

$$\frac{\text{Cash flow from Operating Activities}}{\text{Total Revenues}}$$

Indicates the extent to which the University is generating positive cash flow in the long-run to be financially sustainable.

(3) Primary Reserve Ratio

$$\frac{\text{Expendable Net Assets}}{\text{Total Expenses}} \times 365 \text{ days}$$

Indicates the University's financial strength and flexibility by determining the number of days it can function using only its resources that can be expended without restrictions.

Expendable net assets include:

Unrestricted surplus (deficit), internally restricted net assets and endowments.

(4) Interest Burden Ratio

$$\frac{\text{Interest Expense}}{\text{Total Expenses - Depreciation}}$$

Indicates debt affordability as it examines the percentage of total expenses used to cover the University's cost of servicing debt

(5) Viability Ratio

$$\frac{\text{Expendable Net Assets}}{\text{Long-Term Debt}}$$

Determines financial health as it indicates the funds on hand to settle its long-term obligations. Long-Term Debt is total external long-term debt, excluding the current portion of debt.

2022-23 Draft Operating Budget & 2023-24 Notional Operating Budget

BoG

April 28, 2022

Lori Livingston, Provost and Vice-President, Academic
Brad Maclsaac, Vice-President Administration



Budget Accounting Summary

- Budget is prepared on a “modified-cash” basis verses annual financial statements that are prepared on a GAAP
 - Consolidated operating excludes items such as amortization on capital assets and grants
- Fund accounting is used to allocate budgets based on primary function
 - Consolidated operating excludes externally restricted funds (i.e. \$15.4M of acquired research funds and \$2.7M in donations).
- Motion 1: to approve a 2022-2023 budget of \$214.6M
- Motion 2: to approve a 2023-2024 notional budget of \$222.0 million in revenues and expenses not to exceed \$204.6M

2022 – 2023 Budget Summary

2022/23 Draft Operating Budget (\$ Thousands)

	Operating Budget	Purchased Services Budget	Ancillary Budget	Infrastructure Budget	Commercial Budget	2022/23 Consolidated Budget	2021/22 Approved Budget
Revenues							
Operating Grant	61,017			13,500		74,517	74,272
Other Grants	5,443		221	1,999	48	7,710	6,700
Student Tuition Fees	93,176					93,176	81,529
Other Tuition	1,228		315			1,543	1,422
Student Ancillary Fees	1,542	1,357	9,347	1,834		14,081	12,305
Donations	1,774		10			1,784	960
Other Revenues	4,625	142	173		12,095	17,035	13,815
Prior Year Reserves	-	-	374	4,408		4,782	900
Total Operating Revenues	\$ 168,805	\$ 1,499	\$ 10,441	\$ 21,741	\$ 12,143	\$ 214,629	\$ 191,903
Expenditures							
FT Labour	(95,963)	(6,256)	(5,179)		(3,056)	(110,454)	(107,573)
PT Labour	(13,687)	(167)	(1,171)		(525)	(15,550)	(14,648)
OPEX	(32,176)	(7,379)	(2,113)	(16,501)	(6,746)	(64,915)	(62,739)
Capital	(121)	-	(145)	(713)	-	(979)	-
Total Base Expenses	\$ (141,946)	\$ (13,802)	\$ (8,608)	\$ (17,214)	\$ (10,327)	\$ (191,897)	\$ (184,960)
Base Ask (IY Approvals)	(6,675)			(1,999)		(8,674)	
OTO Ask (IY Approvals)	279					279	(1,542)
Base Asks	(3,032)	(435)	(1,130)		(728)	(5,325)	
OTO Asks	(1,594)		(295)	(208)		(2,097)	(1,895)
Capital OTO Asks	(456)		(719)	(5,323)	(285)	(6,784)	(4,609)
OTO Salary Savings	898		24			922	1,103
Total pre-Approved and New Asks	\$ (10,581)	\$ (435)	\$ (2,120)	\$ (7,530)	\$ (1,013)	\$ (21,679)	\$ (6,943)
	-	-	-	-	-	-	-
Total Expenditures	\$ (152,527)	\$ (14,237)	\$ (10,728)	\$ (24,743)	\$ (11,340)	\$ (213,576)	\$ (191,903)
	-	-	-	-	-	-	-
Total CY Budget Surplus/(Deficit)	\$ 16,278	\$ (12,738)	\$ (287)	\$ (3,003)	\$ 803	\$ 1,053	\$ -

Examples of Investments by Strategic Priority

STICKY CAMPUS:

Commitment to Mental Health and Equity, Diversity, and Inclusion

- **\$9.7M** Highly qualified personnel (i.e., 58 FT employees)
 - 16 Faculty**
 - 30 Administrative Staff (11 funded from other revenues)**
 - 12 budget neutral (contractual to continuing positions)**

- **\$1.0M** EDI through five (5) specific faculty/staff hires
 - Human Rights Coordinator**
 - EDI Coordinator**
 - Recruitment Outreach Coordinator**
 - Indigenous Outreach Coordinator**
 - Tenure-Track Indigenous Faculty Member**

Examples of Investments by Strategic Priority

STICKY CAMPUS/LEARNING REIMAGINED: Student-Centric University

- **\$3.0M** FT/PT Faculty to support enrolment growth
- **\$1.8M** Recruitment initiatives
- **\$1.6M** Financial aid

Examples of Investments by Strategic Priority

LEARNING REIMAGINED/TECH WITH A CONSCIENCE: Innovative Programming

- **\$2.1M** Health Simulation Lab (Shawenjigewining Hall)
- **\$3.0M** 61 Charles revitalization
- **\$1.0M** IT projects

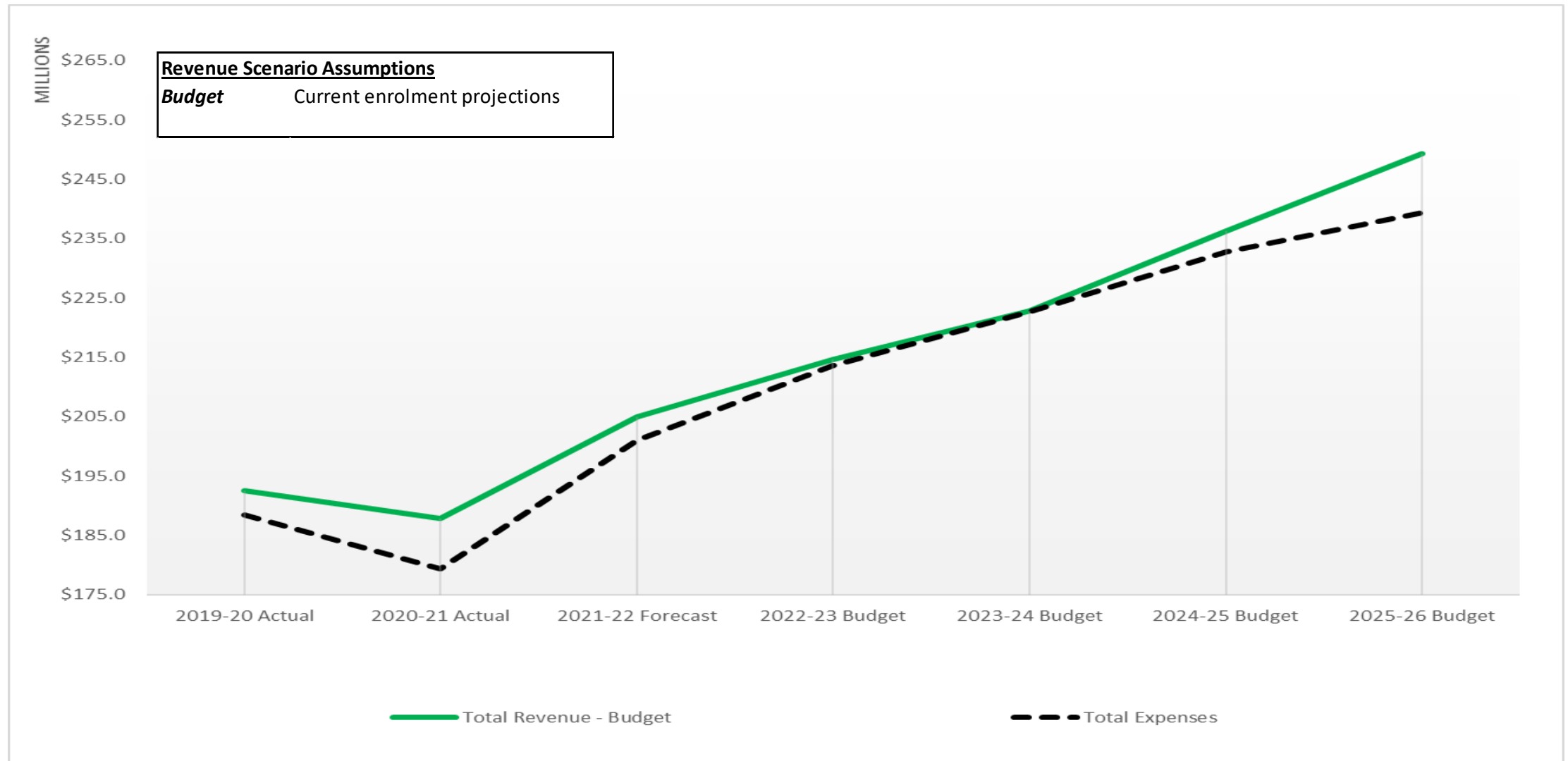
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LEARNING REIMAGINED/PARTNERSHIPS: Scholarship of Teaching and Teaching Practice

- **\$1.0M** Pedagogical initiatives
 Scholars in Residence program
 OER Lab Coordinator

- **\$1.0M** Seed funding
 Brilliant Energy Institute
 Brilliant Catalyst

Budget Risks/ Risk Mitigation: Financial Sustainability



Questions??



Appendix

2022-23 Draft Operating Budget: Audit & Finance Committee April 13, 2022 (revised)

Lori Livingston, Provost and Vice-President, Academic
Brad Maclsaac, Vice-President Administration



Budget Accounting Summary

- Budget is prepared on a “modified-cash” basis verses annual financial statements that are prepared on a GAAP
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2022 – 2023 Budget Summary

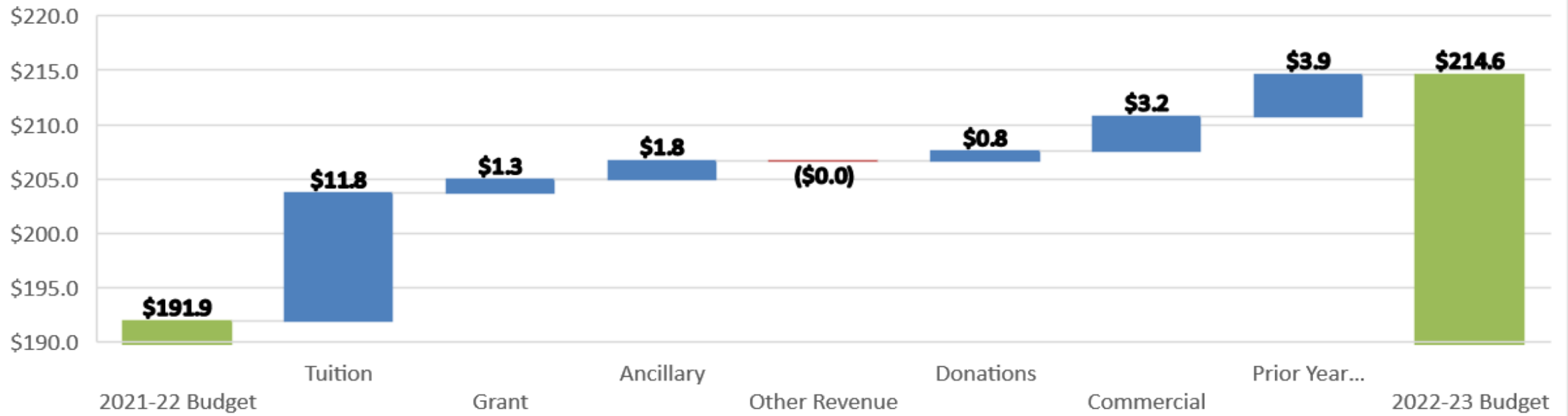
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2022 – 2023 Budget Summary - Revenue

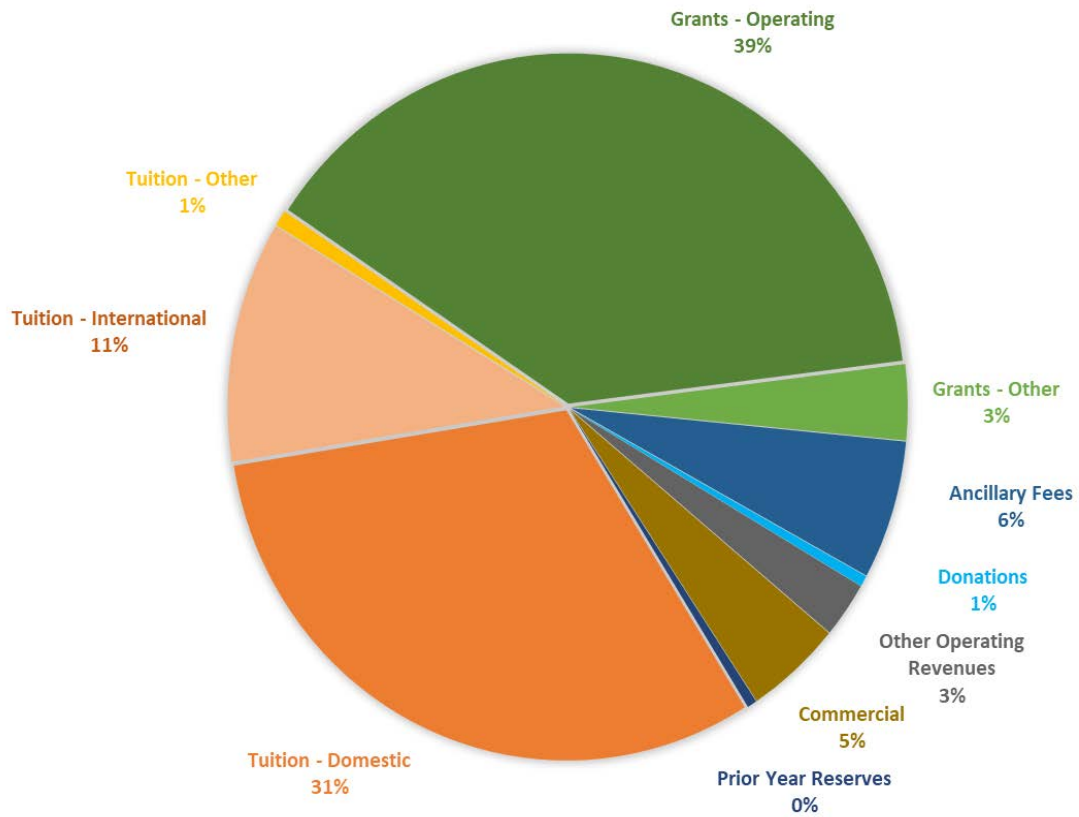
Total Revenue Trending: FY21-22 v FY22-23

■ Increase ■ Decrease ■ Total



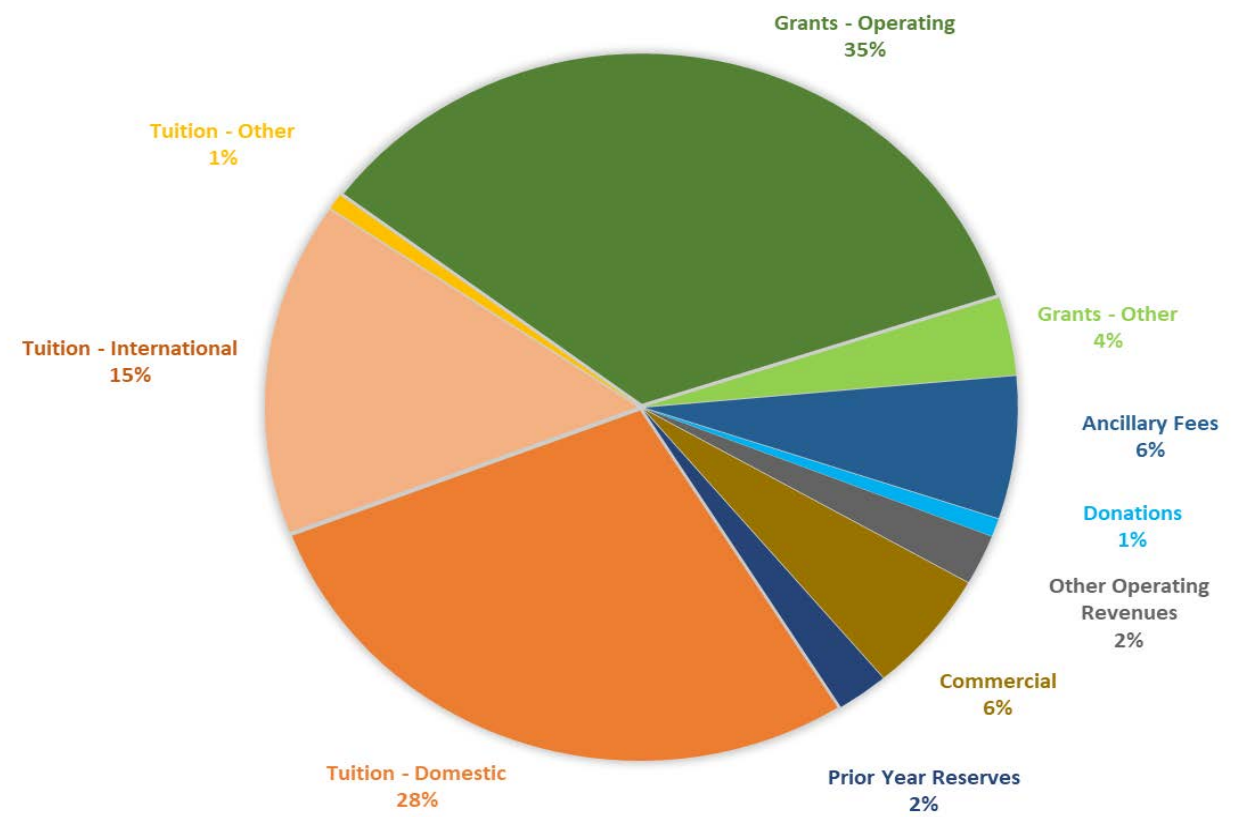
Revenue Summary

TOTAL REVENUE BY SOURCE: 2021/22



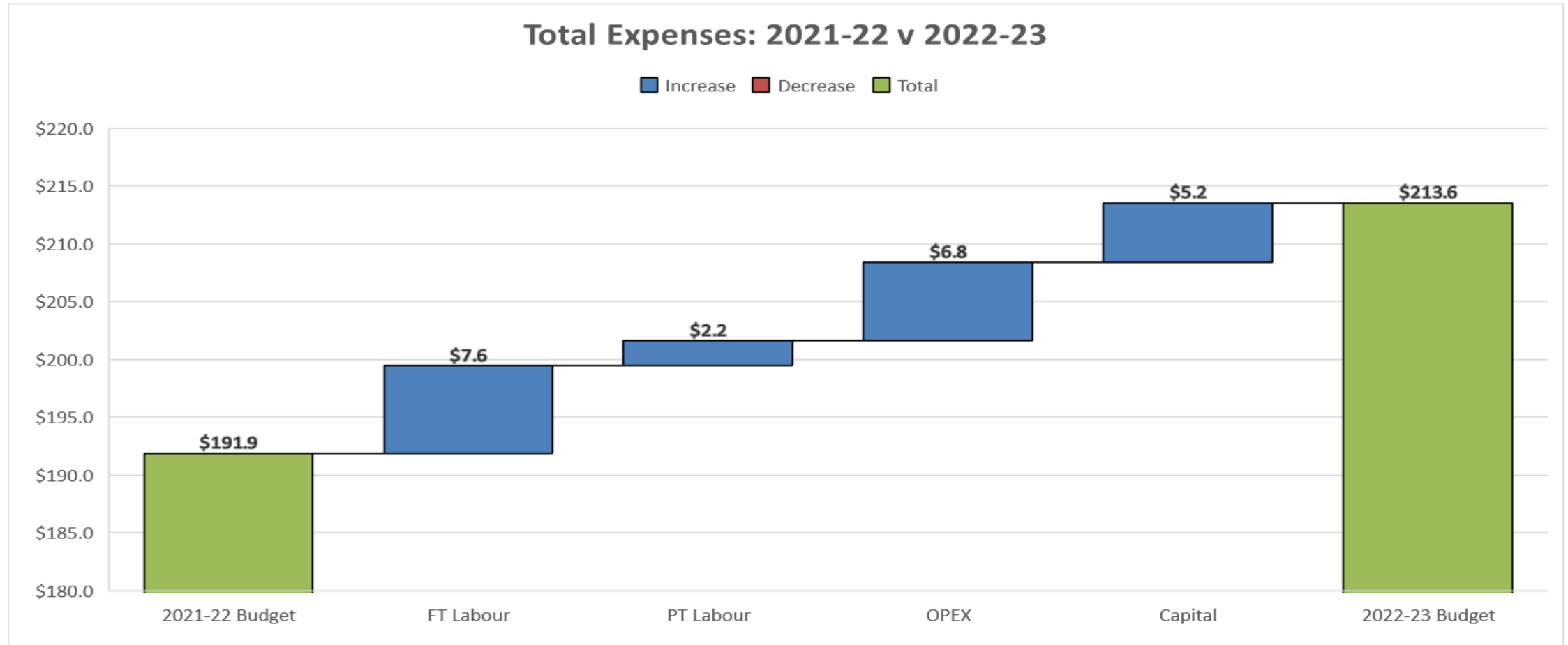
Total 21/22 Revenue: \$191.9M

TOTAL REVENUE BY SOURCE: 2022/23



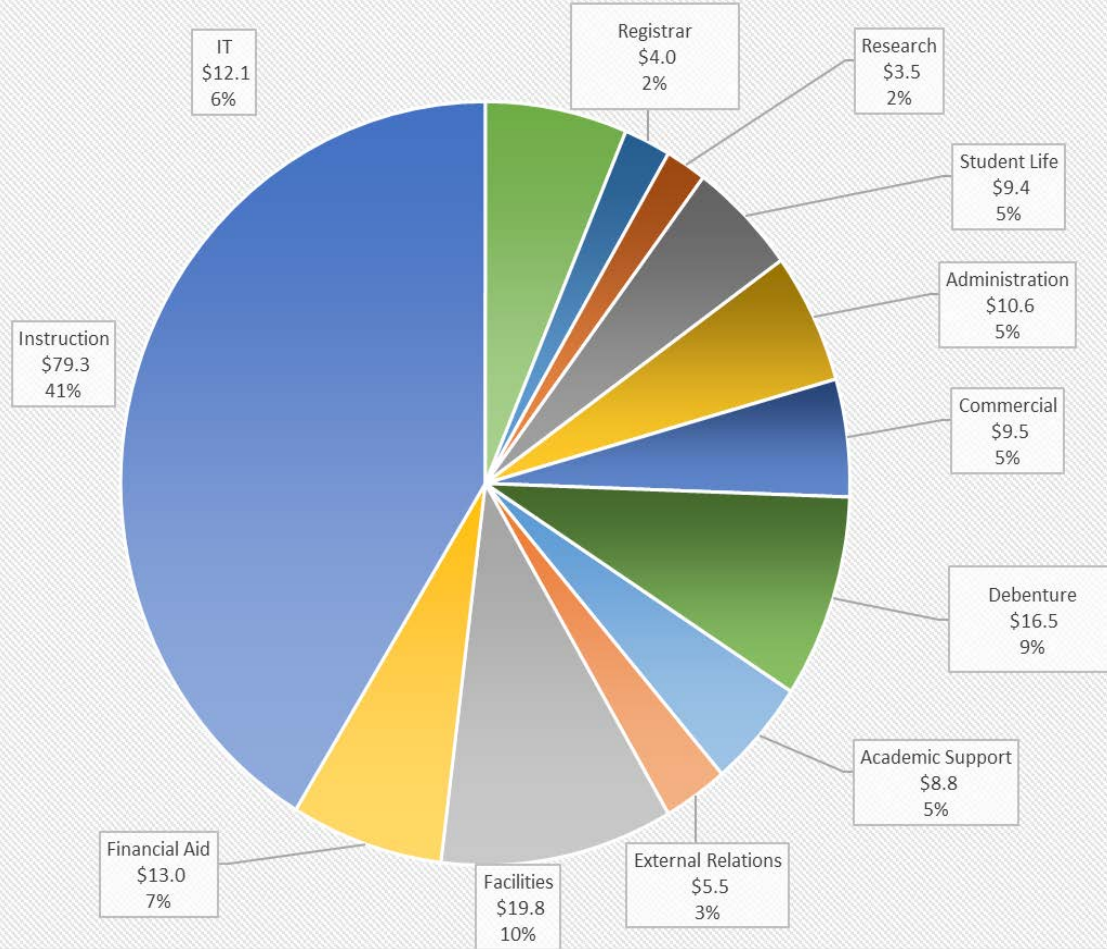
Total 22/23 Revenue: \$214.6M

2022 – 2023 Budget Summary - Expense



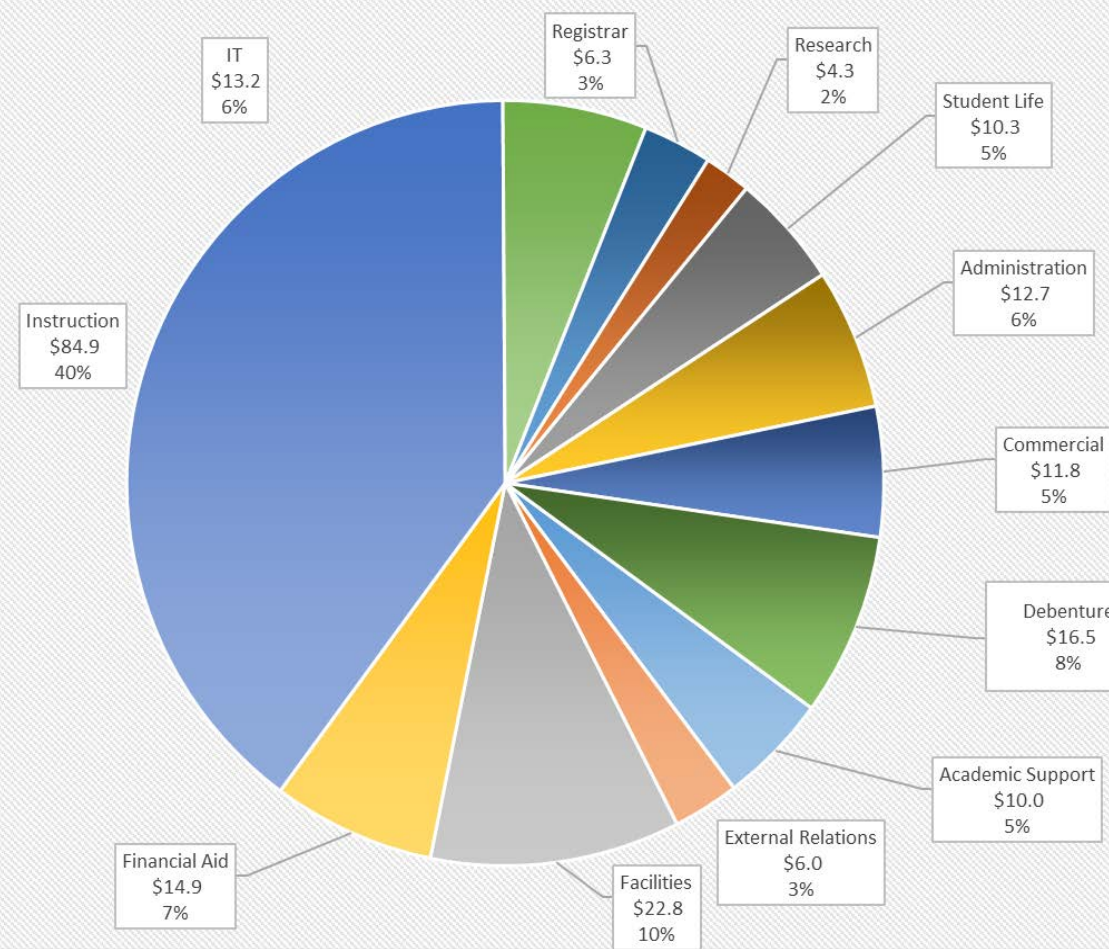
Total Operating Expenses by Functional Area

Operating Expense by Functional Area: 21-22 Budget



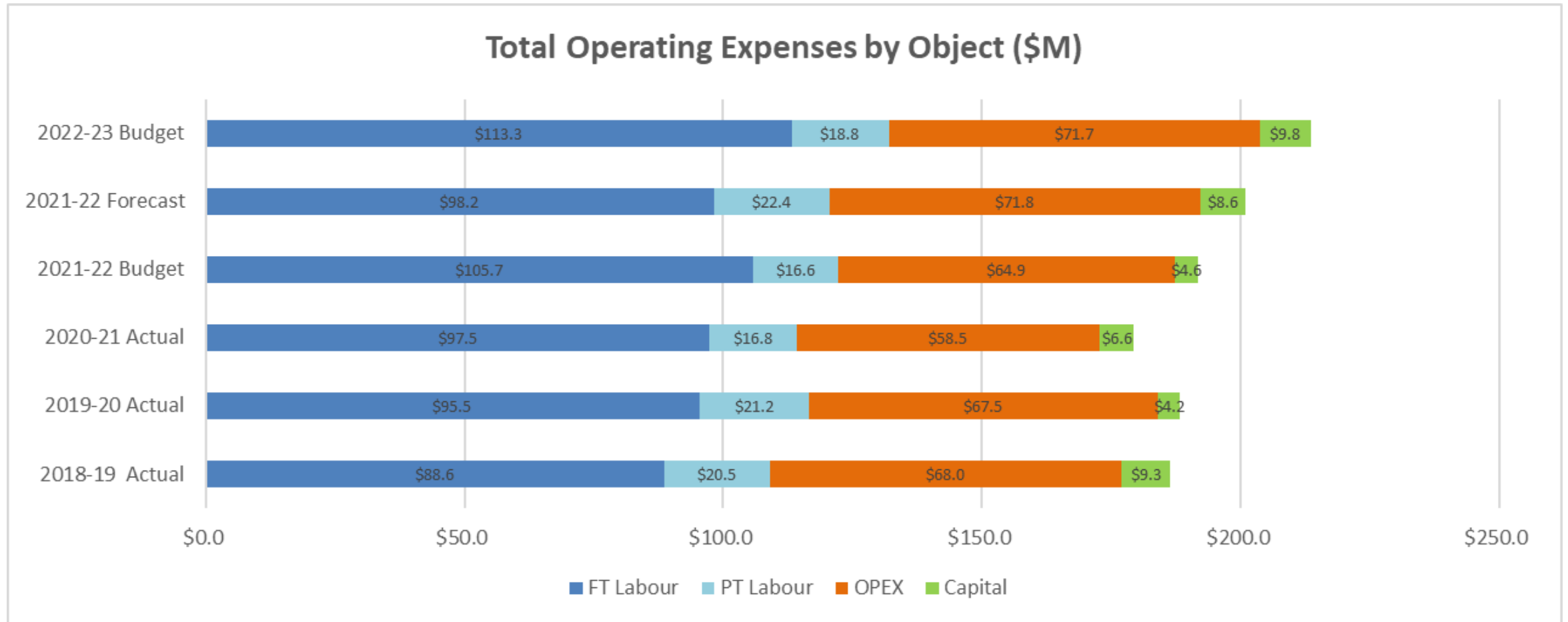
Total 21/22 Expenses: \$191.9M

Operating Expense by Functional Area: 22-23 Budget

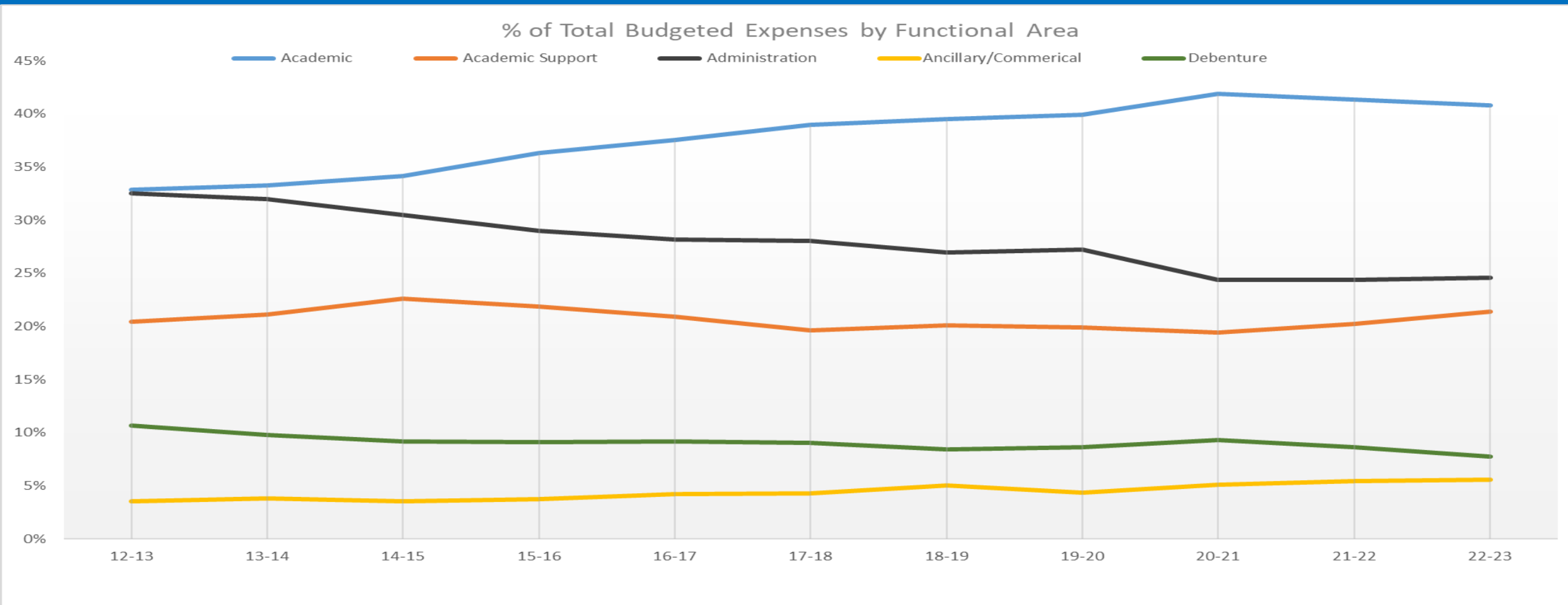


Total 22/23 Expenses: \$213.6M

Total Operating Expense Trending - Object



% of Total Budgeted Expenses by Division



Incl Debenture, Incl Commercial (= 100%)

Examples of Investments by Strategic Priority

STICKY CAMPUS:

Commitment to Mental Health and Equity, Diversity, and Inclusion

- **\$9.7M** Highly qualified personnel (i.e., 58 FT employees)
16 faculty, 30 admin (11 funded), 12 budget neutral

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EDI Coordinator
Recruitment Outreach Coordinator
Indigenous Outreach Coordinator
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Examples of Investments by Strategic Priority

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- **\$1.0M** Pedagogical initiatives
 Scholars in Residence program
 OER Lab Coordinator

- **\$1.0M** Seed funding
 Brilliant Energy Institute
 Brilliant Catalyst

Budget Risk / Risk Mitigation

Stakeholder Relations/ Campus Experience/ Culture	<p>Stronger participation of community in IT and space planning.</p> <p>Increased funds for PD focused on internal offerings.</p> <p>Internal programs/ matching funds to incentivize innovation in teaching and research.</p> <p>Supports for the creation and growth of Work Integrated Learning programs</p>
Campus Wellbeing	<p>Priority funding for EDI & Indigenous plan implementations.</p> <p>Step care approach for student mental health and enhanced Wellness program for employees.</p> <p>Focus funding for Flexible Workspace Pilot</p>
Brand	<p>Focus on earned “main stream” media strategies</p> <p>Registrar’s office and Communications working on enriched digital media strategy</p>
Physical Infrastructure	<p>Created a long term deferred maintenance and 2030 space management plan.</p> <p>Delay normal maintenance but contingency in place.</p>
Virtual Infrastructure	<p>Developed a multi-year “learning reimaged” plan</p> <p>Reallocation of “stop doing” and some actions delayed</p>

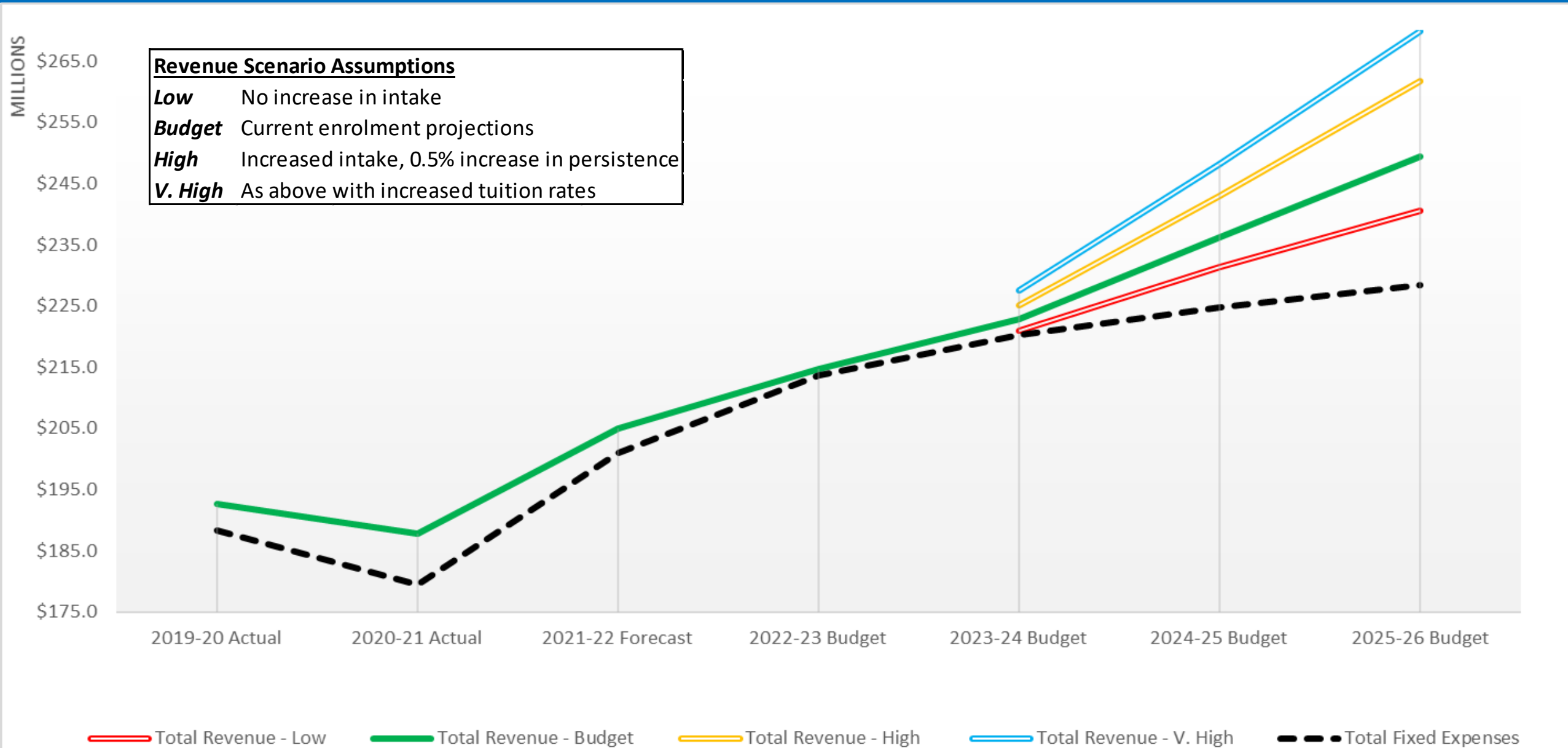
Risk Mitigation by Tracking – IT Projects

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

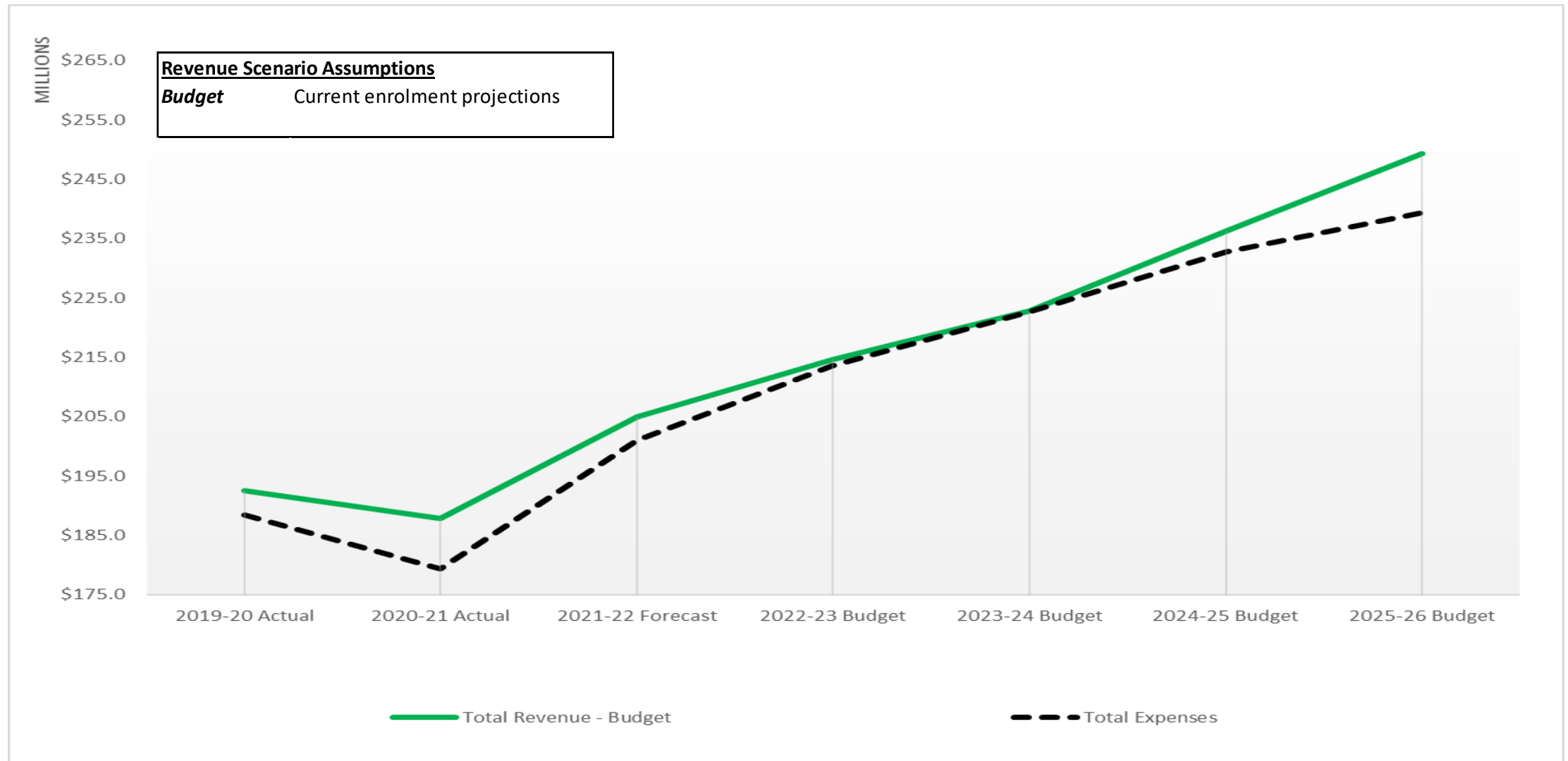
Risk Mitigation by Tracking – Facilities Projects

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

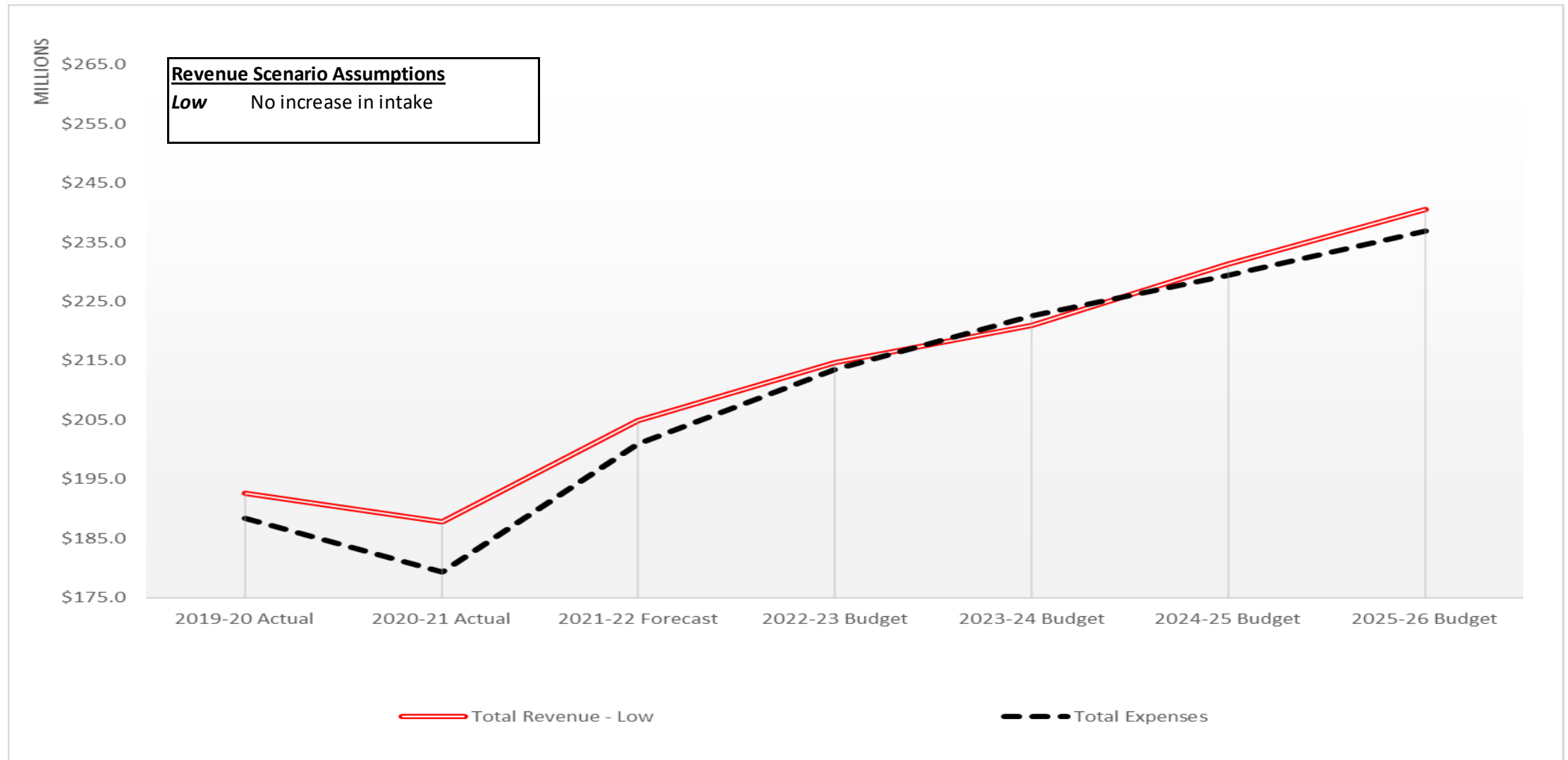
Budget Risks/ Risk Mitigation: Financial Sustainability



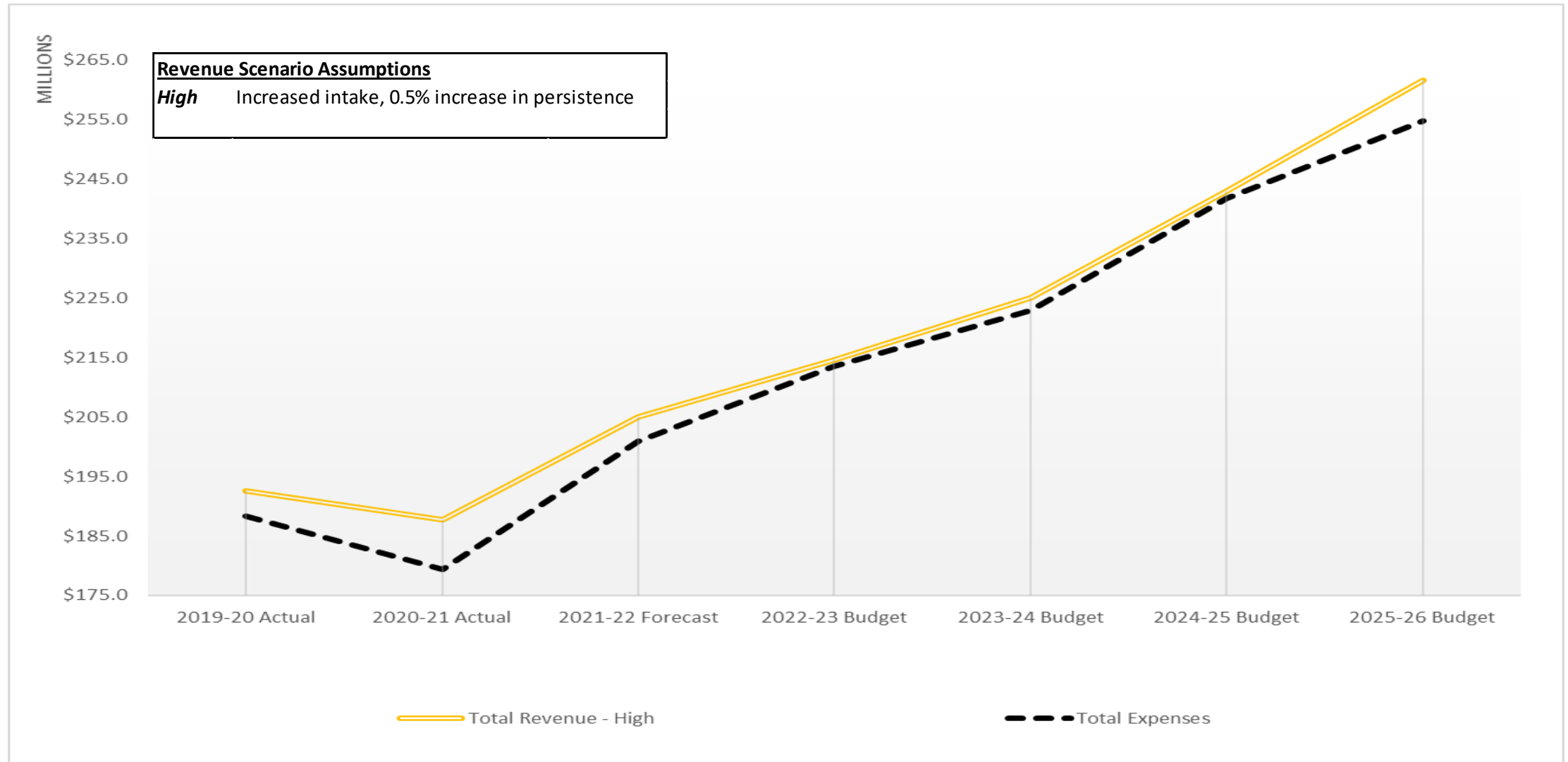
Budget Risks/ Risk Mitigation: Financial Sustainability



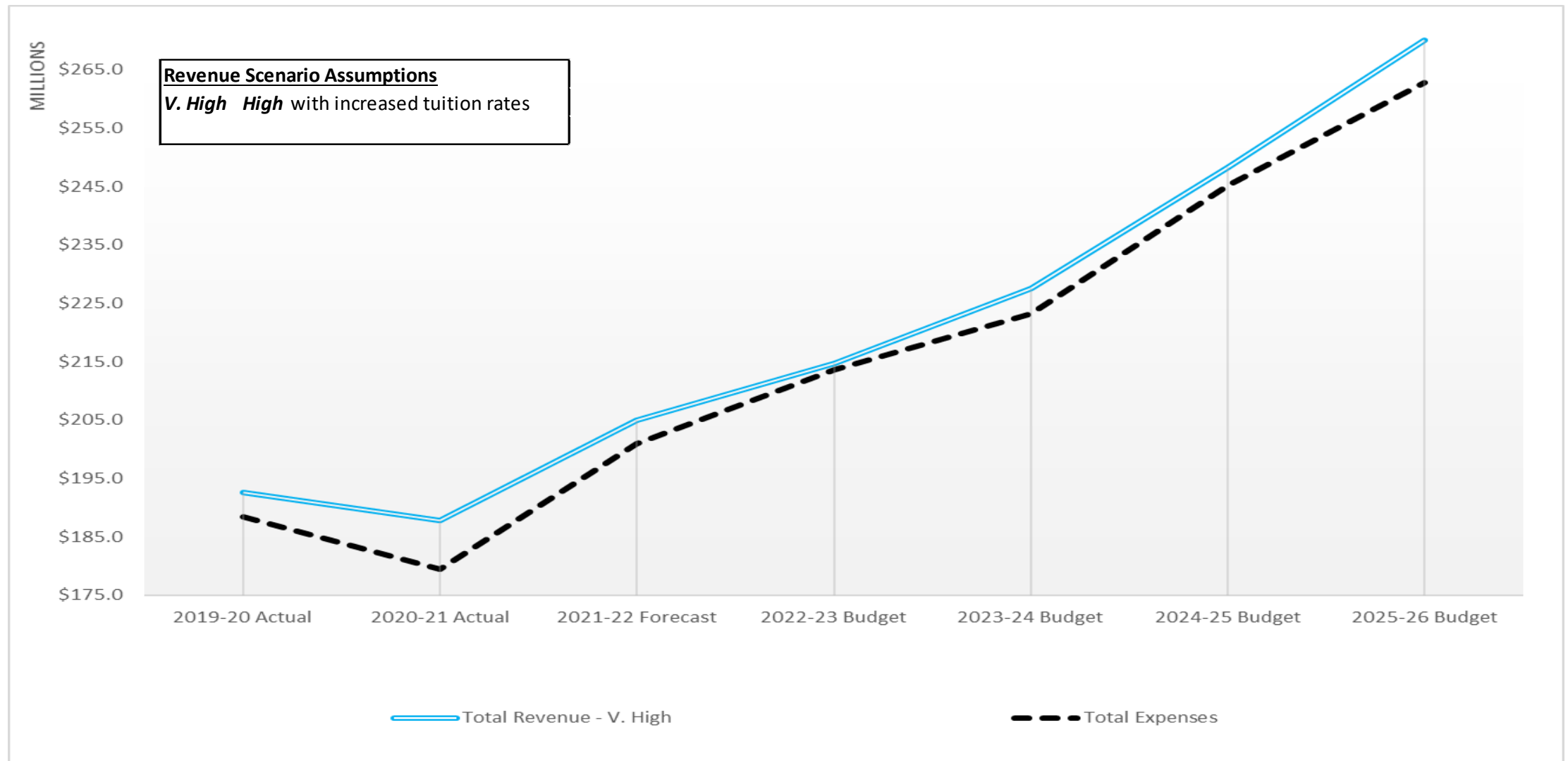
Budget Risks/ Risk Mitigation: Financial Sustainability



Budget Risks/ Risk Mitigation: Financial Sustainability



Budget Risks/ Risk Mitigation: Financial Sustainability



MOTION for CONSIDERATION

WHEREAS the budget has been prepared based on a forecast using the best information available at this time;

WHEREAS there is ongoing risk to the budget because of the economic uncertainty precipitated by the COVID-19 pandemic (i.e. international travel);

NOW THEREFORE, pursuant to the recommendation of management, the Audit and Finance Committee hereby recommends that the Board of Governors approves the 2022-2023 balanced budget of \$214.6 million, as presented.

MOTION for CONSIDERATION

WHEREAS the annual budget begins April 1 and the BoG does not approve the budget until after that time;

WHEREAS the university wants to enhance its financial reporting control measures by approving a notional budget in advance of any in-year spending. The notional budget would be equal to the base approved in the prior year and allows for changes to be made at the annual budget setting meeting of the Board;

WHEREAS the university has prepared a 2023-2024 forecast using the best information available at this time focusing on enrolment rates, no change to tuition framework and a simple rollover of base expenses plus estimated salary increases;

NOW THEREFORE, pursuant to the recommendation of management, the Audit and Finance Committee hereby recommends that the Board of Governors approves a *notional* 2023-2024 budget of \$222.0 million in revenues and expenses not to exceed \$204.6M.

Questions??





BOARD OF GOVERNORS' 122nd REGULAR MEETING

Minutes of the Public Session of the Meeting of Thursday, March 10, 2022
1:00 p.m. to 4:35 p.m., Video Conference

GOVERNORS IN ATTENDANCE:

Dietmar Reiner, Board Chair
Laura Elliott, Vice-Chair and Chair of Audit & Finance Committee
Maria Saros, Vice-Chair and Chair of Governance, Nominations & Human Resources Committee
Lynne Zucker, Chair of Strategy & Planning Committee
Steven Murphy, President
Mitch Frazer, Chancellor
Eric Agius
Ahmad Barari
Carla Carmichael
Kevin Chan
Stephanie Chow, Vice-Chair of Audit & Finance Committee
Christopher Collins
Francis Garwe
Kathy Hao
Kori Kingsbury
Thorsten Koseck
Matthew Mackenzie
Dale MacMillan
Joshua Sankarlal
Roger Thompson
Jim Wilson

REGRETS:

Doug Ellis
Kim Slade
Trevin Stratton

ACTING BOARD SECRETARY:

Krista Hester, Assistant to the President

STAFF:

Jamie Bruno, *Chief Work Transformation and Organization Culture Officer*
Sarah Cantrell, *Associate Vice-President, Planning & Strategic Analysis*
Les Jacobs, *VP, Research and Innovation*

Lori Livingston, *Provost & VP Academic*
Brad MacIsaac, *Vice-President, Administration*
Susan McGovern, *VP External Relations & Advancement*
Grace O'Malley, *Legal Counsel*
Peter Stoett, *Dean, Faculty of Social Science and Humanities*
Hossam Kishawy, *Dean, Faculty of Engineering and Applied Science*
Joanne Nickle, *Senior Executive Assistant, VP External Relations & Advancement*

GUESTS:

Chelsea Bauer
Mikael Eklund
Abigail Kawalec
Manon Lemonde
Romeo Mendez
Dwight Thompson

1. Call to Order

The Chair called the public session to order at 1:03 p.m.

2. Agenda

Upon a motion duly made by L. Elliott and seconded by T. Koseck, the Agenda was approved as presented.

3. Conflict of Interest Declaration

None.

4. Chair's Remarks

The Chair welcomed everyone to the meeting. He thanked all governors for attending and noted that he will need to step out around 2:00 p.m. and L. Elliott has agreed to carry on as Chair in his absence.

The Chair thanked members of the Faculty Association (FA) and university bargaining team for coming to an agreement in a timely fashion during the labour disruption. Students were able to be back in the classroom with minimal impact. The board thanks all those involved in the process.

5. Board of Governors Award Recipients

The Chair introduced Abigail Chaddah and noted that she received her Bachelor of Health Sciences from Ontario Tech in 2018. During her time here, she has been very involved in athletics – as captain of the Varsity Women's Badminton team, a member of the Varsity Rowing team, and recipient of the Dr. Gary Polonsky Leadership Award, and the VP of

Community Outreach for the Ridgebacks Leadership Council. Abbie is currently pursuing a Bachelor of Education and is looking forward to sharing her love of Science when she begins teaching in the fall.

Abbie noted that she fell in love with sports in high school and wanted to be on a team and compete. She joined varsity badminton and rowing and in her 4th year she applied for chiropractic and naturopath but decided to rethink things. She travelled the world with her husband and then she applied to teacher's college at Ontario Tech. Abbie noted that she now coaches girls volleyball. She described how enrolling in teacher's college has been great for her and that getting the award has been the validation she needed through life and the support gave her encouragement. She took the opportunity to thank the Board on behalf of all the award recipients.

The Chair thanked Abbie and wished her all the best on behalf of the Board, noting she will make a fabulous teacher.

The Chair then introduced Romeo Mendez. Romeo is a graduate of Notre Dame High School in Ajax where he was a standout member of the track team. He is a first year Kinesiology student at Ontario Tech and his dream is to become a Chiropractor and help his patients relieve their pain. He is planning to apply to the Ontario Tech Canadian Memorial Chiropractic College academic bridging program in his third year so that he can make his dream a reality.

Steven Murphy joined the meeting at 1:15 p.m.

Romeo noted that he grew up always interested in the health field, sport and sport physiology and how our body functions. He was involved in severe car accident and began chiropractic treatment for rehabilitation twice a week. As he progressed through high school he remained interested in health and could see how his treatments helped him get back on track. It became a natural choice to apply to Ontario Tech; he noted that his chiropractors recommended the program to him. He expressed his happiness with his professors and teaching assistants and noted that everyone is very motivating. He is now able to stay on this path as a result of receiving the award. It means a lot to him and his family as they can now see that he has potential in the field.

The Chair thanked both students and noted that it is great to see the positive impact that the Board of Governors can have on the student community and the impact it has had on these two specific students.

R. Mendez and A. Chaddah left and M. Frazer joined the meeting at 1:20 p.m.

6. Academic Council

L. Elliott delivered the Academic Council report. She noted that at the January meeting, Academic Council recommended updating its Steering Committee Terms of Reference in order to establish a more permanent delegated authority. A temporary delegation of authority was implemented at the start of the pandemic and Council felt it was appropriate for the committee to have a permanent delegated authority. The updated terms of reference are included in the Consent Agenda today for approval in accordance with By-law No. 2. Further, Council was also consulted on the 2022-2023 tuition fees that are also coming forward for approval during today's meeting. Finally, in January, Academic Council approved the establishment of a Black or Indigenous Heritage Student-Athlete Bursary.

AC approved the following academic curricular items:

- Faculty of Business and Information Technology: Bachelor of Commerce Advanced Entry
- Faculty of Business and Information Technology: Bachelor of Commerce Bridge
- Faculty of Energy Systems and Nuclear Science and Faculty of Engineering and Applied Science: Bachelor of Engineering in Nuclear Engineering Co-Op
- Faculty of Health Sciences: Bachelor of Health Sciences in Kinesiology
- Faculty of Health Sciences: Kinesiology Advanced Entry
- Faculty of Social Science and Humanities: Bachelor of Arts in Psychology New Pathways Programs
- Faculty of Social Science and Humanities: Bachelor of Arts in Psychology New Minor Program
- Faculty of Social Science and Humanities: Criminology and Justice Minor

AC received the following reports from the Undergraduate Studies and Graduate Studies Committees, which are available for review on the Council's website:

- Cyclical Program Reviews:
 - Faculty of Energy Systems and Nuclear Science: Bachelor of Engineering in Nuclear Engineering
 - Faculty of Engineering and Applied Science: Bachelor of Engineering in Automotive Engineering
 - Faculty of Engineering and Applied Science: Bachelor of Engineering in Electrical Engineering
 - Faculty of Engineering and Applied Science: Bachelor of Engineering in Software Engineering
 - Faculty of Energy Systems and Nuclear Science – Master of Applied Science and Doctor of Philosophy in Nuclear Engineering
 - Faculty of Engineering and Applied Science – Master of Engineering Management and Graduate Diploma in Engineering Management

AC was also consulted on the following:

- Procedures to Prevent and Address Discrimination and Harassment by or Against Students
- Procurement of Goods and Services – Procedures

6.1 Age with Dignity Campus of Care Research Centre Proposal

L. Elliott introduced the Research Centre proposal and noted L. Jacobs was in attendance for any questions.

K. Kingsbury congratulated the group on the Centre and noted the immense community engagement opportunities that are outlined in the proposal, specifically, those that are more disadvantaged as a senior. Further, she inquired about fundraising in the proposal and if it would be used as an opportunity to draw more funds into the university or specifically into the Centre. In response to community engagement, L. Jacobs noted that the vast majority of researchers involved in the Centre have that bred in their bones and that community engagement is how they see conducting research projects and that it is a key element in how we envision, not just in undertaking research, but also translating it back into communities. He continued by saying that the vision has significant regional focus but also has a national reach and that is a reflection on how much sensitivities especially during the pandemic around age with dignity and alternatives to institutional models that have been prevalent.

In response to the second point, L. Jacobs noted that this is a space where there are tremendous opportunities for restricted research funding being provided by various funding agencies. Secondly, there are unique government opportunities – thinking about either discovery or applied research or how we translate knowledge so it effects how services are delivered. Also, there are opportunities with partners, some will bring funding to the table. From application it reflects immense existing strength and the Centre consolidates the strengths and brings it to the forefront.

Upon a motion duly made by L. Elliott and seconded by M. Mackenzie, that pursuant to the recommendation of Academic Council, the Board of Governors hereby approves the establishment of the Age with Dignity Campus of Care and Best Practices Research Centre, as presented.

M. Lemonde left the meeting at 1:29 p.m.

6.2 New Program Proposals

(a) Faculty of Social Science and Humanities: New Diploma in Public Policy Proposal

L. Elliott introduced the New Diploma proposal and noted that Dr. Peter Stoett, Dean of the Faculty of Social Science and Humanities was available for any questions.

L. Zucker was intrigued by the format of the diploma and inquired if this kind of credential would become more of a trend going forward and if more of these diplomas will be available or do they already exist across the university. P. Stoett responded that it is a great format and it adds value for the student. He noted that there will likely be more coming forward for consideration. D. Reiner asked if we would be competing with college students in going down the pathway of diplomas. L. Livingston responded that these diplomas are meant to be an add-on to degrees. We have pathways to bridge college students coming to university. There will be pathways coming forward to allow our graduates to enter into diploma programs. Further, the Provost noted that colleges can now offer Associate, three-year degrees. There is no doubt we are competing with colleges, but at a much higher level to get students to come to our institution.

Upon a motion duly made by L. Elliott and seconded by K. Kingsbury that pursuant to the recommendation of the Academic Council, the Board of Governors hereby approves the Undergraduate Diploma in Public Policy, as presented.

(b) Faculty of Energy Systems and Nuclear Science & Faculty of Engineering and Applied Science: New Bachelor of Engineering and Bachelor of Engineering and Management in Energy Engineering

L. Elliott introduced the new Bachelor degree proposals and noted that Dr. Hossam Kishawy, Dean of the Faculty of Engineering and Applied Science was available for any questions.

Questions included:

- What is a “flipped classroom”?
 - When the students take the position of professor and the professor acts more like an educated student. Material is available for students and the classroom is a place where all discussion is led by students. It can be very engaging for the students.
- Does the new engineering degree replace the current Bachelor of Engineering or is it an additional option for students to take?
 - It will not replace the Nuclear degree and that it is a stand-alone program. It will combine some expertise for electrical, nuclear, renewable and other energy systems.
- Has the marketability of these programs been assessed to companies that would hire these graduates?

- Yes, many graduates from Engineering are currently working in industry and there is an additional option in mechanical engineering.
- Regarding enrolment, is there a sense of how much will be incremental versus drawing away from other Ontario Tech Engineering programs.
 - It shouldn't draw away from other engineering programs as they are completely specialized and we don't expect a reduction in enrolment.
- How typical is it that students at the end of first year want to change programs and can they come in undeclared?

We allow students who are not declared to join first year engineering. Unless we have a capacity problem we allow them to go from one program to another.

Upon a motion duly made by L. Elliott and seconded by L. Zucker that pursuant to the recommendation of Academic Council, the Board of Governors hereby approves the Bachelor of Engineering and Bachelor of Engineering and Management in Energy Engineering.

(c) Faculty of Engineering and Applied Science: New Bachelor of Engineering and Bachelor of Engineering and Management in Industrial Engineering

Upon a motion duly made by L. Elliott and seconded by M. Mackenzie that pursuant to the recommendation of Academic Council, the Board of Governors hereby approves the Bachelor of Engineering and Bachelor of Engineering and Management in Industrial Engineering, as presented.

L. Elliott thanked all involved on behalf of all the governors.

H. Kishawy left the meeting at 1:44 p.m.

7. President's Report

The President commented about the positive energy on campus. He extended his appreciation to both bargaining teams for reaching a deal and noted that students are extremely pleased to be back. He communicated his thanks for the minimal disruption, noting that the term length will not be affected and exams will be ending as scheduled. Students are glad to be back on campus, see their friends and they have noted that they feel safe here, which is something we need to continue to talk about as the COVID-19 protocols are being gradually lifted.

The President noted that a lot of time has been devoted to post strike follow up and strategic discussion centered around bringing community together after a strike.

He concluded his remarks by stating that we are navigating this term well, given the ever-changing protocols from the province. We are continuing with our vaccine and mask directives until the end of term then we will reassess. Keeping our community safe is our main priority. We have learned through this that we can overcome challenges.

P. Stoett left the meeting at 1:47 p.m.

7.1 Strategic Discussion: Coming Together After a Strike

The President opened the discussion by noting that a strike is not pleasant but that all parties need to come back together for the betterment of the organization. The focus of the discussion today is to talk to governors given the many experiences with labour disruptions and the management challenges that can be faced. This strike took place in the perfect storm, in the wake of COVID-19 where all are feeling burned out, tired and sick of the pandemic and all that it has brought. Then to add in feelings of being overworked and undervalued can create a catalyst for a strike. It is something that hasn't happened and we hope to not see it happen again. He noted that we would like to gather collective wisdom from members; what has happened in your organizations and what has brought people back together. He concluded his remarks by noting that that we believe talking face to face is the most powerful remedy and the key is informal discussions. The President stated that both he and the Provost take the style of walking around the hallways on campus to talk to people and host small group discussions. He noted that the OTSU has invited him to a small group discussion of clubs and societies next week. The President is planning for more informal and formal discussions in the coming weeks.

The President stated his values and that he recognizes everyone in the organization wants it to thrive. Everyone is proud of Ontario Tech and we care about our students. We want to listen and let people know we hear them.

The Provost noted that we want to hear from the governors about strategies. We know as we walk around campus and we begin to engage the university community we need to remember that although the pandemic fatigue is very much still real, there is a sense of regaining some freedom. Also, better weather is coming and we are located on a great campus. Many haven't explored Shawenjigewining Hall yet and need to see the newest building. Further, more in person events are being tentatively scheduled including events at the Regent and the Athletic Awards. She noted that there are direct and indirect ways to welcome people back to campus and we have an opportunity here and we need to actively embrace it.

M. Saros joined the meeting at 1:59 p.m.

Some points made included:

- People need to see everyone working together.
- Schedule a faculty/staff event (Ridgeback family night or BBQ) jointly organized by the administration and the union.
- Make tomorrow more important than yesterday – use the positive energy and take advantage of the change of season and coming out of COVID. Keep some of the things you do together light and fun so you see each other as regular people goes a long way.
- Small ground/roundtable discussion - helps to build a bridge.
- Look at how to prevent the strike from happening again.

L. Elliott thanked everyone for their comments. L. Livingston and S. Murphy will take them back. Let's learn from this to potentially avoid it in the future.

Committee reports

8. Audit and Finance Committee (A&F) Report

Joshua Sankarlal left the meeting at 2:11 p.m.

Finance

8.1 Third Quarter Financial Reports

L. Elliott noted that the MCU audit update has been provided for information in the Board material. E. Cotter from the Ontario Internal Audit Division attended the February A&F meeting to present the audit results and answer questions. The Ministry views the results as a good news story and overall it was found that the university has good processes in place. She explained that the university has already started working on key recommendations made. Reports and recommendations will be reviewed by the Ministry every six months until all recommendations are complete. Further, A&F will also receive regular updates from B. Maclsaac.

8.2 2022-2023 Tuition & Ancillary Fees

Upon a motion duly made by L. Elliott and seconded by S. Chow, that pursuant to the recommendation of the Audit & Finance Committee, the Board of Governors hereby approves the 2022-2023 tuition fees, as presented.

L. Elliott stated that although the provincial fee framework has not yet been released, the current assumption is a 0% increase for domestic. There is much discussion regarding international tuition fees. The recommendation is to increase in order to be in line with our competitors. Upper years capped at 5% as tuition is more predictable.

Comments and questions from the Board included:

- C. Collins noted that there is an extra increase for Computer Science that was drawn back. International graduate tuition fees are covered if not by scholarship by research dollars. He remains concerned because as we increase fees we are just taxing researchers who are taxing through researcher dollars. He stated that he has one of the highest grants in the Faculty of Science and he still finds it difficult to pay international students. Recruiting is still a great challenge.
- A. Barari stated that hiring is a challenge for faculty members as there are a lot of competitors and many offer PhD programs for international students for free. At this time our faculty members are very disadvantaged in finding proper team members for their research. It is a very challenging task and it will become more difficult in the future. In the past we were able to bring PhD students here; they would stay for one to two years and then receive a better offer from another institution where their tuition was waived. This is an important factor to consider when raising tuition fees especially for PhD students.
 - S. Cantrell noted that there wasn't an increase on international as they are cognizant about this. They are considering a proposal looking at international graduate tuition scholarship. She stated that it remains difficult to compare one university to another especially PhD with student funding packages and how Collective Agreements are. She commented that considerations are being made and they are looking holistically at funding pieces and how to also support faculty members. There will be movement in proposals coming forward.

L. Elliott thanked S. Cantrell for the additional information.

Upon a motion duly made by L. Elliott and seconded by M. Saros that pursuant to the recommendation of the Audit & Finance Committee, the Board of Governors hereby approves the ancillary fees, as presented.

L. Elliott noted that Ontario Tech ancillary fees are among the highest in the province and this is always a key consideration for the university. There is a new fee for Faculty of Social Science and Humanities students and each Faculty society imposes their own fees. Some are above 2%. Administration decided not to increase some fees so that the OTSU could increase theirs in order to offer more programs. She explained that Ontario Tech fees are higher because of some services and products available for students to purchase on their own, is an expense you won't see in other universities.

Comments and questions from the Board included:

- C. Collins stated that the efforts that were made to allow for community building really speak to our “sticky campus” and this will provide opportunities for us. He appreciates the effort.

9. Governance and Nominations & Human Resources Committee (GNHR) Report

M. Saros noted that there was a strategic discussion during the January meeting that focused on community engagement. There were a number of ideas generated, including how to find opportunities to reconnect on campus in person as there is a growing appetite to do so and we would like to bring forward some options to best leverage governors’ time.

Also, more engagement and interaction with students and alumni and how to best leverage the social media influence of many governors to amplify and promote things in the university. She noted that not all governors have an interest in social media and so the work of the committee is to bring forward a few suggestions at the next committee meeting.

She further stated that there was a government pension review and university compliance review of the pension plan. We are pleased to learn that the university is very strong with best practices.

9.1 Draft Board EDI Statement

Upon a motion duly made by M. Mackenzie and seconded by K. Kingsbury that pursuant to the recommendation of the Governance, Nominations and Human Resources Committee, the Board of Governors hereby approves the Board of Governors EDI Statement, as presented.

M. Saros noted that there was good feedback received on the statement. The information is included in the Board material, both tracked and clean versions. We will be broadening the language to include other groups and commit to other reviews. Also, a statement to measure ourselves on progress and holding ourselves accountable was taken into consideration.

10. Strategy & Planning Committee (S&P) Report

L. Zucker noted that the Provost led a great strategic discussion on Blended Learning and what we will be left with post COVID. We have learned that some programs are better set virtually. Some students thrive online while others do not. There is lots of work to do and we need to look at how to manage it.

Regarding student recruitment, global events and COVID impact the countries we

traditionally target and recruiting agencies we use. L. Livingston discussed opportunities where we have to grow enrolment.

Regarding planning, we focused more on a recruiting plan and talked about retention.

L. Jacobs provided a project update on AVIN and ACE enhancement that is on track to finish by the end of the month.

10.1 Project Updates – Questions Only

L. Zucker congratulated all for getting to the end, on time and on budget. There were no questions.

11. Consent Agenda

Upon a motion duly made by K. Kingsbury and seconded by T. Koseck, the Consent Agenda was approved.

- 11.1 Minutes of Public Session of Board Meetings of December 9, 2021**
- 11.2 Minutes of Public Session of A&F Meeting of November 24, 2021**
- 11.3 Minutes of Public Session of GNHR Meeting of October 21, 2021**
- 11.4 Minutes of Public Session of S&P Meeting of October 7, 2021**
- 11.5 Amendments to Statement of Investment Policies**
- 11.6 Academic Council's Updated Steering Committee Terms of Reference**

12. Information Items:

A&F

- 12.1 Credit Rating Update**
- 12.2 MCU Audit Update**

S&P

- 12.3 ACE Enhancement Project**
- 12.4 AVIN Project**

GNHR

- 12.5 Pension Governance Review Findings Report**

Other Business

K. Kingsbury noted that within the MCU review there was reference to an IT Governance Committee and it was the first time she had heard it referenced. B. Maclsaac responded and stated that it is an operational governance process. The key part would be laying out larger IT projects at the April A&F and then to Board within budget.

14. Adjournment

Upon a motion duly made by L. Zucker, the public session adjourned at 2:38 p.m.

DRAFT



BOARD OF GOVERNORS
Audit & Finance Committee

Minutes of the Public Session of the Meeting of Wednesday, February 23, 2022
2:00 p.m. to 3:20 p.m., Videoconference

- Members:** Laura Elliott (Chair), Douglas Ellis, Mitch Frazer, Thorsten Koseck, Dale MacMillan, Steven Murphy, Dietmar Reiner, Roger Thompson
- Staff:** Sarah Cantrell, Becky Dinwoodie, Krista Hester, Les Jacobs, Lori Livingston, Brad Maclsaac, Pamela Onsiong
- Regrets:** Stephanie Chow, Kim Slade
- Guests:** Shelina Ally and Erika Cotter (Ontario Internal Audit Division), Mike Eklund (FA), Matthew Mackenzie

1. Call to Order

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

2. Agenda

Upon a motion duly made by R. Thompson and seconded by S. Murphy, the Agenda was approved as presented.

3. Conflict of Interest Declaration

None.

4. Chair's Remarks

The Chair welcomed members to the first committee meeting of 2022. She hopes everyone is keeping safe and enjoyed the Family Day long weekend. She noted the committee has a full agenda and she will work to keep things on track to ensure we get through the items. She hopes everyone reviewed the material in advance of the meeting and will actively engage in the meeting.

5. President's Remarks

The President noted that a tentative agreement was reached over the weekend. He reminded the committee that GNHR is the body who is responsible for ratifying the agreement on behalf of the Board. He expressed his appreciation for the work of both bargaining committees in getting a deal done and noted that we want to see students and faculty back in the classroom. He concluded by stating that it is inappropriate for him to comment on the agreement until it has been ratified by both parties. He acknowledged the work of L. Livingston, J. Bruno, S. Cantrell and M. Eklund.

6. Audit

6.1 MCU Audit Update

B. Maclsaac introduced E. Cotter to present on the MCU Audit. E. Cotter, is the Audit Director, for the education audit branch. She thanked B. Maclsaac and his team for their help throughout the process and she stated that she views this as a good news story. The goal with the audit was to examine the financial controls and oversight processes. The team interviewed several members of the Board. Overall, the university has good processes in place and has an overall rating of medium-risk. There were some recommendations on areas where the university could improve: performance metrics, key performance and key risk indicators could be provided to the Board for more information, however, overall the Board appears to be well informed and information is being presented on a regular basis. There is a successful partnership with Durham College on IT support. Overall, 12 recommendations focused on the information being reported to the Board that could include additional information. E. Cotter provided a high-level overview of the key recommendations with the committee and noted that the university has already started working on the recommendations. They will be reviewed every six months until all recommendations are complete. B. Maclsaac noted that one of the key aspects was improved reporting on IT and facilities projects. This will be brought forward as part of the budget presentation in April as well as part of the quarterly updates.

The Chair thanked E. Cotter for the opportunity to meet with her during the summer. She also acknowledged the importance of following up on progress being made on the recommendations.

Questions/comments from the committee:

- Suggestion that at an upcoming meeting, present an overview of how IT projects are managed.

- KPIs: what is required for external reporting and what is important to the university. Important to identify meaningful KPIs. Importance of identifying right targets and measuring them.
- Finance team: are we fully staffed given size of the university and needs for audit controls?
 - B. Maclsaac advised that we are adequately staffed. Have done some reallocations of senior staff and established a Trust and Treasury area in light of feedback from the Investment Committee.

The Chair thanked E. Cotter for attending the meeting to present the results and respond to questions from the committee.

7. Finance

7.1 Third Quarter Financial Reports

P. Onsiang reviewed the one page summary and how it compares to the forecasted budget, noting a total net surplus projection around \$3M. She noted significant variances: \$12M upside in revenues (\$8M grants - new provincial eCampus grant to support virtual learning, COVID funding, etc.). Upside in tuition fees due to a higher percentage of returning students. On the expense side, under academic and academic support, additional \$6M in spending. Under capital, additional spending of nearly \$3M that are funded by additional grants received throughout the year. She stated that the actual surplus will be internally restricted to comply with agreements or university policy. Some of the surplus may be allocated to student financial aid and capital reserves and said that it is not significantly different from last quarter. She responded to questions from the committee:

- Fou major grants received this year – do we know what the spending is against those grants at a high level?
 - eCampus grants need to be spent by February 28. The team has been in touch with budget holders to ensure it has all been spent by the due date.
 - COVID-19 grant has all been spent to date.
 - Nearly \$1M in facilities grant has also been received and it is on track to be spent.
 - We are on track for spending for the year.
- Hearing anything that the provincial government might be proposing as support for universities coming forward?
 - There have been different discussions with the government. At the end of November, we submitted a document on the continued impact of COVID in case there were any funds available but we have heard nothing as of yet.

We are preparing for what might be coming and what could be ready on short notice.

7.2022-2023 Tuition & Ancillary Fees

S. Cantrell presented the tuition fees recommendation. She highlighted that we have not yet received the provincial tuition fee framework but have assumed a 0% increase for domestic tuition. She stated that there has been a lot of work put into recommending adjustments for international tuition fee recommendations. The university is coming along with international recognition. In looking at local competitors and programmatic comparisons, we are well below the average. The recommended increases would put the university more in line with our competitors. However, even with increases, we are still below the average. Consideration given to predictability of tuition for international students in upper years and capping increases at 5%. We are seeing a significant increase in scholarships and bursaries for international students and also increasing support for graduate students.

Questions:

- What is price sensitivity of education for international students? What is the potential impact on enrolment?
 - S. Cantrell used example of research at York to examine price sensitivity – learnings from that analysis was that it was a combination of pieces: where the institution is on ranking scales and how close fees are to those of competitors. These factors were used to inform some of the recommendations. She is confident that we are not near the point of where we might outprice ourselves out of the market.
- Given recent inflation, are the proposed increases too conservative?
 - S. Cantrell advised that in competitive areas we have gone as high as 15% - by looking at program sensitivity and being mindful of where we are as Ontario competes for international students. We are positioned well to balance those factors. If there is some volatility, we can adjust next year.

Upon a motion duly made by D. Ellis and seconded by D. MacMillan, the Audit & Finance Committee unanimously recommended the 2022-2023 tuition fees, as presented, for approval by the Board of Governors.

B. MacIsaac presented the recommended ancillary fees for the upcoming year. He highlighted that they went with the core inflationary amount of 2.9%. He stated that since our ancillary fees are higher than most other institutions we are trying not to increase those. He noted a new fee for FSSH students and explained that each Faculty's society imposes their own fees. Some increases are above 2%, mostly by the OTSU for events. Last year there was no increase in any fees except the one fee for student support

services. Administration chose not to increase some of our fees so OTSU could increase theirs. The main reason for our high ancillary fees is because we are more up front with our students (e.g. bulk package for required software).

Questions:

- Some fees associated with on campus activities that were included last year when there weren't any on campus activities
 - B. Maclsaac worked with OTSU and went through the fees line by line – many events went virtual and they continued to offer a number of events virtually. The increase of 15% is part of the OTSU's platform to get students more engaged on campus and involved in more regular, smaller events
- This time next year it might be helpful to have a bit more history rather than just year over year. When presenting increases next year that are a bit outside of the norm, it would be helpful to have more context.
 - B. Maclsaac advised we will provide a 3 to 5 year trend next year.
- Government's imposition of opt-in and opt-out of fees. What is the OTSU's reaction to our ancillary fees being highest in the province?
 - B. Maclsaac explained that student unions appealed the provincial legislation and the courts found the government could not mandate that.
 - OTSU has not raised the ancillary fees as an issue. They present to the OTSU Board, as well as a town hall to discuss the ancillary fees.
- Any material deficiencies in OTSU audit that the Board should be aware of?
 - B. Maclsaac noted that there are no material deficiencies that we are aware of. As part of a transfer agreement arrangement, we review the audit with the OTSU to ensure funds are being used appropriately. He stated that we can note next year which fees are OTSU and which are administration.
- How much consultation is done with the OTSU when establishing fees?
 - Fees that flow to the OTSU are brought forward by them to the ancillary fees committee. Anything above inflation, they go through their own board as well. The OTSU also conducted polls with students. He noted that we have been lucky to have great leaders with the student union and we have a great relationship with the OTSU with respect to ancillary fees.
- T. Koseck shared the experience of his three children in postsecondary and their perspective on ancillary fees. He commented that the variation of ancillary fees among institutions does not really factor into their decision-making. Will likely take a lot of work and investment to get students back onto campus.

Upon a motion duly made by R. Thompson and seconded by D. MacMillan, the Audit and Finance Committee unanimously recommended the 2022-23 ancillary fees as presented, for approval by the Board of Governors.

8. Investment Oversight

8.1 Approach to Investment Oversight

B. MacIsaac provided background to the proposed approach on investment oversight and referred the committee to the accompanying report and invited their feedback. D. Ellis added that the idea behind it is to streamline efficiency of the committee and that they keep the interests of the university at the forefront and that governors are meeting their fiduciary obligations. D. MacMillan expressed support for the proposed approach and noted that it includes the opportunity to review and adjust if necessary.

9. Consent Agenda:

9.1 Minutes of Public Session of A&F Meeting of November 24, 2021

9.2 Procurement of Goods and Services Procedures

9.3 Amendments to Statement of Investment Policies

Upon a motion duly made by D. Ellis and seconded by R. Thompson, the Consent Agenda was approved as presented.

10. For Information:

10.1 Quarterly Investment Update

10.2 Credit Rating Update

11. Other Business

12. Adjournment

There being no other business, upon a motion duly made by R. Thompson, the meeting adjourned at 3:07 p.m.

Becky Dinwoodie, Secretary

BOARD OF GOVERNORS

Governance, Nominations & Human Resources Committee (GNHR)

Minutes of the Public Session of the Meeting of January 27, 2022

2:00 p.m. – 3:10 p.m., Videoconference

Members: Maria Saros (Chair), Laura Elliott, Kori Kingsbury, Steven Murphy, Dietmar Reiner, Trevin Stratton

Regrets: Mitch Frazer, Frances Garwe, Kathy Hao

Staff: Jamie Bruno, Sarah Cantrell, Becky Dinwoodie, Krista Hester, Lori Livingston, Brad Maclsaac

1. Call to Order

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

2. Agenda

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

3. Conflict of Interest Declaration

None.

4. Chair's Remarks

The Chair welcomed everyone to the first committee meeting of the calendar year and is hoping that everyone is feeling safe and optimistic. The last two years have gone by in the blink of an eye. She is proud of what the university has accomplished in the last two years and is excited about what the future holds. She acknowledges that this has taken a toll on everyone's mental health and she commended S. Murphy for his leadership with respect to making that a priority.

5. President's Remarks

The President reported on recent positive developments at the university. The energy focus has taken off. He stated that at Academic Council this week we recommended the establishment of the Age with Dignity Centre and this is very timely given the focus on long term care during the pandemic. He noted that application numbers from OUAC have been released: high school applications have increased by 33% and he congratulated the Registrar and team and the communications team for their work on recruitment. The Registrar's office will work on converting applications into students. There will continue to be competition for students given the decline in international enrolment. The President discussed the university's ranking as number three in the country in our category and number one in the province. This speaks to the amount of research and grants for our university. He stated that it is wonderful to see as the university prides itself on being research intensive despite our size. There will always be challenges but it is important to remain focused on where the university is going. Everyone at Ontario Tech continues to work hard.

D. Reiner congratulated the President and team on applications and noted that it is a very positive sign. He also congratulated them on the research ranking and asked if there was any planned communication about this. In the past he has heard about the "hidden gem" of Ontario Tech. Bolstering this information could contribute to enrolments. The President advised that we punch above our weight and we need to improve communicating that more broadly. As we pick the right channels and get the information out far and wide, the more mileage we will get out of it.

L. Elliott congratulated the President, faculty and staff for the new programs being put forward and noted that it is very interesting that many of them are cross-Faculty and support the multi-disciplinary approach. She is pleased to see so many announcements on social media featuring the good work being done at the university. The President added that as we emerge from the pandemic, there will be more opportunities for interdisciplinary research.

6. Governance

6.1 Strategic Discussion: Community Engagement

M. Saros introduced the topic. The Chair asked for the social media team to prepare some guidelines: which channels to follow, how to retweet, tagging people in their network, etc. She noted that it's great having a spotlight on the governors themselves as a way of highlighting the quality of governors on the Board.

L. Elliott stated that she likes idea of highlighting key channels to follow and suggests circulating a survey of all governors for areas of engagement and some contacts they might have. Also, as S. Murphy attends meetings, events and speaking engagements it could be helpful to have a member of the Board attend with him. Further, it could be helpful for a university representative to attend Chamber of Commerce or Rotarians (member of business community). Another idea is to hire faculty to deliver a speaker series for the governors as it might be helpful for governors to make introductions to the university.

D. Reiner noted that he is inactive on social media and would be happy to take part if there are recommendations for governors. He expressed interest in the idea of leveraging our existing social media channels to profile governors and showcase the illustrious group of governors we have. As we come out of COVID, there will be opportunities to set up events that bring governors to campus and perhaps have governors visit specific research projects (e.g. visit to ACE) and opportunities to interact with faculty and students. He noted that during the consultations for the presidential renewal, local mayors felt that they weren't leveraging the fact that they have a university in their area: this provides an opportunity to speak to local government and municipal council meetings and could be a way to use Board members in a mentorship type capacity for students.

S. McGovern noted that many governors have great networks that we should leverage and perhaps coordinate a talk for those key networks, not limited to social media (e.g. President and Provost to discuss where the university is going); helping introduce key influencers within people's networks (extend beyond Durham Region) particularly in areas we want to build out (energy, health). She commented that although we run many speaker series we need to do a better job in promoting events, maximize current opportunities and give governors access. We should set more expectations of governors with respect to community engagement. L. Elliott noted that we should take advantage of the keen group of members and give them a list of things to participate in or engage with the university in and incorporate a degree of accountability.

6.2 Development of Board Governance EDI Strategy: EDI Statement

The Chair shared that she was heartened by the discussion at the full Board meeting. The amendments that came from the Board consultation are valuable additions to the statement.

Comments included:

- Rather than saying this statement, change to “these commitments”.
- Comment about monitoring progress: how do we ensure we measure progress against the commitments?

- There may be some value in including a statement about the commitment to measuring ourselves on progress and holding the Board accountable for making progress.

Upon a motion duly made by L. Elliott and seconded by D. Reiner, the Governance, Nominations and Human Resources Committee recommended the Board of Governors EDI Statement, as amended, for approval by the Board of Governors.

7. Human Resources

7.1 Pension Governance Review Findings Report

J. Bruno provided an overview of the pension governance review findings, which were included in the meeting material. Conclusion of the review is that there is a robust governance framework in place. He clarified that the recommendations were already being done but not reflected in the documentation. He highlighted the recommendation with respect to the skills matrix and that it will be incorporated into GNHR's review of the skills matrix on the work plan.

The Chair congratulated J. Bruno on the outcome of the report and asked if they will attest to this checklist on an annual basis. J. Bruno clarified that the checklist was specific to the McCarthy review and is a more comprehensive review than what is required by the university's annual review. There was a discussion about the scope of the McCarthy analysis and the relationship between the university and our plan advisor, Mercer, who are working well together to manage the fund appropriately.

8. Consent Agenda:

8.1 Minutes of the Meeting of October 21, 2021

Upon a motion duly made by D. Reiner and seconded by L. Elliott, the Consent Agenda was approved as presented.

9. Policy (for written feedback):

9.1 Procedures to Prevent and Address Discrimination and Harassment By or Against Students

10. Other Business

11. Adjournment

Upon a motion duly made by S. Murphy, the public session adjourned at 2:48 p.m.



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

Minutes of the Public Session of the Meeting of Thursday, January 13, 2022
2:00 p.m. to 3:30 p.m., Videoconference Only

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

Guests: Mike Eklund (FA), Christine McLaughlin

1. Call to Order

The Chair called the meeting to order at 2:02 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 October 7, 2021

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

5. Chair's Remarks

The Chair wished the committee a Happy New Year. She hopes everyone had a restful holiday break. The Chair began by congratulating the President on his reappointment for a second term. She noted she had the privilege of serving on the Presidential Renewal Advisory Committee (PRAC) and appreciated all of the feedback she heard during the consultation process. She congratulated D. Reiner and the other members of the PRAC on completing this important process. They are very excited for what lies ahead.

The Chair noted shared that the start to 2022 is not what we had anticipated, but thanked the senior leadership team for their continued efforts to keep the university community safe.

6. President's Remarks

The President thanked the Chair for her comments and also thanked D. Reiner for all of his work throughout the renewal process. The President discussed the university's approach to the most recent COVID wave, which included extending the holiday break until January 10 and starting classes on January 17. The discussions are continuing regarding a safe return to campus. As we look to return, there will be a gradual, stepped approach focusing on student need.

The President discussed the Brilliant Energy Institute and a pan university initiative focused on health care. He acknowledged the great work of the university's CRC Chairs. He emphasized that there are so many things to be excited about as we look to the future. He responded to questions from the committee. D. Reiner commented that it is timely to focus on hospitals and healthcare, as the pandemic has exposed the vulnerabilities of our health and long-term care systems.

7. Strategy

7.1. Strategic Discussion: Blended Learning – Where do we go from here?

L. Livingston discussed the use of technology to support remote learning and the core operations of our programs. Education futurists have long predicted that higher education would be operating in a technologically supported learning environment. While the shift has created challenges for faculty, staff and students, it has also presented opportunities. The key question is: How do we continue to enhance and evolve our efforts in this domain? L. Livingston advised that they are looking for the committee's feedback as employers, parents, and supporters of our students and learners. She asked the committee members to bring their external world perspectives to the discussion. The President added that the key to coming back will be how nimble universities can be and how different modalities can be presented as best we can so that we reinforce each piece. What should be top of mind as we put the model together?

The committee's comments included:

- C. Carmichael shared that her daughter is finishing her law degree at Queen's and participated in an exchange program during the pandemic in Amsterdam. Upon her return, there was some uncertainty about whether students would be returning to campus. This uncertainty can cause financial hardships as it is difficult for students to plan for only a 6 week return to campus. She emphasized the

importance of providing flexibility to students as each student has different needs based on their preferences and how they best learn.

- D. Reiner commented that COVID has forced us into a certain world but it is important to keep the vision alive on the university penetrating the student community more broadly. Students have expectations for accommodations and certain learning environments. This applies to students and faculty. He suggested staying the course on the bigger vision of blended learning, which was developed even before COVID. He asked to what degree are fiscal constraints hindering the vision of blended learning?
 - L. Livingston advised that fiscal constraints are on the radar and are being monitored. The reality is we have the technology now to support online learning, which is on par with other education institutes. The cost is not of concern right at this moment. The cost is more of human creativity right now and faculty resources in trying to formulate creative environments. We are in a period of experimentation right now and the intellectual challenge is a bigger obstacle right now.
- E. Agius commented on the context of work. His organization is hearing from employees that they do not want to stay in this environment, but do not want to return to the old normal. It is important to think about the complete employment experience – it is more than just doing a job. We must look at how to keep people connected and the social aspects of being an organization. How do they curate in-person activities and make them purposeful, meaningful, and fun? How do we make people feel part of something larger? Is the university taking a broad approach and thinking about the entire experience?
 - L. Livingston advised that as we started to transition back to campus, she routinely walked around campus and it was clear that students were happy to be back and were engaged. It is also an important element for staff and faculty. She confirmed that they are thinking about it for the entire community.
- J. Sankarlal shared that it is difficult to gauge where students are at. Some students thrive in an online learning environment and others do not. Moving forward, we should be thinking about what the entire package looks like and engagement with the student community will be important, as it seems to be a polarizing topic. He suggested that continuing to consult the student community on the future of education would be useful.
 - S. Murphy noted that many people are looking at the future through the lens of the suboptimal experience throughout the pandemic. It presents a communication challenge that is entirely new and could be exciting for everyone.

- K. Chan shared that he feels that the university is moving in the right direction as other institutions are beginning to shift. He anticipates that the direction will be focused on increasingly immersive experiences. He referenced universities in South Korea that are run in an entirely virtual immersive environment.
- A. Barari commented that faculty have been using a hybrid of tools for a long time and it is important to use the tools to improve the quality of education. Technology is not good enough to be considered a substitute for some of the in-person elements. He expressed concern about the need for support for faculty as often developing an online course is more time consuming than in person teaching.
 - The Chair added that as things require more effort, it will be important to find a balance. It will be helpful to have more empirical data on the efforts required to develop and deliver online learning.
- J. Wilson discussed the experience of his children who are university students. His son is a student in the Ontario Tech Faculty of Education and his experience has been very positive. Technology can be used to enhance education (e.g. flipped classroom, international classroom). We should also keep in mind the other strategic priorities and how this fits. It will be important to ensure we have a robust platform and use it to provide an excellent experience.

L. Livingston commented that the discussion has been very helpful. The best thing they can do is to continue to challenge SLT as they move forward. Technology is not where we need it to be today. As it evolves and becomes more user friendly and adaptive, there will be continuing opportunities. We must challenge ourselves to be imaginative and creative. The President commented that the approach is student-centric. The importance of face-to-face learning will remain and we must think about how we enhance it. There will be student expectations that we will have to manage when we return (e.g. lectures recorded and available online). The President emphasized that we must not be afraid to fail.

7.2. Student Recruitment

L. Livingston discussed the increasing challenges of recruiting students. There were few discretionary dollars last year to invest in student recruitment initiatives. Money was invested into international initiatives. L. Livingston highlighted the domestic recruitment efforts over the past few months. She congratulated J. Stokes and the Office of the Registrar Team for their efforts and engagement with potential students and applicants.

Questions and comments from the committee included:

- Any indication as to how the efforts are working?
 - L. Livingston advised that midnight is the deadline for applications and the university will be receiving reports on that next week.

- Microcredentials and shorter terms might also serve as a good recruitment tool, as it provides flexibility and lower cost. These would also assist employers in providing financial support for employees upskilling.
 - L. Livingston advised that discussions have started about how to integrate microcredentials into our programs. She explained that there are two categories of domestic applicants: 101 = right out of high school, and 105 = not coming out of high school. It will be interesting to see how 105 students respond to microcredentials. Further, the availability of OSAP for microcredentials will also be helpful.
- Timing of success of international recruitment efforts?
 - L. Livingston confirmed that the timing is the same as for domestic recruitment.
- Is there a reason why Europe is not included on the international recruitment list?
 - L. Livingston will have to discuss with the Registrar as to why it is not a priority area.
 - Key piece for international markets is diversification.
- Cost for international recruitment agencies?
 - L. Livingston advised that in some cases, the university has partnered with other universities for a recruitment office and the fees are shared with the other institutions. Further, we ensure we are working with reputable recruitment leads in other countries.

8. Planning

8.1. Student Success

L. Livingston noted that this topic aligns well with the topic of recruitment. It is just as important to work at retaining our students in addition to recruiting them. It is also an ethical component. She referred to the accompanying Board report, which provides an outline of the four broad areas of focus:

- Programming For at Risk Students
- Student-Centric Academic Advising Activities
- Student Success and Strategic Enrolment Management Committees
- Leveraging Data

L. Livingston emphasized the importance of evaluating our efforts in this area. It has been less than a year with the newly restructured advising model. Initial reports are that Deans are happy with the restructured advising program. She advised the committee that they will continue to collect and leverage data to better understand and support student success.

Questions from the committee included:

- With high school students joining after two years of high school in a less than optimal learning environment, are there any indicators about the effects on those students?
 - COVID has created “dirty data” (inflated grades coming out of high school) – incoming GPAs are higher.
 - Grades were just released a couple of days ago and standing is being calculated right now – asked S. Cantrell about possible timeline? S. Cantrell believes she will have more information at the end of the week
- For the 19% of those who did not return to programs after LEAP, any insight?
 - Majority of students who do not succeed in LEAP do not meet the requirements of attending classes, completing assignments, meeting with coaches, etc.
- Comment that PASS and support initiatives not available to smaller programs – can it be rolled out to all students?
 - L. Livingston noted that the initiatives often target first year students and not upper year students; she is encouraging the team to expand their reach to upper year students.

8.2. Board Retreat Planning

S. Murphy confirmed that the retreat is planned for the morning of May 12 and the S&P meeting will follow in the afternoon. The focus of the retreat will be on a review and refresh of the strategic plan. He discussed the rolling plan model that has been implemented. The rolling plan model has been beneficial over the past few years. It is important to reassess and refocus as we emerge from the pandemic. A good look and examination of the refreshed strategic plan will be helpful. Aspects of the SMA that relate to where we want to go may be incorporated, as well. The timing is ideal to look at how to refresh the strategic plan.

Comments from the committee:

- D. Reiner expressed support for the approach and agrees the timing is appropriate.
- M. Mackenzie asked whether external speakers are ever brought in. He suggested it might be helpful to invite someone external to provide a different perspective.
 - S. Murphy confirmed that in the past, we have brought in futurists and other individuals in the sector (e.g. CIO of Australian University); he invited suggestions from the committee if they come across someone they feel would be a good speaker while being cautious to avoid someone who will bring a sales pitch to the Board.
- The Chair commented that when the Australian CIO was invited to speak, he presented the night before the retreat and it was an effective approach.

- Inviting a speaker is a great idea; suggestion was made to invite an employer in to discuss what they see, which would be an opportunity for the Board to see the link to what employers are looking for from graduates.

9. Significant Project & Contract Oversight

9.1. ACE enhancement

B. MacIsaac advised that the next key deliverable is the ACE shut down between January and February. He confirmed that March would be the unofficial launch. Everything is looking to come in on budget as to what the Board has approved.

9.2. AVIN

L. Jacobs provided an update. The main focus has been transitioning everything built through AVIN into other initiatives:

- (a) OVIN – coming into effect in the next couple of months; shifting focus from autonomous vehicles to electric vehicles.
- (b) Project Arrow – has significant funding in place from Fed Dev and matching funding from Ontario government.

L. Jacobs clarified that Project Arrow is a separate project from OVIN - OVIN is broader and focused on building capacity for electric vehicles in Ontario.

10. Other Business

None.

11. Adjournment

Upon a motion duly made by M. Mackenzie, the public session adjourned at 3:21 p.m.

Becky Dinwoodie, Secretary

BOARD REPORT

SESSION:

Public
 Non-Public

ACTION REQUESTED:

Decision
 Discussion/Direction
 Information

Financial Impact Yes No Included in Budget Yes No

TO: Board of Governors

DATE: April 28, 2022

PRESENTED BY: Strategy and Planning

SUBJECT: Reimagining IT – Discussion Paper

BACKGROUND/CONTEXT & RATIONALE:

Ontario Tech committed in its [Integrated Academic-Research Plan 2021-2023](#) to **Learning Re-imagined**: co-creating knowledge by adapting to the ever-changing educational landscape through the provision of flexible and dynamic learning and research opportunities. This will be innovative, inclusive, and collaborative by leveraging the best of technology and pedagogy for the benefit of students, partners and the whole world.

To that end, university members began a review of current assets and enhanced a planning framework to outline roadmaps for the institution’s IT needs in the short, medium, and long-term with an eye on optimizing the value of all IT systems. To orchestrate our IT initiatives in a holistic and systematic manner, it is essential to have a plan in place. Under the shared services construct with Durham College, this is even more important. While the university and college have had a process in place since inception the Integrated Academic-Research Plan provides an opportunity to enhance longer term planning. It also acts as a spring board to more transparent and consultative discussions on the IT plan.

The attached discussion paper refers to “we”. It is important to repeat that “we” means the entire university community. IT Services is the body that will collate the ideas, track the plans and help deliver on the actions. IT Services will work collaboratively with all stakeholders on campus (faculty, staff and students) realizing that sometimes there will be competing demands where choices will need to be made. The decisions will be guided by the Integrated Academic-Research Plan.

RESOURCES REQUIRED:

The paper outlines a plan for net new spend of over \$3 million a year for the next three years. While this is highly unlikely given the fact the fiscal blueprint that went to A&F in [November 2021](#) indicated the university had \$3.5 million total new dollars to allocate in 2022-2023 the paper did not want to start from a position of resource limitations. As the budget is finalized we will look at how to best deliver within the package provided.

The roadmaps help us work with units to prioritize new funds, examine methods to reallocate funds, and most importantly opens conversations on what is already occurring in areas based on the hard work and innovation of our employees at no to low costs.

CONSULTATION:

It is extremely important to note that this paper has been developed based on years of different discussions with numerous groups. Whether it was during Integrated Planning meetings; or new building discussions; or operational brainstorming sessions with faculties; or focus groups with students; we are tracking what desired outcomes members are looking for. With this we look for IT solutions.

More specifically on this initial draft paper Information Technology and Teaching & Learning Centre representatives started with a few groups to ensure general direction was accepted and we were capturing the right level of details to share:

- Summer 2021 initial conversation with unit leads
- Mid fall 2021 a focus group including university faculty members and our [Teaching Scholars in Residence](#).
- Mid Fall 2021 a focus group including support unit representatives from Registrar's Office, Student Life, academic Advising.
- November 2021 draft paper discussion with unit leads

The roadmap was developed and shared with Durham College's IT Services for discussions related to budget and implementation expectations.

NEXT STEPS:

There are a number of concurrent activities that will be occurring such as:

- Receiving BoG approval on the 2022-2023 budget in April and altering plan as required,
- Revising rolling three-year roadmap and discussion paper over summer 2022,
- Working with Teaching & Learning on enhanced governance process summer 2022,
- Setting meetings with faculties and support units to enhance feedback process fall 2022,
- Continuing with the implementation of the roadmap.

SUPPORTING REFERENCE MATERIALS:

- presentation entitled "Reimagining IT"



Reimagining Information Technology at Ontario Tech University

Presentation to Strategy & Planning
2022 03 17

Reimagining Information Technology

1. Context

This discussion paper sets out an aspirational image of how Ontario Tech can become a leader in Information Technology to support the intersection of pedagogy and technology. While it is a high-level document, an illustrative roadmap outlines how we could leverage information technology over the next three years -- a “reimagining” of information technology through the lens of the student experience.

The intended audience for the message will include all university stakeholders - faculty, staff, undergraduate and graduate students. We will start with the desired end goals noting we need to ensure proper supports are in place and current basic deficits are corrected as we move forward. This deliverable represents the start of a collaborative process involving all university stakeholders, guided by the university’s vision: **Embracing technology with a conscience to advance knowledge and promote sustainability.**

The roadmap is centred on the student in accordance with our mission: **We equip future leaders to solve complex problems.** We respond to the needs of students, and the evolving world, by providing superior lifelong learning experiences. To this end, ‘what we do’ to achieve our mission and to ‘tell our story’ is guided by a community-focused approach on our strategic priorities:

- **Tech with a conscience:** Innovating to improve lives and the planet by incorporating technology-enhanced learning strategies, and promoting the ethical development and use of technology for good through intensive research and inquiry.
- **Learning re-imagined:** Co-creating knowledge by adapting to the ever-changing educational landscape through the provision of flexible and dynamic learning and research opportunities.
- **Creating a sticky campus:** Cultivating student- and community-centric engagement opportunities by encouraging an inclusive culture for our institution through online and on-campus activities.
- **Partnerships:** Uncovering innovative solutions for their most pressing problems through purposeful research and collaboration with industry, community, government and academic partners especially as it relates to all facets of global sustainability and well-being.

The [Integrated Academic Research Plan](#) outlines the university's commitments. Specific items that relate to information technology include the following:

- “Differentiate ourselves as an institution committed to using technology in all that we do”;
- “Reinvent learning via an intentional commitment to and investment in continuous learning/ upskilling and technological solutions”;
- “Provide learners with experiential learning and work integrate learning opportunities”;
- “Create new campus spaces and experiences at our downtown and north locations while expanding our virtual campus assets”.

Reimagining Information Technology

2. Information Technology Goals

In support of the institutional priorities, we envision the four goals for Reimagining IT, as outlined below. Each goal is described in terms of aspirations which characterize - but are not intended to limit - the scope. By the same token, the “we will be successful when” statements are broad in nature, but will be refined through consultation with key stakeholders and as projects are created.

It should be noted that “we” means the entire university community. IT Services will work collaboratively with all stakeholders on campus, including faculty, staff and students realizing that sometimes there will be competing demands where choices will need to be made. The overarching goal is to empower the campus as a whole to optimize the experience of all students.

2.1 We will be recognized by our students as leaders in creative application of technology to enhance the learning experience and to provide convenient access to information and services

We are committed to student success and persistence via enhanced and adaptive experiences. The mobile device will be the primary vehicle for delivering new applications and services to students. In addition to the usual information and wayfinding services, a virtual personal assistant will support student satisfaction and success, by

- Embrace and support instructional design to carefully considers how students learn and what materials and methods will most effectively help individuals achieve their academic goals.
- Nudging the student regarding course deadlines/assignments and assisting in finding relevant reference materials;
- Providing AI-based tutorial services, as well as student success tools to increase student success. Enhancing intelligent bot technology, accepting and answering a wide variety of questions that the student may have; and
- Enabling advanced, data-informed navigation of the campus - for example, finding quiet study space or investigating food service queues.

Students will access campus buildings and make purchases - both on campus and with off-campus partners - through their digital Ucard. Students will also enjoy convenient access to technology assets and services such as an on-demand, contactless locker system for drop off/pickup of laptops or accessories, as well as access to power recharge stations.

A streamlined, unified portal will give students - as well as faculty and staff - a more integrated, brand-forward digital experience including:

- A personalized experience and one-stop shop;
- A single and secure entry point to access critical information;
- Increased convenience through self-service capabilities.

Reimagining Information Technology

We will know that we have been successful when:

- Surveys of student satisfaction regarding access to services, as measured internally and externally, signal progress toward technology leadership;
- Through a continuous improvement process, we will see a decreasing volume of questions that our bot technology cannot answer;
- Our services by design support the needs of the broad student community, including accessibility.

2.2 We will create an instructional environment that promotes collaboration and experiential learning

We will support the construction of innovative high-quality pedagogical practices specifically designed for use with new technologies. Our classroom technology has to date offered basic audio-visual capability with the option to record or stream lectures on a limited basis. The pandemic has been the impetus for us to embrace videoconferencing technology on a much broader scale, and has prompted the implementation of flexible hybrid technology, to provide an equitable experience for both in-room and remote cohorts. As we emerge from the pandemic, we will strive to create environments that:

- Promote the sticky campus by providing augmented reality, virtual reality and mixed reality immersive experiences in classrooms and labs;
- Optimize technology in classrooms and other “collision” spaces to enhance group collaboration - e.g. the ability for teams to collaborate and present an outcome to all students in the classroom;
- Include simulated/remote learning environments that allow students to complete laboratory experiments/classes online and without having to step into a physical classroom or lab;
- Enable collaboration with geographically diverse partners via learning object repositories such as Canvas Commons;
- Present an evolving showcase classroom - a “living lab” to inform future classroom development.

We know that we have been successful when

- A classroom environment evokes a “Wow, this is cool!” reaction;
- We see adoption of augmented/virtual/mixed reality instruction.
- We have increased the quality and quantity of online and hybrid curricular and course offerings, open-access journals and open educational resources.

2.3 We will create experiential learning opportunities for students in the delivery of information technology services

Collaboration amongst faculty, student-facing service units, and IT Services will result in

Reimagining Information Technology

- A consistent stream of capstone project opportunities for students(i.e. each term), ideally yielding both experiential learning and innovation that can be incorporated into the student experience;
- Employment of students by IT Services on a formal co-op program basis;
- Work study assignments, coordinated with the Financial Aid office; that are tailored to student's programs and the needs of the 21st century workplace;
- An ecosystem in which students can contribute to the development of new technology services which can be introduced to the university in a safe and secure manner;
- An interdisciplinary community of practice that examines the issues of the day and works towards long term solutions; and
- Provide a safe environment to test out new technologies, ideas, creations.

The goal is to provide meaningful work experience to the student. We will be successful when we have significantly improved the volume and outcome of course- and employment-related opportunities offered to students - for example:

- Increasing the number of successful capstone projects;
- Increasing the conversion rate of students to employees of the university;
- Influence the employment outcomes for our students.

2.4 We will provide faculty and front-line staff with the quality information required to serve the student, through graduation and beyond.

We will intentionally differentiate ourselves as an institution committed to using technology thoughtfully in all that we do. Per the Integrated Academic and Research plan, we anticipate expanded students, staff and faculty use of digital/virtual platforms governed by robust "Future of Learning" and "Future of Work" policies and processes guided by key principles pertaining to equity, diversity and inclusivity".

Our systems will maintain a comprehensive view of the student over time - from prospective student through to alumnus to support recruitment, persistence, lifelong learning and ultimately partnerships and advancement. As artificial intelligence matures, we will apply this technology to ensure that technical support for many problems is "always available".

A complete student profile will be accessible to students, faculty, Registrar's Office, academic advisors, and Accounts Receivable (including fees, bursaries, holds, adds/drops, refunds, etc.) to support timely decision-making to improve student success and persistence.

Our enterprise applications will evolve to:

- Leverage workflow to streamline processes and thereby enhance the student experience, for example, in the onboarding of work study students and employees;

Reimagining Information Technology

- Position the Banner enterprise resource planning system to leverage and seamlessly integrate with innovative tools;
- Explore - with careful consideration for equity, diversity and inclusion issues - the potential for augmented grading;
- Embrace cloud services to achieve agility, interoperability, and adaptation to the changing educational technology landscape; and
- Improve efficiency and speed through re-engineering and enhancing end-to-end processes that serve the student either directly or indirectly.

As a result of our investments in constituent relationship management¹, future, present and past students will have a sense that we know them and are paying attention to them, as each contact we have with them builds upon previous interactions.

We will know that we have been successful when we see

- Dramatic reduction in elapsed time for end-to-end processes as experienced by the student, e.g. reduced time from registration to course access from 24-72 hours to instantaneous;
- Reduced inquiries regarding student accounts;
- Less rekeying from one system to another.

3. Positioning to Implement the Vision

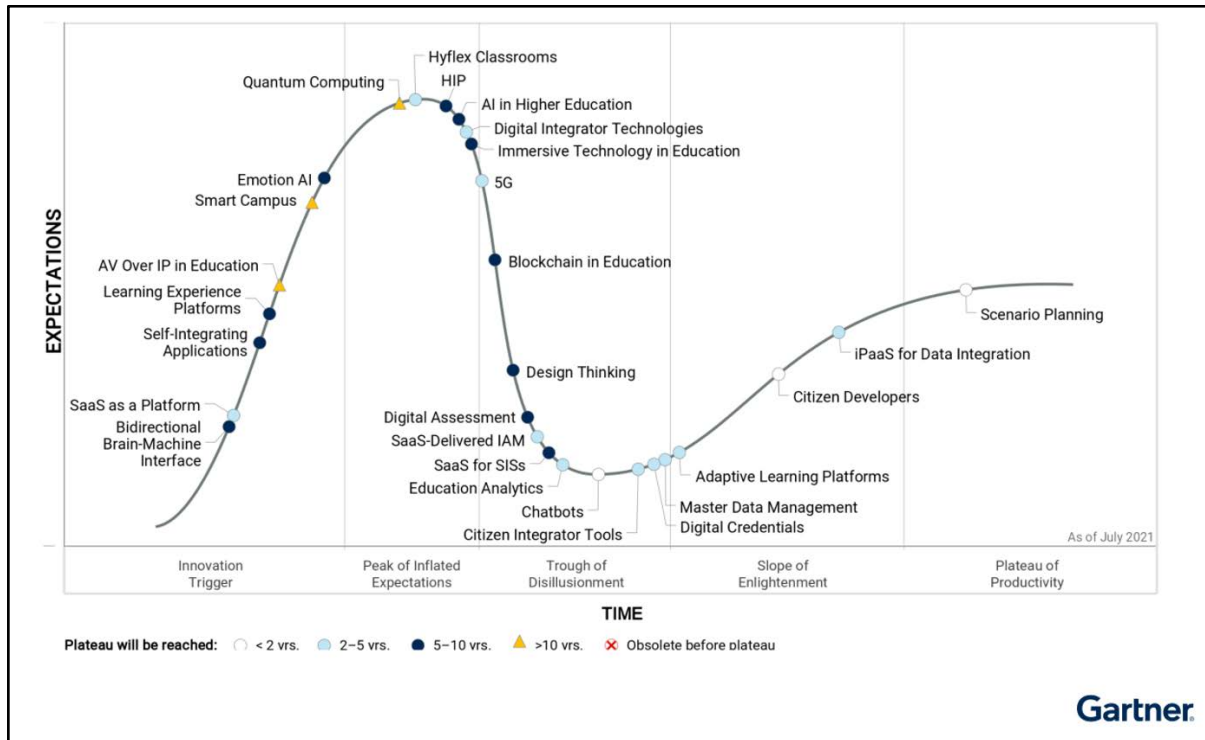
As outlined in the high-level roadmap in the next section of the discussion paper, considerable groundwork has been laid for the implementation of the information technology vision. Some aspects of the roadmap entail straightforward execution - involving requirements definition, solution acquisition and deployment - but others rely on technology that is not yet mature, and which therefore necessitates learning, entails risk and demands a different approach.

Gartner, a world renowned IT research and advisory company, created a Hype Cycle methodology that maps the life cycle of technologies from invention to market acceptance. By evaluating the state, relevance, and time to maturity of a technology, the Hype Cycle aids in determining timing and approach to investments in specific technologies. Gartner's analysis identifies, for example, that Artificial Intelligence in general is years away from maturity (with the exception of AI-powered chatbots), but building a digital transformation team with diverse talent - including student involvement - is recommended. It also identifies that hyflex classrooms should "be seen as an evolving research project to manage risks of overinvestment"; and that the goal of a full cloud implementation of the student information system is elusive while cloud implementation of specific functions is a common strategy.

¹ More commonly referred to in industry as customer relationship management, CRM entails consolidating and managing information about the "customer" so as to support rich and meaningful engagement.

Reimagining Information Technology

The chart below depicts the Hype Cycle for Higher Education, 2021.²



The Hype Cycle underscores the strategy that we will undertake:

- Implement systems when the underlying technology is mature, relevant and delivers value to the institution;
- Where investment in a non-differentiating technology can be deferred or staged, we will do so, being careful not to impair achievement of the vision or imperil the university's operations;
- Where the technology can be a true differentiator, position the university to understand and explore the technology while it matures, seeking early "wins". This positioning will entail establishing capacity to explore and innovate with new technologies.
- We will be selectively aggressive by making early moves toward innovations that offer a potentially high benefit to the university and by waiting to adopt innovations that are lower-impact until they mature.

4. Information Technology Roadmap

The pages below propose an approach to moving towards this vision over the next three fiscal years. Achieving the vision will be a team effort across many stakeholder groups within the university.

² From [Gartner Hype Cycle for Education, 2021](#), Gartner Inc, 2021. The full 94-page report is available for use within the university upon request to IT Services.

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We must ensure that in attempting to enhance the student experience we do not introduce additional barriers. Systems and services should be developed with principles of accessibility at the forefront. Solutions, where possible, should be platform agnostic, and where they cannot be, we need to provide equitable access to that technology on campus. We must be vigilant and proactive in ensuring that technologies such as artificial intelligence do not create equity, diversity or inclusion issues. We must ensure that faculty and front line staff are supported through training and properly paced introduction of change.

For each of the four major vision statements you will see a list of initiatives and their expected impact. In most cases, we will not be starting with a blank slate. The relevant existing groundwork is also identified.

Achieving this vision is predicated on a number of enabling information technology services. A fifth roadmap is included to summarize the evolution required in those enabling services.

4.1 We will be recognized by our students as leaders in creative application of technology to enhance the learning experience and to provide convenient access to information and services

Realizing the promise of emerging technologies will require a fundamental shift in our approach: from a focus on tried and tested technologies to experimentation with new technologies; from incremental as-required extension of existing capabilities to architecting flexible platforms in order to enable services which we cannot yet conceive of; and from reliance on information technology professionals to enabling the entire campus to contribute to the evolution of services.

Small empowered teams with access to the right technology can make a significant contribution to the student's experience. One example is the development, led by Marketing and Communications, of a visually attractive, brand-focused mobile application and evolving it to meet the needs of the institution - such as to provide access to the pandemic screening application. Similarly IT Services' Google support team has leveraged Google Cloud services for data analytics, for hosting the Minecraft camps, and for creation of the "Ridgebot" - a chatbot soft-launched this summer to assist students with their software installation and support questions.

Development of innovative services will ideally be undertaken in an environment where concepts can be tested, and where individuals can get comfortable with new technology and hone solutions before they are made available to the entire university community. An Information Technology Innovation Hub will be defined, funded and established to provide a "collision space" for ideation, development and testing of such services. The Hub will provide a venue for like-minded students, faculty and staff - and potentially technology partners - to explore emerging technologies safely and collaboratively.

Reimagining Information Technology

Initiative	Impact
FY22/prior	
Implement and soft-launch "Ridgebot"	Provide a conversational self-service option for students re: software support
Enable TouchNet Student Account Center to allow more payment options online for students	Allow students to check their balance, make payments via credit card, store a payment method and view payment history.
Implement new Self Service Banner 9 functionalities	Enhance online experience for students (and for faculty and staff) such as Student Aid, employee profile, and plan ahead for Advisors.
Implement Ucard solution as multipurpose photo id with animated branding to increase security	Students and employees will access campus buildings, use asset kiosks, and make purchases - from both on campus and off-campus partners - through their digital Ucard
Develop a new MyCampus Portal using CMS	Resolve internal security modification errors to allow students to access self-service on various browsers
F23	
Define and establish an Information Technology Innovation Hub	Provide a space and context for students, faculty and IT Services staff to collaborate on new services and exploitation of emerging technology
Develop a unified portal to modernize and deliver a more integrated brand-forward digital experience for students	A single and secure entry point for students to access critical information; increased convenience through additional self service capabilities
Exploit Ridgebot in other service units	Deliver an intelligent assistant to both students and faculty
Evaluate and deploy self-serve asset kiosks	Easy secure access for purchase or loan of personal technology
F24	
Develop a portal to modernize and deliver a more integrated brand-forward digital experience for applicants	Positively impact conversion rates for applicants; accentuate the university's brand

4.2 We will create an instructional environment that promotes collaboration and experiential learning

There are two primary dimensions to the roadmap for the classroom environment: the learning management system (LMS) ecosystem and the instructional technology.

Pedagogy must be at the forefront of our decisions on the evolution of the instructional environment. Thoughtful evolution of the instructional environment will be a collaborative effort amongst Teaching and Learning, the Teaching Scholars in Residence, faculty, Facilities and Information Technology Services. Evolution will be driven by the academy; IT Services will need to provide line of sight to new relevant technology.

The transition from Blackboard to Canvas has streamlined the student experience while providing a flexible platform for Continuous Education and Ontario Tech Talent. In advance of the mid-2024 expiration of the agreement with the vendor, IT Services will consult with the stakeholders to examine our experience, future needs and the appropriate direction.

Reimagining Information Technology

Initiative	Impact
Learning Management Ecosystem	
FY22/Prior	
Replaced Blackboard with Canvas and Catalog	Provided a simplified, intuitive user interface for students and faculty; provided a streamlined front-end for Continuous Learning and Talent
Exploit Catalog for internal training needs	Streamlined access for employees to compliance and other training modules
Set up programs, courses and training modules for Continuous Learning, Talent	Streamlined , simplified access to training; supporting an emerging revenue stream
FY23	
Streamline Cloud integrated tools into LMS, as approved by Teaching & Learning Centre	Provide enhanced instructional flexibility to faculty
Explore a more robust front end to Canvas for Continuous Learning	Additional flexibility - e.g. Banner integration, student financial aid, and Tax forms.
FY24	
Review Canvas support needs and explore vendor (Instructure) support offerings, in concert with LMS contract renewal	Improve student experience throughout their OT journey through 24/7 support for LMS; reduce support costs and streamline business processes to increase efficiencies
FY25	
Enhance reporting capabilities by using application programming interfaces (APIs) to create custom reports	Support timely decision-making to improve student success and persistence

Initiative	Impact
Classroom Technology	
FY22/Prior	
Implement flexible hybrid audio visual technology in selected classrooms	Permit equitable participation by in-room and online cohorts
FY23	
Consult with key stakeholders re: Classroom of the Future	Establish needs to assist in planning
Monitor development of, and gain familiarity with XR technology; consult with faculty, TLC re: applicability of augmented, virtual and mixed reality in the classroom or lab setting	Determine the relevance, applicability and timeframe for use in the academic environment
Establish a sustainable classroom technology refresh program	Position the university to embrace classroom technology as it evolves
FY24	
Implement “showplace” classroom	Provide a tangible demonstration of intent to be innovative in the classroom
Implement educational technology lab	Provide a testing and familiarization zone to enable faculty, students, TLC and IT Services to test concepts
FY25	
Selectively roll out enhanced classroom technology solutions	Create visible proof of intent to be leaders in classroom innovation

4.3 We will create experiential learning opportunities for students in the delivery of information technology services

By engaging a student in the execution of information technology, we create value for both the student and the university. The student gains employment-specific skills and income, while the IT Service team gains fresh perspectives and insight on new technologies. While IT Services already

Reimagining Information Technology

employs work study students, and has facilitated the occasional capstone project, we can and should do more, including the potential to engage undergraduates via a co-op work term. It is worthwhile to work through the inherent challenges - such as finding alignment of student schedules with IT Services projects and needs - to our mutual benefit.

Initiative	Impact
F22/Prior	
Employed Work Study Students in application system support, communications and PC operations	Provide income and meaningful work experience to prepare students for the 21st century workforce
Provided capstone opportunity to one FBIT student group	Experiential learning and useful recommendations on process and sector comparators
F23	
Explore opportunities for Ontario Tech co-op hires	Determine feasibility of co-op hire in relevant programs – Information Technology, Computer Science, Software Engineering, Communications
Define and launch IT Innovation Hub; invite student participation	Provide meaningful participation in requirements definition, software development, software testing
F24	
Implement grad hiring program, if feasible	Target 1-2 hires from relevant programs

4.4 We will provide faculty and front-line staff with the quality information required to serve the student, through graduation and beyond

While the initiatives which advance this goal are not flashy, the pursuit of integration and simplicity will make a subtle yet significant contribution to the student experience, while supporting the institution's efficiency and ability to maintain a relationship with a student through their entire life.

We will embrace vendor-provided solutions, favouring “software as a service” (SaaS) solutions wherever possible. By emphasizing configuration of commercial functionality and avoiding customization, we will be better able to embrace new functionality as it becomes available.

This goal entails refinement and automation of workflows, and will require collaboration across business units to manage change. Attention to data definition and data governance will be critical in achieving a lifecycle view of our students and our relationships with partners.

Reimagining Information Technology

Initiative	Impact
FY22/Prior	
Gather preliminary business requirements for a Constituent Relationship Management (CRM) program	Inform future CRM program work
Implement selected Banner self-serve 9 capabilities	Enhance online experience for students, faculty, and staff - student account center, block registration, advisor module, and employee profile.
Create a Banner process to auto-generate high school applicants decisions and offers within one business day	Improve conversion rate of high school applicants
FY23	
Through focused discussions with all student facing service units, develop an inventory of existing systems and process gaps.	Provide a sound basis for prioritization of specific initiatives.
Implement additional Banner self-serve capabilities	Enhance online experience for students, faculty, and staff - Student Aid, Graduation application, attendance tracking, advisor plan ahead, and transcript request
Identify the current and future needs of the university, and evaluate CRM vendors to select a solution	Increase operational efficiency by equipping staff with an appropriate CRM to support evidence based decision making
Select an enterprise survey toolset	Streamline the look & feel and underlying process for surveys of students, and employees; provide a standard tool to researchers

Initiative	Impact
FY24	
Exploit Ellucian Workflow	Improve the look and feel and speed of execution of all student forms; automate processes to increase efficiencies across the institution
Launch an iterative implementation of CRM capability	Increase conversion rates and reduce drop-outs by harnessing data; improve student experience throughout their university journey; establish a mechanism to maintain connection with the student beyond graduation
Develop a unified portal to modernize and deliver a more integrated brand-forward digital experience for staff and faculty	Simplify information access and provide a one-stop shop for staff and faculty; support timely decision-making to improve student success and persistence
FY25	
Integrate Banner ERP and sub-systems with CRM	Realize the power of data to, for example, improve/personalize outreach to prospective students, track and monitor students' academic performance, and consolidate donor information

4.5 Infrastructure

In addition to executing the Reimagining Information Technology goals outlined above, our technology investments must:

- Manage the lifecycle of a physical asset base that has a replacement cost of approximately \$12M;
- Strengthen our security posture and incident recovery preparedness;
- Tackle the inflexibility in identity management, which decreases agility, exposes us to higher than necessary software costs, and muddies the university's brand.

Reimagining Information Technology

Deferred investment in the asset base in recent years have left us with a considerable mass of equipment which is already beyond the end of its useful life - 50% of personal computers, 36% of audio visual devices, 36% of servers, 73% of storage units, 21% of network devices and the entire telephony infrastructure. This technical debt is offset - but only in part - by the opportunity to embrace new, more cost effective technology.

Key directions in managing asset lifecycle include:

- Re-investing in personal computer technology - for employees and teaching labs - to align with existing lifecycle targets - Faculty - 4 years, Administrative staff - 5 years, rental and loaners - 5 years, teaching labs - 7 years;
- Replacing the aging telephony infrastructure with a cloud-based solution;
- Reinvesting in audio-visual technology to adhere to target lifecycles, while streamlining services;
- Continuing to consolidate server infrastructure by maximizing virtualization;
- Evolving the wireless network infrastructure to maintain/enhance service while positioning to support next generation services
- Investing in the wired network to maintain a robust core network, while seeking opportunities to minimize incremental investment in the access network as most usage by students and employees has shifted to wireless.

The investment profile for lifecycle management is summarized in the next section.

Other aspects of infrastructure merit a roadmap. Information Security is critical to our business continuity, financial viability and reputation. Streamlining identity management supports our brand and our agility. Collaboration services underpin personal productivity and the ability to engage productively with external partners. The telephony infrastructure is not only beyond end of life, it also does not support the “work from anywhere” model in which we will continue to operate. These four elements of infrastructure are outlined in the table below.

Reimagining Information Technology

Initiative	Impact
Identity Management	
FY22/Prior	
Established Ontario Tech ADFS environment	Cleaner login branding; ability to deploy future services with greater autonomy
Initiated ADAP investigation	Determine a path to definitively and accurately identify roles of an individual by institution
Move Mobile Client authentication from shared ADFS to Ontario Tech ADFS	Support Ontario Tech brand
FY23	
Install Ellucian ADAP and retire “black box” identity middleware	Establish basis to accurately identify roles of an individual by institution, which enhances workflow automation, provides greater autonomy in service deployment, and leads to cost avoidance on software licensing
Move applications from shared ADFS or third party authentication to Ontario Tech ADFS	Support Ontario Tech brand; greater autonomy in service deployment
FY24	
Plan to migrate from Exchange on premise to Exchange 365.	Provide online calendaring, SharePoint Online, enhanced M365 capabilities; increase availability and security; facilitate additional cloud-based services for students
Leverage ADAP to distinguish between Ontario Tech and Durham College students	Greater agility in both institutions
FY25	
Migrate to Microsoft Azure AD	Manage hacked accounts; establish self-service password reset; fully replace on premises ADFS / SSO; deploy devices without a visit to campus; manage users identities separately from the college
Information Security	
FY22/Prior	
Established information security roadmap	Provides a prioritized, paced plan to strengthen security posture and inform investment decisions
Launched multi-factor authentication	Protects assets and select applications
Executed periodic staged phishing and an ongoing awareness campaign	Hardens the weakest link in the security chain: people
Deployed Microsoft LAPS (Local Administrator Password Solution)	Eliminates the security exposure of a shared password for all devices connected to the domain.

Reimagining Information Technology

Initiative	Impact
Information Security (cont'd)	
FY22 (cont'd)	
Deployed SCCM	Enables ability to assess adherence to a security baseline for all university devices
Endpoint security management uplift - migrate from Fsecure to Windows Defender	Provides greater insight into security exploitations and compliance; reduced license cost
Achieve Payment Card Industry Data Security Standard (PCI DSS) compliance	Ensures continued ability to process credit cards and strengthens our security posture
Establish/refine security incident response plans and "rules of engagement" between the university and the college	Ensures ability to mitigate the impact of a cyber attack and optimize recovery
FY23	
Rollout DUO MFA across all employee groups; implement Microsoft Hybrid Modern Authentication	By fully protecting email, we effectively prevent account hijacking
Implement DNS Firewall and Web Access Firewall	Provides additional protection against malware, phishing and attacks on our infrastructure
Upgrade and test backups	Ensures ability to recover data and systems in a disaster scenario
FY24	
Procure disaster recovery cloud services; Investigate and deploy third party monitoring/alerting services	Support business continuity/recoverability
Implement PC Disk encryption	Protect data from exposure in case of loss or theft
Collaboration Services	
FY22/Prior	
Established Ontario Tech M365 tenant; Upgraded to SharePoint 2019; Established Ontario Tech ADFS	Laid groundwork for further exploitation of Microsoft collaboration services.
Convert existing WISC sites to SharePoint 2019	Provide enhanced collaboration features – e.g. live collaboration on documents; enables future hybrid operation and improved availability through SharePoint online in the cloud
FY23	
Assess and reduce usage of shared drives, and migrate remainder to WISC	Provide a more flexible and secure file storage platform for personal and workgroup use
Telephony	
FY22/Prior	
Launched call centre telephony replacement	Address a service support exposure while increasing capacity and flexibility
FY23	
Complete call centre telephony replacement	Greater capacity and flexibility for call centre operations – e.g. Service Desk, Registrar's office
Initiate program to convert from legacy telephony to a cloud based solution	Address a serious service viability exposure – end of support for entire telephony platform
FY24/25	
Complete conversion from legacy telephony to a cloud based solution	Address a serious service viability exposure – end of support for entire telephony platform

Reimagining Information Technology

5. Investment Profile

The current view of investments required, relative to the IT Services current fiscal year (FY22) base budget, are summarized below. Figures are indicative, and will be refined as we move through the FY23 budget build process.

Goal/Aspect	Ontario Tech (\$M, relative to FY22 base budget)			
	FY23	FY24	FY25	Total
Creative Application of Technology	\$ 0.4	\$ 0.7	\$ 0.7	\$ 1.5
Classroom Environment	\$ 0.4	\$ 0.7	\$ 0.7	\$ 1.8
Experiential Learning	\$ -	\$ 0.0	\$ 0.0	\$ 0.1
Quality Information	\$ 0.4	\$ 0.8	\$ 0.8	\$ 2.0
Lifecycle Management	\$ 1.1	\$ 0.8	\$ 0.8	\$ 2.7
Infrastructure	\$ 0.7	\$ 0.8	\$ 0.7	\$ 2.2
Grand Total	\$ 2.9	\$ 3.8	\$ 3.7	\$ 10.2

Note: figures are rounded to the nearest \$100K

As noted above, there are considerable investments to be made in maintaining the current infrastructure - shown below as Lifecycle Management for pure asset replacement, or as Infrastructure for specific projects.

6. Conclusion

A concerted focus on the student experience will support student success, enhance the university's reputation, and improve the productivity of our administrative employees. The program outlined in this paper will, when implemented, move us towards the outlined goals.

There are risks associated with any major undertaking. Appendix 1 - Risk provides a view of those risks and how they can be mitigated.

Consultation and collaboration is fundamental to effecting change of this magnitude. This will entail consultation amongst faculty, staff and students to confirm priorities and identify specific opportunities, and collaboration to realize the goals.

Reimagining Information Technology

Appendix 1 - Risks

Any substantial undertaking entails risk. The table below summarizes the major risks and the means to mitigate them.

Risk	Mitigation
Insufficient funding	<ul style="list-style-type: none"> ● Re-prioritize and recast goals
Insufficient funds in Durham College for co-investment required to maintain shared infrastructure	<ul style="list-style-type: none"> ● Collaborate to ensure that the shared services program implements the highest-impact co-investment programs ● Determine an independent path, if feasible ● Reprioritize accordingly ● Accept residual risk - e.g. security, reliability
Divergence of priorities for the two institutions	<ul style="list-style-type: none"> ● Collaborate to ensure that the shared services program implements the highest-impact joint investments ● Determine an independent path, if feasible ● Reprioritize accordingly ● Accept residual risk - e.g. security, reliability
Inability to attract or retain talent, or to transform the roles of existing staff	<ul style="list-style-type: none"> ● Work with Human Resources to seek alternatives ● Rely on external consultants ● Institute Ontario Tech graduate hiring target
Inability to resource major cross-departmental process changes	<ul style="list-style-type: none"> ● Assess and communicate impacts early ● Confirm executive level buy-in and sponsorship of changes
Reticence to embrace cross-departmental process changes	<ul style="list-style-type: none"> ● Assess and communicate impacts early ● Confirm executive level buy-in and sponsorship of changes
Lack of alignment across the institution, leading to overlapping or conflicting solutions	<ul style="list-style-type: none"> ● Streamline and strengthen governance mechanisms - e.g. tighter controls on project initiation ● Ensure visibility into project portfolios across the institution
Lack of time or interest from campus stakeholders for designing solutions or training	<ul style="list-style-type: none"> ● Re-prioritize or recast goals accordingly
Identity management approach demonstrated to not be viable	<ul style="list-style-type: none"> ● Launch initiative to investigate full separation of college and university identities for all users

Reimagining IT

1. Goals
2. Roadmap: Components & Relationships
3. Roadmap: Conceptual Layout
4. Appendix

Goals

- We will be recognized by our students as leaders in **creative application of technology** to enhance the learning experience with convenient access to information and services
- We will create an **instructional environment** that promotes collaboration and experiential learning
- We will create **experiential learning** opportunities for students in the delivery of information technology
- We will provide faculty & staff with the **quality information** required to serve the student, through their entire lifecycle.





CORE UNIVERSITY SYSTEMS

ENTERPRISE RESOURCE PLANNING SYSTEM (BANNER)

An integrated information system used to provide a connected technology experience for students, faculty, and staff.



LEARNING MANAGEMENT SYSTEM (CANVAS)

A responsive teaching and learning ecosystem to support faculty in delivering an engaging learning experience for students.

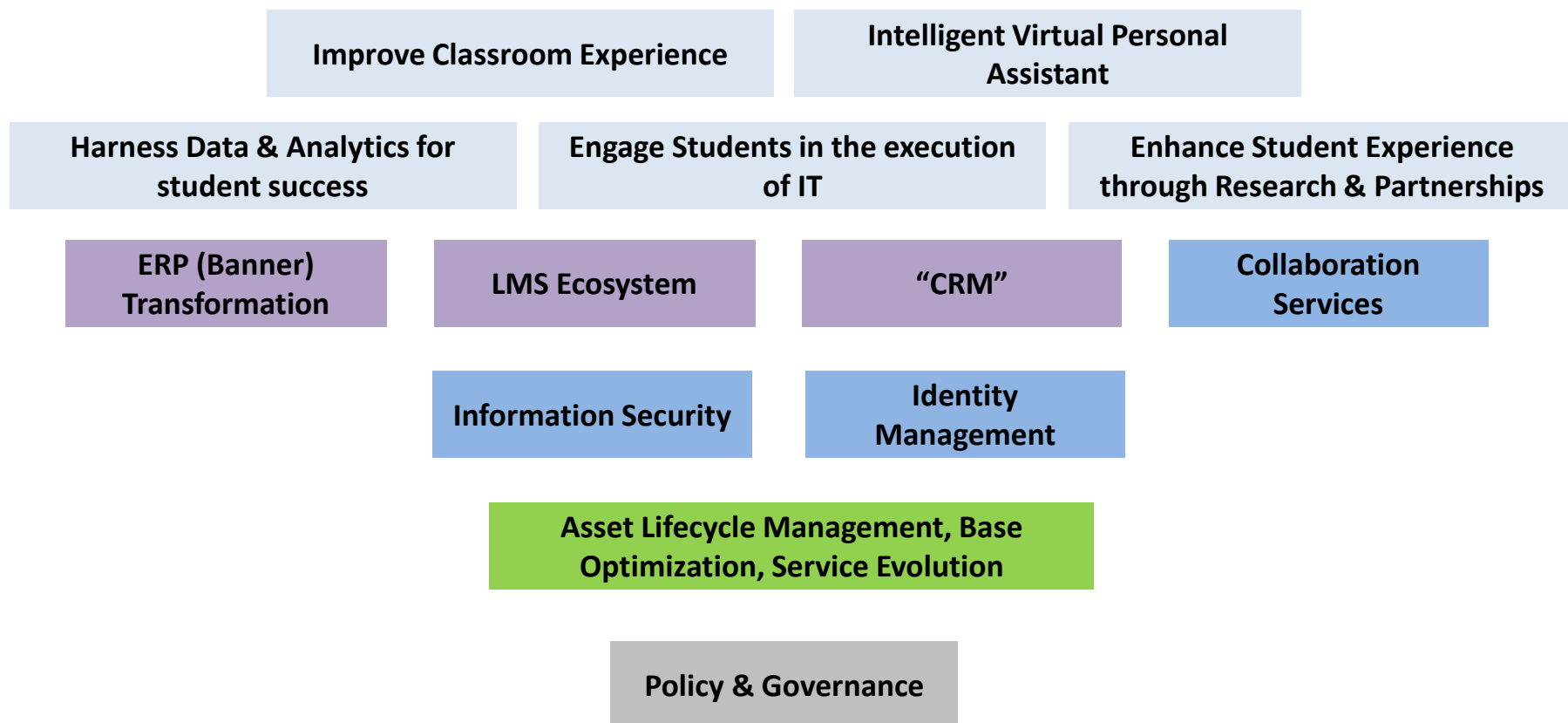


PRODUCTIVITY SOFTWARES (OFFICE 365)

Ensure employees have the ability to create, collaborate, and present across various platforms.



Reimagining Information Technology Roadmap: Components



Reimagining Information Technology Roadmap: Relationship to Vision



BANNER ERP TRANSFORMATION

VISION

- Transform Banner ERP to provide a student-centric user experience and deliver technology-based value that supports the university's strategic plan
- Position the ERP system to leverage and seamlessly integrate with innovative tools to enable student engagement and higher retention rate

MEASURE OF SUCCESS

- Implement new Banner 9 self-service functionalities for employees and students
- Retire Banner self-service 8
- Streamline financial payment services to promote a cashless university community

RESOURCE REQUIREMENTS

- Communication and Marketing
- DC – ITS
- Ontario Tech ITS
- Registrar's Office, Student Life, School of Graduate Studies, Faculty, Finance, HR

RISKS & MITIGATION

- Coordinate with DC to ensure shared functionalities do not inhibit daily operations for DC and Ontario Tech
- Provide training and support to manage any changes to business processes as a result of system transformation



BANNER ERP TRANSFORMATION

	INITIATIVE	GOAL	IMPACT
TO DATE	Streamline Payment services	<ul style="list-style-type: none"> Enable Touch Net Student Account center to allow more payment options online for students 	<ul style="list-style-type: none"> Allow students to check their balance, make payments via credit card, store a payment method and view payment history.
	Self-service enhancements	<ul style="list-style-type: none"> Implement new SSB 9 functionalities 	<ul style="list-style-type: none"> Enhance online experience for students, faculty, and staff
	Digital Ucard	<ul style="list-style-type: none"> Implement Ucard solution as multipurpose photo id with animated branding to increase security 	<ul style="list-style-type: none"> Students will access campus buildings and make purchases - both on campus and off-campus partners - through their digital Ucard
	Automate admissions 101	<ul style="list-style-type: none"> Create a Banner process to autogenerate high school applicants decisions and offers within one business day 	<ul style="list-style-type: none"> Positively impact conversion rate of high school applicants
	COVID Vaccine Documentation	<ul style="list-style-type: none"> Update the COVID Pre-screening tool to allow ability to upload and track immunization record. 	<ul style="list-style-type: none"> Supporting to ensure a safe return to campus for faculty, students, staff, and visitors
YEAR 1	Self-service enhancements	<ul style="list-style-type: none"> Continue to implement new SSB 9 functionalities 	<ul style="list-style-type: none"> Enhance online experience for students, faculty, and staff
	Banner Modernization Phase 1	<ul style="list-style-type: none"> Implement newer technology products (Ellucian Experience) 	<ul style="list-style-type: none"> Enhance online student/faculty experience by providing tools to effectively engage and increase performance
YEAR 2	Retire SSB 8	<ul style="list-style-type: none"> Provide a seamless online experience 	<ul style="list-style-type: none"> Enhance online experience for students, faculty, and staff
	Banner Modernization Phase 2	<ul style="list-style-type: none"> Implement newer technology products (ILP) 	<ul style="list-style-type: none"> Reduce the customization in the current LMS scheduler and have ability to define the data from Banner into Canvas LMS
YEAR 3	Banner Modernization Phase 3	<ul style="list-style-type: none"> Implement newer technology products (Ellucian Workflow) 	<ul style="list-style-type: none"> Automate business processes to optimize efficiencies across the institution





Board of Governors Election - updated March 2022

Board of Governors Open Elected Positions

Position	Number of Vacancies
Student Governor (undergraduate or graduate)	1



Board of Governors

Updated Election Timeline March 2022*

Process	Proposed Dates
Nomination & Election Process Announcements	Monday, April 4
Nominations Open	Monday, April 11
Nominations Close	Monday, April 18
Review of Candidate Eligibility	Tuesday, April 19 to Friday, April 22
Student Candidate Information Meetings	TBD (if necessary)
Campaign Period (if required)	Monday, May 2 – Wednesday, May 11
Voting Period (if required)	Wednesday, May 11 until Friday, May 13
Voting Results Presented to GNHR for Recommendation (or earlier in writing)	Thursday, May 26 (pending any outstanding investigations per Election Procedures)
GNHR's Recommendation Reported to Candidates	By Monday, May 30
GNHR's Recommendations presented to the Board of Governors for Approval	Wednesday, June 29

*scheduled to run concurrently with Academic Council election

