
AGENDA
Wednesday, May 9, 2018
12:30 p.m. to 4:20 p.m.
55 Bond Street, DTB 524

No.		Topic	Lead	Allocated Time	Suggested End Time
		PUBLIC SESSION			
1		Call to Order	Chair		
2		Agenda (M)	Chair		
3		Conflict of Interest Declaration	Chair		
4		Chair's Remarks	Chair		
5		Minutes of Public Session of Meeting of March 7, 2018* (M)	Chair		12:35 p.m.
6		President's Report: • Moving Ground Plane Update	S. Murphy	5	12:40 p.m.
7		Community Presentations		15	12:55 p.m.
8		Academic Council Report	S. Murphy	15	1:10 p.m.
	8.1	Centre on Hate, Bias and Extremism* (M)			
	8.2	Bachelor of Technology in Sustainable Energy Systems* (M)			
9		Co-Populous Report	J. Wilson	5	1:15 p.m.
		Committee Reports			
10		Audit & Finance Committee Report	N. Allen	40	1:55 p.m.
	10.1	2018-2019 Budget* (M)(P)	R. Bailey/ C. Elliott		
	10.2	2019-2020 Tuition & Ancillary Fees* (M)			
11		Governance Nominations & Human Resources Committee Report	K. Brearley	20	2:15 p.m.
	11.1	Policy on Sexual Violence for Students and Procedures for Responding to Incidents of Sexual Violence – Annual Report* (U)	R. Bailey		
	11.2	Policy Framework Review* (U)(P)	C. Foy		
	11.3	Governance & Nominations Committee of Academic Council* (U)			
	11.4	2018-2019 Election Results* (M)			
12		Strategy & Planning Committee Report	V. Wafer	5	2:20 p.m.

No.		Topic	Lead	Allocated Time	Suggested End Time
13		Consent Agenda: (M)	Chair	5	2:25 p.m.
	13.1	Minutes of Public Session of Board of Governors Meeting of December 7, 2017*			
	13.2	Minutes of Public Session of Audit & Finance Committee Meeting of February 21, 2018*			
	13.3	Minutes of Public Session of Governance, Nominations & Human Resources Committee Meeting of February 7, 2018*			
	13.4	Minutes of Public Session of Strategy & Planning Committee Meeting of January 24, 2018*			
	13.5	Bank of Montreal Banking Resolution*			
	13.6	Endowment Disbursement*			
14		Information Items:			
	14.1	Final Assessment Summary Reports from Academic Council (available upon request): <ul style="list-style-type: none"> • Bachelor of Science in Health Physics and Radiation Science • Bachelor of Science in Nursing • Bachelor of Arts in Communication and Digital Media Studies • Master of Science and Doctor of Philosophy in Modelling and Computational Science 			
	14.2	18-Month Follow Up Reports from Academic Council (available upon request) : <ul style="list-style-type: none"> • Bachelor of Arts in Legal Studies • Bachelor of Science in Health Physics and Radiation Science • Bachelor of Science in Biological Science • Master of Science and Doctor of Philosophy in Applied Bioscience 			
	14.3	SIRC Building Construction Project*			
	14.4	Board Retreat: May 16 & 17, 2018			
	14.5	Convocation: June 7 & 8, 2018			
15		Other Business			
16		Adjournment (M)			2:30 p.m.
No.		Topic	Lead	Allocated Time	Suggested End Time
		NON-PUBLIC SESSION (material not publicly available)			2:45 p.m.
17		Call to Order	Chair		
18		Conflict of Interest Declaration	Chair		
19		Minutes of Non-Public Session of Meeting of March 7, 2018* (M)	Chair		2:50 p.m.

No.		Topic	Lead	Allocated Time	Suggested End Time
20		President's Report	S. Murphy	10	3:00 p.m.
	20.1	Debenture Check-in			
	20.2	Continuing Appointment, Tenure & Promotion Recommendations* (M)			
	20.3	Presidential Transition			
		Committee Reports (confidential items only)			
21		Audit & Finance Committee (A&F)			
	21.1	A&F Report: (a) Vaso's Field Project* (M) (b) City of Oshawa Update*	N. Allen	20	3:20 p.m.
22		Governance Nominations & Human Resources Committee (GNHR)			
	22.1	GNHR Report	K. Brearley	5	3:25 p.m.
	22.2	Legal Update – Privileged & Confidential	C. Foy	10	3:35 p.m.
23		Strategy & Planning Committee (S&P)			
	23.1	S&P Report	V. Wafer	5	3:40 p.m.
24		Student Association Litigation Wrap-Up – Privileged & Confidential (report available on portal)	C. Foy	10	3:50 p.m.
25		Confidential Questions (if any) Regarding Public Session Items	Chair	5	3:55 p.m.
26		Consent Agenda (M):	Chair	5	4:00 p.m.
	26.1	Minutes of Non-Public Session of A&F Meeting of February 21, 2018*			
	26.2	Minutes of Non-Public Session of GNHR Meeting of February 7, 2018*			
	26.3	Minutes of Non-Public Session of S&P Meeting of January 24, 2018*			
27		Other Business	Chair	5	4:05 p.m.
28		In Camera Session	Chair	10	4:15 p.m.
29		Termination (M)	Chair	5	4:20 p.m.

Becky Dinwoodie, 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.*

 **UNIVERSITY
OF ONTARIO** BOARD OF GOVERNORS' 106th REGULAR MEETING
INSTITUTE OF TECHNOLOGY & ANNUAL GENERAL MEETING (PUBLIC SESSION)

Minutes of the Meeting of Wednesday, March 7, 2018

2:50 p.m. – 4:05 p.m.

55 Bond Street, DTB 524

GOVERNORS IN ATTENDANCE:

Doug Allingham, Board Chair

Nigel Allen, Chair of Audit & Finance Committee

Karyn Brearley, Chair of Governance, Nominations & Human Resources Committee

Valarie Wafer, Chair of Strategy & Planning Committee

Fardan Ali

Jeremy Bradbury (*via teleconference*)

Thorsten Koseck

Jay Lefton (*via teleconference*)

Steven Murphy, President (*ex-officio*)

Dietmar Reiner (*via teleconference*)

Bonnie Schmidt

Mary Steele

Shirley Van Nuland

Jim Wilson

Yowsif Yakub

REGRETS:

Stephanie Chow, Chair of Investment Committee

Don Duval

Lisa Edgar

Andrew Elrick

Francis Garwe

Mary Simpson

Mike Snow

John Speers

Noreen Taylor, Chancellor (*ex-officio*)

BOARD SECRETARY:

Becky Dinwoodie, *Assistant University Secretary*

UOIT STAFF:

Robert Bailey, *Interim Provost & VP Academic*

Craig Elliott, *Chief Financial Officer*

Cheryl Foy, *University Secretary & General Counsel*

Doug Holdway, *Interim VP of Research, International and Innovation*

Andrea Kelly, *Assistant to the University Secretary & General Counsel*
Brad MacIsaac, *Assistant Vice-President, Planning & Analysis*
Susan McGovern, *VP External Relations & Advancement*
Cathy Pitcher, *Assistant to the President*

GUESTS:

Mike Eklund, *UOIT FA (via teleconference)*
Kaitlynn Gambier, *UOIT Alumni Association*
Christine McLaughlin, *UOIT FA*

1. Call to Order

The Chair called the meeting to order at 2:50 p.m.

2. Agenda

Upon a motion duly made by N. Allen and seconded by S. Van Nuland, the Agenda was approved as presented.

3. Conflict of Interest Declaration

There were no conflict of interest declarations.

4. Chair's Remarks

The Chair began by acknowledging that the meeting was being held on land that is the traditional territory of the Mississaugas of Scugog Island First Nation. He welcomed everyone to the third Board meeting of the year and the first of 2018. He noted it is an exciting time in the history of the university as they welcome President Steven Murphy. The Board looks forward to working with Steven to continue building on the strengths of the university and to realize its full potential. He noted that the President's Installation is scheduled for May 8 and encouraged everyone to attend.

The Chair also welcomed Thorsten Koseck, the newest governor, to the Board and asked him to introduce himself.

(J. Bradbury joined at 2:53 p.m.)

The Chair announced the members of the Presidential Transition Committee (PTC):

- Francis Garwe – external governor member
- Doug Holdway – senior leadership team member
- Catherine Davidson – senior academic committee member
- Shilpa Dogra – faculty member
- Patricia Jennett – student member

- Reem Ali – administrative staff member
- Sue McGovern – communications team member
- Cathy Pitcher – Assistant to the President
- Becky Dinwoodie – Assistant University Secretary

As Board Chair, he would be chairing the PTC. The Board's Executive Committee selected the members following an expression of interest process and was pleased with the quality of the submissions. The Board is confident that with the help of the PTC and the entire university community, the President will have a successful orientation and transition.

5. Approval of Minutes of the Meeting of December 7, 2017

This item was inadvertently missed and will be approved at the next meeting.

6. President's Report

The President discussed several of the highlights of his first week, including the reception with the Board, the university's Open House, meeting Academic Council and chairing his first meeting of the Academic Council Executive Committee. He also discussed the upcoming Pi Day, a day of giving and building a culture of philanthropy.

Committee Reports

7. Audit & Finance Committee (A&F)

7.1 A&F Report:

N. Allen delivered the A&F report.

Third Quarter Financial Reports

At the last meeting, the committee received a high-level overview of the third quarter financial reports, which were included in the Board's meeting material. The reports show a reduction of \$0.7M in purchased services, which reflect a \$0.6M in savings due to a decrease in overhead costs for shared services, as negotiated with Durham College. A good news story for the university is that on February 12, 2018, the Minister of Economic Development announced that Ontario is investing a total of \$4.0M to enhance its one-of-a-kind ACE facility by adding the moving ground plane. The University is contributing \$0.5M and Magna International is contributing \$1.0M. In addition, Multimatic is also providing engineering services from a team of highly talented automotive engineers to help develop the moving ground plane.

N. Allen reported that the committee had an engaged discussion about the forecasted surplus. The current forecast is showing a surplus, after capital expenses, of \$13.0M. The surplus includes \$4.7M earmarked in the 2017 – 18 budget for building and deferred maintenance and operational reserves, which will not be utilized at the end of the fiscal year. Consistent with prior years, and at year-end, management will make a recommendation to A&F to internally

restrict actual surplus for future projects to improve and invest in the university's campus facilities, faculties and student aid.

2018-2019 PhD Engineering Tuition Fees

N. Allen directed the Board to the report setting out the information for the proposed tuition changes, which was included in the meeting material. In accordance with section 9(1)(k) of the *UOIT Act*, the Board is responsible for establishing fees and charges for tuition. It is the responsibility of A&F under its Terms of Reference to review and recommend the approval of tuition fees. At the committee's last meeting, A&F recommended amending the 2018-19 PhD Engineering tuition fees to match all other UOIT PhD rates.

Upon a motion duly made by N. Allen and seconded by J. Bradbury, pursuant to the recommendation of the Audit & Finance Committee, the Board of Governors approved the amended 2018-19 PhD Engineering tuition fees to match all other UOIT PhD rates, as presented.

2018-2019 Laptop Procurement

In accordance with the university's Signing Authority Registry and Approval Procedures, any contract worth more than \$1,000,000 requires the approval of the Board of Governors. The report summarizing the information relating to the laptop procurement was included in the meeting material.

Upon a motion duly made by N. Allen and seconded by M. Steele, pursuant to the recommendation of the Audit & Finance Committee, the Board of Governors approved the expenditure of ~\$2.4M for procurement, via an open competition amongst OECCM-selected vendors, of laptop, tablet and desktop equipment required to support the UOIT Technology Enriched Learning Program and internal needs for the 2018-19 academic year.

7.2 Budget

C. Elliott reviewed highlights of the 2018-2019 budget material that was distributed in advance of the meeting. He discussed the prioritization of the budget "asks" in light of the university's strategic plan. He also reviewed the budget schedule.

8. Investment Committee

8.1 Investment Report

N. Allen delivered the Investment Committee report in S. Chow's absence. He provided an update on the performance of the university's portfolio. At the last meeting, the committee received an environment, social and governance (ESG) update from the university's investment manager, PH&N, as well as an educational session on the effect of US tax policies.

9. Governance Nominations & Human Resources Committee (GNHR)

9.1 GNHR Report:

By-laws Implementation Plan

At the last meeting, the committee reviewed the proposed By-laws Implementation Plan in preparation for the updated By-laws coming into effect on September 1, 2018. Most of the changes to By-law No. 1 are administrative in nature. The priority of the implementation plan for By-law No. 2 is consideration of establishing a governance committee for Academic Council. There is also an extensive Parking Lot of work to be completed.

Intellectual Property Policy

GNHR received a presentation on the university's review and update of the Intellectual Property Policy, which included an overview of the drivers of change for the policy. The presentation summarized the key proposed changes to the policy, as well as the main topics of debate

Annual Pension Plan Report

The committee also received the Annual Pension Plan Report for review, which is a robust compliance program – a copy of the report is available upon request made to the Office of the University Secretary & General Counsel.

Policy Framework Review

GNHR received a presentation on the Policy Framework Review that is underway. The Policy Framework was approved in November 2014. Under the Policy Framework, all policy instruments must be reviewed at least every three years. A summary of the Policy Framework Review was included in the public Board materials for reference.

10. Strategy & Planning Committee (S&P)

10.1 S&P Report

V. Wafer delivered the S&P report.

Transformation of Technology Enabled Learning

At the last meeting, the committee received an update on the university's Technology Enhanced Learning Environment program. There was a discussion of the transition planning being done to confirm the viability of the Faculty of Engineering and Applied Science, Faculty of Energy Systems and Nuclear Science, and the Gaming program for the Bring Your Own Device program, with a target cutover of this third and final phase for September 2019.

The Bring Your Own Device program continues to provide the curriculum-specific software, which supports our leadership as an innovator in technology-oriented higher education. Removal of the hardware component of the TELE offering has enabled substantial reduction in students' ancillary fees. A copy of the report is available for information.

Environmental/Competitive Scanning

In accordance with the committee's Terms of Reference, it is the committee's responsibility to engage in broad strategic planning by reviewing plans supporting the implementation of the strategic plan, including those that reinforce the core mission of the university and those that relate to strategic differentiation and positioning. At the committee meeting in October 2016, the Provost reviewed the Trends for Higher Education report from the Society for College and University Planning with a UOIT lens on the items. The committee agreed that the in-depth review should be shared every three years and each year a brief highlight would be discussed.

At the last meeting, the committee was provided with a twelve-minute video entitled "Addressing Forces for Change". The committee provided positive feedback on the video and will use several points from it to guide future discussion. If you would like a copy of the report or a link to the video, please contact the Office of the University Secretary & General Counsel.

Integrated Planning

The committee also received an integrated planning update. At the March 2017 Board of Governors Retreat, a draft of the Integrated Academic Plan was shared and each Dean walked through highlights of their Faculty's Academic Plan. The university now has "version 0" of an integrated academic plan, which was presented to Academic Council for discussion in January. UOIT's Integrated Academic Plan will be revised annually and will inform support unit plans that will subsequently be incorporated into a university-wide Integrated Operational Plan. This in turn will directly inform the development of our next Strategic Plan and Strategic Mandate Agreement with an eye to the resources required to support these.

Student Success

Brad MacIsaac provided an update on Student Success initiatives. The University's 2012-2016 Strategic Plan highlighted the critical goal of increasing student retention. Since that time, multiple new actions were undertaken across the university. While these efforts ultimately resulted in attaining our target goal of a 3% increase in student retention by 2016, the potential impact of a more coordinated, strategic approach was highlighted as a need moving forward. There was a discussion of the shift away from the term "retention" and focusing on integrated student supports to enhance student success.

In the fall of 2017, a Student Success Committee was formed to examine how we could enhance collaboration and coordination across faculties, the Registrar's office, Student Life

office, and other related administrative bodies. The current priorities of the Student Success Committee are:

- First-year and Learner Support Programming
- Academic Advising
- Communication & Cultural Change

11. Consent Agenda:

Upon a motion duly made by S. Van Nuland and seconded by V. Wafer, the Board approved the following items on the Consent Agenda:

- 11.1 Minutes of the Audit & Finance Committee Meeting of November 22, 2017
- 11.2 Minutes of the Governance, Nominations & Human Resources Committee Meeting of November 15, 2017
- 11.3 Minutes of the Investment Committee Meeting of November 22, 2017
- 11.4 Minutes of the Strategy & Planning Committee Meeting of October 16, 2017
- 11.5 Ancillary Fee Protocol

12. Information Items (available upon request):

The Chair noted that as a result of the Board's feedback last year, efforts are being made to streamline the volume of material provided to the Board. As a result, the information items are available upon request made to the Office of the University Secretary and General Counsel.

- 12.1 Annual Investment Report on Environmental, Social & Governance Factors
- 12.2 Transformation of Technology Enabled Learning
- 12.3 Integrated Planning
- 12.4 Annual Pension Plan Report
- 12.5 Risk Management Work Plan
- 12.6 SIRC Building Construction Project
- 12.7 President's Installation: May 8, 2018
- 12.8 Board Retreat: May 17 & 18, 2018
- 12.9 Convocation: June 7 & 8, 2018

13. Termination of Public Session

Upon a motion duly made by K. Brearley and seconded by T. Koseck, the public session terminated at 3:23 p.m.

Becky Dinwoodie, Secretary



BOARD REPORT

SESSION:

Public
 Non-Public

ACTION REQUESTED:

Decision
 Discussion/Direction

TO: Board of Governors

DATE: May 9, 2018

PRESENTED BY: Steven Murphy, President and Vice-Chancellor

SUBJECT: Proposal for the Centre on Hate, Bias and Extremism

RECOMMENDATION:

- The Research Board, at its January 23, 2018 meeting, reviewed the proposal by Dr. Barbara Perry to establish a Centre on Hate, Bias and Extremism and unanimously approved the motion of a recommendation that it go forward to Academic Council.
- Academic Council reviewed the proposal at its meeting on March 20, 2018 and unanimously recommend it to the Board of Governors for approval.
- Academic Council is seeking the Board’s approval of the establishment of the Centre on Hate, Bias and Extremism, as presented.

BACKGROUND/CONTEXT & RATIONALE:

Hateful ideas about foreigners, immigrants and various cultural minority groups are traditionally accompanied by, and enable, prejudicial practices such stereotyping, discrimination and hate crimes – that is, crimes motivated by hatred and bias. Recent years have seen dramatic increases in hateful, biased and extremist ideas, movements and practices, with violent and sometimes fatal consequences (e.g., mass shooting of Muslims in a Quebec City mosque). Sadly, there has not in recent memory been a time in which increased capacity to understand and counter hate, bias and extremism has been so necessary. To this end, the Faculty of Social Science and Humanities, with the help of a colleague in the Faculty of Education, is proposing a Centre on Hate, Bias and Extremism.

Globally, extremist violence, in myriad forms, is on the rise. The refugee crises brought

on by persecution, the resurgence of far-right politics of hate in Europe and the United States support the timely need to understand and counter hate, bias and extremism. In Canada, there are also growing signs of intolerance. The latest Canadian data on police-reported hate motivated crimes indicated a 5% increase between 2014 and 2015 and a further 3% increase between 2015 and 2016, (Statistics Canada, 2017). More recently, in the aftermath of the election of Donald Trump in the US, media and law enforcement have noted significant upticks in hate crime and hate speech targeting LGBTQ, Muslim, immigrant, and Jewish communities, in particular. This has been accompanied by increased visibility and activism among right-wing extremists (Bryan, et al., forthcoming). Successive RCMP terrorism assessments have also warned of the risk of home-grown and foreign terrorism associated with Islamist extremism. Generally speaking, the attendant prejudices and biases that underlie hate-motivated actions show a stubborn persistence over time, as sizable proportions of the Canadian population appear to harbour negative, sometimes hostile perceptions toward, *inter alia*, LGBTQ, immigrant, Muslim, and Indigenous communities (Geddes, 2013; Soroka and Robinson, 2010). Recent crises in policing – disproportionate shootings of black people, racial profiling, systemic racism and sexual harassment in the RCMP, for instance – also draw attention to the prevalence of bias within law enforcement. There is, then, an urgent need in Canada, and globally, to build a comprehensive understanding of hate crime, bias and extremism that will lead to intervention strategies for government, law enforcement and community agencies. The Faculty of Social Science and Humanities is aptly positioned to create a Centre for Research and Intervention on Hate, Bias and Extremism to study and concretely respond to the growing and inter-related social problems of hate, bias and extremism in Canada and abroad.

The Centre on Hate, Bias and Extremism (CHBE) will assemble internationally recognised researchers located at UOIT along with academic and community partners locally and globally to research and counter hate, bias and extremism to promote an equal, inclusive and non-discriminatory society. The mission is to:

Advance awareness, understanding and prevention of hate, bias and extremism by providing research that will inform evidence based policies and practices to promote a just and equitable society for all.

CHBE will bring together researchers from UOIT, along with collaborators and international researchers through the creation of an open and dynamic intellectual space to produce, exchange and disseminate knowledge about historical and contemporary patterns of hate, bias and extremism in Canada. The goal of the CHBE is to understand and develop strategies to counter the social conditions that motivate hate, bias and extremism, past and present, in Canada and around the world. Specifically, the Centre will facilitate networks with local, national and international academics, law enforcement, government and community agencies to examine the social causes, sources, incidents, and consequences of hate, bias and extremism. The Centre will broadly disseminate research results to enhance public awareness and better inform public knowledge and opinion. Further, it will enable evidence-based policies and programs intended to counter hate, bias and extremism.

In short, the core objectives of the Centre are to:

1. Investigate critical social challenges and increase Canadian research capacity in the inter-related areas of hate, bias and extremism;
2. Encourage interdisciplinary and multi-sectoral research and scholarship in the areas of hate, bias and extremism;
3. Promote community engagement and awareness through broad dissemination of research results;
4. Support training of students, postdoctoral fellows, academics, practitioners and the public to build capacity in Canada;
5. Develop solutions to benefit Canada and the international community, through the development of evidence-based policy, practice and programming in the private and public sectors.

RESOURCES REQUIRED:

The budget and draft funding plan (from Advancement) outline expenses and anticipated sources of income. The only resource requests asked of the Faculty and/or university are two office spaces (one for RAs and administrative assistant, and one for interviews/public meetings), and one course release per year for the Director.

IMPLICATIONS:

There is a great deal to be gained by the establishment of the Centre. It will enhance the reputation of the university as a leader in the field of hate studies. Dr. Perry is already widely recognized by the academy, the media and policy makers as the leading scholar on hate crime and right-wing extremism in Canada, and globally. The presence of the Centre at once exploits that recognition and expands it. It will also draw even more research dollars and students/post-doctoral fellows. The Centre will also strengthen community partnerships through training as well as collaborative work on program development. There are also streams that are intended to bring in additional revenue, namely the training and workshops. The research and community engagement developed under the Centre will also directly enhance evidence-based policy making in the field of hate, bias and extremism – all key priorities of the federal and provincial (Ontario) governments at this time.

The research, training and programming coming out of the Centre will have significant community impacts. The broad dissemination of research on hate, bias and extremism will shape evidence-based policy and practice in the community and among provincial, federal and global decision-makers. As noted in the proposal, many of the affiliated faculty members are already engaged with stakeholders who will benefit from and contribute to our activities.

ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:

The Centre's core research emphases align with two of the six strategic research themes of the university: 1) Human Health and Community Wellness; and, 2) Information

and Communication Technology (ICT) and Informatics.

- *Human Health and Community Wellness.* The Centre’s research focuses on how (in)tolerance for hate, bias and extremism may cement community bonds or break them; build trust between community members or undermine them; support peace and harmony or incite hatred and violence; encourage civic participation or foster alienation; inform and inspire citizens to participate in democratic decision-making or distract and manipulate them to take up violence. The Centre will explore how hate, bias and extremism undermine the livability of communities, locally, regionally, nationally and globally, and will develop and promote strategies and tactics for countering these ills in order to foster community wellness in Canada and elsewhere.
- *Information and Communication Technology (ICT) and Informatics.* ICTs are part and product of a society’s economy, politics, and culture. The Centre’s research examines how information and communication technologies (ICTs) and digital media may be used to support or undermine the actors, movements and ideologies spreading hate, extremism and bias in society. It explores how the old and new means of imparting and receiving messages and images may be used by a plurality of actors to promote and protect or discourage and destroy the values of cultural diversity, equity, social justice and empowerment. By studying ICTs as a tool of hate, extremism and bias, as well as a means to counter these social ills, the center analyzes ICTs with regard to social power relations and consequences.

It is important to note that the CHBE also supports UOIT’s strategic “vision” and “mission” in general—and FSSH’s vision and mission in particular—while advancing research, teaching and knowledge mobilization activities that complement the intellectual and pedagogical work done by the FSSH and across UOIT faculties. UOIT’s strategic vision is to “advance the discovery and application of knowledge that accelerates economic growth, regional development and social innovation and inspires graduates who will continue to make an impact on the world, as it is and as it will be.” The CHBE will support this vision by pursuing, generating and circulating knowledge about the economic, political, technological and cultural dimensions of hate, bias and extremism in society while using this knowledge to understand and change the world around us for the better. Both the emphases on enhancing awareness, and promoting evidence-based policy work toward social change that minimizes the negative impacts of our growing diversity, promote the strategic vision of our faculty and university.

The strategic “Vision” of the FSSH is as follows: “Through scholarship, teaching and public service, the FSSH attempts to promote human rights, justice, equality, and inclusiveness throughout the region, nation, and world at large.” The Centre aims to support the FSSH’s “Vision” through scholarship about hate, bias and extremism in our complex and fast-changing society, teaching courses about relevant topics, trends, debates and problems pertaining to hate, bias and extremism, and doing public service, by using communications and digital media tools to support social movements, practices and policies that fight extremism, racism and oppression, advocate for social justice and advance social change for the better. It must also be noted that the development of the

Centre is embedded in our latest Strategic Plan, and will be supported by funding one course release per year for the Director.

ALTERNATIVES CONSIDERED: NA

COMPLIANCE WITH POLICY/LEGISLATION:

The work of the Centre links to important foci among core international human rights agencies. The Office of Security and Cooperation in Europe, for example, highlights the need to better understand and respond to hate and related forms of discrimination and violence through its Office for Democratic Institutions and Human Rights (ODIHR). The Centre's research, awareness and policy initiatives will align with the Office's particular interests in countering terrorism, gender inequality, intolerance and discrimination. Dr. Perry is connected to ODIHR through research partnerships. She has also addressed their annual general meetings to speak on hate in North America. Similarly, the Centre's focus on research and programming around countering hate and extremism will support the United Nations commitment to "maintaining international peace and security" and "protect human rights."

The Centre's potential for sustainability is also demonstrated by its alignment with current federal and provincial priorities in Canada. The recent M-103 (2017) expressed Canada's commitment to the protection of faith communities in condemning not just Islamophobia but "all forms of systemic racism and religious discrimination," while also highlighting the need for more comprehensive research in the area. In April of 2017, Foreign Affairs Minister Freeland told the World Jewish Congress that the Canadian government "has promised to tackle another problem in Canadian communities – anti-Semitism" (Globe and Mail). She also said that the federal government would double the funding for a security infrastructure program that enables communities to defend against hate crime, by adding technology and other related equipment. The 2016 federal budget set aside \$35-million over five years, with \$10-million thereafter, for a Canada Centre for Community Engagement and Prevention of Violence (CCCEPV). The Centre will address three of the four key pillars of that office: policy, research and evaluation; public education and awareness; and community collaboration. The Centre is also aligned with the establishment of an Ontario Racism Directorate, and the recently adopted Ontario Anti-Racism Strategic Plan (June, 2017), specifically with respect to its emphasis on policy, research and evaluation; public education and awareness; and community collaboration. These parallel developments are associated with increased grant and contract opportunities around the broad themes of hate, bias and extremism.

The proposal also complies with the university's Procedures for the Establishment of Research Entities

NEXT STEPS:

Depending on the outcome, the Office of the University Secretary & General Counsel will communicate the Board's decision to the Chair of the Research Board.

MOTION FOR CONSIDERATION:

Pursuant to the recommendation of the Academic Council, the Board of Governors hereby approves the establishment of the Centre for Hate, Bias and Extremism, as presented.

SUPPORTING REFERENCE MATERIALS:

1. Summary of Procedures for the Establishment of Research Units, Centres and Institutes
2. Letter of support from the Dean of the Faculty of Social Science and Humanities
3. Proposal for the Centre of Hate, Bias and Extremism

**SUMMARY OF PROCEDURES
FOR THE ESTABLISHMENT OF RESEARCH UNITS, CENTRES AND INSTITUTES**

1. Application to Establish Research Units, Centres and Institutes

- 1.1. A research unit/centre/institute is recognized and designated following review and approval, first by the faculty or faculties involved and then by the Research Board, Academic Council, and the Board of Governors.

2. Proposal for the creation of a research unit/centre/institute

2.1. Name of the Unit/Centre/Institute and type of entity

2.2. Proposers – including name, title, and contact information

2.3. Background Description and Justification

- 2.3.1. Explain why the entity is needed at UOIT, and if possible, the larger community. Describe how the entity will foster synergistic collaboration, which would not otherwise be possible, and how the entity would facilitate research among scholars within the university and in the wider community.

2.4. Research Mandate

- 2.4.1. Outline the type of research to be performed and identify the scope of activities envisaged.
2.4.2. Explain how the research activities align with UOIT's Strategic Research Plan.
2.4.3. Provide evidence for long-term sustainability of the entity, including research activities that go beyond collaboration on a single project.

2.5. Student Involvement and Training

- 2.5.1. Explain the level and type of involvement of undergraduate or graduate students in the entity's activities. Describe the unique research and training opportunities that will arise as a result of the entity.
2.5.2. Describe the contribution, if any, to the development of new courses, seminars, or instructional programs in collaboration with the appropriate Faculty/ies.

2.6. Research Dissemination and Service Plan

- 2.6.1. Describe any unique plans for dissemination of research, and/or how the research entity will provide service and impact programs and policies within UOIT and to the outside community.

2.7. Membership List, CVs and Affiliations

- 2.7.1. Provide the name, faculty (or institutional affiliation), Curriculum Vitae, and expected contribution of principal members.
2.7.2. Research entities shall not normally require the hiring of new full-time academic faculty. Each member, including the director, should hold an academic appointment at the university.

2.8. Resource Requirements

2.8.1. Physical Requirements

- 2.8.1.1. Explain the type, size and location of space desired, and how the desired space is appropriate to the proposed research entity's needs. Specific space commitments must be secured from the office of the Provost. Mention all special equipment or other requirements that have space implications.
2.8.1.2. Provide a complete list of all required resources and equipment including computers, phones, and copiers. Specify what internal resources (i.e. library, audio-visual) will be used and to what extent.

2.8.2. Staffing Requirements

- 2.8.2.1. Explain any requirements for administrative, and/or technical personnel support from the University. List the following for each support staff member:
 - Proposed Employer (University or Entity)
 - Role or Duties
 - Source of Compensation
- 2.8.2.2. For personnel within the research entity who are employees of external institutions or corporations and not employees of UOIT, provide copies of agreements outlining the obligations of both UOIT and the external institution or corporation.

2.8.3. Budget and Financial Requirements

- 2.8.3.1. Prepare a detailed budget projection for the first five years of operation, including all sources of income, expected expenses/disbursements.
- 2.8.3.2. Start-up funding may be available for the establishment of research entities. If start-up funding is requested, its need must be clearly justified.
- 2.8.3.3. A plan for long-term financial sustainability, including external funding, must be provided.

2.9. Intellectual Property and Commercialization

- 2.9.1. Describe any proposed arrangements with members (including members from external institutions) relating to the ownership and/or commercialization of intellectual property created through work undertaken at the Research Entity
- 2.9.2. Describe proposed arrangements for the conduct of private sector contract research.

3. Evaluation of a Proposal for the creation of a Research Unit, Centre or Institute

- 3.1. Proposals will be evaluated on the following criteria:
 - Clearly Identified Goals and Objectives that align with UOIT’s Strategic Research Plan.
 - Permanence beyond collaboration on a single project
 - Ability to attract scholars to UOIT (including post-doctoral fellows, visiting professors, and other scholars)
 - Long-term sustainability and ability to attract external funding
 - Quality of Training for future researchers (including undergraduates, graduate students, and post-doctoral fellows)

4. Approval of a research unit/centre/institute

- 4.1. The authority to establish a research unit/centre/institute resides with the Board of Governors, on recommendation of the Research Board and Academic Council.
- 4.2. Proposals are submitted to the Dean(s) of the appropriate Faculty(ies) for approval. If approved at this stage, proposals will be transmitted to the Research Board for formal review. On receipt of a proposal to establish a new unit/centre/institute, the Research Board will appoint an Ad Hoc Review Committee, who will submit a summary report and recommendation to the Research Board.
- 4.3. If approved, the Research Board will forward its recommendation to the Academic Council for review and approval.
- 4.4. If approved by the Academic Council, the recommendation to establish a research unit/centre/institute will be forwarded to the Board of Governors.

January 30, 2018

Dear Members of Academic Council:

The Faculty of Social Science and Humanities strongly supports the proposal to create the UOIT Research Centre for the Study of Hate, Bias and Extremism. The Centre for the Study of Hate, Bias and Extremism directly aligns with the Faculty strategic research priorities, academic programs and the research strengths of the Faculty.

The Faculty of Social Science and Humanities, has committed financial resources (e.g. teaching release) to the Centre to ensure its success; in addition, the Faculty will assume any financial risk associated with this initiative. The funding for the Centre will come from external grants, contracts, and donations.

The Centre will provide a framework to conduct leading edge research into the dynamics and preventive interventions associated with the physical and psychological violence shaped by hate and extremism and related groups in North America and beyond. In addition, the Centre will provide opportunities for collaboration with faculty members from across the University. As one of the only Centre's of its kind globally, it has the potential to shine a light on the powerful scholarship emerging out of UOIT and have produce significant societal impacts.

Sincerely,



Dr. Peter Stoett, Dean
Faculty of Social Science and Humanities
University of Ontario Institute of Technology
Phone: 905-721-8668, x5856

1. Name of the Centre

Centre on Hate, Bias and Extremism
Research, Resilience, Praxis

2. Proposer

Dr. Barbara Perry

3. Background Description and Justification

Explain why the entity is needed at UOIT, and if possible, the larger community. Describe how the entity will foster synergistic collaboration which would not otherwise be possible, and how the entity would facilitate research among scholars within the university and in the wider community.

Hateful ideas about foreigners, immigrants and various cultural minority groups are traditionally accompanied by, and enable, prejudicial practices such as stereotyping, discrimination and hate crimes – that is, crimes motivated by hatred and bias. Recent years have seen dramatic increases in hateful, biased and extremist ideas, movements and practices, with violent and sometimes fatal consequences (e.g., mass shooting of Muslims in a Quebec City mosque). Sadly, there has not in recent memory been a time in which increased capacity to understand and counter hate, bias and extremism has been so necessary. To this end, the Faculty of Social Science and Humanities, with the help of a colleague in the Faculty of Education, is proposing a Centre on Hate, Bias and Extremism.

Globally, extremist violence, in myriad forms, is on the rise. The refugee crises brought on by persecution, the resurgence of far-right politics of hate in Europe and the United States support the timely need to understand and counter hate, bias and extremism. In Canada, there are also growing signs of intolerance. The latest Canadian data on police-reported hate motivated crimes indicated a 5% increase between 2014 and 2015 and a further 3% increase between 2015 and 2016, (Statistics Canada, 2017). More recently, in the aftermath of the election of Donald Trump in the US, media and law enforcement have noted significant upticks in hate crime and hate speech targeting LGBTQ, Muslim, immigrant, and Jewish communities, in particular. This has been accompanied by increased visibility and activism among right-wing extremists (Bryan, et al., forthcoming). Successive RCMP terrorism assessments have also warned of the risk of home-grown and foreign terrorism associated with Islamist extremism. Generally

speaking, the attendant prejudices and biases that underlie hate-motivated actions show a stubborn persistence over time, as sizable proportions of the Canadian population appear to harbour negative, sometimes hostile perceptions toward, *inter alia*, LGBTQ, immigrant, Muslim, and Indigenous communities (Geddes, 2013; Soroka and Robinson, 2010). Recent crises in policing – disproportionate shootings of black people, racial profiling, systemic racism and sexual harassment in the RCMP, for instance – also draw attention to the prevalence of bias within law enforcement. There is, then, an urgent need in Canada, and globally, to build a comprehensive understanding of hate crime, bias and extremism that will lead to intervention strategies for government, law enforcement and community agencies. The Faculty of Social Science and Humanities is aptly positioned to create a Centre for Research and Intervention on Hate, Bias and Extremism to study and concretely respond to the growing and inter-related social problems of hate, bias and extremism in Canada and abroad.

The Centre on Hate, Bias and Extremism (CHBE) will assemble internationally recognised researchers located at UOIT along with academic and community partners locally and globally to research and counter hate, bias and extremism to promote an equal, inclusive and non-discriminatory society. The mission is to:

Advance awareness, understanding and prevention of hate, bias and extremism by providing research that will inform evidence based policies and practices to promote a just and equitable society for all.

CHBE will bring together researchers from UOIT, along with collaborators and international researchers through the creation of an open and dynamic intellectual space to produce, exchange and disseminate knowledge about historical and contemporary patterns of hate, bias and extremism in Canada. The goal of the CHBE is to understand and develop strategies to counter the social conditions that motivate hate, bias and extremism, past and present, in Canada and around the world. Specifically, the Centre will facilitate networks with local, national and international academics, law enforcement, government and community agencies to examine the social causes, sources, incidents, and consequences of hate, bias and extremism. The Centre will broadly disseminate research results to enhance public awareness and better inform public knowledge and opinion. Further, it will enable evidence-based policies and

programs intended to counter hate, bias and extremism. In short, the core objectives of the Centre are to:

1. Investigate critical social challenges and increase Canadian research capacity in the inter-related areas of hate, bias and extremism;
2. Encourage interdisciplinary and multi-sectoral research and scholarship in the areas of hate, bias and extremism;
3. Promote community engagement and awareness through broad dissemination of research results;
4. Support training of students, postdoctoral fellows, academics, practitioners and the public to build capacity in Canada;
5. Develop solutions to benefit Canada and the international community, through the development of evidence-based policy, practice and programming in the private and public sectors.

The Faculty of Social Science and Humanities is well situated to build upon critical research capacity and academic programming in social justice. The Centre will be led by Dr. Barbara Perry, the proposed Director, who is a recognized global authority on hate crime, and the primary national authority on right-wing extremism in Canada. Further, she is the founding (2013) and current co-Chair of the International Network for Hate Studies, an organization that strives to share information, engage with public policy, and collaborate on research around hate and hate crimes. Dr. Perry has made significant contributions to scholarship on hate crime in Canada, and as a direct result is in high demand among media (e.g. The Agenda, CBC, The Current, The Globe and Mail, and The New York Times) and among police and government policy makers. Dr. Perry also consults regularly with Justice Canada, Public Safety Canada, the RCMP and Canadian HIV/AIDS Legal Network and is very engaged locally with social justice organizations (e.g., PFLAG Durham Region, and the Whitby Ethno-Diversity Advisory Committee).

Additionally, we have developed a strong Steering Committee that brings together interdisciplinary perspectives in Criminology, Communication, Education, Political Economy, and Psychology to further scholarship and praxis around hate, bias and extremism. Members of the Steering Committee have a history of collaboration in

both scholarship and service initiatives around inclusivity and social justice. We have been working together as a research working group for over a year, collaborating on papers, research grants, and faculty-oriented activity (e.g., campus climate survey). The 7 Faculty members share a commitment to furthering scholarship and action around hate, bias and extremism in ways that complement rather than replicate one another. Dr. Perry's emphasis on right-wing extremism, for example, is supplemented by Dr. Douai's focus on Islamist inspired extremism, and Dr. Aquanno's research on the political economy of inequality and marginalization. Dr. Clow's research on gender bias is related to, but distinct from, Dr. Marques's scholarship on the intersection of race and gender. Dr. Laffier's focus on bullying connects with Dr. Mirrlees's consideration of how communications and digital media may reproduce social privilege. Note, too, that the Committee is interdisciplinary, drawing insight from Criminology, Communications, Education, Political Economy, and Psychology. The diversity of our membership enhances our capacity to make collective sense of complex patterns of interpersonal and intercultural engagement.

The Centre, to be hosted at UOIT, is also supported by a strong geopolitical justification. Oshawa is a traditionally white European city, but with a diverse student body at UOIT, as well as an increasingly diverse population as a whole. Four percent shares indigenous ancestry (highest in Oshawa), and 17% of the Durham region population identifies as a visible minority, which constitutes a 5% increase between 2001 – 2016 (Region of Durham Community Trends 2008). Indeed, Durham Region is likely to continue to experience a dramatic increase in non-white, non-Christian populations as newcomers move eastward out of Toronto. Hate and bias often erupt when homogeneous communities are confronted with demographic changes—especially in tough economic times. The establishment of the Centre, in Oshawa, will provide an opportunity for research and intervention within the community and to follow the up-ticks in negative, possibly violent inter-cultural exchanges, that may result from the demographic shifts.

Recognizing the dynamics of rapid change, the recently launched Teaching City initiative promises to make the city (and the region) "a living laboratory," but also a strategically important site for this type of interventionist research. According to the press release, "The City of Oshawa, along with local and regional partners, will develop the

City as a ‘living laboratory’ to address and study complex urban issues and identify opportunities. As a nimble mid-sized municipality that is part of one of North America’s largest urban areas, Oshawa is uniquely positioned to take on this role"

(<https://news.uoit.ca/archives/2017/06/city-of-oshawa,-educational-partners-launch-teaching-city-initiative.php>). Two of the Steering Committee members – Dr. Aquanno and Dr. Perry – spear-headed the first Teaching City project, which was the development of a Diversity and Inclusion Plan for the City of Oshawa. Dr. Aquanno is the UOIT lead for the Teaching City initiative. The Centre will enable us to more deftly respond to similar opportunities as they arise.

There is nothing comparable to the CHBE in Ontario, or indeed in Canada. The two Canadian comparators focus exclusively on extremism, and quite narrowly at that. Their primary foci are around Islamist inspired extremism. While some of our projects will also address this class of extremism, our intended focus is much broader, to include right-wing extremism, environmental extremism, and left-wing extremism for example. The American Centres, as might be expected, focus on American issues, as do the UK based centres, although to a lesser extent. Dr. Perry is currently engaged with all of the Centres except the CPRLV and CSHE.

Canada	US	UK
Canadian Network for Research on Terrorism, Security and Society	Center for the Study of Hate and Extremism	Leicester Centre on Hate Crime
Centre for the Prevention of Radicalization Leading to Violence	Southern Poverty Law Center	Nottingham Centre for Study and Reduction of Hate Crimes, Bias and Prejudice

4. Research Mandate

Outline the type of research to be performed and identify the scope of activities envisaged.

The Centre's goal is to consider the contexts, causes and consequences of hate, bias and extremism. Hate studies, in particular, is an emerging interdisciplinary field, especially in the Canadian context. Canadian scholarship in the area is limited, and as such, the Centre will make significant seminal contributions and shape the direction of study in Canada. In addition, the Centre, through internal research projects and partnerships, as well as engagement with external national and international scholars in the field, will become a hub for the creation and dissemination of knowledge on hate, bias and extremism for government, academics, research networks and law enforcement (Canadian Network on Terrorism, Security and Society; International Network for Hate Studies). Such connections will enable UOIT to engage more colleagues and form additional research partnerships across the globe.

From Islamophobia, to transphobia, to antisemitism, there are significant gaps in our knowledge of the ways in which myriad forms of exclusion and hostility challenge values of inclusion and equity, along lines of race, ethnicity, religion, gender, sexual orientation, disability and other relevant status characteristics, both singly and interactively. Research will explore the historical continuities that underlie contemporary patterns of discrimination, exclusion and violence directed toward those who are othered. In addition to conducting research in this area, the Centre will collaborate with community partners (e.g., Durham and York Regional Police Services, Durham District School Board) to counter and neutralize patterns of hate and bias through knowledge mobilization activities, intellectual exchange, research partnerships, education and training, and evidence-based policy and program development. For example, the newly developed Canada Centre for Community Engagement and Prevention of Violence located within Public Safety Canada (CCCEPV) is mandated to develop a National Strategy on Countering Radicalization to Violence. Current and planned work on right-wing extremism and online radicalization can help to inform the framework and content of that strategy. For example, UOIT Faculty responded to the initial funding call (Community Resilience Fund, October 1, 2017) with 3 proposals for research on the

growth of right-wing extremism in the Trump era, the impacts of online hate, and on online radicalization, as well as one to develop educational programs intended to counter extremism.

Figure 1 below provides a preliminary breakdown of core research areas. This is to be considered organic, in that it will change and evolve over time in light of grants, research priorities, and local, provincial, and federal policy foci. While particular areas of research will change over time in accordance with local and national priorities, and faculty interests, the four core areas will remain constant. They reflect the substantive foci – hate, bias, and extremism – as well as a fourth pillar that is more explicitly in line with action-oriented research and practice: diversity and inclusion.

Research Core Theme 1: Hate The “hate” that is emphasized by scholars within the field of hate studies does not simply reflect the dictionary understanding of hate as dislike or disfavour. Rather, it encompasses a broad array of hostile or negative responses to others based on respective identities. It revolves around prejudices, bias, bigotry, or *-isms*. These are not simply individual emotions and reactions towards those who are not like us. Rather, the hatred that the Centre will explore represents deeply embedded exercises of social, cultural, and political power that are reflected in psychic and physical violence perpetrated against the other. For example, Dr. Perry is currently co-PI of a SSHRC Insight grant exploring anti-Muslim hate crime, and a SSHRC IDG examining how police handle hate crime.

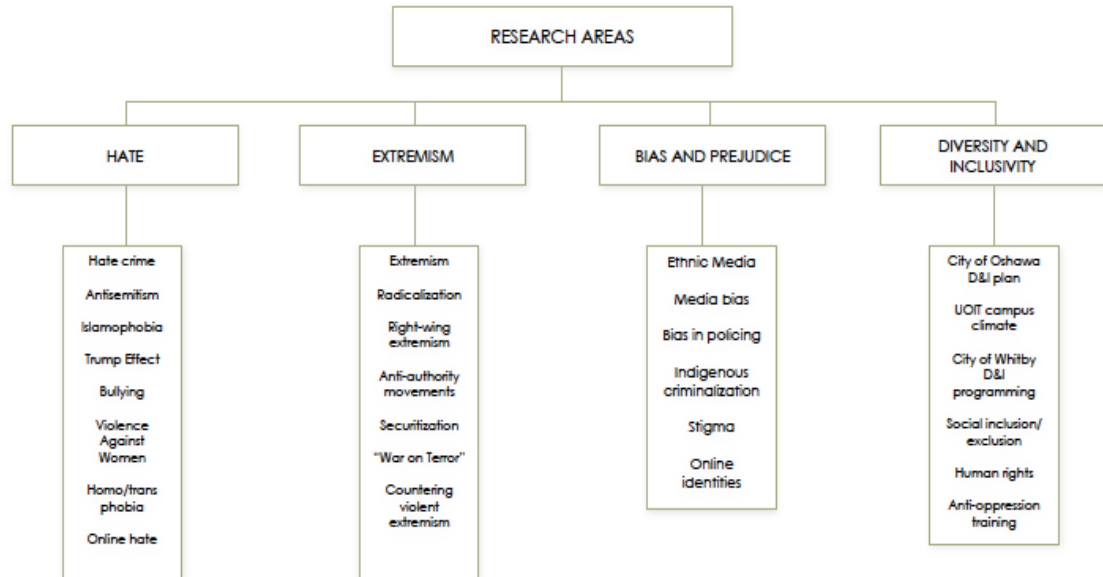
Research Core Theme 2: Extremism Often associated with the term terrorism, extremism refers to political ideologies or actions that greatly deviate from mainstream society, and that are based on fervent commitments to deeply held beliefs. It is characterized by intolerance and rejection of opposing interests, as well as the adoption of moral absolutes. Extremism can be a precursor to terrorism, in that the radical belief system held by the individual or group is used to justify violent actions. While the academic and policy focus has been on Islamist inspired extremism, the work of the Centre would be more expansive, including attention to other extremist movements including right-wing extremism, environmental extremism, and that opposing globalization, as examples. Dr. Perry and Dr.

Mirrlees currently hold a TSAS grant exploring the role of white power music videos in promoting right-wing extremist ideologies.

Research Core Theme 3: Bias Bias, in its most general sense, is treating people unfairly, whether it is unwarranted advantage (e.g., in-group bias, where we favour people who belong to the same groups we do) or disadvantage (e.g., out-group derogation, denying opportunities to people based primarily on their group memberships differing from our own). Researchers at the Centre study bias in many forms, such as the biasing influence of the media, or how bias can impact policing. Bias can also result in stigmatizing views, such as criminal stereotypes of Indigenous populations, and doubts about individuals who were wrongly convicted of crimes. Dr. Clow's current research, for example, explores the stigma attached to those who have been wrongfully convicted of crime.

Research Core Theme 4: Diversity and inclusion Diversity refers to the wide range of human differences in terms of such things as background, perspectives, abilities and culture. Typically, we think about it in terms of identities, that include categories defined by *inter alia* race, ethnicity, Indigenous status, religion, gender, gender identity and gender expression, sexuality, and ability. Inclusion demands that we acknowledge and value the diversity inherent in our society, with the goal of enhancing quality of life for everyone. In an inclusive community, we each have a sense of belonging, acceptance, and are recognized as valued and contributing members of society. The work of CHBE is intended to identify and help challenge barriers to inclusion across sectors. For example, Dr. Aquanno and Dr. Perry successfully led the development of the City of Oshawa's Diversity and Inclusion Plan (2017), calling on City officials to transform their engagement and interaction with historically marginalized groups through the deconstruction of exclusive service, hiring and representational barriers.

Figure 1- current and ongoing research/training areas



To attain the five goals, outlined in section one, the Centre will draw on the broad interdisciplinary expertise within the Faculty of Social Science and Humanities, other UOIT Faculties (Faculty of Education, Faculty of Business and Information Technology), other universities (e.g., Allyson Lunny at York University, Jon Garland at the University of Surrey) and community partners (Canadian Network on Terrorism, Security and Society; International Network for Hate Studies, DRPS, etc). As the Centre develops over time, it is envisioned that opportunities for colleagues in Science, IT and Engineering will develop and help broaden the research perspectives and approaches to interventions. Research fields such as serious gaming, computer science, AI, and machine learning, among others will help enrich the research of the Centre and increase opportunities for societal impact. Potential researchers at UOIT whose work is highly relevant to the Centre and who have expressed interest already: Dr. Masoud Makrehchi (FEAS), Dr. Bill Kapralos (FBIT), and Dr. Chris Collins (FSc), and Dr. Ed Waller (FESNS). We have encouraged our colleagues to consider flowing grants through the Centre to strengthen the feasibility of their funding requests. Once the Centre is approved, we intend to call an open meeting of more colleagues from across the university who might be interested in affiliation with the Centre.

We will continue to engage with our colleagues across the university as the Centre develops. Indeed, one aim is to use the Centre to make an even greater intellectual impact on our local, regional and national communities, while also building our international reputation and connections. The Centre will also benefit from, and in return contribute to, the training of undergraduate, graduate and post-doctoral candidates who share its commitment to social justice and inclusivity. Moreover, students and post-docs will play a crucial role in our research agendas, and in helping to shape the Centre (see Student Involvement and Training below). Collectively, the Steering Committee members have supervised dozens of Research Assistants (undergraduate and graduate), Independent Studies (undergraduate), Major Papers (MA), and theses (undergraduate and graduate). The Faculty of Social Science and Humanities launched two PhD programs in the past 3 years, so we are also beginning to supervise Doctoral students. Our intent is to develop funding for post-doctoral students under the aegis of the Centre.

The Centre will engage in a number of long-term research activities, that will lead to scholarly dissemination and impact, including but not limited to: producing single authored and co-authored research articles and books; facilitating workshops and training; running a certificate program; acting as a source of policy consultation and expertise for public and private actors (leveraging existing relationships with, e.g., Public Safety Canada, Ontario Ministry of the Attorney General, Ontario's Anti-Racism Directorate); hosting a website and conducting social media campaigns; building an annual conference and coordinating targeted symposiums; creating and circulating videos; editing a scholarly journal.

Explain how the research activities align with global priorities and UOIT's Strategic Research Plan.

The work of the Centre links to important foci among core international human rights agencies. The Office of Security and Cooperation in Europe, for example, highlights the need to better understand and respond to hate and related forms of discrimination and violence through its Office for Democratic Institutions and Human Rights (ODIHR). The Centre's research, awareness and policy initiatives will align with the Office's particular interests in countering terrorism, gender inequality, intolerance and

discrimination. Dr. Perry is connected to ODIHR through research partnerships. She has also addressed their annual general meetings to speak on hate in North America. Similarly, the Centre's focus on research and programming around countering hate and extremism will support the United Nations commitment to "maintaining international peace and security" and "protect human rights."

Closer to home, the Centre's core research emphases align with two of the six strategic research themes of the university: 1) Human Health and Community Wellness; and, 2) Information and Communication Technology (ICT) and Informatics.

Human Health and Community Wellness. The Centre's research focuses on how (in)tolerance for hate, bias and extremism may cement community bonds or break them; build trust between community members or undermine them; support peace and harmony or incite hatred and violence; encourage civic participation or foster alienation; inform and inspire citizens to participate in democratic decision-making or distract and manipulate them to take up violence. The Centre will explore how hate, bias and extremism undermine the livability of communities, locally, regionally, nationally and globally, and will develop and promote strategies and tactics for countering these ills in order to foster community wellness in Canada and elsewhere.

Information and Communication Technology (ICT) and Informatics. ICTs are part and product of a society's economy, politics, and culture. The Centre's research examines how information and communication technologies (ICTs) and digital media may be used to support or undermine the actors, movements and ideologies spreading hate, extremism and bias in society. It explores how the old and new means of imparting and receiving messages and images may be used by a plurality of actors to promote and protect or discourage and destroy the values of cultural diversity, equity, social justice and empowerment. By studying ICTs as a tool of hate, extremism and bias, as well as a means to counter these social ills, the center analyzes ICTs with regard to social power relations and consequences.

It is important to note that the CHBE also supports UOIT's strategic "vision" and "mission" in general—and FSSH's vision and mission in particular—while advancing research, teaching and knowledge mobilization activities that complement the intellectual and pedagogical work done by the FSSH and across UOIT faculties. UOIT's strategic

vision is to “advance the discovery and application of knowledge that accelerates economic growth, regional development and social innovation and inspires graduates who will continue to make an impact on the world, as it is and as it will be.” The CHBE will support this vision by pursuing, generating and circulating knowledge about the economic, political, technological and cultural dimensions of hate, bias and extremism in society while using this knowledge to understand and change the world around us for the better. Both the emphases on enhancing awareness, and promoting evidence-based policy work toward social change that minimizes the negative impacts of our growing diversity, promote the strategic vision of our faculty and university.

The strategic “Vision” of the FSSH is as follows: “Through scholarship, teaching and public service, the FSSH attempts to promote human rights, justice, equality, and inclusiveness throughout the region, nation, and world at large.” The Centre aims to support the FSSH’s “Vision” through scholarship about hate, bias and extremism in our complex and fast-changing society, teaching courses about relevant topics, trends, debates and problems pertaining to hate, bias and extremism, and doing public service, by using communications and digital media tools to support social movements, practices and policies that fight extremism, racism and oppression, advocate for social justice and advance social change for the better. It must also be noted that the development of the Centre is embedded in our latest Strategic Plan, and will be supported by funding one course release per year for the Director.

Provide evidence for long term sustainability of the entity, including research activities that go beyond collaboration on a single project.

The Centre’s sustainability will initially rely upon the time and energy of its members, institutional support (see budget) and local, provincial, Federal and international research grants. Over time, the Centre will garner external revenue through donor funding; delivering related training, workshops, and certificates; and contracted research in areas such as diversity and inclusivity, prejudice reduction, hate and bias crimes, bias-free policing and countering violent extremism.

The Centre's potential for sustainability is also demonstrated by its alignment with current federal and provincial priorities in Canada. The recent M-103 (2017) expressed Canada's commitment to the protection of faith communities in condemning not just Islamophobia but "all forms of systemic racism and religious discrimination," while also highlighting the need for more comprehensive research in the area. In April of 2017, Foreign Affairs Minister Freeland told the World Jewish Congress that the Canadian government "has promised to tackle another problem in Canadian communities – anti-Semitism" (Globe and Mail). She also said that the federal government would double the funding for a security infrastructure program that enables communities to defend against hate crime, by adding technology and other related equipment. The 2016 federal budget set aside \$35-million over five years, with \$10-million thereafter, for a Canada Centre for Community Engagement and Prevention of Violence (CCCEPV). The Centre will address three of the four key pillars of that office: policy, research and evaluation; public education and awareness; and community collaboration. The Centre is also aligned with the establishment of an Ontario Racism Directorate, and the recently adopted Ontario Anti-Racism Strategic Plan (June, 2017), specifically with respect to its emphasis on policy, research and evaluation; public education and awareness; and community collaboration. These parallel developments are associated with increased grant and contract opportunities around the broad themes of hate, bias and extremism.

In the above section on research scope, we indicated an array of areas that could inform the work of the Centre. Several of us are already involved in related projects, and have recently received or submitted grants around such issues as Islamophobia, ethnic media representations of crime, white power/white supremacist online activism, antisemitism, and prejudice reduction. The intent is certainly not to restrict ourselves to one or two projects in total, but to several distinct projects each year. Over time, we anticipate developing larger partnership grants (e.g., SSHRC PDG/PG, ORF-RE), and by 2020, applying for NCE status. The breadth of our capacity and interests is reflected in Figure 1 above.

5. Student Involvement and Training

Explain the level and type of involvement of undergraduate or graduate students in the entity's activities. Describe the unique research and training opportunities that will arise as a result of the entity.

The Centre on Hate, Bias and Extremism is committed to promoting collaboration, interdisciplinary research, and educational initiatives that will engage students at both the undergraduate, graduate and post-doctoral levels. They will be drawn from across programs within FSSH, but also from Education, Business and IT, and Engineering. The latter two Faculties, specifically, have expressed interest in collaborating on projects revolving around online hate, network analysis of hate groups, etc. The Centre aims to involve students in work that will connect them with faculty and the local community, provide research training opportunities, and enrich their education surrounding the identification, management, and understandings of hate, bias, and extremism within the broader framework of social justice.

As a research and learning hub, the Centre considers undergraduate and graduate research an integral component of students' educational journey. To this end, the Centre will provide opportunities for students to be involved in research-related training and ongoing research projects. Through involvement with the Centre, students will be able to learn from the expertise of faculty who are defining the leading edge of research on hate, bias, and extremism. Faculty members associated with the Centre are dedicated teachers as well as researchers who are critically concerned with fostering the next generation of researchers.

RAs will receive training in qualitative and quantitative methods (interviews, focus groups, surveys, etc.). Some, as Project Coordinators, will develop project management skills as they manage the logistics of funded projects. They will also co-author papers, reports and curricular/training materials, which will involve conceptual development, writing and copy-editing drafts. Together, all of these tasks will enable RAs to gain valuable experience and practice in both quantitative and qualitative research and analysis, as well as academic writing, and to engage in the practical side of research through the development of materials for front line service providers. As a great deal of the planned research is grounded in the community, RAs will also learn how to negotiate a place for themselves as a researcher in community settings as they engage with and travel to research sites to conduct research. Finally, RAs will gain valuable experience in developing and delivering academic papers for publication and presentation.

Other students will be asked to take the lead in the creation and maintenance of websites intended to disseminate scholarship and resources on the core research areas.. They will work closely with UOIT's IT services in this task; if they feel the need for additional training, this will also be provided through the university.

In addition to the hands-on involvement in academic research, students will be in close and ongoing contact with communities as both partners and research participants. For someone with a future interest in the area, these interactions will provide significant insight into the day to day routine of related communities and organizations. Involvement in the project will also allow the RAs to create networks of resources in the field (e.g., provincial ministries, community organizations) that they can call on for guidance in related career searches or academic endeavours.

For prospective and current graduate students, as a recognized research hub with locally and internationally recognized faculty and a network of community and regional partners, the Centre will draw master's, doctoral and post-Doctoral students interested in conducting research focused on the areas of hate, bias, and extremism. Doctoral and post-doctoral researchers will also have opportunities to assist in training and supervising undergraduate and master's students.

The Centre will also provide opportunities for senior undergraduate students. Undergraduate students will be able to draw from the expertise of faculty and community resources to complete undergraduate thesis research or honours capstone projects. For at least the first two years of the Centre's operation, we will strive to hire an undergraduate student as an Administrative Assistant under the University Works program. UW students might also be hired to support specific unfunded projects, in particular. Undergraduate research students will also have opportunities to engage directly in research projects as research assistants, contributing the literature reviews, data entry, data analysis, etc. We will establish an annual Undergraduate Research Fellow, recognizing outstanding research capacity in an undergraduate student (described below under Governance). For both undergraduate and graduate students, student involvement with the Centre in a research capacity will serve to assist in the development of competitive applications for graduate studies (in the case of undergraduate and master's students), or post-doctoral fellowships and academic teachings positions (for doctoral

students). Collectively, the Steering Committee currently hold 8 external grants, all of which included funding for RAs. We also have 6 proposals pending, which also include RA support. Thus, the Centre will have multiple opportunities for students to develop the sorts of research skills noted above.

Aligned with UOIT's mission to provide students with a competitive advantage through hands-on learning both within and outside the classroom as well as in-demand knowledge and skills, the Centre attends to student involvement and training with its commitment to: *research experience and skills development, collaboration and connectivity, and campus and community connection.*

Research experience and skills development. As a dynamic and innovative research hub, the Centre recognizes that research experience and skills development is essential to knowledge production and dissemination, policy-making, and community leadership. It follows, then, that the Centre will endeavor to cultivate these skills with both undergraduate and graduate students. Research funding sought through the Centre will include funds allocated to student research assistantships, whereby students will have the opportunity to be trained in a variety of research methods, as well as the various stages of the data collection and analysis process. Students at both the honours undergraduate and graduate levels will also have the opportunity to conduct thesis and/or dissertation research under the Centre, using existing – or creating new – research access points and data sets. In addition to acquiring practical and hands-on research experience, through involvement with the Centre's research or research-related activities, students will have the opportunity, and be encouraged, to develop skills in intergroup and professional communication, public speaking, and intellectual leadership. With strong Faculty support, we will also seek to fund post-Doctoral students both through research grants and dedicated PD opportunities such as SSHRC and Banting PD programs.

Collaboration and connectivity. Working with and/or alongside Centre faculty members, students will engage in research as a collaborative process and connect students to the process of knowledge creation and dissemination. Both in collaboration with Centre faculty and independently, students will have the opportunity to publish research results in scholarly publications and/or on the Centre website. Through strategies such as

compilations of academic conferences or community workshops and/or events, students will also have the opportunity to connect knowledge dissemination and transfer.

Campus and community connection. The Centre will emphasize student involvement as a way to foster a sense of connection to the University through research engagement and research developmental opportunities that complement their in-class academic experience and to their disciplinary interest in the topics of hate, bias, and extremism. Through the Centre students will also have the opportunity to be connected with local and regional community organizations that work directly in the field and with issues of social justice. The new Teaching City initiative, in partnership with the City of Oshawa, is especially exciting in this respect. Under this initiative, students will assist with framing research questions, conducting research, and developing policy and programme initiatives around social justice and inclusion in the City. The first such project, A Diversity and Inclusion Plan, involved an undergraduate student who was integral in gathering and collating best practices in the field.

Describe the contribution, if any, to the development of new courses, seminars, or instructional programs in collaboration with the appropriate Faculty/ies.

FSSH and FED, in particular, already integrate issues of social justice and inclusion into their respective curricula. As noted above, it is embedded in the FSSH mission statement. FSSH has courses on diversity, hate crime, terrorism, gender, race, etc. Similarly, FED offers courses on equity and diversity in education, social justice, inclusive learning, and mental health discrimination in education.. The newest PhD program in FSSH is Criminology and Social Justice, so the work that is done in the Centre will inform coursework in both the existing undergraduate and graduate programs. In terms of new programming, we envisage developing professional and possibly graduate certificates in the related streams of hate, bias, extremism and diversity, social justice, etc. This draws a different, typically older, demographic to our programs. It is also common that those who pursue graduate certificates later decide to complete related full degree programs.

6. Research Dissemination and Service Plan

Describe any unique plans for dissemination of research, and/or how the research

entity will provide service and impact programs and policies within UOIT and to the outside community.

The Centre on Hate, Bias and Extremism aims to combat and counter open and concealed forms of hate and violent extremism with the goal of promoting equal and non-discriminatory social relations and practices. On this foundation, the Centre is proposed as an open and dynamic intellectual space for the creation, exchange and dissemination of knowledge relating to historical and contemporary patterns of bias, prejudice and extremism. The Centre aims to build on the Faculty of Social Science and Humanities strong focus on social justice and expand its connectivity to the local community by helping policymakers and community leaders manage, identify and understand the complex processes of hate and prejudice.

As a research and learning hub, the Center is principally concerned with the production of cross-domain knowledge that furnishes enhanced understanding of the assemblages of social control that influence the production and reproduction of bias and extremism. The Centre is concerned, in particular, with the institutional processes that foster and sustain marginalization as well as the ideational systems of complexity reduction that enforce and legitimate hate and, at the same time, work contrary to the achievement of inclusivity and equality. To this aim, the Centre will combine expertise from across the faculty and incorporate the knowledge of policy makers and practitioners, while drawing on the proficiency residing in other research communities/institutions. The Centre is also critically concerned with community program development, training, and education. This emphasis on community connectivity and rootedness of research is informed by UOIT's unique institutional capabilities and asserts its active participation in the regional community.

It is recognized that the achievement of objectives of the Centre (section 3) requires a layered strategy based around the active dissemination rather than the passive diffusion of knowledge and specifically around the objectives of: *knowledge uptake*, *knowledge transfer* and *knowledge translation*.

Knowledge Uptake concerns research development and the elaboration of existing institutional competencies either for the direct production of new research, or for the development of new research capacity. Thus, just as knowledge uptake expresses the

publication of research material through collective or individual effort, so it reflects the following dissemination strategies:

- Establishing community and industry partnerships for knowledge sharing (e.g., Durham Regional Police Service)
- Pursuing external research funding opportunities (e.g., Canada Centre for Community Engagement and Prevention of Violence)
- Developing a base of affiliated research members (from UOIT, GTA universities, and international universities such as University of Surrey, University of Limerick).
- Creating points of connectivity with different academic programs in different universities (see above)
- Hosting research circles, working groups and conferences to connect with contextual knowledge (e.g., International Network of Hate Studies conference to be held at UOIT in May 2018)
- Establishing a visiting fellowship program to attract research (and teaching) expertise
- Exploring opportunities for the cross-appointment of UOIT faculty, especially across FSSH, Education, and Business and Information Technology.

Knowledge Transfer concerns the extension and deployment of research findings to improve understanding and awareness. While knowledge transfer is implied in certain uptake strategies such as research publication and conference organization, it extends also to the following strategies:

- Creating research summary documents
- Publishing regular community newsletters or information sheets
- Building and maintaining an informative website detailing events and critical findings
- Leading and participating in community meetings
- Consulting on the development or revision of local and regional policy initiatives and programs
- Partnering with local organizations and community agencies to feature research conclusions and results

- Producing policy position papers
- Publishing articles in local, provincial or national media outlets

Knowledge Translation involves the synthesis, exchange and dissemination of research. Accordingly, knowledge translation incorporates the uptake and transfer of information but includes, as well, the forms of personal interaction and directed engagement associated with the learning and educational process. It follows that the Centre will emphasize:

- Developing community workshop and training initiatives (e.g., Inclusive workplaces; anti-oppression training)
- Creating cross-faculty, interdisciplinary course offerings (e.g., monitoring online hate)
- Establishing non-credit, graduate and undergraduate level program certificates (e.g., hate studies)
- Partnering to develop evidence-based community projects challenging hate, bias and extremism (e.g., CCEPV program funding)

7. Governance

The Centre will be governed by two committees: a Steering Committee and an Advisory Committee

Steering Committee

The Steering Committee will take the primary lead on administration and oversight of the Centre. It will be comprised of 7 representatives, including the Director. They will be selected based on expertise and need. The Director of the Centre will act as the Chair of the steering committee. The Steering Committee will advise the Director of the Centre by engaging in the following activities: planning and managing the annual activities of the Centre; fund-raising to support the Centre; building and facilitating an annual conference; publicizing and promoting the Centre to stakeholders; publishing press releases pertaining to the Centre's activities and research findings across a number of venues and platforms to reach academic and community readers; being available to the news media for comment on current topics, issues and events related to the centre's research focus. The Steering Committee and the Director will manage membership of the Centre. In the interests of transparency and consistency, the Committee will establish

appropriate administrative provisions. Our institutional policies, generally, have yet to be drafted. This will be the first order of business once the Centre is approved.

The names and areas of expertise of each of the current Steering Committee members are below. Please see CVs in Appendix 1.

Dr. Barbara Perry (FSSH), Director

Dr. Perry is internationally recognized as one of the leading scholars on hate crime and right wing extremism. Her work, however, also extends to policing diverse communities, building resilience among marginalized communities, and broadly, issues of diversity and justice.

Dr. Scott Aquanno (FSSH)

Dr. Aquanno's research focuses on the economics of social exclusion with emphasis on the political and institutional impact of neoliberal globalization. His recent work looks at the organizational, participatory and programmatic foundations of inclusive, anti-oppressive community development policy.

Dr. Kimberley Clow (FSSH)

Even post-exoneration, many victims of wrongful conviction report incidences of hate, stigmatization, and blatant discrimination. Dr. Clow's research examines negative attitudes toward exonerees, and investigates means of reducing the stigma exonerees experience. Another line of her research explores the discrimination and stereotypes men and women encounter in occupational fields dominated by a particular gender.

Dr. Aziz Douai (FSSH)

Dr. Douai's research interests include news media and global conflicts, propaganda, new media and activism, and news construction of crime. His latest research project deals with social media, youth and online radicalization.

Dr. Jennifer Laffier (Education)

Dr. Laffier's research and work is focused on addressing issues of bullying; specifically she works to support victims with therapeutic approaches and helps implement programs in schools across Canada to address bullying.

Dr. Olga Marques (FSSH)

Dr. Marques's scholarship focuses on the construction, policing and regulation of gendered and raced bodies; and representations of Aboriginal criminality, victimization and protest

Dr. Tanner Mirrlees (FSSH)

Dr. Mirrlees conducts research on the convergence of right wing extremism (RWE) and social media sites like Facebook, Twitter and YouTube. He interrogates the ways that right wing extremist organizations use social media sites, the technological affordances of social media to RWE individuals and groups, and the threat social mediated hate poses to the values of a multicultural, democratic and socially just world.

We have been operating as a Research Group for just over a year now. In that time, we have secured among and between us the following grants, most of which would feed funds into the Centre for the next 2-3 years:

Perry \$24,732 SSHRC Connections Grant. International Network for Hate Studies: Biennial Conference

Perry \$27,260 SSHRC Insight Development Grant. Policing Hate Crime in Canada.

Perry (co-PI) \$181,000 SSHRC Insight Grant. Targeting Muslims: Islamophobic Hate Crime in Canada.

Perry and Mirrlees \$38,370 Canadian Network on Terrorism, Security and Society. Moving to the Hateful Beat: YouTube White Power Music Videos.

Douai and Perry \$208,054 SSHRC Insight Grant. Mediating Crime and Race: How Canadian Ethnic Minority News-Papers Construct Crime

Perry \$14,270 Canadian Network on Terrorism, Security and Society. More Than Paper Terrorists? A Closer Look at Freeman-on-the-Land in Canada.

Laffier (co-PI) \$279,830 SSHRC Making Minds: Digital maker education for literacies learning with marginalized youth.

Laffier (co-PI) \$1.23 million SSHRC There's and APP for that: Apps to support mental health.

The Research Group also sponsored a recent symposium entitled Life After . . .

Reflections on Hate and Trauma, for which we partnered with DRPS. We are already establishing a solid core of research development and exchange.

Advisory Committee

An Advisory Committee of up to 12 members will be drawn from relevant public agencies and NGOs (e.g., Ontario Anti-Racism Directorate; Office of the Ontario Attorney General; National Council of Canadian Muslims; academics at York University,

University of Limerick). The Steering Committee will nominate potential candidates whose participation will then be solicited directly. The Advisory Committee will assist in the development of terms of reference and strategic priorities. The AC will assist the Steering Committee in the planning and development of important community and research events, including annual forms, workshops and seminars, as well as fund development. It will also play a critical dissemination role for Centre related research and learning material and offer general feedback on the Centre's direction and impact. Accordingly, the AC will be comprised of community organizers, activists and research partners that share in the Centre's vision and are capable of supporting its intellectual and practical advancement. Together, the members of the Steering Committee have broad community connections that will allow us to draw from diverse sectors holding expertise in the areas of hate, bias and extremism.

Research Personnel

Undergraduate Research Fellows

The Centre will host an Undergraduate Research Fellow each year. These would be outstanding students who have shown an interest in HBE, as demonstrated by course work or research experience in the area. They would be awarded a small stipend, and given the opportunity to work with an existing research team. This would be negotiated collectively by the Fellow, and the principle investigators currently involved in research projects. The Fellowship would expose the student to mentorship by other RAs, and by faculty members, and provide rich experience in the research process.

Graduate Research Assistants

Generally funded through grants, several graduate RAs will be hired each year. Their roles will be concretely defined in funding proposals but could include:

- Assisting with refinement of culturally appropriate research instruments;
- Assisting with interviews and focus groups;
- Assisting with data analyses;
- Assisting with the thematic reading of transcripts;
- Facilitating preparations for conferences, community forums, etc.;
- Collaborating on paper development, presentations, and publication.

Post-Doctoral Fellows

The Centre would follow the lead of the SSHRC Post-Doctoral Research Awards, recognizing “promising new scholars,” helping them in “establishing a research base at an important time in their research careers.”

We would provide financial and infrastructure support to recent PhD graduates working in the area of HBE, and who are:

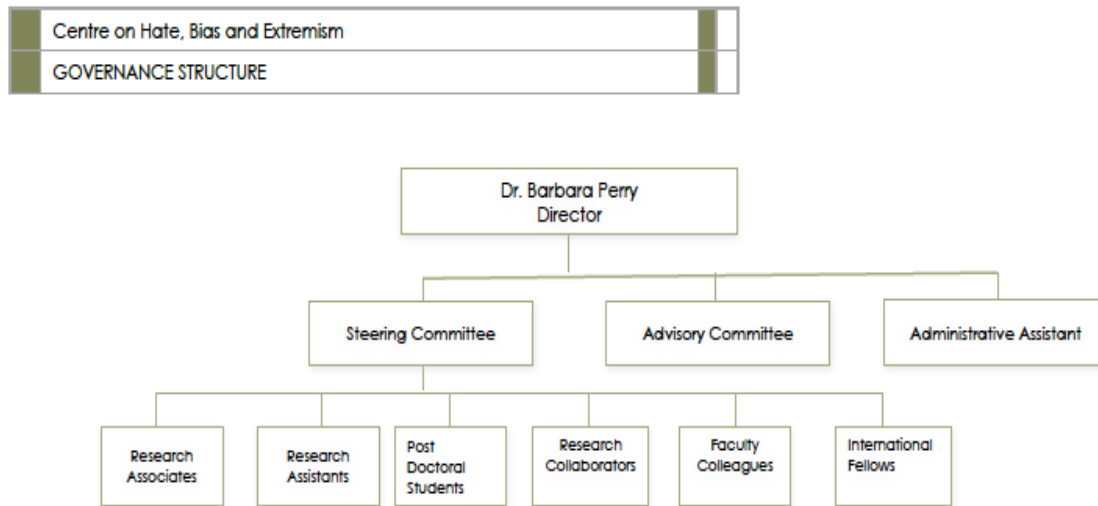
- Undertaking original research;
- Publishing research findings;
- Developing and expanding personal research networks;
- Broadening their teaching experience;
- Preparing for research-intensive careers within and beyond academia; and
- Preparing to become competitive in national research grant competitions

Visiting Fellows

On an annual basis, we will invite a Visiting Fellow for a period of 2-4 weeks. The goal is to foster the development of international, national and interdisciplinary partnerships in related areas. Applicants would be asked to address at least the following issues in their applications:

- (i) the field of HBE research to be addressed;
- (ii) the work to be conducted in the nominated field, including the innovative nature of this work;
- (iii) previous work in the nominated field and/or how the proposed work relates to prior experience, expertise and interests;
- (iv) how they would plan to collaborate with Faculty members at UOIT; outline any links they have identified between the proposed work and existing HBE interests of colleagues at UOIT;
- (v) plans for the ongoing development and dissemination of the work following the Fellowship period.

The Governance structure is displayed in Figure 2 below.

Figure 2 – Governance

8. Resource Requirements

Physical Requirements

Explain the type, size and location of space desired, and how the desired space is appropriate to the proposed research entity's needs. Specific space commitments must be secured from the office of the Provost. Mention all special equipment or other requirements that have space implications.

The Centre will require one office (minimum 20' x 120') with 3-4 cubicles. The administrative assistant and the RAs will utilize the space. Office equipment, phone, internet and other standard office equipment will be required. To accommodate collaborative research initiatives a 15-person meeting room is also required.

The office and meeting room space requests have been included in the FSSH space plan for 2018/2019. To start up the Centre, RAs will continue to use the space allotted to graduate students within the Faculty. The Administrative Assistant will share space with the Director, Dr. Perry. The Dean of FSSH has committed to developing these spaces.

Provide a complete list of all required resources and equipment including computers, phones, and copiers. Specify what internal resources (i.e. library, audio-visual) will be used and to what extent.

To ensure operations of the Centre, one laptop computer will be required for the AA, 2-3 for RAs, two large, secure filing cabinets, four desks, a telephone, a colour laser printer/copier, and six digital recorders. The seminar room will require a conference table, fifteen side chairs, three easy chairs, and a coffee table. It should be noted that computers and printers have been included in recent funding bids.

Staffing Requirements

Explain any requirements for administrative, and/or technical personnel support from the University. List the following for each support staff member:

- *Proposed Employer (University or Entity)*
- *Role or Duties*
- *Source of Compensation*

Administrative Assistant (UOIT) (10 hrs/wk to begin, 20 hrs/wk by year 3)

Funded from grants, general funds, FSSH, University Works program

Facilitate communication

Arrange Steering Committee and Advisory Committee meetings, keep minutes

Manage and triage CBHE email

Research Coordinator (UOIT) (20 hrs/wk)

Funded from grants (project coordinator lines), general funds

Identify funding sources

Liaise with funders

Facilitate grant development

Facilitate grant management including budget updates

Oversee RA training

Social Media Coordinator (10 hrs/wk)

Funded from grants (project coordinator lines), general funds

The CHBE social media assistant will coordinate and execute the CHBE's social media campaign and maintain the website. The CHBE social media assistant will be responsible for:

- Developing unique CHBE social media platforms for Twitter, Facebook and YouTube.
- Posting and circulating derivative content to CHBE social media platforms (eg., links to research papers, news stories featuring CHBE members, media appearances and so on)
- Creating and circulating unique content to CHBE social media platforms (eg., publicity stories, updates, announcements, member activities, quotes)
- Building social media audience for CHBE and engaging with followers and other users within relevant social media networks to enhance CHBE's social media presence.

- Conducting online CHBE outreach and publicity initiatives.
- Completing other CHEB social media projects, as assigned or needed.
- Creating videos of, interviewing and digitally photographing CHBE members and their activities.

Budget and Financial Requirements

Prepare a detailed budget projection for the first five years of operation, including all sources of income, expected expenses/disbursements.

Please see Attached Budget document.

Note: Revenue for the Centre, to cover the financial costs related to the operations and research, will come from grant funding, donations, and other potential sources. Expenses, including labour costs, will only be incurred if external funding is available. In addition, efforts to utilize programs, like University Works, will help to finance administrative support and provide valuable opportunities for students. The remaining funds will come from external grants (e.g., computers, administrative support, some travel), donations, and Centre revenue (e.g., workshops). No expenses will be incurred without first having the funding in place. All proposed staff, are dependent upon successfully acquiring external funding (for greater clarity: no external funds = no staff). The Centre activities, will scale up or down, depending on the funding available. At the present time, there is solid research funding secured (SSHRC, other) to ensure the centre can achieve the initial goals.

All revenue will flow in accordance with the UOIT Indirect Cost policy. That policy includes a distribution formula that includes allotment to the Faculty member, the Centre, the Faculty, etc. Much of the anticipated funding does not carry overhead with it (e.g., SSHRC).

A plan for long term financial sustainability, including external funding, must be provided.

We have been working extensively with the Advancement Office to develop a plan for external funding aside from grants. Our Advancement Officer has put together a preliminary plan, attached here.

It is unlikely that we will succeed in garnering the suggested level of funding for 2018, so much of that year's revenue comes from grants and internal funds (including University Works). In any event, the level of funding generally may be optimistic. In line with that, we have set a much more conservative budget for the first five years.

Centre affiliates will run their research grants through the Centre. We would anticipate a minimum of 3 successful grant applications per year, including SSHRC (Insight; Insight Development; Connections; and post-doctoral awards). A new highly relevant funding stream will become available for 2018. This is based on Public Safety Canada's Community Resilience Fund (first call opened July 6, 2017). Under this scheme, funding is available through both grants and contributions, with the following foci: research projects; programming projects; evaluation; networking components,.

We have already been in touch with CCCEPV, the Office overseeing the Fund, and been assured that we stand a very strong chance of sustained funding given our collective track record in the field. Three proposals were submitted in the first round (deadline October 1, 2017). Results are still pending.

In addition, we plan internal revenue sources such as non-degree certificates, for-fee workshops and training modules, and conferences. We also anticipate contract funding. For instance, there is a strong possibility that we will be working with the Town of Whitby to develop a diversity and inclusion plan much as we are currently doing with the City of Oshawa.

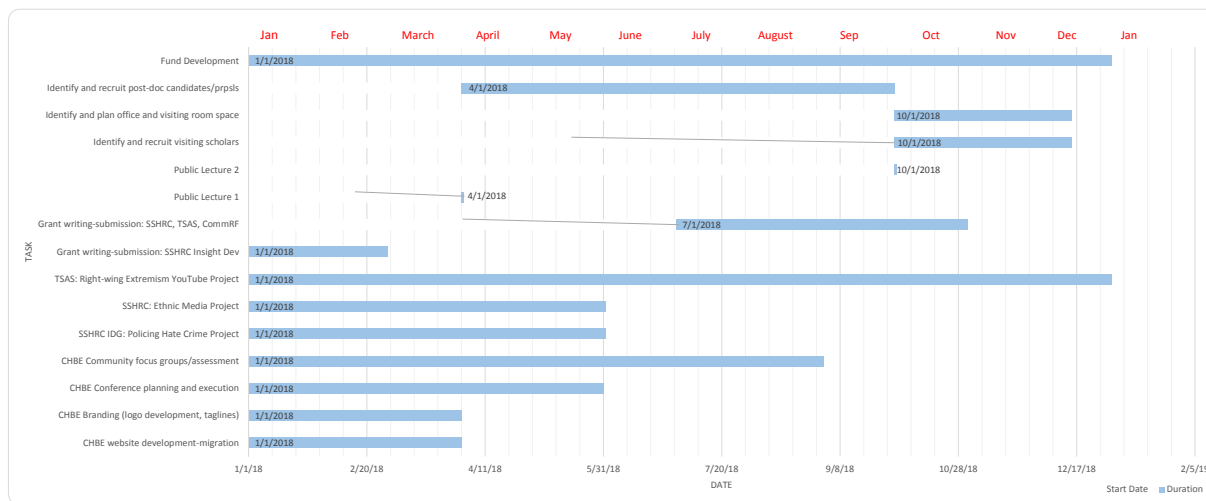
Please see files for year 1-3 start up strategy.

		Centre Budget						
Items		Year 1	Year 2	Year 3	Year 4	Year 5	Total	Comments
1. Operational Budget								
1.1 Labour Costs - Centre Staff								
	Administrative Assistant	\$ 6,160	\$ 6,283	\$ 6,409	\$ 6,537	\$ 6,668	\$ 32,057	\$22/hour, 280 hours, 2% inflation rate (level 4, step 1 \$40,564)
	Administrative Assistant (summer)	\$ 12,320	\$ 12,566	\$ 12,818	\$ 13,074	\$ 13,336	\$ 64,114	\$22/hour, 560 hours, 2% inflation rate (level 4, step 1 \$40,564)
	Communications Officer	\$ 18,000	\$ 18,360	\$ 18,727	\$ 19,102	\$ 19,484	\$ 93,673	\$36/hour, 10 hours @50 wks, 2% inflation rate (level 9, step 1 \$66,669)
	Research Project Coordinator	\$	\$ 25,000	\$ 25,500	\$ 26,010	\$ 26,530	\$ 103,040	\$24/hour, 20hours@50wks, 2% inflation rate (level 6, step 1 \$47,157)
	Benefits (9%)	\$ 3,283	\$ 5,599	\$ 5,711	\$ 5,825	\$ 5,942	\$ 26,360	Employer Costs @ 9%
	SUB-TOTAL Labour	\$ 39,763	\$ 67,808	\$ 69,165	\$ 70,548	\$ 71,959	\$ 319,243	
1.2 Labour Costs - Director								
	Teaching Release (Director)	\$ 7,200	\$ 7,200	\$ 7,200	\$ 7,200	\$ 7,200	\$ 36,000	25% reduction in teaching to manage centre. (standard CA rate)
	Benefits (9%)	\$ 648	\$ 648	\$ 648	\$ 648	\$ 648	\$ 3,240	
	SUB-TOTAL LABOUR	\$ 7,848	\$ 7,848	\$ 7,848	\$ 7,848	\$ 7,848	\$ 39,240	
1.3 Centre Operating Costs								
	Technical/Consulting Services							
	Equipment	\$ 2,400	\$ 1,500				\$ 3,900	Computers (3@800), office furniture
	Office Supplies and Services	\$ 500	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 4,500	Stationery and other office supplies
	Staff and Director Travel	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 25,000	Travel required to develop partnerships, advocate with policy advisors, secure funding and create knowledge transfer opportunities.
	Advisory and Steering Committee travel and accommodation	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 5,000	Travel to support 4 meetings per year for each the advisory committee and the steering committee
	Other (explain)							
	SUB-TOTAL-Centre Operating Costs	\$ 8,900	\$ 8,500	\$ 7,000	\$ 7,000	\$ 7,000	\$ 38,400	
2. Research Networking								
	Seminars and workshops		\$ 4,050	\$ 6,750	\$ 8,100	\$ 9,450	\$ 28,350	Y2 - 3 workshops; Y3 - 5 workshops; Y4 - 6 workshops; Y5 - 7 workshops
	Networking meetings							
	Conference	\$ 35,000		\$ 35,000		\$ 35,000	\$ 105,000	International coference every 2 years
	Student support							
	Other (explain)							
	SUB-TOTAL-Research Networking	\$ 35,000	\$ 4,050	\$ 41,750	\$ 8,100	\$ 44,450	\$ 133,350	
3. Communications								
	Communication activities (reports)	\$ 2,500	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,500	\$ 11,000	Reports, communication and marketing material
	Web site							
	Other (Merchandise)	\$ 2,500	\$ 1,000	\$ 500	\$ 500	\$ 1,000	\$ 5,500	Promotional material and merchandise
	SUB-TOTAL-Communications	\$ 5,000	\$ 3,000	\$ 2,500	\$ 2,500	\$ 3,500	\$ 16,500	
4. Knowledge Transfer and Dissemination								
	Policy development/KM							
	Tools, Written Materials Development							
	Workshops							
	Other (explain)							
	SUB-TOTAL							
	TOTAL OPERATIONAL BUDGET	\$ 96,511	\$ 91,206	\$ 128,263	\$ 95,996	\$ 134,757	\$ 546,733	
REVENUE								
	University Works	\$ 13,734	\$ 13,734				\$ 27,468	Secured
	External Grant Funding (director)	\$ 32,000	\$ 20,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 142,000	Pending/secured
	External Grant Funding (centre researchers)	\$	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 100,000	Pending - researchers to contribute ~\$K each towards centre staff
	External Donor Funding	\$ 5,000	\$ 20,000	\$ 30,000	\$ 50,000	\$ 50,000	\$ 155,000	Unsecured
	FSSH Contribution - Teaching Release	\$ 7,848	\$ 7,848	\$ 7,848	\$ 7,848	\$ 7,848	\$ 39,240	Secured - 1 course release for director/7200 standard
	FSSH Contribution - Conference	\$ 5,000		\$ 5,000		\$ 5,000	\$ 15,000	Secured
	Conference Revenue - Registration	\$ 20,000		\$ 20,000		\$ 20,000	\$ 60,000	Pending
	Conference Revenue - Partners	\$ 15,000		\$ 15,000		\$ 15,000	\$ 45,000	Pending/Unsecured SSHRC Connection Grant, Partner organizations and sponsors
	Workshops		\$ 6,000	\$ 10,000	\$ 12,000	\$ 14,000	\$ 42,000	Unsecured/Training workshops fee for service
	Other							
	TOTAL REVENUE	\$ 98,582	\$ 92,582	\$ 142,848	\$ 124,848	\$ 166,848	\$ 625,708	
	TOTAL OPERATIONAL BUDGET LESS REVENUE	\$ 2,071	\$ 1,376	\$ 14,585	\$ 28,852	\$ 32,091	\$ 78,975	

		Research Costs						
		Year 1	Year 2	Year 3	Year 4	Year 5	Total	
Student and Postdoc Salaries								
								Comments
Research Assistants	\$	20,000	\$ 40,000	\$ 40,000	\$ 60,000	\$ 60,000	\$ 220,000	Y1 - 1 RA; Y2 - 2 RA; Y3 - 2 RA; Y4
Masters Students								
PhD Students								
Post-Doctoral Students			\$ 50,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 350,000	Y2 - 1 PDF; Y3 - 2 PDF; Y4 - 2 PDF; Y5 - 2 PDF
Visiting Scholar				\$ 5,000	\$ 5,000	\$ 5,000	\$ 15,000	one visiting scholar in Y3-5
Other (explain)			\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 6,000	UG Fellow
Training fee	\$	150	\$ 300	\$ 300	\$ 450	\$ 450	\$ 1,650	
HFSA (PDF)	\$	1,200	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 10,800	
Benefits (9%)	\$	1,800	\$ 8,235	\$ 13,185	\$ 14,985	\$ 14,985	\$ 53,190	
SUBTOTAL Trainees	\$	23,150	\$ 102,435	\$ 162,385	\$ 184,335	\$ 184,335	\$ 656,640	
Research Operating Costs								
Travel	\$	5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 25,000	Students and Faculty travel to conferences
Equipment	\$	1,500	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 5,500	Software, video conferencing, security
Other (explain)								
SUBTOTAL Operating	\$	6,500	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 30,500	
TOTAL RESEARCH COSTS	\$	29,650	\$ 108,435	\$ 168,385	\$ 190,335	\$ 190,335	\$ 657,490	
REVENUE RESEARCH								
PDF External Funding			\$ 50,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 350,000	Unsecured
Visiting Scholar	\$	5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 20,000	Unsecured
External Grant Funding (director)	\$	48,000	\$ 30,000	\$ 45,000	\$ 45,000	\$ 45,000	\$ 213,000	Secured/Unsecured
External Grant Funding (researchers)	\$	25,000	\$ 25,000	\$ 25,000	\$ 35,000	\$ 35,000	\$ 120,000	Pending (~\$K-10 for students/researcher)
Queen Elizabeth II	\$	10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 5,000	Unsecured
Other (explain)								
TOTAL REVENUE	\$	48,000	\$ 120,000	\$ 185,000	\$ 195,000	\$ 195,000	\$ 708,000	
TOTAL REVENUE LESS EXPENSES	\$	18,350	\$ 11,565	\$ 16,615	\$ 4,665	\$ 4,665	\$ 50,510	

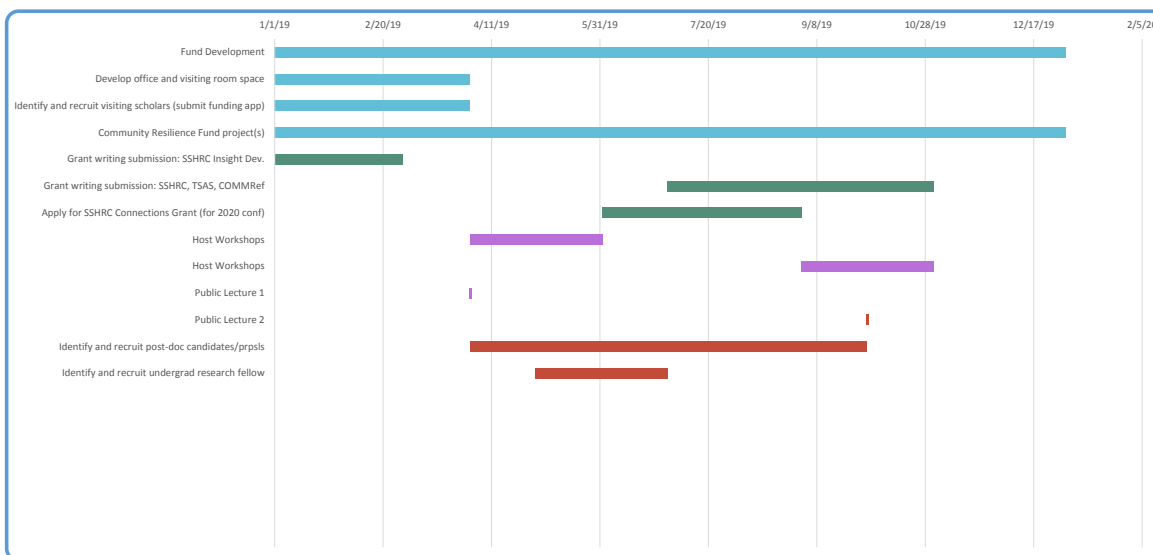
Task	Start Date	End Date	Duration (days)
CHBE website development-migration	1/1/2018	4/1/2018	90
CHBE Branding (logo development, taglines)	1/1/2018	4/1/2018	90
CHBE Conference planning and execution	1/1/2018	5/31/2018	150
CHBE Community focus groups/assessment	1/1/2018	9/1/2018	243
SSHRC IDG: Policing Hate Crime Project	1/1/2018	6/1/2018	151
SSHRC: Ethnic Media Project	1/1/2018	6/1/2018	151
TSAS: Right-wing Extremism YouTube Project	1/1/2018	1/1/2019	365
Grant writing-submission: SSHRC Insight Dev	1/1/2018	3/1/2018	59
Grant writing-submission: SSHRC, TSAS, CommRF	7/1/2018	11/1/2018	123
Public Lecture 1	4/1/2018	4/2/2018	1
Public Lecture 2	10/1/2018	10/2/2018	1
Identify and recruit visiting scholars	10/1/2018	12/15/2018	75
Identify and plan office and visiting room space	10/1/2018	12/15/2018	75
Identify and recruit post-doc candidates/prpsls	4/1/2018	10/1/2018	183
Fund Development	1/1/2018	1/1/2019	365
Recruit Advisory Committee	3/1/2018	6/1/2018	92

CHBE Timeline - Year 1 2018-2019



Task Name	Start Date	End Date	Duration
Fund Development	1/1/2019	1/1/2020	365
Develop office and visiting room space	1/1/2019	4/1/2019	90
Identify and recruit visiting scholars (submit funding app)	1/1/2019	4/1/2019	90
Community Resilience Fund project(s)	1/1/2019	1/1/2020	365
Grant writing submission: SSHRC Insight Dev.	1/1/2019	3/1/2019	59
Grant writing submission: SSHRC, TSAS, COMMMRef	7/1/2019	11/1/2019	123
Apply for SSHRC Connections Grant (for 2020 conf)	6/1/2019	9/1/2019	92
Host Workshops	4/1/2019	6/1/2019	61
Host Workshops	9/1/2019	11/1/2019	61
Public Lecture 1	4/1/2019	4/2/2019	1
Public Lecture 2	10/1/2019	10/2/2019	1
Identify and recruit post-doc candidates/prpsls	4/1/2019	10/1/2019	183
Identify and recruit undergrad research fellow	5/1/2019	7/1/2019	61

CHBE Timeline Year 2	2019-2020
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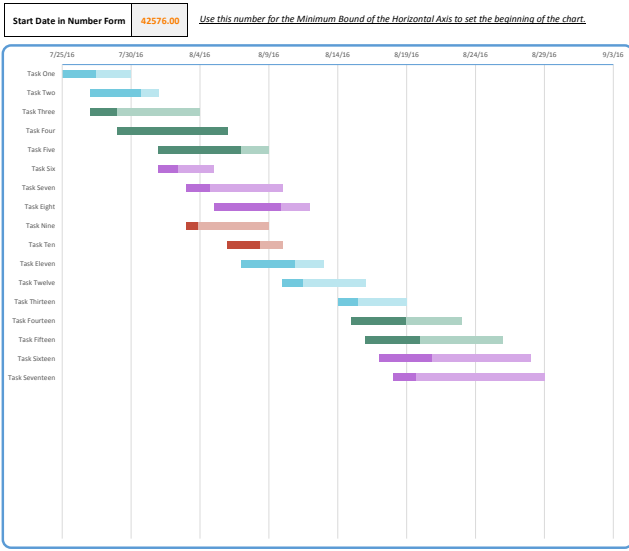




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Task One	7/25/2016	7/30/2016	5	2.50	2.50	50%
Task Two	7/27/2016	8/1/2016	5	3.75	1.25	75%
Task Three	7/27/2016	8/4/2016	8	2.00	6.00	25%
Task Four	7/29/2016	8/6/2016	8	8.00	0.00	100%
Task Five	8/1/2016	8/9/2016	8	6.00	2.00	75%
Task Six	8/1/2016	8/5/2016	4	1.40	2.60	35%
Task Seven	8/3/2016	8/10/2016	7	1.75	5.25	25%
Task Eight	8/5/2016	8/12/2016	7	4.90	2.10	70%
Task Nine	8/3/2016	8/9/2016	6	0.90	5.10	15%
Task Ten	8/6/2016	8/10/2016	4	2.40	1.60	60%
Task Eleven	8/7/2016	8/13/2016	6	3.90	2.10	65%
Task Twelve	8/10/2016	8/16/2016	6	1.50	4.50	25%
Task Thirteen	8/14/2016	8/19/2016	5	1.50	3.50	30%
Task Fourteen	8/15/2016	8/23/2016	8	4.00	4.00	50%
Task Fifteen	8/16/2016	8/26/2016	10	4.00	6.00	40%
Task Sixteen	8/17/2016	8/28/2016	11	3.85	7.15	35%
Task Seventeen	8/18/2016	8/29/2016	11	1.65	9.35	15%



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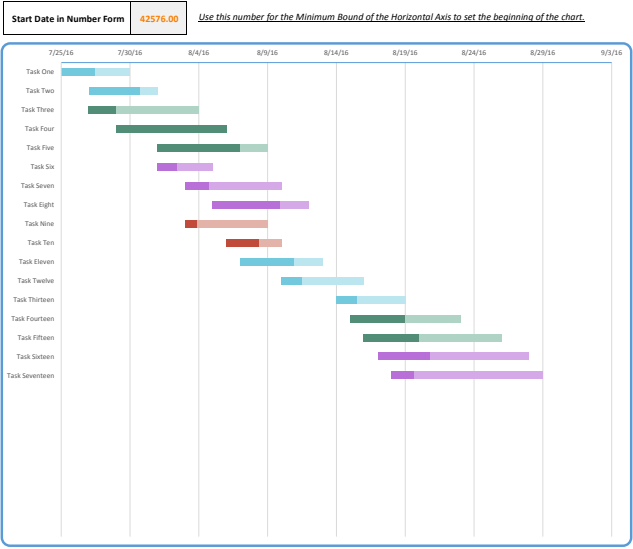
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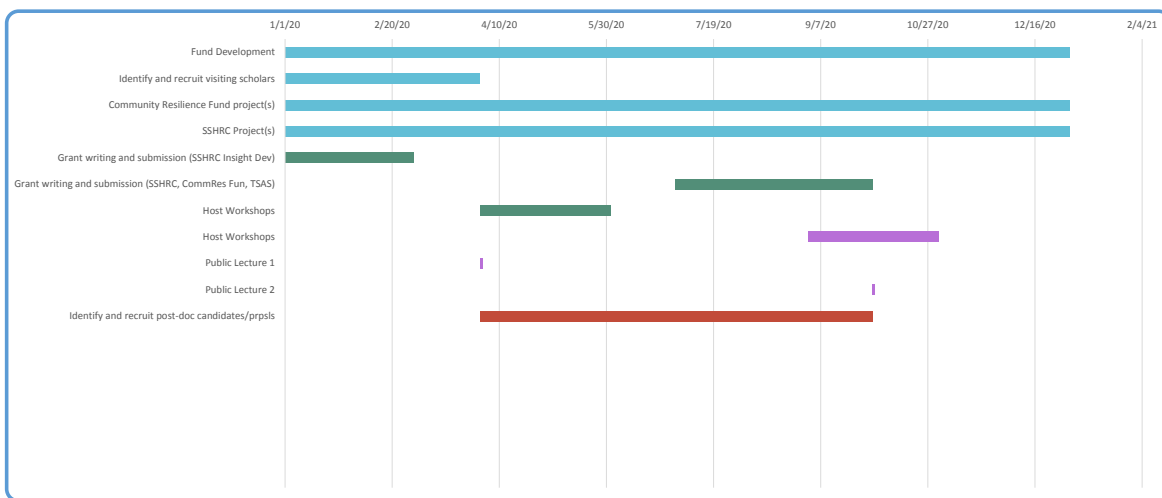
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Task Name	Start Date	End Date	Duration
Fund Development	1/1/2020	1/1/2021	366
Identify and recruit visiting scholars	1/1/2020	4/1/2020	91
Community Resilience Fund project(s)	1/1/2020	1/1/2021	366
SSHRC Project(s)	1/1/2020	1/1/2021	366
Grant writing and submission (SSHRC Insight Dev)	1/1/2020	3/1/2020	60
Grant writing and submission (SSHRC, CommRes Fun, TSAS)	7/1/2020	10/1/2020	92
Host Workshops	4/1/2020	6/1/2020	61
Host Workshops	9/1/2020	11/1/2020	61
Public Lecture 1	4/1/2020	4/2/2020	1
Public Lecture 2	10/1/2020	10/2/2020	1
Identify and recruit post-doc candidates/prpsls	4/1/2020	10/1/2020	183

CHBE Timeline Year 3	2020-2021
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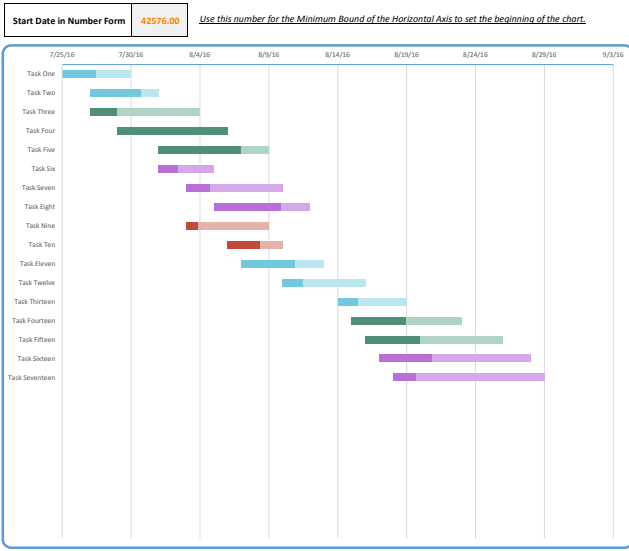




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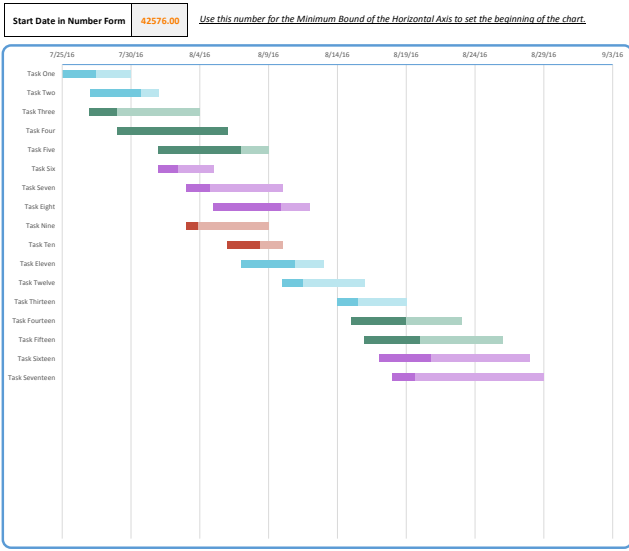
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Estimated Budget Overview				
	Amount	Cost per year	# of Years	Total Cost
Post Doctoral positions (\$65,000)	2	\$130,000	5	\$650,000
Grant/Research Officer	1	\$65,000	5	\$325,000
Annual Conferences	2	\$70,000	5	\$350,000
Travel Budget		\$2,500	5	\$12,500
Administrative Assistant (fulltime)	1	\$50,000	5	\$250,000
Miscellaneous		\$20,000	5	\$100,000
		\$337,500		\$1,687,500

Proposed Centre on Hate, Bias and Extremism

GIFT CHART			
# of Gifts	Level of Giving	Total	
1	\$ 250,000.00	\$ 250,000.00	4 qualified prospects
4	\$ 100,000.00	\$ 400,000.00	16 qualified prospects
10	\$ 50,000.00	\$ 500,000.00	40 qualified prospects
15	\$ 25,000.00	\$ 375,000.00	60 qualified prospects
	Under \$25,000	\$ 162,500.00	
		\$ 1,687,500.00	

*based on a 1 to 4 ratio of qualified prospects

*approximately 120 prospects (\$25,000 and above gifts)

Foundations	General Info.	Funding Interests
Canadian Race Relations Foundation	Was Established in 1996 in Toronto. Reported assets at a worth of \$28,491,438 while grants totaling at \$1,433,008.	To build a national framework for fight against racism in Canadian Society. Sponsorships are usually in the range of \$500-\$5000 per project.
UNIFOR Social Justice	Established in 1991 in Toronto. Reported assets of \$7,209,583 while grants totaling at \$1,895,033	To establish worker-to-worker and union-to-union relationships internationally.
United Jewish Appeal Of Canada	Established in 1982 in Toronto. Reported assets at a worth of \$68,074 and grants totaling \$1,423,238.	N/A
The MacMillan Family Foundation	Established in 2007 in Toronto. Reported assets of \$8,877,929 and grants totaling \$685,370	N/A
RAYJO Charitable Trust	Established in 2009 in Toronto. Reported Assets of \$4,178,252 and grants totaling \$9,403,769	1. The relief of poverty 2. Advancement of Education 3. Advancement of Religion
The MayTree Foundation	Established in 1982 in Toronto. Reported assets at \$294,273 and grants totaling \$1,947,872	Purpose is to reduce poverty and inequality in Canada. Funding Interests Include; Civic Causes, Education, Social Services.
Airlie Foundation	Established in 2013 in Caledon, ON. Reported assets at \$15,484,065 and grants totaling \$492,000	N/A
Sir Joseph Flavelle Foundation	Established in 1967 in Toronto. Reported assets of \$2,030,078 and grants totaling \$57,500.	Interests Include; arts, children, community services, environment, first nations, social services, special needs group
The Rainbow Foundation	established in 1991 in Toronto. Reported assets of \$520,500 and grants totaling \$520,500.	Stated Purpose is charitable giving. Interests include; aboriginal people, children, families, health, immigrant services, shelters, women.
Canadian Women's Foundation	Established in 1989 in Toronto. Reported assets of \$22,763,510 and grants totalinnng \$4,606,051	Purpose is to affect long term systematic change to help bring about the quality of women and girls in Canada. Some of the funding interests; abused women, crime prevention, minorities, etc.
The Anne Butler Slaght Foundation	Established in 1990 in Toronto. Reported assets of \$2,154,312 and grants totaling \$50,000.	N/A
Bay Tree Foundation	Established in 2009 in Toronto. Reported assets of \$13,233,966 and grants totaling \$486,000	N/A
Thomas Sill Foundation	Established in 1987 in Winnipeg. Reported assets of \$39,603,499 and grants totaling \$1,795,360.	Provides grants in; social services, health, education, community well being, etc. ***Geographic scope is Manitoba
Inspirit Foundation	Established in 1985 in Toronto. Reported assets of \$36,297,815 and grants totaling \$40,854.	N/A
The Great Gulf Homes Charitable Foundation	Established in 1989 in Toronto. Reported assets of \$211,718 and grants totaling \$539,790.	N/A
John Baker Fellowes Family Foundation	Established in 1969 in Montreal. Reported assets of \$269,380 and grants totaling \$10,000.	Interests Include; arts, seniors, physically and mentally disabled, community services, minorities, youth, etc.
Nancy's Very Own Foundation	Established in 1987 in Toronto, ON. Reported assets of \$4,550,171 and grants totaling \$203,634	Supports project that attempt to remove discrimination against women and girls on the bases of gender. Scope is Canada wide.

Corporations	General Info	Funding Interests
Vale Canada Limited	Is a mining company that is headquartered in Toronto, ON.	Interests include; education, environment, health, etc.
Metro Inc.	Food retailer and pharmaceutical distributor operating through Quebec and Ontario.	Interests Include: arts & culture, education, youth, environment, etc. Sponsorships may be available.
Faskin Martineau	National business and litigation law firm in Canada. Headquartered in Toronto, ON	Are broad based, focus on communities where Fasken Martineau has operations.
Ericsson Canada Inc	Provider of telecommunications equipment and related services to mobile network operators globally.	Interests Include: climate change & sustainability, education, health, poverty, human rights.
Jim Pattison Group	Diverse holding company that is involved in advertising, media, food, etc.	Interests Include: community development, environment, hospitals, health & welfare, etc. Applies Canada wide.
Levi Strauss & Co (Canada) Inc.	Manufactures and markets brand name clothing.	Interests include; health and welfare, HIV/AIDS prevention, increasing economic development opportunities, social justice & human rights.
Roots Canada Ltd.	Canadian clothing and lifestyle product retailer.	Funding interests are: crisis relief, community, education, culture, sports, etc. Sponsorships are available
Royal and SunAlliance Canada	Provides a comprehensive range of insurance and financial services to customers worldwide since 1710.	Funding interests include: environment, community, health, human rights. Matching company gift program available for education. Ratio of giving is 1 to 1.
Thomson Reuters Corporation	Leader in providing intelligent information for businesses and professionals in various fields.	Funding interests include: media development, culture, human rights, womens empowerment, disaster relief, humanitarian relief. Provide sponsorship, gifts in kind, and matching gifts opportunities.
Hoffmann-La Roche Ltd.	Focuses on research, drug development and marketing.	Funding interests include: humanitarian & Social projects, culture & arts projects, community & environment projects, science & education projects. Sponsorship and gifts in kind opportunities available.
STAPLES Business Depot Ltd.	Canada's largest supplier of office supplies business machines, computers, office furniture, etc.	Funding Interests include: education, entrepreneurship, environment. Sponsorships and gifts in kind are also available.
Happy Planet Foods Inc.	Produces organic, fast-pasteurized, juices and soups.	Funding Interests include; community, community garden initiatives, education, environment, food security, social justice. Sponsorships and gifts in kind are also available.

Community Potential List

Deemed as Important potential list

- Canadian Race Relations Foundation
- National Council of Canadian Muslims
- Egale Canada
- PFLAG
- Ontario Police College
- Public Safety Canada
- Justice Canada
- Corrections Canada
- Ontario Ministry of the Attorney General
- Ontario Ministry of the Community and Social Services
- Ontario Ministry of Community Safety and Correctional Services.
- International Network for Hate Studies
- RCMP
- Durham Regional Police Service
- York Regional Police Service
- Edmonton Police Service
- Alberta Hate Crime Committee
- Region of Durham
- City of Oshawa
- City of Ajax
- City of Whitby
- Local Women's Shelters
- Oshawa Public Libraries
- Ajax Public libraries
- Whitby Public Libraries

Ongoing Revenue Generation

1	Workshops and Training
2	Annual Grants
3	Internal Operating Funding
4	Post Doctoral Competitions
5	Sponsorship of Events
6	Certificate Programs

- A quick review shows that other centers exist around the world. Found Leicester, Gonzaga, California State, and Sussex. Commenting on these other centres and how there are none in

Ontario will strengthen the proposal.

Canada	US	UK
Canadian Network for Research on Terrorism, Security and Society	Center for the Study of Hate and Extremism	Leicester Centre on Hate Crime
Centre for the Prevention of Radicalization Leading to Violence	Southern Poverty Law Center	Nottingham Centre for Study and Reduction of Hate Crimes, Bias and Prejudice

There is nothing comparable to the CHBE in Ontario, or indeed in Canada. The two Canadian comparators focus exclusively on extremism, and quite narrowly at that. Their primary foci are around Islamist inspired extremism. While some of our projects will also address this class of extremism, our intended focus is much broader, to include right-wing extremism, environmental extremism, and left-wing extremism for example. The American Centres, as might be expected, focus on American issues, as do the UK based centres, although to a lesser extent.

Dr. Perry is currently engaged with all of the Centres except the CPRLV and CSHE.

- How will membership be controlled or changed? The proposal identifies who starts but does not include all people that are doing work in this area. Is there a mechanism for governing the changes? Who will arbitrate between someone who wants in but is not accepted in?

We have established a Governance Structure, as detailed on pp. 20-25 of the proposal. In line with that, the Steering Committee and the Director will manage membership. In the interests of transparency and consistency, the Committee will establish appropriate administrative provisions. Our institutional policies, generally, have yet to be drafted. This will be the first order of business once the Centre is approved.

- Will non-members be able to work through the centre to get funding?

Absolutely. We have encouraged our colleagues to consider flowing grants through the Centre to strengthen the feasibility of their funding requests. Once the Centre is approved, we intend to call an open meeting of colleagues from across the university who might be interested in affiliation with the Centre.

- How is the overhead affected? How much does the centre get versus SSH? Is this all figured out already and governed by existing policies or is it non-compliant with existing policies?

All revenue will flow in accordance with the UOIT Indirect Cost policy. That policy includes a distribution formula that includes allotment to the Faculty member, the Centre, the Faculty, etc. Much of the anticipated funding does not carry overhead with it (e.g., SSHRC).

- The proposal names potential members. Do they agree to be a part of this or at least allow their name to be used?

The Steering Committee members are already serving. The others mentioned have agreed to have their names included in the proposal.



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: May 9, 2018

PRESENTED BY: Steven Murphy, President and Vice-Chancellor

SUBJECT: Establishment of a Bachelor of Technology (Honours) in Sustainable Energy Systems

BOARD MANDATE:

The Board has the authority to establish academic, research, service and institutional policies and plans under section 9(b) of the *UOIT Act*.

In accordance with Article 8.9 (b)(i) of By-law Number 1, the Academic Council “shall advise the Board on ... the establishment and termination of degree programs”.

Academic Council hereby recommends for approval by the Board of Governors the attached program proposal for the establishment of the **Bachelor of Technology (Honours) in Sustainable Energy Systems**.

BACKGROUND/CONTEXT & RATIONALE:

The Faculty of Energy Systems has proposed a new degree program that will support the mandate of the Faculty and complement its other energy-focused programs. As society’s need for energy continues to grow, so too does the need to mitigate the negative environmental and social impacts of energy supply and use. Changes in how we use energy are facilitated by the development of renewable energy technologies, smart technologies, climate change mitigation policies, and smart and sustainable communities. These ongoing changes in energy technologies and systems will require workers who can enable those changes. ‘Energy systems’ are the technologies,

infrastructure, and behaviours that connect the flows of materials and energy from natural resources to meet societal wants and needs, and achieving the goal of sustainable energy systems requires an interdisciplinary perspective. The BTech program will ensure graduates possess a deep familiarity with the technologies associated with energy systems and various technological options, as well as the skills to continually analyse new energy technologies and changes to energy systems, in terms of their techno-economic and environmental performances. Several FESNS professors with skills in the energy sector already have courses developed in sustainable or renewable energy systems. The BTech supports a key FESNS priority to ensure retention of an integrated energy systems mix in the faculty.

RESOURCES REQUIRED:

An analysis of projected intake and enrolment can be found on page 6 of the attached proposal and anticipates a total enrolment of 146 students at maturity. Information on current and future human and physical resources begins on page 21. It is expected that while the Energy Systems Engineering program is on hiatus, human resources assigned to that program can be utilized to support the new program. Additional future hiring may be required should the Energy Systems Engineering program resume or the numbers increase in the Bachelor of Technology. There will be a need to develop and equip laboratories for the new courses. A detailed business plan is included beginning on page 28. The proposed start date for this program is September 2019; however, its introduction will be determined by the academic leadership to ensure appropriate resources are in place to support students and the academic mission of the university.

IMPLICATIONS: Not applicable

ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:

The University of Ontario Institute of Technology (UOIT), is founded in technology, the sciences and professional practice. UOIT's vision advances the discovery and application of knowledge that accelerates economic growth, regional development and social innovation and inspires graduates to continue to make an impact on the world, as it is and as it will be. A key mission objective seeks to develop academic and research collaborations with industry and community that stimulate and enhance the region and university at home and abroad.

Energy and environmental science is one of UOIT's four strategic research areas, and integrated with one of the largest challenges currently facing society. As an integral part of the University, the mission of the FESNS is to deliver academic programs that prepare graduates for leadership in the energy sector. A Bachelor of Technology (BTech) in Sustainable Energy Systems program in FESNS will support the mandate of the Faculty and complement its other energy-focused programs. The BTech program will ensure graduates possess a deep familiarity with the technologies associated with energy systems and various technological options, as well as the skills to continually analyse new energy technologies and changes to energy systems, in terms of their techno-economic and environmental performances.

ALTERNATIVES CONSIDERED: Not applicable

CONSULTATION:

Procedures for new programs involve six components: the development a proposal brief by the initiating Faculty; external evaluation to provide an assessment of program quality; internal response to assessment; approval of the proposal; submission of the proposal to the Quality Council and MTCU as appropriate, and subsequent review of the program as part of the university's program review process.

The final proposal was approved by the Faculty of Energy Systems and Nuclear Science in February 2018. Subsequently, it was reviewed by the Curriculum and Program Review Committee in March 2018 and by Academic Council in April 2018.

COMPLIANCE WITH POLICY/LEGISLATION:

The proposal was prepared in accordance with the requirements of the universities policies and procedures on new program submissions as outlined in the Institutional Quality Assurance Handbook (UOIT Academic Council revised June 2011).

NEXT STEPS:

Subsequent to the Board's approval, the proposal will be submitted to the Quality Council and Ministry of Advanced Education and Skills Development for final approval to launch the program.

MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Academic Council, the Board of Governors hereby approves the establishment of the proposed Bachelor of Technology (Honours) in Sustainable Energy Systems program, as presented.

SUPPORTING REFERENCE MATERIALS:

- Bachelor of Technology (Honours) in Sustainable Energy Systems program proposal



**Bachelor of Technology in Sustainable Energy
Systems
Faculty of Energy Systems and Nuclear Science**

**February 23, 2018
R3**

Table of Contents

1.	INTRODUCTION.....	3
a.	Background	3
b.	Student Demand.....	4
c.	Societal Need	5
d.	Duplication.....	6
2.	DEGREE REQUIREMENTS	8
a.	Program Learning Outcomes.....	8
b.	Admission Requirements	11
c.	Program Structure – Program Maps	12
d.	Calendar Copy.....	19
3.	RESOURCE REQUIREMENTS	20
a.	Faculty Members, Current and New Faculty requirements.....	20
b.	Additional Academic and Non-academic Human Resources	21
c.	Student Support Requirements.....	22
d.	Physical Resource Requirements	24
4.	BUSINESS PLAN.....	27
a.	Statement of Funding Requirement	27
5.	APPENDICES	Error! Bookmark not defined.
A.	Program Maps	Error! Bookmark not defined.
B.	New Course Proposals and Required Course Changes.....	Error! Bookmark not defined.
C.	Library Report.....	Error! Bookmark not defined.
D.	Completed Notice Intent	Error! Bookmark not defined.
E.	Course Information Sheets and Course Outlines	Error! Bookmark not defined.
F.	Faculty CVs	Error! Bookmark not defined.
G.	Energy Systems Programs at Ontario Colleges	Error! Bookmark not defined.

1. INTRODUCTION

a. Background

The University of Ontario Institute of Technology (UOIT), established by the University of Ontario Institute of Technology Act, 2002, is founded in technology, the sciences and professional practice. UOIT's vision advances the discovery and application of knowledge that accelerates economic growth, regional development and social innovation and inspires graduates to continue to make an impact on the world, as it is and as it will be. A key mission objective seeks to develop academic and research collaborations with industry and community that stimulate and enhance the region and university at home and abroad.

Energy and environmental science is one of UOIT's four strategic research areas, and integrated with one of the largest challenges currently facing society. As our need for energy continues to grow, so too does the need to mitigate the negative environmental and social impacts of energy supply and use. For example, students graduating today are being called on to double the world's energy supply in their careers (a task that took more than 100 years before them), and to provide this enormous increase in energy supply, while reducing today's carbon emissions by more than 80 percent from 2005 levels.

Indeed, at the current time, in particular, we seem to be on the cusp of making fundamental changes to how we use energy. These changes are facilitated by the development of renewable energy technologies, smart technologies, climate change mitigation policies, and even smart and sustainable communities. Sustainable communities, with a particular focus on energy supply and application, can help overcome many of Ontario's, Canada's and the world's most pressing economic, social and environmental challenges. These ongoing changes in energy technologies and systems will require workers who can enable those changes; workers who are well-versed in various energy technologies, how they are integrated to form complete systems, and how those systems perform economically and environmentally.

The systems perspective is key to making well-informed decisions that meet the goal of improved sustainability. 'Energy systems' can be defined as the technologies, infrastructure and behaviours that connect the flows of materials and energy (fuels and electricity) from natural resources to meet societal wants and needs. As such, achieving the goal of sustainable energy systems requires an interdisciplinary perspective.

UOIT's Faculty of Energy Systems and Nuclear Science (FESNS) actively pursues research in the area of energy systems and their techno-economic and environmental impacts. As an integral part of the University, the mission of the FESNS is to deliver academic programs that prepare graduates for leadership in the energy sector. A compelling case exists for additional well-educated energy practitioners¹, who are able to adapt to quickly changing conditions, at home and internationally.

A Bachelor of Technology (BTech) in Sustainable Energy Systems program in FESNS will support the mandate of the Faculty and complement its other energy-focused programs. The BTech program will ensure graduates possess a deep familiarity with the technologies associated with energy systems and various technological options, as well as the skills to continually analyse new energy technologies and changes to energy systems, in terms of their techno-economic and environmental performances. Graduates will also possess the business and communication skills that will help them put their technical knowledge to use. Graduates will be well versed in the

¹ See International Energy Agency for example,
<https://www.iea.org/policiesandmeasures/renewableenergy/?country=Canada>

strengths and limitations of various energy supply options, which depend on local and regional conditions. Graduates will also develop a thorough understanding of regulatory and political aspects of energy supply.

BTech graduates will emerge ready for long careers in the continually changing energy field, whether in energy-focused technical, policy or project management positions. They are expected to work in fields such as energy auditing, wind energy, solar energy, smart (and micro) grids, building management, and government. Experiential learning opportunities will further prepare students for these positions. Work placement/internship opportunities will be available for BTech students. They will also have the advantage of studying in a Teaching City², where there may be opportunities for them to not only explore urban issues, but to implement potential improvements. Further, BTech graduates will be well placed to pursue graduate studies in engineering, science or the social sciences.

The BTech program lends itself well to international collaborations, as emerging technologies and the challenges facing energy systems are common globally. By collaborating with institutions like the Beijing Polytechnic Institute the program will produce leaders for China in sustainable energy systems. This fits well with UOIT's growing international mandate.

Several professors with skills in the energy sector already have courses developed in sustainable or renewable energy systems. The BTech supports a key FESNS priority to ensure retention of an integrated energy systems mix in the faculty.

b. Student Demand

Three broad pools of students are anticipated: general offering (starting at first year); bridge option (students arriving from Canadian colleges); and international students (entering either at first year, or through a bridge). The programs are expected to appeal to students who enjoy science and math, but are looking for a broader education than is offered by engineering programs. Incoming students will have strong technical skills, so that they can learn how energy technologies operate, but also strong interests in the business, regulatory/political and environmental sides of energy systems, including areas such as project management and public relations.

When the program opens in September 2019, 20 students are expected (19 from Canadian high schools), increasing in 2020 to approximately 30 students per year (27 domestic). These students would attend four years. Transfers to other program offerings would be possible, e.g. energy systems engineering, nuclear engineering, physics.

The bridge option facilitates Canadian students entering the full program from Canadian colleges. A three-year advanced diploma from an Ontario college in Mechanical or Chemical Engineering Technology, for example, would be a good background for the BTech program. Students would complete three bridge courses, and then proceed into the final two years of the BTech program, with a slightly modified curriculum to ensure all learning outcomes are met. Some Ontario colleges offer more energy-specific programs, such as Energy Systems Engineering Technology, and Sustainable Energy and Building Technology (see Appendix G). The bridge option has been designed based on the more common Mechanical and Chemical Engineering diplomas, which importantly are offered by the co-located Durham College. However, the energy-specific programs offered by other colleges in the Greater Toronto Area would be natural feeders, as well. If a significant number of graduates from these programs apply to the BTech, tailored bridge options

² <https://www.oshawa.ca/business-and-investment/teaching-city.asp>

can be developed; initially, applicants will be assessed on a case-by-case basis. Approximately 10 bridge students per year are anticipated from Canadian colleges.

The initial international offering of the program is likely for students from the Beijing Polytechnic Institute (BPI) with whom UOIT has a Memorandum of Understanding. BPI will recruit students from high school specifically for this program and train them for 2 years in Beijing. For long-range planning purposes, the Beijing Municipal government will fund students (> 30/a) from China to come to UOIT to obtain their BTech degree. An additional number of students from other areas in China are also expected (also returning to China upon graduation). The first international student bridge offering will have approximately 15 students. We hope to build appropriately within the overall UOIT international student plans. If the University grows sufficiently, other countries would be canvassed, making the total international student potential intake approximately 100 students, of course subject to the University plans (roughly 60% from China, 25% rest of Asia, and 15% rest of world).

Table 1. Projected enrolment by year of operation and program year.

YEAR OF OPERATION	Yr1	Yr 2	Yr 3	Yr 4	Yr5	Yr6	Yr7	TOTAL ENROLMENT	Maturity
2019	20	0	25	0	0	0	0	45	
2020	30	16	25	25	0	0	0	96	
2021	30	24	40	25	0	0	0	119	
2022	30	24	46	40	0	0	0	140	
2023	30	24	46	46	0	0	0	146	146
2024	30	24	46	46	0	0	0	146	146

c. Societal Need

A recent report by ECO Canada³ explored “Careers in Energy”. Listed below are three example careers from that report in which graduates from this program may be employed. Importantly, our graduates will have the skills that will enable them to adapt as energy systems, and the energy sector, continue to change.

Corporate Energy Professionals: “...work at all levels of an organization to manage energy usage, maintain positive stakeholder relationships, and improve energy performance”. According to ECO Canada³, “in the past 2 years” 53% of studied employers were hiring Business Development and Marketing Managers, in this category, while 60% intended to hire further into this position “in the near future” (emphasis removed).

Building Operators and Managers³: “...coordinate property management, develop building operating procedures, and improve building systems to save energy and costs”. According to ECO Canada³, “in the past 2 years: 45% of employers had vacancies for Green Building Project Managers...and in the future: 62% of employers expect to hire more staff for this specific role” (emphasis removed).

Renewable Energy Professionals³: “...support the development and implementation of renewable energy facilities, systems and equipment”. According to ECO Canada³, “in the past 2 years” 65% of studied employers were hiring Renewable Power Project Managers, while 55% intended to hire further into this position “in the future” (emphasis removed).

³ECO Canada. 2013. Careers in Energy, Current Job Trends & Future Growth. Environmental Sub-Sector Profiling Series. Available at: <http://www.eco.ca/reports/careers-in-energy-current-job-trends-and-future-growth/>

Graduates with robust technical and business skills in the energy sector are in demand. Low-carbon, renewable and integrated energy systems are in particular demand. So too energy conservation, adaptability and resiliency skills are needed. UOIT's existing Energy Systems Engineering program provides compelling evidence as the program has one of Ontario's highest levels of sector-employment by graduates.

BTech graduates are expected to be employed in large companies, and emerging small energy companies, and to start their own firms. BPI and the Beijing government specifically indicated a strong need for technically qualified people in sustainable energy technologies with systems approaches.

The UOIT FESNS retained Academica Group to conduct a Degree Program Feasibility Study, B.Tech in Chemical/Environmental Engineering (Phase 1 – January 2015; Phase 2 – March 2016). The study focused on the need for such a program, its relationship with accredited engineering programs (professional engineer and engineering technologist), and likely sources of potential students. Survey respondents (students) were particularly interested in Co-op/internship opportunities and the most compelling aspect of a potential program was potential employment.

d. Duplication

Carleton University has a Sustainable and Renewable Energy Engineering program that competes directly with UOIT's Energy Systems Engineering program. This is an engineering accredited program and therefore not a direct competitor for the BTech degree program.

McMaster University has a BTech program. Originally this program did not include energy. They recently added the Energy Engineering Technologies program, demonstrating the sector's increasing popularity. Their BTech is combined with Mohawk College. This program is slightly different than the one proposed as it is presented mainly as a bridge program with Mohawk College (the majority of students are from the College).

Queen's University, and the Universities of Toronto and Waterloo have similar energy research institutes, however these mainly focus on research, and not on Bachelor student-level programming (employment focussed).

Several colleges provide Energy Systems Engineering Technologist programs, however some of these have been discontinued (e.g. St. Lawrence College) as there is not a direct fit with a trade (overseen by Ontario Colleges of Trades). These college programs are anticipated to be an important source of potential students for the UOIT BTech (those wanting a broader education in energy systems while maintain a focus on employment).

There are several programs similar to the one proposed here in Ontario (within Ontario and Canada-wide). This program is however unique through its concentration on sustainable and emerging technologies. Further, an energy 'systems approach' is proposed where students are adept at discrete technologies, e.g. wind or solar, as well as understanding how 'the pieces fit together' with a more holistic (and sustainable) outcome.

Institution: McMaster University
Program Name and Credential: BTech as a stand-alone degree; recently added Energy Engineering Technologies program.

Program Description: McMaster University has a BTech. program. Originally launched in 2013. Energy Engineering Technologies recently added. The BTech is combined with Mohawk College. As per the McMaster University web site:

“The four-year Bachelor of Technology program has been designed for students who learn best by doing. It provides a balance of university-level course study and practical experience by applying classroom knowledge and theory to real-life situations.”

“The Bachelor of Technology program offers a fresh approach to education for the dynamic world of engineering. Promoting “Learning In 3D,” we incorporate Theory, Practice and Experience in our education. Our students go beyond learning from a textbook – they learn from “hands on” experience through lectures, labs and work experience.”

From Wikipedia: “The joint McMaster-Mohawk Bachelor of Technology program offers four-year bachelor-degree programs in engineering technology, including process automation technology, biotechnology and automotive and vehicle technology, as well as degree-completion programs in civil engineering infrastructure technology, computing and information technology, energy engineering technology and manufacturing engineering technology.”

Similarities and Differences: McMaster’s program is the only energy focussed Bachelor of Technology in Ontario. The program is jointly offered by McMaster and Mohawk College. Key areas of focus are automotive, biotechnology, and software and manufacturing. A new focus is Energy Engineering Technologies was added in 2015. The energy technologies program focusses mainly on specific technologies. UOIT’s ‘systems approach’ to energy is unique in a bachelor’s program. UOIT also has deep expertise in nuclear, hydrogen and geothermal, as well as integration with new home construction in Durham Region (net zero buildings).

Links: <http://future.mcmaster.ca/programs/btech/>

Institution: Carleton University

Program Name and Credential: BEng, Sustainable and Renewable Energy Engineering

Program Description: Carleton University has a Sustainable and Renewable Energy Engineering program that competes directly with UOIT’s (now closed) Energy Systems Engineering program. This is an accredited engineering program and is not a direct competitor for the proposed BTech degree. From the website: “Sustainable and Renewable Energy Engineering (SuRE) is a professional discipline concerned with the design, development, implementation, and improvement of the methods and systems used to generate and distribute energy from sustainable and renewable sources.”

Similarities and Differences: The program is presented here since it reflects well the shift in many schools on renewables and ‘sustainable’ energy engineering (as captured also in the proposed BTech). UOIT’s BTech is underpinned with low-carbon energy provision (including nuclear and hydrogen). Students get a deep understanding of life cycle assessment and a systems approach.

Links: <https://admissions.carleton.ca/programs/sustainable-and-renewable-energy-engineering/>

2. DEGREE REQUIREMENTS

a. Program Learning Outcomes

**For both the BTech (Hons) and BTech – Bridge*

Degree Level Expectation	Learning Outcome	How the program instructional design & elements support the attainment of student learning outcomes	Method of assessment: How are you planning to measure the learning outcome stated in column 2
1) Depth and Breadth of Knowledge	<ul style="list-style-type: none"> • <i>Apply knowledge of natural sciences and engineering fundamentals, such as mathematics, physics, fluid mechanics, heat transfer, electric circuits and instrumentation to identify, formulate, analyse and solve problems.</i> • <i>Apply knowledge specific to the energy field to identify, analyse and solve problems. This knowledge relates to alternative and conventional energy technologies (solar, wind, nuclear, hydroelectric), integrated energy systems, etc.</i> 	<p>Introduced <i>Fundamental courses, e.g., MATH 1000U, PHY 1010U, ENSY 1110U</i></p> <p>Developed <i>Program-specific technical courses, as well as courses covering environmental, economic and social implications of energy systems e.g., ENSY 3830U, ENSY 3730U, ENVS 1000U, SSCI 1470U, BUSI 1700U</i></p> <p>Applied <i>Upper year courses focused more specifically on applied problem solving e.g., ENSY 4610U, ENSY 4600U</i></p>	<p>Introduced <i>Assignments (problem sets), Quizzes, Midterms, Final exams</i></p> <p>Developed <i>Assignments (problem sets), Quizzes, Midterms, Final exams, Major projects</i></p> <p>Applied <i>Major/Thesis projects</i></p>

<p>2) Knowledge of Methodologies</p>	<ul style="list-style-type: none"> • <i>Utilise common and advanced software tools for data collection and management, and for the analysis and solution of problems.</i> • <i>Work safely, responsibly and effectively in the construction/assembly of laboratory components, collection of data, and operation of equipment.</i> • <i>Formulate a systems-level approach to solving problems.</i> • <i>Apply well-established methods for the techno-economic and environmental assessment of energy systems</i> 	<p>Introduced <i>Fundamental courses e.g., ENGR 3200U, CSCI 1040U, ENGR 2140U</i> <i>Courses with lab components e.g., ENSY 1110U, ENSY 2220U</i></p> <p>Developed <i>Upper year courses e.g., ENGR 3750U, ENSY 3730U</i> <i>Risk-specific course, ENGR 4660U</i></p> <p>Applied <i>Fourth-year and capstone courses e.g., ENSY 4700U, ENSY 4600U, ENSY 4610U</i></p>	<p>Introduced <i>Assignments (problem sets), Quizzes, Midterms, Final exams, Lab reports, Safety quizzes</i></p> <p>Developed <i>Assignments (problem sets), Quizzes, Midterms, Final exams, Lab reports, Safety assessments</i></p> <p>Applied <i>Development of safe operating procedures; design of experiments to collect data, Projects (including thesis)</i></p>
<p>3) Application of knowledge</p>	<ul style="list-style-type: none"> • <i>Develop solutions to energy-related problems, while recognizing the systems-level implications of their decisions from technical, environmental, social and economic perspectives.</i> • <i>Combine fundamental knowledge, analytical skills, and specialized knowledge to develop and/or evaluate a solution to an energy problem.</i> 	<p>Introduced <i>ENSY 1000U</i></p> <p>Developed <i>Program-specific technical courses e.g., ENSY 2410U, ENSY 2330U, ENSY 3730U</i> <i>Courses focusing on environmental, economic and social elements e.g., ENVS 1000U, SSCI 1470U, BUSI 1700U</i></p> <p>Applied <i>ENSY 3600U, ENSY 4600U</i></p>	<p>Introduced <i>Assignments, Exam</i></p> <p>Developed <i>Assignments, projects and exams; start with one or two elements and add in more over time, until most complete picture emerges at Applied stage</i></p> <p>Applied <i>Major/thesis projects</i></p>
<p>4) Communication Skills</p>	<ul style="list-style-type: none"> • <i>Communicate effectively in written, spoken and visual form with members of a multi-disciplinary team, and with members of the general public.</i> • <i>Use various web-based communications and social media to convey specialist knowledge to stakeholders</i> 	<p>Introduced <i>COMM 1050U, ENGR 3200U</i></p> <p>Developed <i>COMM 1311U, COMM 2310U</i> <i>Lower year tech courses with communication component e.g., lab reports in ENSY 2220U</i></p> <p>Applied <i>Upper year courses with communication components</i></p>	<p>Introduced <i>Assignments</i></p> <p>Developed <i>Projects, lab reports</i></p> <p>Applied <i>Major/thesis projects</i></p>

		e.g., ENSY 3600U, ENSY 4600U	
5) Awareness of Limits of knowledge	<ul style="list-style-type: none"> • <i>Perform an uncertainty analysis and assess margins of safety.</i> • <i>Recognize the limits to their own knowledge and expertise.</i> 	<p>Introduced <i>Lower year courses with a lab component e.g., ENSY 1110U, ENSY 2220U</i></p> <p>Developed <i>ENGR 3750U, NUCL 3740U, ENSY 4700U</i></p> <p>Applied <i>Capstone projects ENSY 3600U, ENSY 4600U</i></p>	<p>Introduced <i>Lab reports</i></p> <p>Developed <i>Assignments (problem sets), Projects</i></p> <p>Applied <i>Major projects</i></p>
6) Autonomy and professional capacity	<ul style="list-style-type: none"> • <i>Collaborate with peers and colleagues in other disciplines to develop and communicate a solution to a problem.</i> • <i>Demonstrate academic integrity in their work</i> • <i>Describe the social, cultural, ethical, environmental, safety and economic consequences of technical decisions, especially as they apply to the many uses of energy technologies, in local, national and global contexts;</i> • <i>Recall the principles and key provisions of regulatory frameworks related to different energy systems, and apply them in their work</i> • <i>Evaluate the performance of new, emerging technologies, and apply strategies available for life-long learning</i> • <i>Demonstrate an understanding of the management and business practices relevant to the energy industry, including the importance of quality management and quality assurance</i> 	<p>Introduced <i>BUSI 2620U, ENSY 1000U, ENSY 2410U</i></p> <p>Developed <i>ENVS 1000U, BUSI 1700U, SSCI 1470U, Tech specific courses</i></p> <p>Applied <i>Tech specific courses e.g., ENSY 2330U, ENSY 3830U, ENSY 3730U, ENSY 4600U, ENSY 4700U, ENSY 4610U</i></p>	<p>Introduced <i>Assignments</i></p> <p>Developed <i>Projects</i></p> <p>Applied <i>Major/thesis projects</i></p>

Of the above program-level learning outcomes, the ability of BTech graduates to complete techno-economic and environmental assessments of both existing and emerging energy systems, is key. The methods and need for such assessments is introduced to students early, in ENSY 1000U. These skills are then developed (applied at previous level and expanded) through the program's Technology Courses (e.g., ENSY 3730U, ENSY 3840U). The "final" application of and test of students' abilities to complete these assessments will come through their thesis projects, ENSY

3600U and ENSY 4600U. Students' ability to undertake these assessments for existing and emerging technologies will be a key indicator that they are prepared to enable the small and large changes occurring in energy systems.

The plans for documenting and demonstrating the level of student performance have been designed specifically to be consistent with the degree level expectations (DLEs). The program-level learning outcomes are based on the DLEs and onto these were mapped appropriate courses and methods of assessment.

The program will be externally reviewed during cyclical reviews, and assessed on an ongoing basis through indicators such as student grades, retention, and yearly course evaluations. Classes and assessment practices as outlined in the proposal will be closely monitored on an ongoing basis through the FESNS Energy Systems Program Curriculum Committee. We will also monitor closely the career success of our students upon completion.

All students are also required to complete a culminating thesis project. The projects completed by students will allow them to demonstrate that they have achieved the overall program learning outcomes that have been aligned with the DLEs. The outcomes of the thesis project will be closely monitored to ensure that the courses in the program are preparing students for success in this culminating project. As well, students enrolled in the four-year program complete a third-year thesis project. While this is primarily intended to emphasise the importance of integrating various technologies and concepts in energy systems, it also provides an earlier opportunity to assess how well program learning outcomes are being achieved.

b. Admission Requirements

Admission to the Bachelor of Technology in Sustainable Energy Systems program is expected to be competitive. The specific average or standing required for admission will vary from year to year. Students will be selected by taking into consideration a wide range of criteria including school marks, distribution of subjects taken, and performance in subjects relevant to the academic program. Possession of the minimum requirements will not guarantee acceptance. Preference will be given to applicants with the best qualifications.

Current Ontario secondary school students must complete the Ontario Secondary School Diploma (OSSD) with six 4U or 4M credits including English (ENG4U) with a minimum average of 60 per cent, Advanced Functions (MHF4U), Calculus and Vectors (MCV4U), Chemistry (SCH4U), and Physics (SPH4U). In addition, a combined minimum 70 per cent average in math and science courses is required, with no grade below 60 per cent.

Graduates from a three-year Ontario college advanced diploma (or equivalent) program in one of the following: Chemical Engineering Technologist, or Mechanical Engineering Technologist, with a minimum overall B- average (minimum 70% or 2.7 GPA on a 4.3 scale), will be considered for admission to UOIT's Sustainable Energy Systems Bridge program. Graduates of two- or three-year Ontario college programs in other disciplines should contact UOIT to determine their admission eligibility for this program.

All other applicants should refer to the Admissions section of the current UOIT calendar for the requirements for their specific category of admission.

c. Program Structure – Program Maps

Program details and degree requirements – BTech (Hons)

To be eligible for an honours Bachelor of Technology degree in Sustainable Energy Systems, students must successfully complete 120 credit hours, including all courses outlined in the following program map.

Although reasonable efforts will be made to adhere to the following program map, course requirements and term offerings may change. The most up-to-date list of course offerings will be available on the faculty website at nuclear.uoit.ca.

Year 1

Semester 1

- MATH 1000U – Introductory Calculus
- PHY 1010U – Physics I
- ENSY 1000U – Introduction to Energy Systems
- COMM 1050U – Technical Communications
- ENGR 3200U – Engineering Graphics and Design

Semester 2

- MATH 1020U – Calculus II
- MATH 2050U – Linear Algebra
- ENSY 1110U – Chemical Fundamentals
- ENVS 1000U – Environmental Science
- CSCI 1040U – Introduction to Programming for Scientists

Year 2

Semester 1

- ENSY 2210U – Electric Circuits for Energy Systems
- ENSY 2220U – Fluid Mechanics for Energy Systems
- ENGR 2140U – Problem Solving, Modelling and Simulation
- PHY 2050U – Thermodynamics and Heat Transfer
- BUSI 1700U – Introduction to Entrepreneurship

Semester 2

- ENSY 2330U – Mechanical Equipment and Systems
- ENSY 2410U – Low Carbon Technologies
- STAT 2800U – Statistics and Probability for Engineers
- ENGR 3380U – Strength of Materials
- SSCI 1470U – Impact of Science and Technology on Society

Year 3

Semester 1

- ENGR 3750U – Integrated Engineering Laboratory
- NUCL 3740U – Scientific Instrumentation
- BUSI 2200U – Marketing Management
- *Choice of Technology Course*

Technologies Specialization

- *Choice of Technology Course*

Programs & Policies Specialization

- *Choice of Program & Policy Course*

Semester 2

- ENSY 3600U – Sustainable Energy Thesis Project I
- BUSI 2050U – Managerial Economics
- COMM 2311U – Writing and Publishing in the Digital Age
- *Choice of Technology Course*

Technologies Specialization

- *Choice of Technology Course*

Programs & Policies Specialization

- *Choice of Program & Policy Course*

Year 4**Semester 1**

- ENGR 4660U – Risk Analysis Methods
- BUSI 3930U – Leadership, Negotiation and Teamwork
- *Choice of Technology Course*
- *Choice of Program & Policy Course*
- *Choice of Program & Policy Course or Complementary Studies Elective*

Semester 2

- ENSY 4610U – Community and Urban Design
- ENSY 4600U – Sustainable Energy Thesis Project II
- ENSY 4700U – Energy Policy, Standards and Safety
- *Choice of Program & Policy Course or Complementary Studies Elective*

Technologies Specialization

- *Choice of Technology Course or Technical Elective*

Programs & Policies Specialization

- *Choice of Program & Policy Course*

Technology Courses

- ENSY 3730U Solar Energy Technologies
- ENSY 3830U Wind Energy Systems
- ENSY 3840U Fuel Cell and Hydrogen Systems
- ENSY 4300U Environmental Protection Systems
- ENSY 4400U Electric Power Systems
- ENSY 4500U Geo-engineered systems
- ENSY 4530U Hydroelectric Power
- ENSY 4620U Smart Grids
- NUCL 4460U Nuclear Power Systems

Technical Electives

- GEOG-ERSC 2401T Environmental Geology
- GEOG 2460T The Global Climate System
- ENSY 4800U Energy Systems Analysis

Program & Policy Courses

- BUSI 1600U Management of the Enterprise
- BUSI 2550U Introduction to Project Management
- BUSI 2700U Entrepreneurial Finance
- BUSI 3730U Creative Problem Solving, Entrepreneurship & Imagination
- BUSI 3750U Lean Start-up
- COMM 2310U Advanced Professional Writing & Editing
- COMM 3310U Communications, Communities and Social Change
- COMM 4510U Public Relations

- LGLS 3520U Law and Technology
- LGLS 4040U Law and Environment
- NUCL 5600G Future Role of Nuclear Energy
- POSC 2200U Fundamentals of Policy Theory
- POSC 3300U Building Sustainable Communities

Complementary Studies Electives

- ANTH 1002T Applied Anthropology
- ANTH 2030T Technology and Humanity
- ANTH 2040T Law and Order in Ancient and Contemporary Culture
- BUSI 1520U Business Computer Applications
- BUSI 2000U Collaborative Leadership
- BUSI 2205U Principles of Marketing
- BUSI 2311U Organizational Behaviour
- BUSI 2603U Introduction to Operations Management
- BUSI 3330U Management of Change
- BUSI 3350U Developing Management Skills
- BUSI 3360U Occupational Health and Safety
- BUSI 3430U Personal Finance
- BUSI 3650U Innovation Management
- BUSI 3700U Strategic Management for Professionals
- BUSI 3710U Small Business Management
- ENGL 1001T Truth, Lies and Story Telling
- ENVS 3110U Economics and Politics of the Environment
- HIST 1201T Western Civilization to 1789
- HIST 1701T World History to 1800
- HIST 1702T World History 1800 – Present
- LGLS 2100U Public Law
- LGLS 3230U Law and Globalization
- PHIL 1000T Introduction to Philosophy: Knowledge and reality
- PHIL 1200T Critical Thinking
- PSYC 1000U Introduction to Psychology
- SOCI 1000U Introduction to Sociology

Program map – BTech (Hons)

Year	Course	Course	Course	Course	Course
1 – 1	MATH 1000U Introductory Calculus	PHY 1010U Physics I	ENSY 1000U Introduction to Energy Systems	COMM 1050U Technical Communications	ENGR 3200U Engineering Graphics & Design
1 – 2	MATH 1020U Calculus II	MATH 2050U Linear Algebra	ENSY 1110U Chemical Fundamentals	ENVS 1000U Environmental Science	CSCI 1040U Introduction to Programming for Scientists
2 – 1	ENSY 2210U Electric Circuits for Energy Systems	ENSY 2220U Fluid Mechanics for Energy Systems	ENGR 2140U Problem Solving, Modelling & Simulation	PHY 2050U Thermodynamics and Heat Transfer	BUSI 1700U Introduction to Entrepreneurship

2 – 2	ENSY 2330U Mechanical Equipment and Systems	ENSY 2410U Low Carbon Technologies	STAT 2800U Statistics and Probability for Engineers	ENGR 3380U Strength of Materials	SSCI 1470U Impact of Science and Technology on Society
3 – 1	ENGR 3750U Integrated Engineering Lab	NUCL 3740U Scientific Instrumentation	BUSI 2200U Marketing Management	Technology Course	<i>Technologies Technology Course</i> <i>Programs & Policies Program & Policy Course</i>
3 – 2	ENSY 3600U Sustainable Energy Thesis Project I	BUSI 2050U Managerial Economics	COMM 2311U Writing & Publishing in the Digital Age	Technology Course	<i>Technologies Technology Course</i> <i>Programs & Policies Program & Policy Course</i>
4 – 1	ENGR 4660U Risk Analysis Methods	BUSI 3930U Leadership, Negotiation and Teamwork	Technology Course	Program & Policy Course	Program & Policy Course or Complementary Studies Elective
4 – 2	ENSY 4610U Community and Urban Design	ENSY 4600U Sustainable Energy Thesis Project II	ENSY 4700U Energy Policy, Standards and Safety	Program & Policy Course or Complementary Studies Elective	<i>Technologies Technology Course or Technical Elective</i> <i>Programs & Policies Program & Policy Course or Complementary Studies Elective</i>

Courses currently offered

- ENGR 2140U – Problem Solving, Modelling and Simulation
- ENGR 3200U – Engineering Graphics and Design
- ENGR 3380U – Strength of Materials
- ENGR 3750U – Integrated Engineering Laboratory
- ENGR 4660U – Risk Analysis Methods
- NUCL 3740U – Scientific Instrumentation
- NUCL 4460U – Nuclear Power Systems

Courses currently offered, content modified

- ENSY 3730U – Solar Energy Technologies
- ENSY 2330U – Mechanical Equipment and Systems
- ENSY 3830U – Wind Energy Systems
- ENSY 3840U – Fuel Cell and Hydrogen Systems
- ENSY 4400U – Electric Power Systems
- ENSY 4530U – Hydroelectric Power

New courses

- ENSY 1000U – Introduction to Energy Systems
- ENSY 1110U – Chemical Fundamentals
- ENSY 2210U – Electric Circuits for Energy Systems
- ENSY 2220U – Fluid Mechanics for Energy Systems
- ENSY 2410U – Low Carbon Technologies
- ENSY 3600U – Sustainable Energy Thesis Project I
- ENSY 4300U – Environmental Protection Systems
- ENSY 4500U – Geo-engineered systems
- ENSY 4600U – Sustainable Energy Thesis Project II
- ENSY 4610U – Community and Urban Design
- ENSY 4620U – Smart Grids
- ENSY 4700U – Energy Policy, Standards and Safety

Required courses provided by other units

- BUSI 1700U – Introduction to Entrepreneurship
- BUSI 2050U – Managerial Economics
- BUSI 2200U – Marketing Management
- BUSI 3930U – Leadership, Negotiation and Teamwork
- COMM 1050U – Technical Communications
- COMM 2311U – Writing and Publishing in the Digital Age
- CSCI 1040U – Introduction to Programming for Scientists
- ENVS 1000U – Environmental Science
- MATH 1000U – Introductory Calculus
- MATH 1020U – Calculus II
- MATH 2050U – Linear Algebra
- PHY 1010U – Physics I
- PHY 2050U – Thermodynamics and Heat Transfer
- SSCI 1470U – Impact of Science and Technology on Society
- STAT 2800U – Statistics and Probability for Engineers

Program details and degree requirements – BTech (Hons) Bridge

Students who successfully complete all three bridge courses with a minimum cumulative C average (minimum 60 per cent or 2.0 on a 4.3 scale), will be eligible for admission to the third year of the university's four-year Bachelor of Technology in Sustainable Energy Systems (Honours) degree, with a slightly modified curriculum to ensure all learning outcomes are met. Students in the Bachelor of Technology Bridge program in Sustainable Energy Systems must successfully complete 87 credit hours, including all courses outlined in the following program map.

Although reasonable efforts will be made to adhere to the following program map, course requirements and term offerings may change. The most up-to-date list of course offerings will be available on the faculty website at nuclear.uoit.ca.

Bridge

- ENSY 0101U – Calculus and Algebra for Energy Systems
- ENSY 0102U – Heat Transfer and Programming Preparation for Energy Systems
- ENSY 1110U – Chemical Fundamentals OR ENSY 0103U Strength of Materials and Scientific Instrumentation Preparation for Energy Systems depending on diploma

Year 3

Semester 1

- ENSY 1000U – Introduction to Energy Systems
- ENGR 2140U – Problem Solving, Modelling and Simulation
- BUSI 1700U – Introduction to Entrepreneurship
- BUSI 2200U – Marketing Management
- *Choice of Technology Course*

Technologies Specialization

- *Choice of Technology Course*

Programs & Policies Specialization

- *Choice of Program & Policy Course*

Semester 2

- ENSY 2330U – Mechanical Equipment and Systems
- ENSY 2410U – Low Carbon Technologies
- ENV5 1000U – Environmental Science
- BUSI 2050U – Managerial Economics
- COMM 2311U – Writing and Publishing in the Digital Age
- SSCI 1470U – Impact of Science and Technology on Society

Year 4

Semester 1

- ENGR 4660U – Risk Analysis Methods
- BUSI 3930U – Leadership, Negotiation and Teamwork
- *Choice of Technology Course*
- *Choice of Program & Policy Course*
- *Choice of Program & Policy Course or Complementary Studies Elective*

Technologies Specialization

- *Choice of Technology Course*

Programs & Policies Specialization

- *Choice of Program & Policy Course*

Semester 2

- ENSY 4610U – Community and Urban Design
- ENSY 4600U – Sustainable Energy Thesis Project II
- ENSY 4700U – Energy Policy, Standards and Safety
- *Choice of Technology Course*
- *Choice of Program & Policy Course or Complementary Studies Elective*

Technologies Specialization

- *Choice of Technology Course or Technical Elective*

Programs & Policies Specialization

- *Choice of Program & Policy Course or Complementary Studies Elective*

Technology Courses

As above

Technical Electives

As above

Program & Policy Courses

As above

Complementary Studies Electives

As above

Program map – BTech (Hons) Bridge

Year	Course	Course	Course	Course	Course	Course
Bridge	ENSY 0101U Calculus and Algebra for Energy System	ENSY 0102U Heat Transfer and Programming Preparation for Energy Systems	ENSY 1110U Chemical Fundamentals OR ENSY 0103U Strength of Materials and Scientific Instrumentation Preparation for Energy Systems			
3 – 1	ENSY 1000U Introduction to Energy Systems	ENGR 2140U Problem Solving, Modelling and Simulation	BUSI 2200U Marketing Management	BUSI 1700U Introduction to Entrepreneurship	Technology Course	<i>Technologies Technology Course</i> <i>Programs & Policies Program & Policy Course</i>
3 – 2	ENSY 2330U Mechanical Equipment and Systems	BUSI 2050U Managerial Economics	COMM 2311U Writing & Publishing in the Digital Age	ENSY 2410U Low Carbon Technologies	ENVS 1000U Environmental Science	SSCI 1470U Impact of Science and Technology on Society
4 – 1	ENGR 4660U Risk Analysis Methods	BUSI 3930U Leadership, Negotiation and Teamwork	Technology Course	Program & Policy Course	Program & Policy Course or Complementary Studies Elective	<i>Technologies Technology Course</i> <i>Programs & Policies Program & Policy Course</i>
4 – 2	ENSY 4610U Community and Urban Design	ENSY 4600U Sustainable Energy Thesis Project II	ENSY 4700U Energy Policy, Standards and Safety	Program & Policy Course or Complementary Studies Elective	Technology Course	<i>Technologies Technology Course or Technical Elective</i> <i>Programs & Policies Program & Policy Course or Complementary Studies Elective</i>

d. Calendar Copy

The Bachelor of Technology (BTech) in Sustainable Energy Systems program offered by the Faculty of Energy Systems and Nuclear Science ensures graduates possess a deep familiarity with the technologies associated with energy systems and various technological options, as well as the skills to continually assess new energy technologies and changes to energy systems. Graduates will also possess business and communication skills that will help them put their technical knowledge to use. Graduates will be well versed in the strengths and limitations of various energy supply options, which depend on local and regional conditions. Graduates will also develop a thorough understanding of regulatory and political aspects of energy supply.

BTech graduates will emerge ready for long careers in the continually changing energy field, whether in energy-focused technical, policy or project management positions. They are expected to work in fields such as energy auditing, wind energy, solar energy, smart (and micro) grids, building management, and government. Experiential learning opportunities will further prepare students for these positions. Further, BTech graduates will be well placed to pursue graduate studies in engineering, science or the social sciences.

The BTech in Sustainable Energy Systems program offers students the choice between two specializations: Technologies, and Programs and Policies.

The Technologies specialization is for students who are interested in focusing their degree on energy technologies. While students still learn about the economic and social aspects of energy systems, they take more technology-specific courses, broadening their technical expertise. This specialization is expected to appeal to students who are more interested in working directly with energy technologies, or in careers where the ability to assess many different energy technologies is a particular asset.

The Programs and Policies specialization is for students who are interested in taking an even broader approach to understanding and working with energy systems. While students still learn about multiple energy technologies, in detail, they also take more courses focused on the business, social, and political elements of energy systems. This specialization is expected to appeal to students who are more interested in working in a business or policy-making environment.

An 'energy system' can be defined as the technologies, infrastructure and behaviours that connect the flows of materials and energy (fuels and electricity) from natural resources to meet societal wants and needs. Graduates of the BTech program will have the combination of detailed technical knowledge, broad perspective and strong analytical skills to allow them to make a difference in how society supplies and uses energy.

Work Placement/Internship Opportunities

Optional work placement opportunities will be available. A 12- to 16-month optional Internship program is also available for students completing the third year of the program. Students must have a minimum CGPA of 2.3 to be eligible.

Other experiential learning opportunities, including field trips to local energy suppliers and participation in the City of Oshawa Teaching City initiative, may also be available.

3. RESOURCE REQUIREMENTS

a. Faculty Members, Current and New Faculty requirements

The Faculty of Energy Systems and Nuclear Science (FESNS) has 15 core faculty members with expertise in a wide range of engineering fundamentals and many specialty areas (smart grids, solar, nuclear technology, energy systems and policy, life cycle assessment). The faculty members expected to be consistently involved in the BTech program include:

Akira Tokuhiko, BSc, MSc, PhD

Dean and Professor

Nuclear reactor safety, nuclear systems design, hybrid energy systems, experiments

Hossam Gaber, BSc, PhD, P.Eng, FS Eng (TÜV Rheinland), CEM, Fellow RAMSP

Professor

Resilient smart energy grids and micro energy grids planning, control and protection

Glenn Harvel, BEng, MEng, PhD, P.Eng

Professor

Diagnostic techniques, energy systems and nuclear design, pollution control

Daniel Hoornweg, BSc, MSc, PhD, P.Eng

Associate Professor and Richard Marceau Chair

Energy systems, sustainable cities, risk identification and management

Brian M. Ikeda, BSc, MSc, PhD

Associate Professor

Corrosion and corrosion-assisted failure of metals, radioactive waste management

Matthew Kaye, BSc, MSc, PhD

Associate Professor

Applied thermodynamics, nuclear materials

Lixuan Lu, BSc, MSc, PhD, P.Eng

Professor

Nuclear power plant instrumentation and control, reliability and safety assessment

Jennifer McKellar, BSc, MSc, PhD, P.Eng

Assistant Professor

Techno-economic and environmental assessment of energy systems, decision-making

Sharman Perera, BEng, MSc, P.Eng

Associate Teaching Professor and Manager, Laboratory Services

Igor Pioro, MSc, PhD, Dr. Tech Sc., P.Eng

Professor

Thermalhydraulics of nuclear reactors and Generation IV nuclear-reactor concepts

The FESNS offers Bachelor of Engineering (BEng) degree programs in Nuclear Engineering, as well as in Energy Systems Engineering. The Energy Systems Engineering program is currently on hiatus; while that is the case, resources assigned to that program can be utilized to support the BTech. Sessional instructors may also be required; these are accounted for in the Business Plan.

When a version of the BEng Energy Systems Engineering reopens and/or as BTech enrollment continues to grow, then additional hiring may be required for either the BEng or BTech programs. As indicated in Section 4, the Business Plan accounts for the hiring of two new faculty members (in 2021-22, and 2022-23).

Teaching & Learning Centre

The mission of the Teaching and Learning Centre (TLC) at the University of Ontario Institute of Technology is to empower faculty to reach their potential as educators and to create a culture where effective teaching is valued. We champion the scholarship of teaching and implementation of pedagogy. We create valuable teaching and learning professional development experiences. We move UOIT towards being a leader in teaching excellence, ultimately leading to greater student success.

The TLC provides faculty with a range of tools and facilities to assist them in providing a rich learning experience for students. Experts at the TLC provide support in various areas including curriculum development, multimedia design, learning technology and in the overall improvement of teaching practice.

In addition, the TLC funds teaching-related projects from the Teaching Innovation Fund (TIF) for proposals by faculty members aimed at developing new methods in teaching and learning. The TLC facilitates teaching awards at the University and supports faculty in their application for external awards and funding opportunities that focus on teaching and learning.

b. Additional Academic and Non-academic Human Resources

The Faculty of Energy Systems and Nuclear Science (FESNS) has assembled a team of exceptionally-qualified academic and non-academic administrative, engineering and laboratory staff, including:

- Kerry Morrison, BA (Hons), MEd, Senior Academic Advisor, Academic Advising Coordinator
- Robin Secord, BA, Academic Advisor
- Bob Goldman, BA, MA, MPA, Manager-Administration
- Sharman Perera, BEng, MASC, P.Eng, Senior Lecturer and Manager, Laboratory Services
- Khalid Rizk, P.Eng, Engineering Specialist
- Robert Ulrich, Laboratory Technician
- Callan Brown, Laboratory Technician

As the BTech program grows additional support will be required. The Business Plan presented in Section 4 accounts for one half-time academic advisor in the first two years of the program, and one full-time academic advisor after that. In particular, with the expected significant enrollment of students from China, English-language support may be required. The Business Plan also accounts for one half-time laboratory technician, to help develop and equip new laboratories to support the BTech program. The first year course, ENSY 1110U Chemical Fundamentals for Energy Systems will require a laboratory technician with chemistry expertise.

Additional academic resources include industry practitioners who provide their expertise to FESNS programs as sessional lecturers, as well as faculty members from the Faculties of Business and IT (FBIT), Engineering and Applied Science (FEAS), Science (FS), and Social Science and Humanities (FSSH).

c. Student Support Requirements

Students in the BTech program will be well-supported by programs and resources currently in place for FESNS and UOIT students. All undergraduate students have access to an extensive support system that ensures a quality student experience. In addition to the outlined services below, students may also take advantage of the Campus Childcare Centre, Campus Bookstores, Housing and Living Resources as well as the Student Association. Further information can be found at: <http://studentlife.uoit.ca/>

Academic Advising

The FESNS has a dedicated Academic Advising staff available to help students make choices that will lead to their academic success. Kerry Morrison and Robin Secord support students throughout their educational journey and assist students with academic advising, learning support and career and professional planning. The personalized services students receive in FESNS help them make the best choices in support of their academic and personal achievement (<http://nuclear.uoit.ca/undergraduate/academic-advising/index.php>).

Student Learning Centre

The Student Learning Centre fosters a high level of academic excellence in the UOIT community by working with all UOIT students, undergraduate and graduate, to achieve educational success. Foundational knowledge and prerequisite skills are essential to all university level courses, and competency with these skills is vital for strong academic performance. The subject specialists offer support services in mathematics, writing, study skills, ESL and physics. With the additional support of peer tutors and workshops, the Centre can further accommodate the needs of a specific course or program. <http://studentlife.uoit.ca/student-learning/>

Student Accessibility Services (SAS)

The staff work as a collaborative team to ensure students with disabilities have equal opportunities for academic success. The SAS operates under the Ontario Human Rights Code (OHRC) and the Accessibility for Ontarians with Disabilities Act (AODA). Services are provided for students with documented disabilities. Accommodation supports include but are not limited to:

- Adaptive technology training;
- Alternate format course material;
- Learning skills support;
- Testing support; and
- Transition support for incoming students.

Careers and Internships

The Career Centre offers comprehensive career service assistance and a variety of valuable resources to help students along their career paths:

- Assistance with creating effective job-search documents;
- Career Counselling;
- Interview preparation;
- Job market information; and
- Job search strategies.

A variety of events are hosted on campus during the academic year including employer information and networking sessions, job fairs, and interviews conducted by leading employers.

Student Engagement and Equity

Student Engagement and Equity supports students' successful transition into the university and provides opportunities for them to develop their leadership and professional skills throughout their university career. Services provided through Student Engagement and Equity include:

- Orientation and events through first year
- Specialized programming for first generation, graduate, indigenous, international, mature, online, transfer, and diploma-to-degree pathways students
- Equity and inclusivity programming
- Assistance and advice for living off campus
- Peer mentoring to help students through first year
- Opportunities to grow and develop leadership skills through the Ambassador program.

Student Mental Health Services

Student Mental Health Services helps students learn how to better manage the pressures of student life. Students can:

- Attend a drop-in session;
- Participate in events and activities that promote positive health and well-being;
- Access tools and resources online to learn about mental health and how to maintain good health and wellness;
- Work with a mental health professional to address concerns;
- Contact the Student Lifeline for immediate help and assistance; and
- Get answers to frequently asked questions about mental health.

Student Mental Health Services offers short-term counselling and therapy services to students. Students in distress will also be provided support and counselling as needed. There is no cost and services are confidential. For students who need long-term counselling support or specialized mental health services, UOIT will provide referrals to assist the student in accessing resources in the local community or in the student's home community.

Athletics and Recreation Facilities

UOIT offers a number of recreation facilities and fitness opportunities to meet all lifestyles and needs. On-campus facilities include the state-of-the-art FLEX Fitness Centre which overlooks Oshawa Creek, five gymnasiums, a 200-metre indoor track, two aerobic/dance studios, the Campus Ice Centre, Campus Fieldhouse, a soccer pitch, a fastball diamond, squash courts and an indoor golf-training centre.

Campus Health Centre

The Campus Health Centre provides assistance in numerous confidential health-care options including:

- A medical clinic with daily access to physician and nursing staff;
- Allergy injections, immunizations and influenza injections;
- An on-site laboratory (blood work, STI testing, throat swabs, etc.);
- Complementary Health Services featuring acupuncture, chiropractic, custom orthotics, massage therapy, nutritional counselling and physical therapy;

- Gynaecological health-care and prescriptions; and
- Treatment of disease, illness and injury.

Student Awards and Financial Aid

Student Awards and Financial Aid (SAFA) is dedicated to helping students understand the variety of options available to finance their education. Budgeting and financial planning are essential to their success and Student Awards and Financial Aid is on hand to help create the right financial plan. Financial assistance can be in the form of bursaries, employment (both on-campus and off), parental resources, scholarships, student lines of credit and the Ontario Student Assistance Program (OSAP).

d. Physical Resource Requirements

Library Resources

Please see Appendix C

Laboratories

The FESNS already has high quality labs available for its Energy Systems Engineering students that BTech students will be able to share. Equipment used by students in laboratories includes bench-scale photovoltaic panels, dissectible fuel cells and a wind chamber. As described in Section 4, the Business Plan accounts for the need to develop and equip laboratories for the new BTech-specific courses.

Technology-Enriched Learning Environment (TELE)

UOIT is a leader among North American universities in implementing and using curriculum and industry specific software in a technology-enriched learning environment (TELE). Our unique environment is adapted to each discipline based on faculty requirements and input for optimal student learning. We are committed to providing the greatest value for students' investment in education and technology while studying at UOIT.

One of the greatest advantages of UOIT's approach to TELE is that all students have equal access to the same technology, resources and services. Whether you are inside or outside of the classroom, your state-of-the-art academic software allows you to download class notes, work on your own or with others and enjoy seamless access to all online resources. The TELE program has two operating models: Full TELE and Bring-Your-Own-Device (BYOD) TELE depending on respective Faculty.

Full TELE services

Students in the FESNS participate in the Full TELE program. Undergraduate students in the Full TELE model receive a laptop uploaded with course-specific software. At the beginning of each new academic year a software or hardware (laptop) refresh takes place at the Distribution Center. It is mandatory that undergraduate students in the Full TELE model partake in the yearly refresh process to be equipped with the appropriate software that they require in accordance to the year and program of study for their current academic year.

- **Hardware** – UOIT undergraduate students participating in the Full TELE model receive a new laptop in the first and third year of study (third year students will return the laptop received in their first year for a new one).
- **Software** – UOIT undergraduate students participating in the Full TELE model receive a software refresh in the second and fourth year. The software refresh process involves the reinstallation of software they require in accordance to the student's year and program of study.
- **Exam support services** – IT Services provides hardware, software and technical support during examinations. IT team will be equipped with loaner laptops in the event of major technical issues.

An annual fee for the Full TELE model covers the use of hardware (laptop), extensive technical service (including repair), a wide range of program- specific software, exam support, loaner laptops, insurance, and virus protection.

Information Technology Resources

IT Services strives to provide quality services to students at UOIT. To support these objectives, the following components are included:

- Wireless network
- Wired network
- IT Service Desk
- General workstations
- Printing services

Wireless network

Wireless internet connection is available in public areas and open-air locations around the UOIT campus where students congregate (North Oshawa and Downtown locations).

Wired network

To ensure the success of the technology-enriched learning environment, a comprehensive data network has been installed on campus. This includes network drops in lecture halls and designated areas as well as network drops for each residence suite.

UOIT students benefit from networked classrooms and learning spaces. Each ergonomically-designed space has data network connection access and electrical connections to ensure battery regeneration. In addition, classrooms include electronic projection equipment and full multimedia support.

IT Service Desk

The IT Service Desk is equipped with certified technicians and experienced IT professionals offering technical support services on a drop-in, call-in or email basis.

GUWs

UOIT undergraduate students are able to use general workstations available at the library and have access to BYOD TELE model course-specific software.

Printing services

Printing services are available to students in the following areas: labs, classrooms, study common areas, the Learning Commons and the Library. All UOIT students receive print credits every year,

more Printpacks can be purchased through the Campus Bookstore if students require additional printing services.

4. BUSINESS PLAN

a. Statement of Funding Requirement

Table 2. Projected revenue and expenses by year.

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
TOTAL REVENUE	652,000	1,392,400	1,678,960	1,954,080	2,033,080	2,033,080
EXPENSES						
Sessionals Teaching Assistants	18,312	45,780	64,092	73,324	36,624	36,624
Assistants	4,660	9,962	12,289	14,543	15,164	15,164
Sub-total	22,972	55,742	76,381	87,867	51,788	51,788
TOTAL EXPENSES	492,521	155,291	345,466	524,935	468,856	443,856
NET REVENUE	159,479	1,237,109	1,333,494	1,429,145	1,564,224	1,589,224

Key assumptions underlying the data above:

1. Revenue is based on a steady state of \$12,000 for domestic students (tuition/grant), and \$19,000 for international students.
2. TA support estimated as 50 hours for every 20 students (\$38/h plus 9% benefits)
3. Lab equipment purchased for 7 courses (new labs) in Year 1 (estimated/averaged at \$50,000 per course), along with purchases of additional equipment for existing labs (\$20,000 total for 3 courses)
4. Student advising: half for Years 1 and 2; full for Year 3 and beyond
5. Lab technician: half beginning in Year 1
6. New faculty: one beginning in Year 3, another beginning in Year 4



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: May 9, 2018

FROM: Nigel Allen, Chair of the Audit & Finance Committee

SLT LEADS: Craig Elliott and Robert Bailey

SUBJECT: 2018 Budget

COMMITTEE/BOARD MANDATE:

- Section 9(1)(j) of the *UOIT Act* gives the Board of Governors the authority to approve the annual budget of the university.
- Under its Terms of Reference, the Audit and Finance Committee is responsible for reviewing and recommending approval of the annual operating budgets, capital budgets, tuition fees & ancillary fees.
- The Audit and Finance Committee hereby recommends approval of the draft 2018-2019 budget, as presented.

BACKGROUND/CONTEXT & RATIONALE:

- A comprehensive budget package accompanies this report, covering such areas as budget framework, and the relationship of strategic planning to the 2018/19 budget. In addition, a detailed financial overview has been provided which includes key budget assumptions, a budget summary, incremental revenue and expense analysis, capital spending, budget contingency, and a synopsis of restricted funds.
- The 2018 budget contemplates operating revenues, and expenses. As such, activities such as the fundraising campaign, or research have not been included.

- We have highlighted the resource allocation decisions for 2018/19, how they relate to our longer term strategic plans, and areas of emphasis in future budget planning.
- Enrolment forecasts are the foundation for the budget. The forecasts for 2018/19 are up from last year's budget, but down from our 2017/18 actuals. This is due in part to lower application numbers to date, intake restrictions in programs such as Mechatronics and Gaming, and the utilization of a more conservative estimate for student success than we realized in 2017/18. If the positive trend in student success continues, we will adjust accordingly for the 2019/20 budget.
- The new corridor funding model, introduced by the Province with SMA2, sets baseline enrollment at 2016/17 levels and allows variation of +/- 3% each year. Weighted Grant Units (WGU) are used to calculate enrolment corridor targets. In the 2018/19 budget we do see an increase in grant funding over last year's budget. UOIT actual enrolment at the end of 2016/17 was higher than budget, establishing a higher baseline for 2018/19, and resulting in incremental grant revenue of \$2.1M over our 2017/19 budget. We remain well within the enrolment corridor. For UOIT, the WGU baseline is 18,179 with upper and lower limits of 18,724 and 17,633 respectively, which may be adjusted as the ministry finalizes the weighting factors. Our budgeted enrolment for 2018/19 equates to a WGU of 18,052.
- If the university were to proceed with the construction of a new building, funding would come from restricted reserves, fundraising, and other external sources. As such, no costs related to a new building have been included in this operating budget.
- Expenditures related to the Moving Ground Plan have not been included in the budget. To date we have developed schematic/design plans for both the building, and the equipment. Additional expenditures, beyond this point, are contingent on procuring the necessary funding from government and other external sources. The university continues to pursue funding for this project.

IMPLICATIONS:

- The budget has been developed through close cooperation between the Finance and Provost offices, with the Budget Working Group providing guidance on budget assumptions, cost allocations, and connections to our strategic objectives.

ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:

- The Strategic Planning section of the attached budget outlines the connection between budget planning and strategic planning.

ALTERNATIVES CONSIDERED: N/A

CONSULTATION:

- Consultation and transparency are two key pillars in the development of UOIT budgets. Presentations and feedback have been solicited from across the university community, including all faculties and departments, Budget Advisory Committee, senior leadership, Academic Council, Administrative Council, and the Board.

NEXT STEPS:

- Upon receiving Board approval, presentation of the budget will be made to Academic Council on June 19, 2018.

MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Audit and Finance Committee, the Board of Governors hereby approves the 2018-2019 budget, as presented.

SUPPORTING REFERENCE MATERIALS:

- 2018-2019 Budget Presentation



2018-19 Budget Presentation Board of Governors May 9, 2018

1 Budget Framework

- ▶ Budget Model
- ▶ Process
- ▶ Accounting Policies
- ▶ Financial Principles

2 Strategic Planning

- ▶ UOIT Strategic Plan
- ▶ Update on Strategic Initiatives in 2017/18
- ▶ Core Performance Targets
- ▶ Funding for Strategic Initiatives 2018/19
- ▶ Opportunities for Future Funding
- ▶ Integrated Strategic Planning and Financial Cycle

3 Financial Overview

- ▶ Key Budget Assumptions
- ▶ FTE Enrolment Summary
- ▶ Budget Dashboard
- ▶ Budget Summary
- ▶ Operating Revenues
- ▶ Operating Expenses

3 Financial Overview (Cont.)

- ▶ Capital
- ▶ Carryforward Analysis
- ▶ Allocation of Human Resources
- ▶ Employment Benefits
- ▶ Restricted Funds

4 Conclusion

- ▶ Next Steps
- ▶ Questions and Discussion

Budget Framework

Agenda Item 10.1



- ▶ Budget Model
- ▶ Process
- ▶ Accounting Policies
- ▶ Financial Principles

Budget Model

Since 2017/18 UOIT has been using an incremental model of budgeting with strategic allocations of excess revenues over expense. Each unit will start with their prior year base and will be allocated funds to cover fixed costs such as salary and utility increases, contractual obligations, maintenance of faculty/student ratios, and to maintain faculty/staff ratios.

After these fixed costs are applied, any remaining excess of revenues over expense will be allocated based on budget ASKS which would be strategically prioritized by the BWG working in conjunction with SLT.

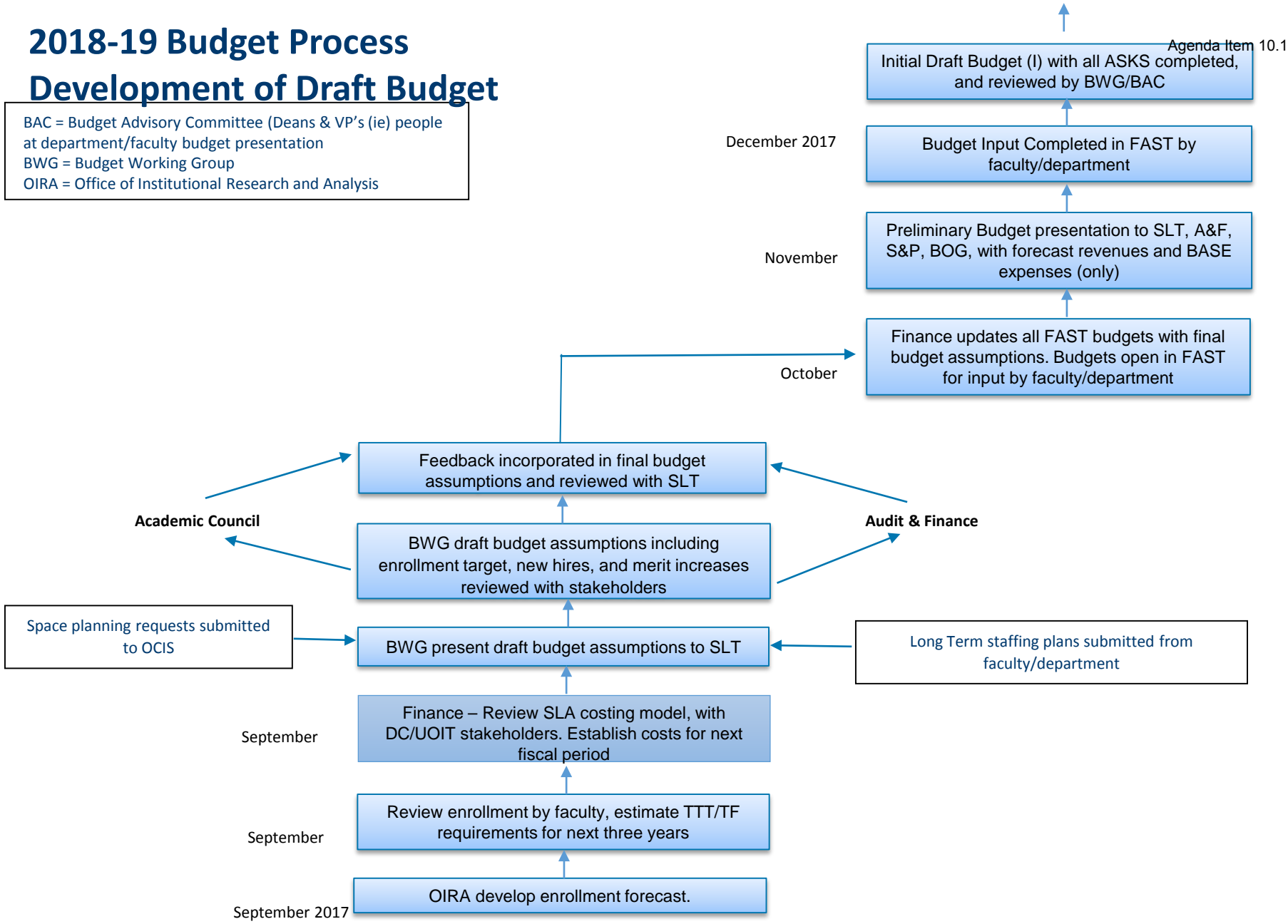
In order to confirm/validate our starting base position for incremental budgeting, we have introduced the following actions:

- Unit reviews (faculty and administration) every 5 years to ensure optimum allocation of resources.
- Additional rigor around the replacement or addition of new positions and continued year end variance discussion where actual results are significantly different from budget.

2018-19 Budget Process

Development of Draft Budget

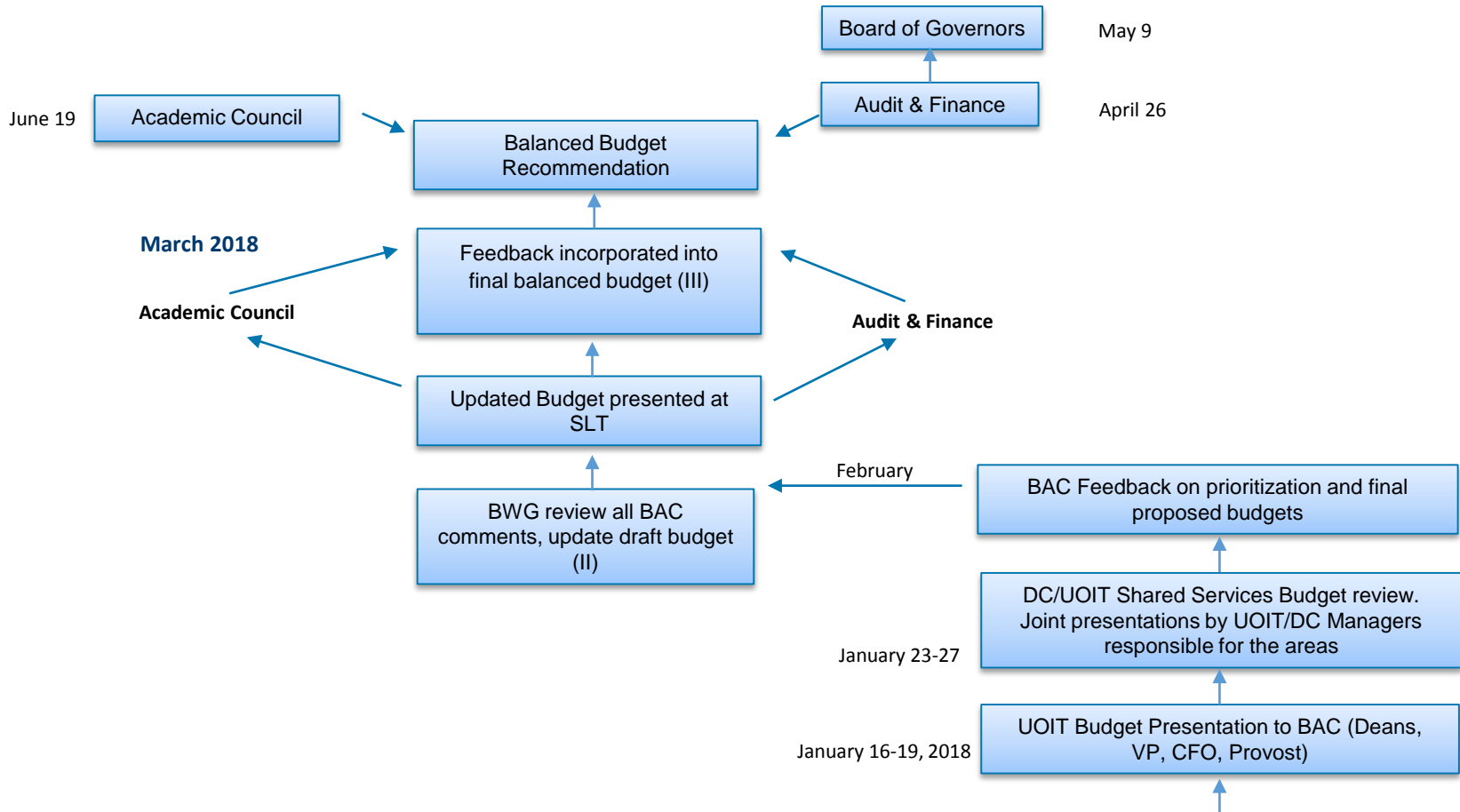
BAC = Budget Advisory Committee (Deans & VP's (ie) people at department/faculty budget presentation
 BWG = Budget Working Group
 OIRA = Office of Institutional Research and Analysis



2018-19 Budget Process

Review and Final Budget Presentation

BAC = Budget Advisory Committee (Deans & VP's (ie) people at department/faculty budget presentation)
 BWG = Budget Working Group
 OIRA = Office of Institutional Research and Analysis



Accounting Policies

- UOIT operating budgets are prepared on a “modified-cash” basis. All budgets are in the total UOIT operating statements, including TELE, ACE, Regent Theatre, Childcare, and Campus Ice/Campus Fieldhouse Centre.
- The audited Statement of Operations prepared by KPMG is a consolidated financial summary developed on an accrual basis.
- The difference between cash vs. accrual methodology can create a significant variance between management reporting and financial reporting. Non- cash transactions such as depreciation, or accrued research revenues and expenses impact financial reporting, but are excluded from management reports.
- Finance have created quarterly financial statements, prepared on an accrual basis, to reconcile these two methods. A UOIT balance sheet, income statement, and change in financial position are presented each quarter, along with a reconciliation to the management operating statements.

- 1. Provide career-oriented programs that focus on innovation in a cost effective and efficient manner.**
- 2. Align the allocation of resources with strategic priorities, providing transparency and accountability.**
- 3. Ensure long-term financial sustainability.**
- 4. Combine long term planning, budgeting, and forecasting into a comprehensive integrated process.**
- 5. Manage capital assets to maximize their useful life.**
- 6. Maintain reserves at appropriate levels.**
- 7. Demonstrate prudent investment management.**

Strategic Planning

Agenda Item 10.1



- ▶ UOIT Strategic Plan
- ▶ Update on Strategic Initiatives in 2017/18
- ▶ Core Performance Targets
- ▶ Funding for Strategic Initiatives 2018/19
- ▶ Opportunities for Future Funding
- ▶ Integrated Strategic Planning and Financial Cycle

UOIT Strategic Plan



Three overarching priorities:

CHALLENGE: We will produce and inspire future leaders who have real-world skillsets

INNOVATE: We will create new approaches, partnerships, and solutions to improve society

CONNECT: We will build lasting relationships to make UOIT a remarkable place for work & study

CHALLENGE

- **Develop or re-imagine at least 2 strategic programs**
 - Bachelor of Technology in Sustainable Energy Systems
 - Bachelor of Arts Liberal Studies
- **Increase and better communicate lifelong learning offerings**
 - Management Development Centre
 - Summer Day Camps
- **Increase support for students struggling with math**
 - Early diagnostic testing
 - Better TA support













INNOVATE

- **TELE2.0**
 - Phase 2 of BYOD complete; started Phase 3 (remaining programs in laptop program)
 - Increased online, hybrid offerings and support for development
- **Increased support for research programs of individual faculty members**
 - Saucier Early Research Award
 - Internal Chair program

CONNECT

- **Increased breadth and depth of experiential learning opportunities**
 - Established Taskforce to distribute developmental funding to Faculties and School of Graduate & Postdoctoral Studies
- **Growing interdisciplinary research, pan-university collaboration on challenges and opportunities**
 - Centre on Hate, Bias and Extremism
 - President's Equity Taskforce, President's Indigenous Reconciliation Taskforce
- **Building our next generation of leaders**
 - Academic Advising Institute
 - Associate Deans reporting to the Provost for Quality Enhancement, Teaching and Learning, and Equity & Diversity

Core Performance Targets

CHALLENGE: We will produce and inspire future leaders who have real world skillsets					
Indicator	16/17 Level	Proposed 17/18	17/18 Actual	SMA 2 Target	Long Term Objective
% UG students graduating with Experiential Learning	65%	65%	Waiting for final results	90%	
Graduate Employment Rates (2 years)	92.9%	94%	94.3%	94-96%	
Number of citations per paper (cummulative over 5 years)			13,096	12,000-13,500	
Percentage of UG students accessing peer support programs			28%	30-35%	
INNOVATE: We will create new approaches, partnerships, and solutions to improve society					
Indicator	16/17 Level	Proposed 17/18	17/18 Actual	Proposed 19/20	Long Term Objective
Undergraduate e-learning courses (hybrid/online)			20.5%	20-22%	
Total Sponsored Research	\$9.8M	\$10.0M	\$10.5M	\$9.5-11.5M	
Number of transfer registrants (UOIT data)			684	650	
Proportion of fourth year students with two High-Impact Practices (HIPs) (NSSE measure, conducted in 2017 and every 3 years)	54%	N/A	N/A	52-56%	
CONNECT: We will build lasting relationships to make UOIT a remarkable place to work and study.					
Indicator	16/17 Level	Proposed 17/18	17/18 Actual	Proposed 19/20	Long Term Objective
Student Success Rate	79.9%	80.3%	81.0%	79-81%	
Employee Permanance	93.6%	95%	93.9%	95%	
NASM/ FTE (COU cat 1-5, 10)	4.08	4.60	4.57	4.57	
Applicants UG, (Application GR)	10,809 (1,589)	10,900 (1,600)	11,240 (1,763)	11,930 (1,770)	

Funding for Strategic Initiatives in 2018-19

Agenda Item 10.1

CHALLENGE: We will produce and inspire future leaders who have real-world skillsets

Stronger Academic Programs - strategic hires (10 TTT, 7 TF)	2.8M
Increased Technology Enhanced Learning Environment	0.5M

INNOVATE: We will create new approaches, partnerships, and solutions to improve society

Research – increased scholarly activity and dissemination	0.6M
Partnerships that increase student and programmatic diversity	1.3M

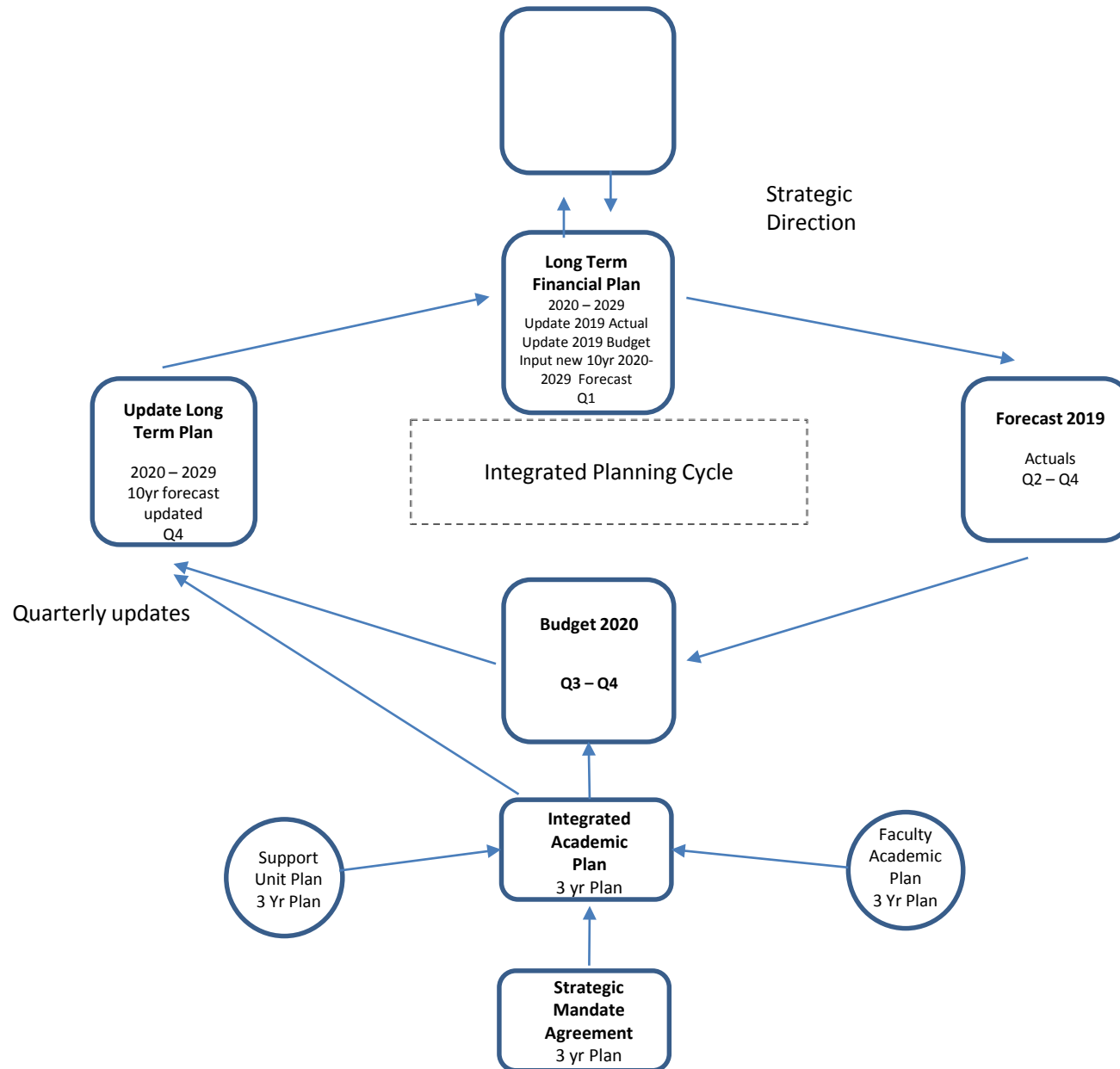
CONNECT: We will build lasting relationships to make UOIT a remarkable place for work & study

Improving Student Success	0.6M
Investment in UOIT physical building and IT infrastructure	2.3M
Unite our community by increasing awareness	1.0M

Opportunities For Future Funding

Agenda Item 10.1

Integrated Strategic & Financial Planning Cycle



Financial Overview

Agenda Item 10.1

- ▶ Key Budget Assumptions
- ▶ FTE Enrolment Summary
- ▶ Budget Dashboard
- ▶ Budget Summary
- ▶ Operating Revenues
- ▶ Operating Expenses
- ▶ Capital
- ▶ Carryforward Analysis
- ▶ Allocation of Human Resources
- ▶ Employment Benefits
- ▶ Restricted Funds

Key Budget Assumptions

1. Enrolment

- ▶ Domestic UG intake increase of 130 FTE, mainly due to increase in FBIT Tech Management and Computing Science. Flow thru down (51) FTE. Overall up 79 FTE at 7,834.
- ▶ International UG intake decrease of (19) FTE, mainly due to decrease in Engineering. Flow thru down (13) FTE. Overall down (32) FTE at 468.
- ▶ Grad Domestic FTE up 15% or 50 FTE totaling 379.
- ▶ Grad International up 26% or 35 FTE totaling 172.
- ▶ Total FTE up 2.0% or 132 FTE to 8,853.
- ▶ Student Success levels flat at 80.3%.

2. Government Grants

- ▶ Increase in 18/19 due to final 16/17 SMA 2 baseline being higher than originally calculated by the ministry, along with MAESD adjusting the funding formula during the year.

3. Tuition set at new 2018/19 rates

- ▶ Domestic average tuition increase 3% or \$2.2M.
- ▶ International average tuition increase 4.2% or \$0.6M

4. Salary/wage estimates are based on current and planned contracts, as well as the non-union compensation plan.

- ▶ Fringe benefit rates for full time employees is unchanged at 18.5%.
- ▶ Benefit rates for part time employees is unchanged at 9.0%.

5. Standard COU space measurement averages 7.5 NASM/FTE for Ontario universities.

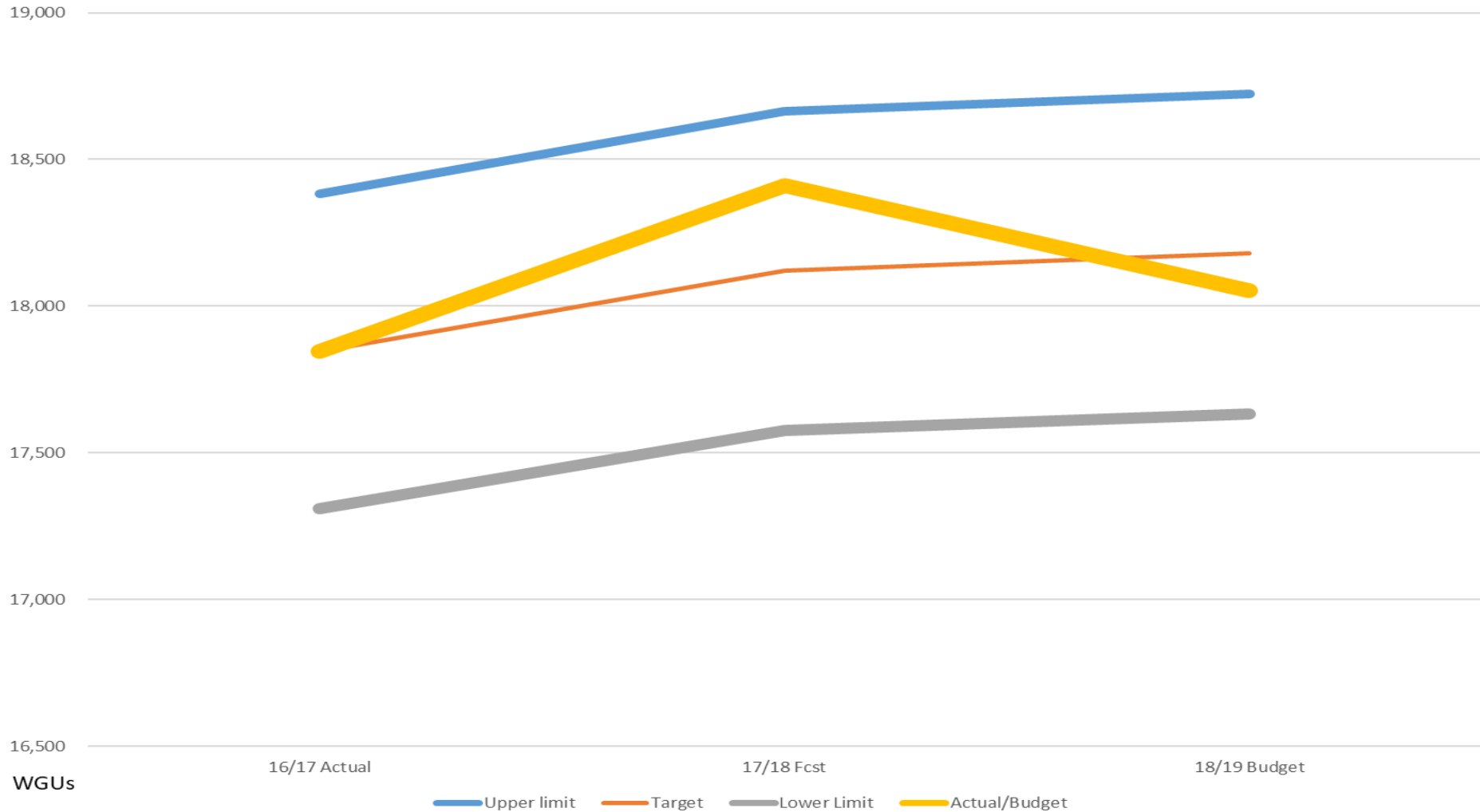
- ▶ 2017-18 average for UOIT was 4.6 NASM/FTE.
- ▶ 2018-19 average will be flat at 4.6 NASM/FTE

6. Student/Faculty ratio overall will improve to 29:1 if all positions are filled. 2017/18 budget ratio was 31:1

7. Operating budget includes a contingency of \$3.8M. Capital reserve of \$2M, deferred maintenance of \$0.5M, and \$1.3M of general contingency reserves.

Key Budget Assumptions

SMA 2 Enrolment Corridor



FTE Enrolment Summary

Total FTE Dept	2018-19	2017-18	2017-18	Variance to		Variance to	
	Budget	Budget	Fcst	Budget		Forecast	
	Total	Total	Total	#	%	#	%
Faculty of ESNS	325	330	384	(6)	-2%	(59)	-15%
Faculty of Business and IT	1,665	1,674	1,721	(9)	-1%	(56)	-3%
Fac. of Social Science & Humanities	1,531	1,492	1,578	40	3%	(47)	-3%
Faculty of Education	378	352	396	26	7%	(18)	-5%
Faculty of Health Sciences	1,838	1,819	1,790	18	1%	48	3%
Faculty of EAS	2,051	2,065	2,018	(14)	-1%	33	2%
Faculty of Science	1,066	989	1,038	77	8%	28	3%
Total	8,853	8,721	8,924	132	2%	(71)	-1%

Under Grad Domestic Dept	2018-19	2017-18	2017-18	Variance to		Variance to	
	Budget	Budget	Fcst	Budget		Forecast	
	UG	UG	UG	#	%	#	%
Faculty of ESNS	252	262	276	(10)	-4%	(24)	-9%
Faculty of Business and IT	1,552	1,560	1,624	(8)	-1%	(71)	-4%
Fac. of Social Science & Humanities	1,456	1,409	1,501	47	3%	(45)	-3%
Faculty of Education	317	304	335	13	4%	(18)	-5%
Faculty of Health Sciences	1,737	1,749	1,711	(12)	-1%	26	2%
Faculty of EAS	1,589	1,593	1,562	(4)	0%	26	2%
Faculty of Science	931	878	927	53	6%	4	0%
Total	7,834	7,755	7,936	79	1%	(102)	-1%

Under Grad International Dept	2018-19	2017-18	2017-18	Variance to		Variance to	
	Budget	Budget	Fcst	Budget		Forecast	
	UG Int	Int UG	UG Int	#	%	#	%
Faculty of ESNS	15	12	22	3	27%	(7)	-31%
Faculty of Business and IT	90	100	82	(10)	-10%	8	10%
Fac. of Social Science & Humanities	25	25	26	(0)	0%	(0)	-2%
Faculty of Education	1	1	1	0	0%	0	0%
Faculty of Health Sciences	40	29	26	10	34%	14	54%
Faculty of EAS	220	260	226	(40)	-15%	(6)	-3%
Faculty of Science	78	73	53	5	7%	25	48%
Total	468	500	435	(32)	-6%	33	8%

FTE Enrolment Summary (Cont.)

Grad Domestic Dept	2018-19	2017-18	2017-18	Variance to		Variance to	
	Budget	Budget	Fcst	Budget		Forecast	
	Grad	Grad	Grad	#	%	#	%
Faculty of ESNS	49	51	76	(2)	-4%	(27)	-36%
Faculty of Business and IT	9	3	11	6	212%	(1)	-13%
Fac. of Social Science & Humanities	46	57	49	(11)	-19%	(3)	-6%
Faculty of Education	60	45	60	15	33%	(0)	0%
Faculty of Health Sciences	59	39	52	20	51%	7	13%
Faculty of EAS	107	100	116	7	7%	(9)	-8%
Faculty of Science	49	34	51	15	44%	(3)	-5%
Total	379	329	416	50	15%	(37)	-9%

Grad International Dept	2018-19	2017-18	2017-18	Variance to		Variance to	
	Budget	Budget	Fcst	Budget		Forecast	
	Int Grad	Int Grad	Int Grad	#	%	#	%
Faculty of ESNS	9	6	10	3	51%	(1)	-11%
Faculty of Business and IT	14	10	5	3	32%	9	175%
Fac. of Social Science & Humanities	4	-	2	4	100%	2	93%
Faculty of Education	-	2	-	(2)	-100%	0	0%
Faculty of Health Sciences	2	2	1	0	8%	1	90%
Faculty of EAS	135	112	113	23	21%	22	20%
Faculty of Science	8	5	7	4	76%	1	19%
Total	172	137	138	35	26%	34	24%

Budget Dashboard

Indicator	Metric	18/19 Budget/Target	17/18 Fcst	16/17 Actual	2018/19 Target vs 2017/18 Fcst
↓	Enrolment	8,853	8,924	8,916	
↓	UG Domestic	7,834	7,936	7,949	Domestic UG inflow is up 118 FTE, flow thru is down (220) FTE
↑	UG International	468	435	469	International UG inflow is up 58 FTE, flow thru is down (25) FTE
↓	Grad Domestic	379	416	369	Grad domestic FTE is down (37) FTE
↑	Grad International	172	138	129	Grad international enrolment is up 34
↑	Basic Operating Grant	\$56,818,156	\$55,170,124	\$54,929,617	Increase over forecast due to allowed SMA 2 growth
↑	Student/Faculty Ratio	29:1	30:1	31:1	Improvement as positions are added
↑	Tuition Rate Domestic	3.0%	3.0%	2.9%	Average 3% increase, can not go over 3% as per Ministry
↑	Tuition Rate International	4.2%	4.1%	4.0%	International Tuition not regulated by Ministry
↑	NASM/FTE	4.6	4.6	4.1	Increase with SIRC building
↑	Student Success	80.3%	80.3%	79.9%	Returning Students from 16/17
↑	Positions Filled	100.0%	93.8%	95.2%	Goal is to fill all open positions
↓	Expendable Donations	\$ 1,085,180	\$ 1,360,630	\$ 2,273,572	Does not include endowed principal and new capital campaign.

Budget Dashboard

Indicator	Metric	18/19 Budget/Target	17/18 Fcst	16/17 Actual	2018/19 Target vs 2017/18 Fcst
↓	Net Income/Loss Ratio	4.5%	6.8%	6.2%	Tracks the trend in UOIT earning
↑	Net Operating Revenues Ratio	11.5%	8.5%	18.1%	Indicates the extent to which UOIT is generating positive cash flows in the long-run to be financially sustainable
↓	Primary Reserve Ratio (days)	38	40	40	indicates UOIT's financial strength and flexibility by determining the number of days UOIT could function using its resources that are can be expended without restrictions.
↑	Interest Burden Ratio	7.7%	8.2%	8.9%	UOIT debt affordability and the cost of servicing debt
↓	IBR w MAESD Funding	1.8%	2.0%	2.0%	The "IBR" has been re-stated to reflect an annual "institution-specific" grant of \$13.5m from the Ministry to fund the University's debenture debt.
↓	Viability Ratio	11.0%	12.0%	10.0%	Determermines UOIT's financial Health, as it indicates the funds on hand to settle it's longterm obligations

Budget Contingency

	2018/19	2017/18
	Budget	Budget
General Contingency	\$ 1.3	\$ 2.1
Capital Reserve	\$ 2.0	\$ 2.0
Deferred Maintenance Reserve	\$ 0.5	\$ 0.5
Total	<u>\$ 3.8</u>	<u>\$ 4.6</u>

2018- 19 Proposed Draft Budget

Agenda Item 10.1

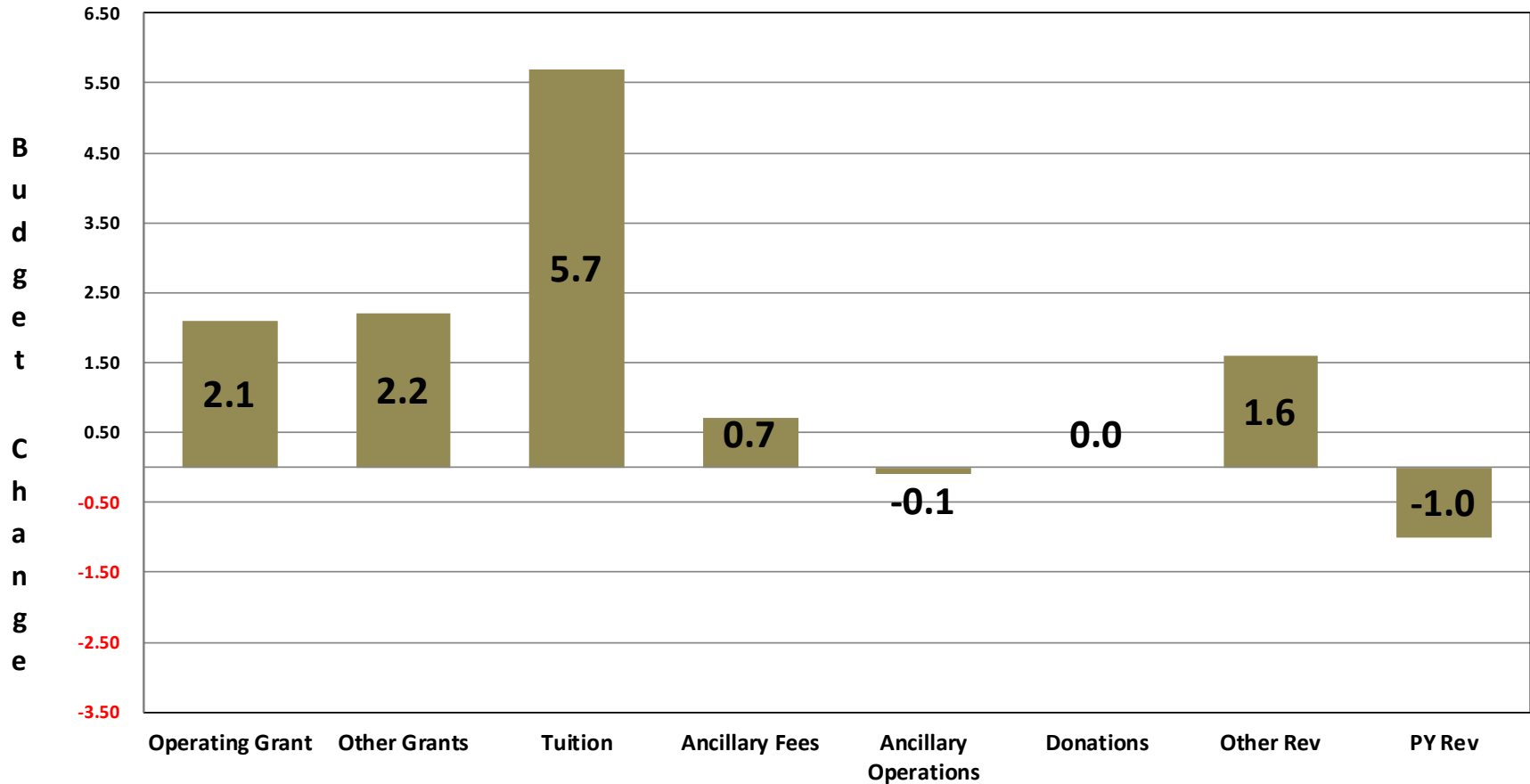
	2018-19 Draft Operating Budget	Purchased Services	Debenture	TELE	ACE	Regent Theater	Campus ChildCare	Campus Field House and Arena	Total 2018 - 19 Draft Budget
REVENUES									
Operating Grants	\$ 56,818,156		\$ 13,500,000						\$ 70,318,156
Other Grants	\$ 9,417,791						\$ 250,144		\$ 9,667,935
Student Tuition Fees	\$ 83,992,017								\$ 83,992,017
Student Ancillary Fees	\$ 5,129,143	\$ 2,291,356		\$ 4,185,821					\$ 11,606,320
Revenues from Ancillary Operations	\$ 225,000	\$ 3,607,200							\$ 3,832,200
Donations *	\$ 725,500			\$ -					\$ 725,500
Other Revenues	\$ 5,626,210		\$ -	\$ 51,615	\$ 4,923,382	\$ 621,988	\$ 763,321	\$ 1,568,565	\$ 13,555,081
Subtotal Operating Revenues	\$ 161,933,817	\$ 5,898,556	\$ 13,500,000	\$ 4,237,436	\$ 4,923,382	\$ 621,988	\$ 1,013,465	\$ 1,568,565	\$ 193,697,209
Funded through PY Revenue				\$ 556,789					\$ 556,789
Total Revenue	\$ 161,933,817	\$ 5,898,556	\$ 13,500,000	\$ 4,794,225	\$ 4,923,382	\$ 621,988	\$ 1,013,465	\$ 1,568,565	\$ 194,253,998
EXPENDITURES									
FT Labour	(83,893,100)	\$ (6,939,944)		\$ (1,070,131)	\$ (1,788,446)	\$ (97,729)	\$ (356,019)	\$ (594,628)	\$ (94,739,997)
PT Labour	\$ (16,910,028)	\$ (260,169)		\$ (261,999)	\$ (58,990)	\$ (277,966)	\$ (321,308)		\$ (18,090,459)
Operating Expenses	\$ (43,769,235)	\$ (8,536,709)	\$ (16,501,006)	\$ (1,532,237)	\$ (3,133,411)	\$ (223,378)	\$ (281,463)	\$ (1,000,827)	\$ (74,978,266)
Capital Expenses	\$ (3,843,173)	\$ (1,539,029)		\$ (1,929,858)	\$ -	\$ -	\$ -	\$ -	\$ (7,312,060)
Carry Forwards*	\$ 866,784	\$ -			\$ -	\$ -	\$ -	\$ -	\$ 866,784
Total Expenditures	\$ (147,548,752)	\$ (17,275,851)	\$ (16,501,006)	\$ (4,794,225)	\$ (4,980,847)	\$ (599,073)	\$ (958,789)	\$ (1,595,455)	\$ (194,253,998)
Budget Surplus/(Deficit)	\$ 14,385,065	\$ (11,377,295)	\$ (3,001,006)	\$ (0)	\$ (57,465)	\$ 22,915	\$ 54,676	\$ (26,890)	\$ -

* Donations relate to expendable and interest portion of endowed funds that will be disbursed as awards and scholarships in the budget year. It does not include endowed principal and new capital campaign.

Budget Summary

Snapshot – Budget Revenue Increase

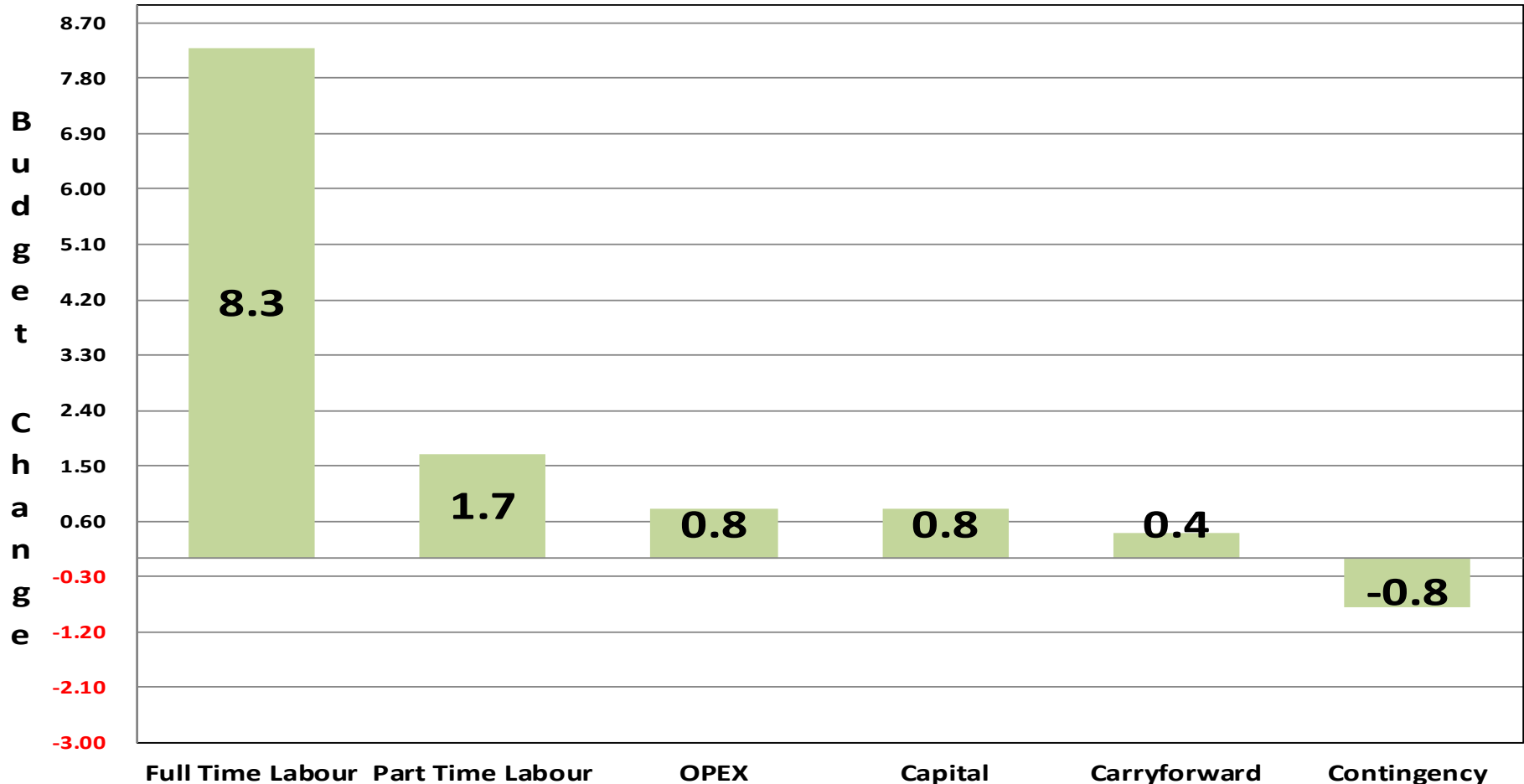
The overall UOIT budget has increased \$11.2M or 6.1%



Budget Summary

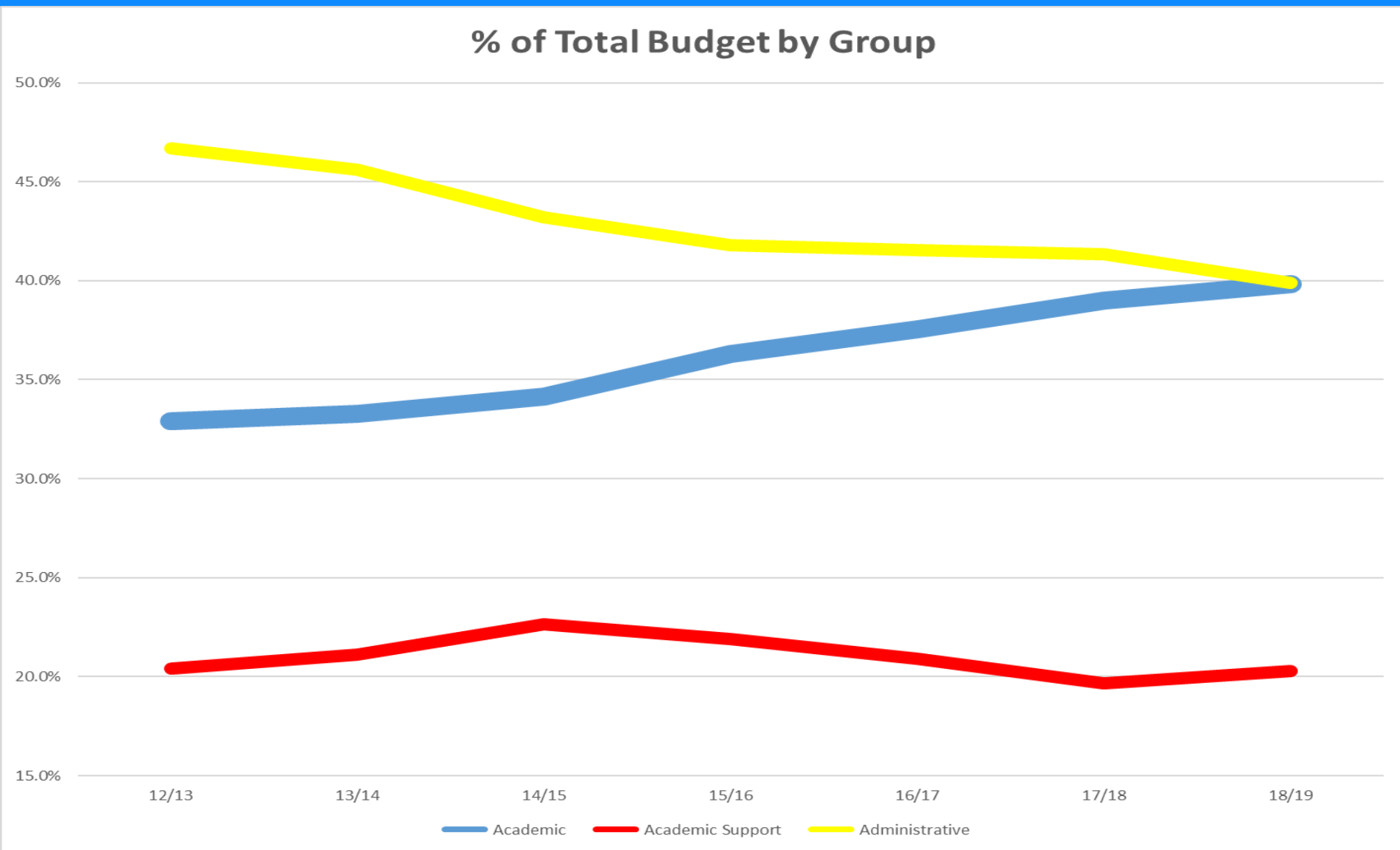
Snapshot – Budget Expense Increase

The overall UOIT budget has increased \$11.2M or 6.1%



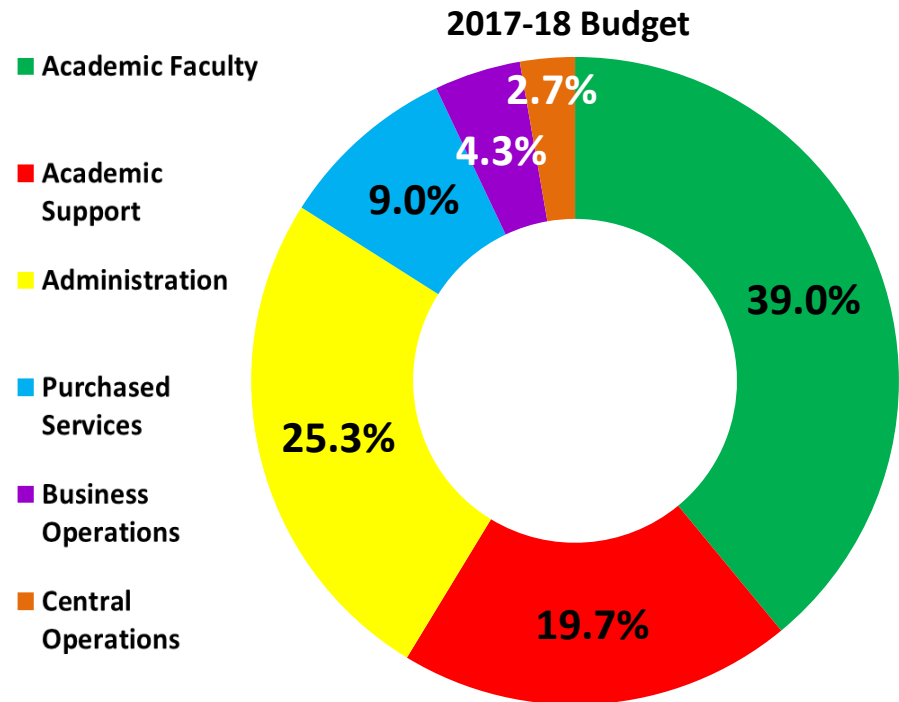
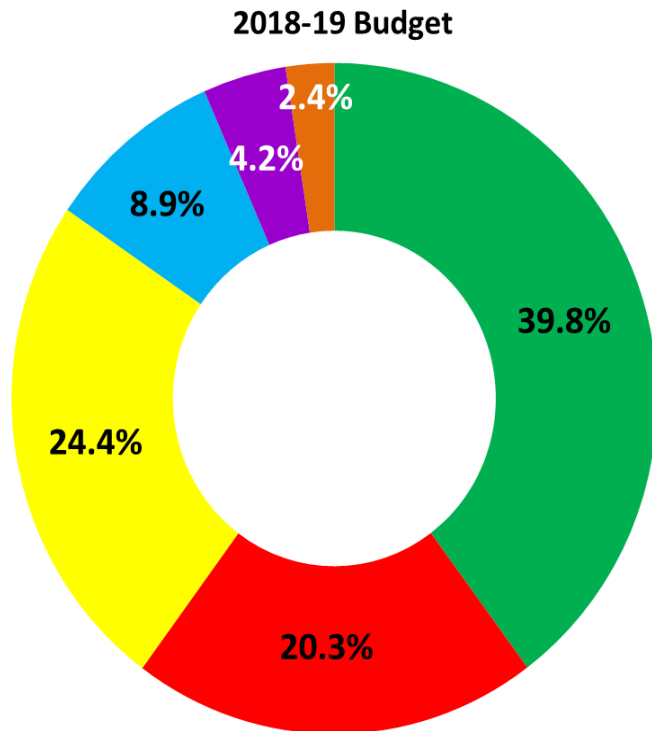
Budget Summary

% of Total Budget by Group



Budget Summary

Expense Components By Group

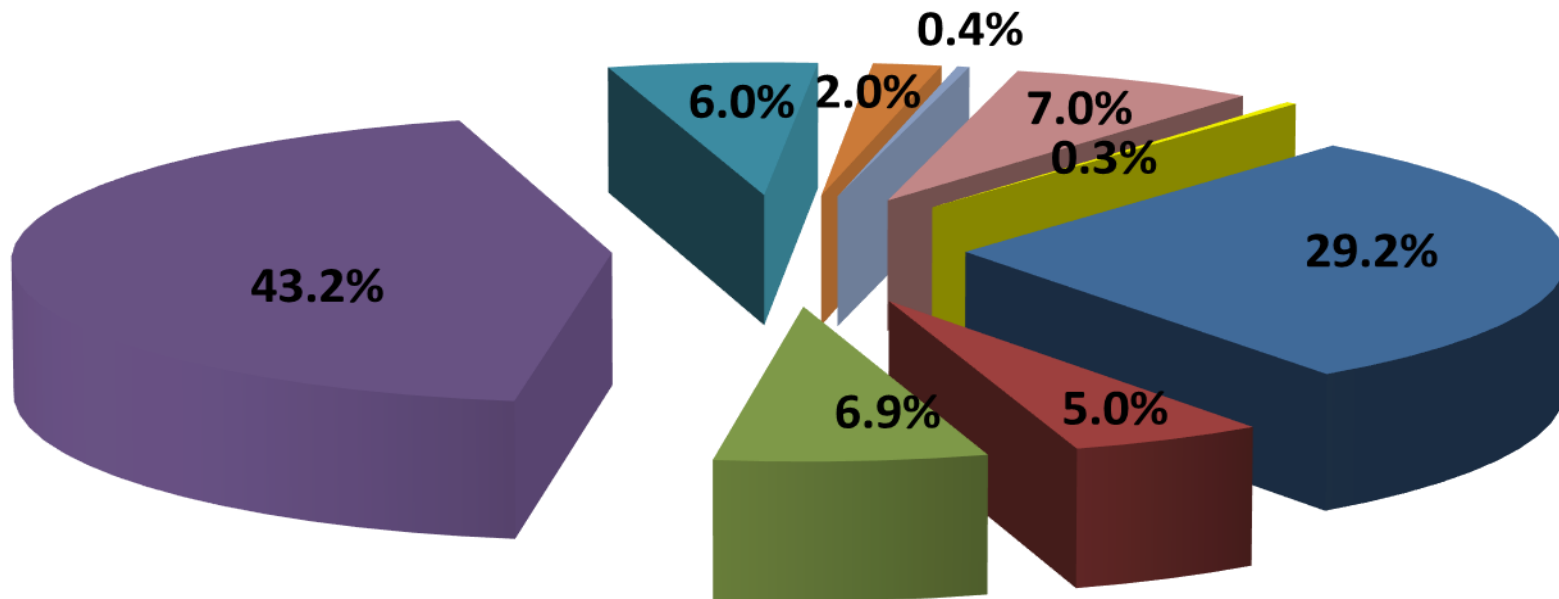


2018-19 Draft Operating Summary

UOIT Total Budget	18-19 Budget	17-18 Budget	17-18 Fcst	Bud-Bud	Bud-Bud	Bud-Fcst	Bud-Fcst
Revenue	(\$'000)	(\$'000)	(\$'000)	\$ Variance	%	\$ Variance	%
<i>Total Operating Grant</i>	\$56,818	\$54,729	\$55,170	\$2,089	3.8%	\$1,648	3.0%
<i>Total Other Grants</i>	9,668	7,469	9,446	\$2,199	29.4%	\$222	2.4%
<i>Total Debenture</i>	13,500	13,500	13,500	\$0	0%	\$0	0%
<i>Total Tuition</i>	83,992	78,318	80,864	\$5,674	7.2%	\$3,128	3.9%
<i>Total Student Ancillary Fees</i>	11,606	10,950	12,083	\$656	6.0%	(\$477)	(3.9%)
<i>Total Ancillary Operations</i>	3,832	3,957	3,877	(\$125)	(3.2%)	(\$45)	(1.2%)
<i>Donations</i>	725	680	1,448	\$45	6.6%	(\$723)	(49.9%)
<i>Other Revenue</i>	13,556	11,886	17,423	\$1,670	14.1%	(\$3,867)	(22.2%)
Subtotal Operating Revenue	\$193,697	\$181,489	\$193,811	\$12,208	6.7%	(\$114)	(0.1%)
<i>Funded through PY Revenue</i>	557	1,524	1,306	(\$967)	(63.5%)	(\$749)	(57.4%)
Total Revenue	\$194,254	\$183,013	\$195,117	\$11,241	6.1%	(\$863)	(0.4%)
Expense							
<i>Full Time Labour</i>	\$94,740	\$86,402	\$81,793	\$8,338	9.6%	\$12,947	15.8%
<i>Part Time Labour</i>	18,090	16,410	19,748	\$1,680	10.2%	(\$1,658)	(8.4%)
<i>Operating Expenses (OPEX)</i>	74,979	74,949	69,983	\$30	0%	\$4,995	7.1%
<i>Capital</i>	7,312	6,517	9,060	\$795	12.2%	(\$1,747)	(19.3%)
<i>Carry Forward Surplus</i>	(\$867)	(\$1,265)	\$0	\$398	31.5%	(\$867)	0%
Total Expenses	\$194,254	\$183,013	\$180,584	\$11,241	6.1%	\$13,669	7.6%

Operating Revenues

Revenue Components as a % of Total Revenue



■ Operating Grant
■ Tuition
■ Donations

■ Other Grant
■ Student Ancillary
■ Other Revenue

■ Debenture
■ Ancillary Operations
■ PY Rev

Total Revenue Budget (\$'000)

Agenda Item 10.1

Revenue	18-19 Budget (\$'000)	17-18 Budget (\$'000)	17-18 Forecast (\$'000)	% Change Budget-Budget	% Change Budget-Fcst
Total Revenue	\$194,254	\$183,013	\$195,117	6.1%	(0.4%)
<i>Funded through PY Revenue</i>	557	1,524	1,306	(63.5%)	(57.4%)
Subtotal Operating Revenue	\$193,697	\$181,489	\$193,811	6.7%	(0.1%)
<i>Total Operating Grant</i>	\$56,818	\$54,729	\$55,170	3.8%	3.0%
<i>Total Other Grants</i>	9,668	7,469	9,446	29.4%	2.4%
<i>Total Debenture</i>	13,500	13,500	13,500	0.0%	0.0%
<i>Total Tuition</i>	83,992	78,318	80,864	7.2%	3.9%
<i>Total Student Ancillary Fees</i>	11,606	10,950	12,083	6.0%	(3.9%)
<i>Total Ancillary Operations</i>	3,832	3,957	3,877	(3.2%)	(1.2%)
<i>Donations</i>	725	680	1,448	6.6%	(49.9%)
<i>Other Revenue</i>	13,556	11,886	17,423	14.1%	(22.2%)

Operating Grant Revenue (\$'000)

Revenue	18-19 Budget (\$'000)	17-18 Budget (\$'000)	17-18 Forecast (\$'000)	\$ Variance Budget-Budget	% Change Budget-Budget	\$ Variance Budget-Fcst	% Change Budget-Fcst
Total Operating Grant Revenue	\$56,818	\$54,729	\$55,170	\$2,089	3.8%	\$1,648	3.0%

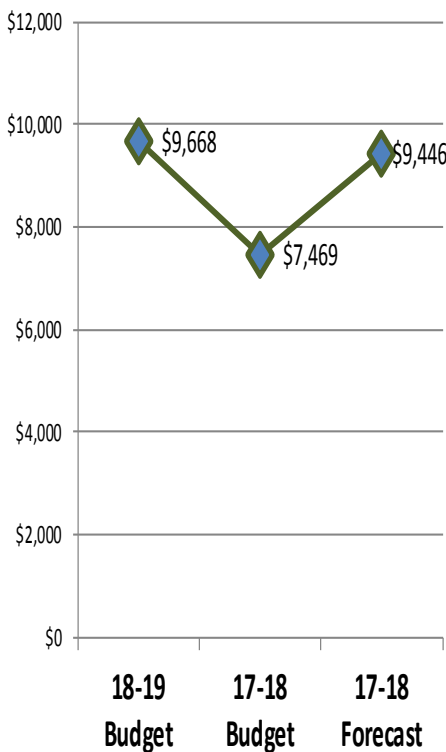


Budget: Increase in 18/19 due to final 16/17 SMA 2 baseline being higher than originally calculated by the ministry, along with MAESD adjusting the funding formula during the year. \$2.1M

Fcst: Increase over forecast due to allowed SMA 2 growth. \$1.6M.

Other Grant Revenue (\$'000)

Revenue	18-19 Budget (\$'000)	17-18 Budget (\$'000)	17-18 Forecast (\$'000)	\$ Variance Budget-Budget	% Change Budget-Budget	\$ Variance Budget-Fcst	% Change Budget-Fcst
Total Other Grant Revenue	\$9,668	\$7,469	\$9,446	\$2,199	29.4%	\$222	2.4%

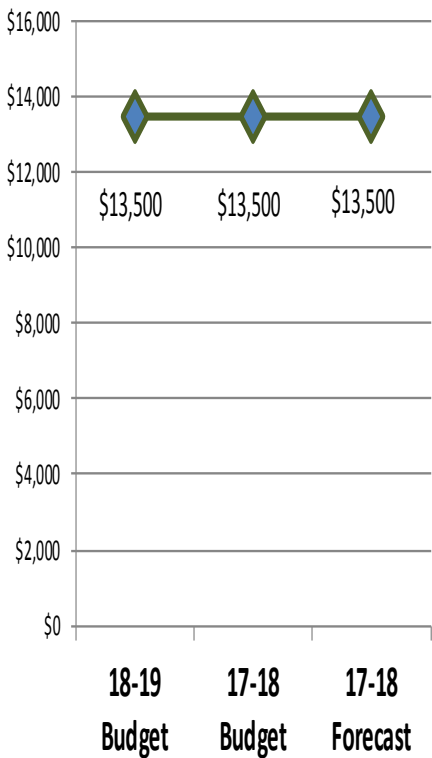


Budget: FRP grant \$0.8M, in 17/18 FRP applied to SIRC building rather than operations. New grants for 18/19 include: Career ready fund grant \$0.2M, Mental health support \$0.1M, Mental health worker grant \$0.2M. \$0.5M increase to our performance indicators. \$0.2M increase to Indirect costs grant. \$0.1M increase to childcare grant with increase in daycare enrolment. \$0.1M increase to Grad studies awards.

Fcst: FRP grant \$0.8M, in 17/18 FRP applied to SIRC building rather than operations. Will no longer receive teaching enrolment transition grant (\$0.8M). \$0.2M increase to research indirect costs program.

Debenture Revenue (\$'000)

Revenue	18-19 Budget (\$'000)	17-18 Budget (\$'000)	17-18 Forecast (\$'000)	\$ Variance Budget-Budget	% Change Budget-Budget	\$ Variance Budget-Fcst	% Change Budget-Fcst
Total Debenture Revenue	\$13,500	\$13,500	\$13,500	\$0	0.0%	\$0	0.0%

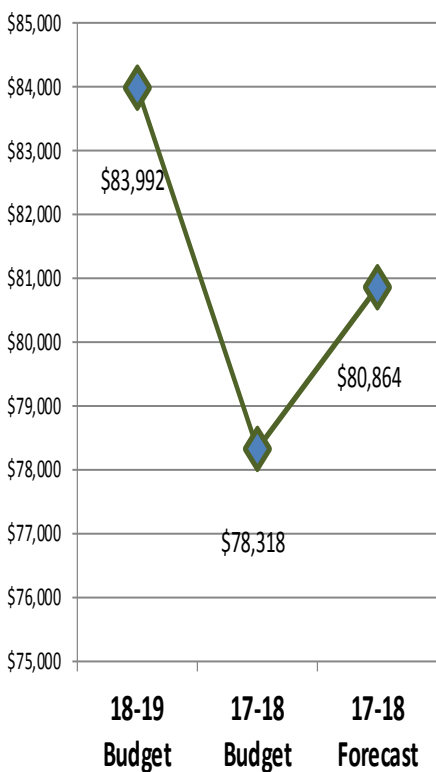


Budget: Unchanged

Fcst: Unchanged

Tuition Revenue (\$'000)

Revenue	18-19 Budget (\$'000)	17-18 Budget (\$'000)	17-18 Forecast (\$'000)	\$ Variance Budget-Budget	% Change Budget-Budget	\$ Variance Budget-Fcst	% Change Budget-Fcst
Total Tuition Revenue	\$83,992	\$78,318	\$80,864	\$5,674	7.2%	\$3,128	3.9%

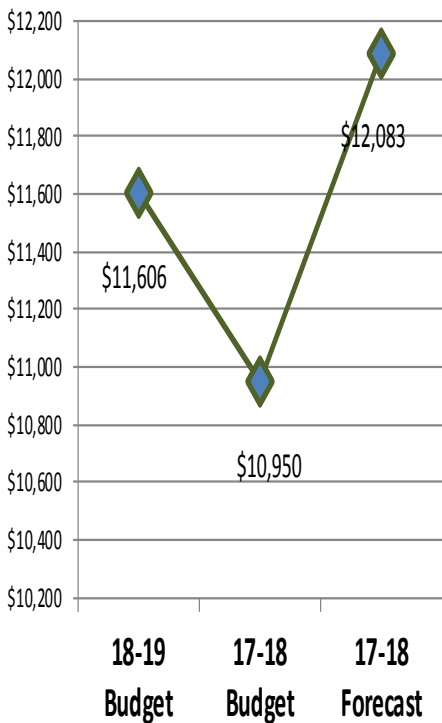


Budget: Domestic UG inflow is up 130 FTE or \$1.0M. Domestic UG flow thru is down (51) FTE or (\$0.4M). Domestic UG mix is down (\$0.1M). International UG inflow is down (19) FTE or (\$0.5M). Flow thru is down (13) FTE or (\$0.3M). Grad Domestic FTE is up 50 FTE or \$0.5M. Grad mix is down (\$0.1M). Grad International FTE is up 35 FTE or \$0.6M. Grad International mix is down (\$0.1M). ELC revenue is up \$0.7M. Increase from higher tuition rates for UG is \$2.5M and for Grad is \$0.3M. Budget model now includes tuition revenue from dropped courses and the recalculation of engineering tuition \$1.6M.

Fcst: Domestic UG inflow is up 118 FTE or \$0.9M. Domestic UG flow thru is down (220) FTE or (\$1.8M). Domestic UG mix is down (\$0.1M). International UG inflow is up 58 FTE or \$1.6M. Flow thru is down (25) FTE or (\$0.6M). International UG mix is down (\$0.1M). Grad Domestic FTE is down (37) FTE or (\$0.5M). Grad Domestic mix is down \$(0.1M). Grad International FTE is up 34 FTE or \$0.5M FTE. ELC revenue is up \$0.5M. Increase from higher tuition rates for UG is \$2.5M and for Grad is \$0.3M.

Student Ancillary Fee (\$'000)

Revenue	18-19 Budget (\$'000)	17-18 Budget (\$'000)	17-18 Forecast (\$'000)	\$ Variance Budget-Budget	% Change Budget-Budget	\$ Variance Budget-Fcst	% Change Budget-Fcst
Total Student Ancillary Fees	\$11,606	\$10,950	\$12,083	\$656	6.0%	(\$477)	(3.9%)

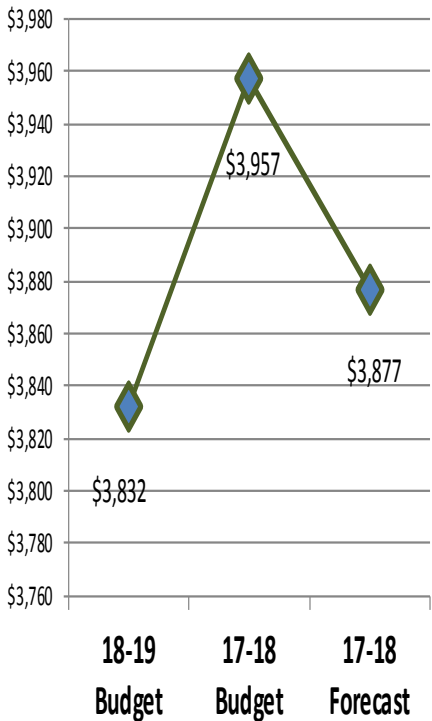


Budget: Increased enrolment 132 FTE \$0.2M. Ancillary fee increase \$0.1M. Tele fee increase \$0.4M.

Fcst: Decreased enrolment, down 71 FTE (\$0.1M). In 17/18 CRCW used ancillary fees for equipment purchase (\$0.5M). Ancillary fee increase \$0.1M.

Ancillary Operations (\$'000)

Revenue	18-19 Budget (\$'000)	17-18 Budget (\$'000)	17-18 Forecast (\$'000)	\$ Variance Budget-Budget	% Change Budget-Budget	\$ Variance Budget-Fcst	% Change Budget-Fcst
Total Ancillary Operations	\$3,832	\$3,957	\$3,877	(\$125)	(3.2%)	(\$45)	(1.2%)



Budget: Text book sales are down (\$0.1M)

Fcst: Flat

Donations Revenue (\$'000)

Revenue	18-19 Budget (\$'000)	17-18 Budget (\$'000)	17-18 Forecast (\$'000)	\$ Variance Budget-Budget	% Change Budget-Budget	\$ Variance Budget-Fcst	% Change Budget-Fcst
Total Donation Revenue	\$725	\$680	\$1,448	\$45	6.6%	(\$723)	(49.9%)



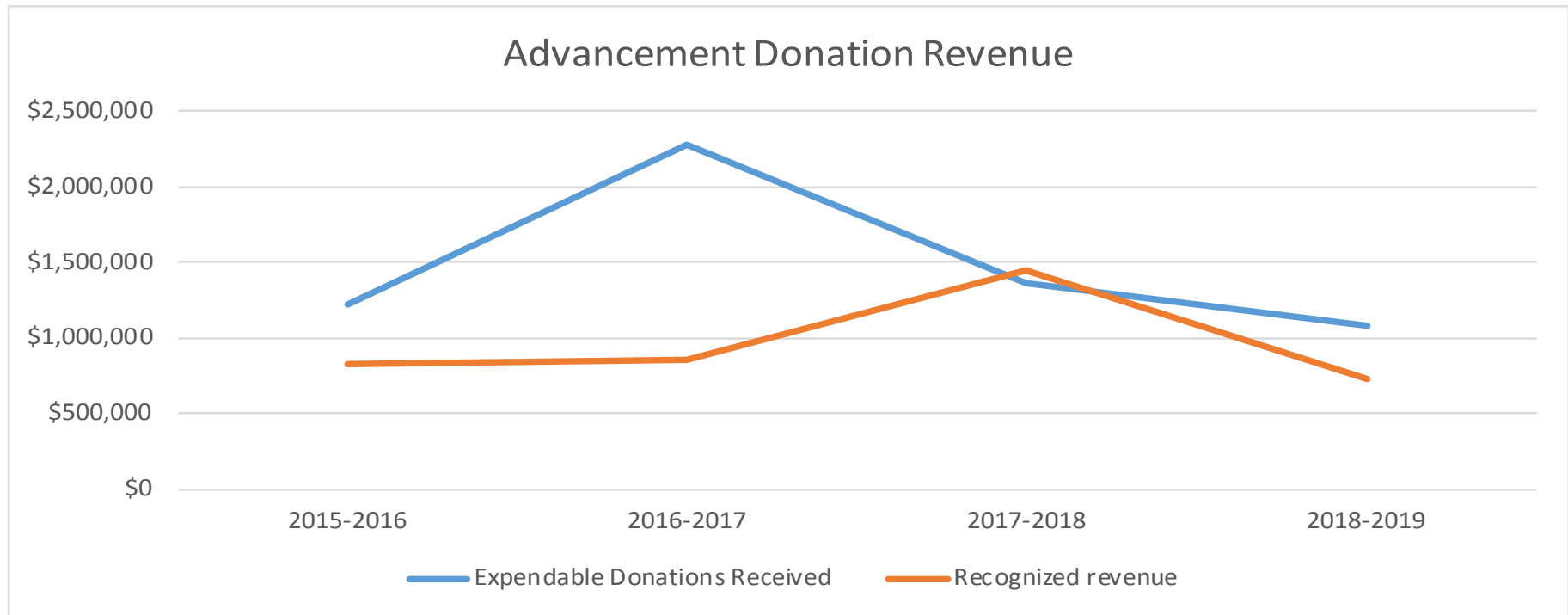
Budget: Flat

Fcst: 17/18 Includes; (\$0.4M) unplanned donations from OPG/Hydro one, (\$0.2M) in capital building campaign not included in 18/19 budget, and 17/18 (\$0.1M) in unplanned Grad scholarships donations.

Expendable Donations

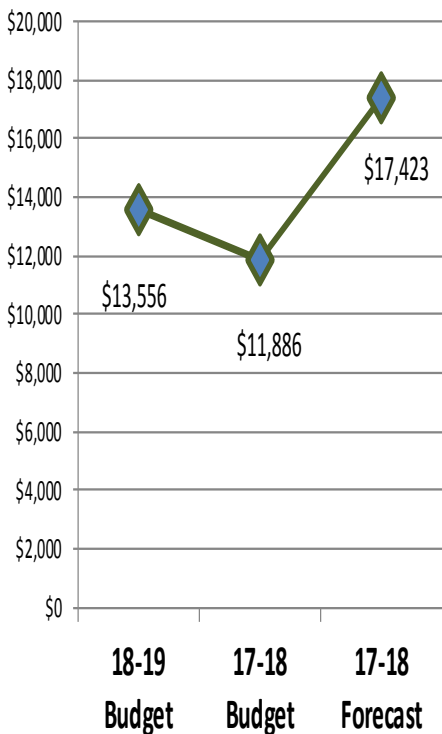
Note: Expendable Donations does not include endowments and new capital campaign.

	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
Expendable Donations Received	\$1,224,874	\$2,273,572	\$1,360,630	\$1,085,180
Recognized revenue	\$827,096	\$848,985	\$1,448,349	\$725,000



Other Revenue (\$'000)

Revenue	18-19 Budget (\$'000)	17-18 Budget (\$'000)	17-18 Forecast (\$'000)	\$ Variance Budget-Budget	% Change Budget-Budget	\$ Variance Budget-Fcst	% Change Budget-Fcst
Total Other Revenue	\$13,556	\$11,886	\$17,423	\$1,670	14.1%	(\$3,867)	(22.2%)

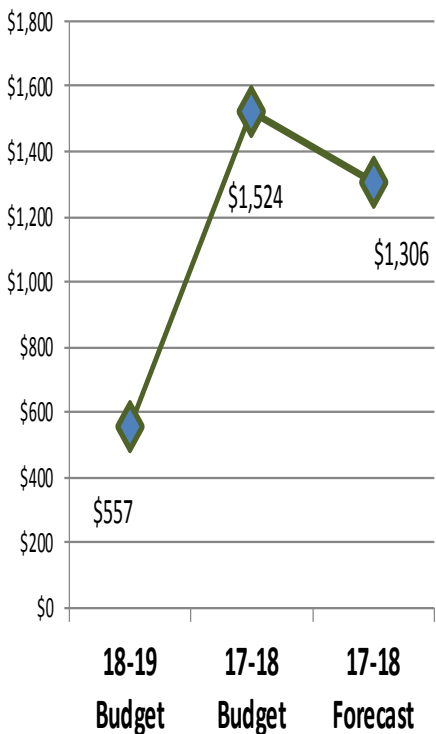


Budget: New revenue sources from the province include student success fund and OCADU project \$0.8M. ACE revenue up \$0.2M. Summer camps up \$0.2M. Regent increased number of shows, up \$0.2M. Shop SIRC up \$0.1M. Varsity fundraising up \$0.1M. Bank interest up \$0.1M

Fcst: 17/18 received (\$4.9M) PST rebate. New revenue sources from the province include student success fund and OCADU project \$0.8M. Summer camps up \$0.2M.

Funded through PY Revenue (\$'000) Agenda Item 10.1

Revenue	18-19 Budget (\$'000)	17-18 Budget (\$'000)	17-18 Forecast (\$'000)	\$ Variance Budget-Budget	% Change Budget-Budget	\$ Variance Budget-Fcst	% Change Budget-Fcst
Funded through PY Revenue	\$557	\$1,524	\$1,306	(\$967)	(63.5%)	(\$749)	(57.4%)

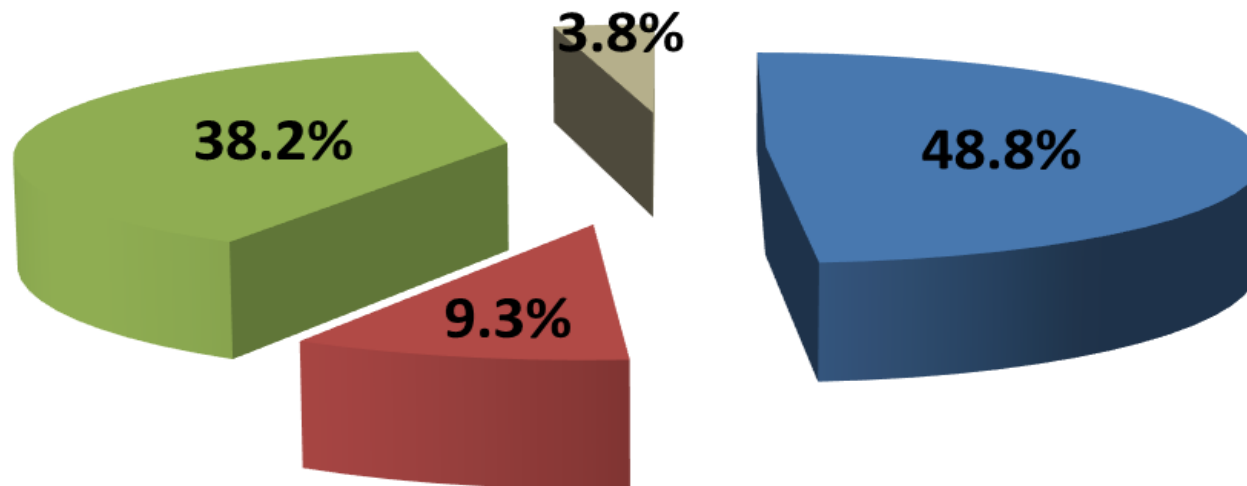


Budget: Use of PY (deferred) revenue is down as TELE has increased revenue and cut expenses (\$0.6M) as it transitions from full TELE to BYOD. 17/18 Budget included capital building campaign and it required (\$0.4M) to fund part of the campaign's start up expenses

Fcst: Use of PY (deferred) revenue is down as TELE has increased revenue and cut expenses (\$0.5M) as it transitions from full TELE to BYOD. 17/18 Fcst included capital building campaign and it required (\$0.2M) to fund part of the campaign's start up expenses

Operating Expense

Expense Components as a % of Total Expense



- Full Time Labour
- Part Time Labour
- Operating Expense & Carryforward
- Capital

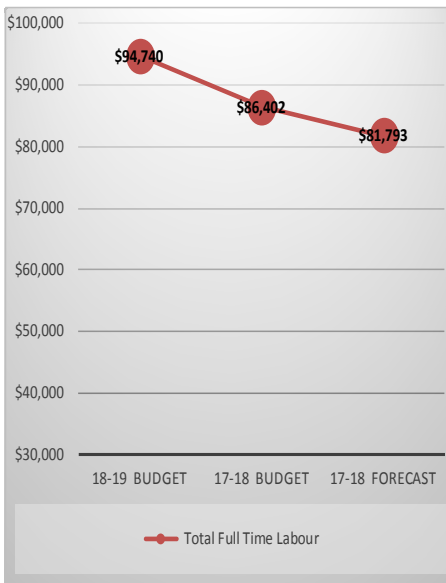
Total Expense Budget (\$'000)

Agenda Item 10.1

Expense	18-19 Budget (\$'000)	17-18 Budget (\$'000)	17-18 Forecast (\$'000)	% Change Budget-Budget	% Change Budget-Fcst
Total Expense	\$194,254	\$183,013	\$180,584	6.1%	7.6%
<i>Total Full Time Labour</i>	\$94,740	\$86,402	\$81,793	9.6%	15.8%
<i>Total Part Time Labour</i>	18,090	16,410	19,748	10.2%	(8.4%)
<i>Total Operating Expense</i>	74,979	74,949	69,983	0.0%	7.1%
<i>Total Capital</i>	7,312	6,517	9,060	12.2%	(19.3%)
<i>Total Carry Forward Surplus</i>	(867)	(1,265)	0	31.5%	0%

Full Time Labour (\$'000)

Expense	18-19 Budget (\$'000)	17-18 Budget (\$'000)	17-18 Forecast (\$'000)	\$ Variance Budget-Budget	% Change Budget-Budget	\$ Variance Budget-Fcst	% Change Budget-Fcst
Total Full Time Labour	\$94,740	\$86,402	\$81,793	\$8,338	9.6%	\$12,947	15.8%
<i>Academic</i>	\$56,165	\$51,342	\$48,239	\$4,823	9.4%	\$7,926	16.4%
<i>Academic Support</i>	17,124	15,299	15,061	\$1,825	11.9%	\$2,063	13.7%
<i>Administrative</i>	11,674	10,481	9,611	\$1,193	11.4%	\$2,063	21.5%
<i>Purchased Services</i>	6,940	6,657	6,404	\$283	4.3%	\$536	8.4%
<i>Business Operations</i>	2,837	2,623	2,478	\$214	8.2%	\$359	14.5%



Budget Variance:

Annual increase \$2.6M. 18/19 20 FTE net new hires, \$1.8M. Conversions, 12 FTE from part time, \$1.0M. 17/18 net new hires of 23 FTE, \$2.5M. \$0.2M PY budget allocation to part time. \$0.2M Annualization of PY salary increases

Forecast Variance:

Labour Savings from open head count \$4.3M. Annual increase \$2.6M. 18/19 20 FTE net new hires, \$1.8M. Conversions, 12 FTE from part time, \$1.0M. 17/18 net new hires of 23 FTE; \$1.7M (Annualization effect). Annualization of 17/18 budget hires, \$0.4M. Release of vacation accrual \$0.3M. Increase in teaching releases \$0.2M. \$0.2M Allocation of salary to part time contract. Reversal of 16/17 accrued admin leaves \$0.4M.

Part Time Labour (\$'000)

Expense	18-19 Budget (\$'000)	17-18 Budget (\$'000)	17-18 Forecast (\$'000)	\$ Variance Budget-Budget	% Change Budget-Budget	\$ Variance Budget-Fcst	% Change Budget-Fcst
Total Part Time Labour	\$18,090	\$16,410	\$19,748	\$1,680	10.2%	(\$1,658)	(8.4%)
<i>Academic</i>	\$11,987	\$11,743	\$12,747	\$244	2.1%	(\$760)	(6.0%)
<i>Academic Support</i>	4,417	3,419	4,881	\$999	29.2%	(\$463)	(9.5%)
<i>Administrative</i>	767	378	816	\$389	102.8%	(\$49)	(6.0%)
<i>Purchased Services</i>	260	255	544	\$5	2.0%	(\$284)	(52.2%)
<i>Business Operations</i>	658	615	761	\$44	7.1%	(\$102)	(13.5%)



Budget Variance:

Sessional increase due to new TF agreement \$0.5M. \$0.4M Sessional/TA increase due to increased students. Converting 12 part time to full time (\$0.7M). \$0.5M increase in minimum wage. Sessional/TA wage increase \$0.2M. Limited term positions funded by new grants \$0.5M. New research limited term positions \$0.3M.

Forecast Variance:

17/18 part time backfill for open head counts (\$2.5M). Sessional increase due to new TF agreement \$0.2M. Converting 12 part time to full time (\$0.7M). \$0.3M increase in minimum wage. Sessional/TA wage increase \$0.2M. Limited term positions funded by new grants \$0.5M. New research limit term positions \$0.3M.

Operating Expenses (\$'000)

Expense	18-19 Budget (\$'000)	17-18 Budget (\$'000)	17-18 Forecast (\$'000)	\$ Variance Budget-Budget	% Change Budget-Budget	\$ Variance Budget-Fcst	% Change Budget-Fcst
Total Operating Expense	\$74,978	\$74,949	\$69,983	\$29	0.0%	\$4,994	7.1%
<i>Academic</i>	\$8,901	\$7,981	\$8,332	\$920	11.5%	\$569	6.8%
<i>Academic Support</i>	15,845	15,432	14,727	\$413	2.7%	\$1,119	7.6%
<i>Administrative</i>	37,056	38,765	34,041	(\$1,708)	(4.4%)	\$3,016	8.9%
<i>Purchased Services</i>	8,536	8,232	8,669	\$304	3.7%	(\$133)	(1.5%)
<i>Business Operations</i>	4,639	4,539	4,215	\$100	2.2%	\$424	10.1%



Budget Variance:

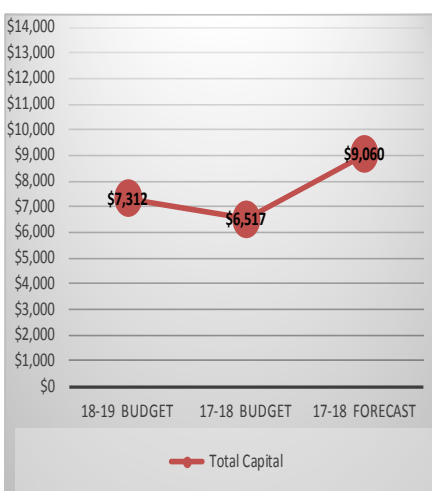
Centrally held contingency fund down (\$0.8M). Library subscriptions up \$0.3M. Legal fees up \$0.3M. Utilities increase \$0.2M.

Forecast Variance:

Centrally held contingency fund for 18/19 Budget \$3.8M. Faculty start-up and PD - budget topped up \$1.2M.

Capital (\$'000)

Expense	18-19 Budget (\$'000)	17-18 Budget (\$'000)	17-18 Forecast (\$'000)	\$ Variance Budget-Budget	% Change Budget-Budget	\$ Variance Budget-Fcst	% Change Budget-Fcst
Total Capital	\$7,312	\$6,517	\$9,060	\$795	12.2%	(\$1,747)	(19.3%)
<i>Academic</i>	\$1,185	\$1,317	\$2,562	(\$132)	(10.1%)	(\$1,377)	(53.8%)
<i>Academic Support</i>	2,037	1,806	2,460	\$230	12.7%	(\$424)	(17.2%)
<i>Administrative</i>	2,552	2,094	3,176	\$458	21.9%	(\$625)	(19.7%)
<i>Purchased Services</i>	1,539	1,207	849	\$332	27.5%	\$690	81.3%
<i>Business Operations</i>	0	93	12	(\$93)	(100.0%)	(\$12)	(100.0%)



Budget Variance:
Banner 9 project \$0.4M. Lab equipment up \$0.1M. IT up \$0.2M for media capital upgrades. Purchase services IT upgrades \$0.1M.

Forecast Variance:
17/18 in year strategic spend (\$0.7M) and Dean's innovation fund capital spending (\$0.5M). 17/18 NMR faculty equipment (\$0.5M).

Capital Projects (\$'000)

Agenda Item 10.1

	2018/19 Budget	2017/18 Budget	2017/18 Fcst
<u>Consists of:</u>			
Lap Tops	\$1.8	\$1.8	\$1.8
IT Services	\$0.7	\$0.5	\$1.0
Facility Capital Spend	\$1.3	\$1.6	\$2.5
Purchase Services	\$1.5	\$1.2	\$0.8
Lab Equipment	\$1.4	\$1.3	\$2.1
Other	\$0.6	\$0.1	\$0.9
Total	\$7.3	\$6.5	\$9.1

Carryforward Analysis

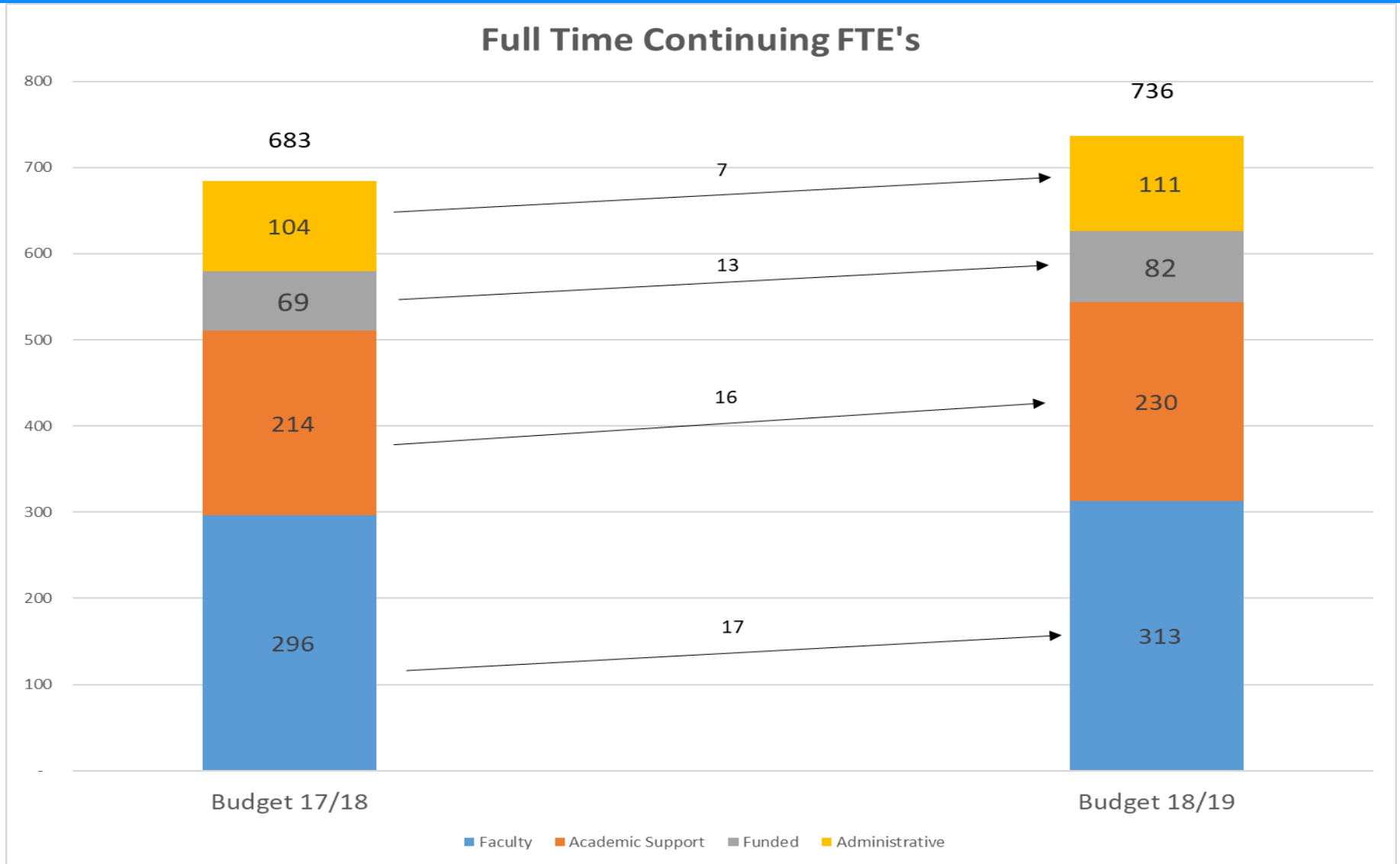
Expense	17-18 Ending CF Balance (\$'000)	17-18 New Carryforward (\$'000)	18-19 Utilization (\$'000)	18-19 Ending CF Balance (\$'000)	
Total Carry Forward Surplus	\$847	\$460	-\$867	\$440	



Faculty	Actual/Fcst Results							
	FBIT	SSH	HS	EAS	SCI	Total	C&M	Total
17/18 Budget								
Carry Forward from 16/17	290	225	167	870	169	1,721	245	1,966
Adjustment based on Actual results	20	(41)	10	36	(145)	(120)		(120)
Spent	310	45	39	336	24	754	245	999
Roll forward	-	139	138	570	-	847	-	847
18/19 Budget								
Roll Forward from 17/18	-	139	138	570	-	847	-	847
New Carry Forward	150		227	83	-	460	-	460
Carry Forward Amount	150	139	365	653	-	1,307	-	1,307
Planned to be Spent	-	139	265	463	-	867	-	867
Carry Forward Amount	150	-	100	190	-	440	-	440

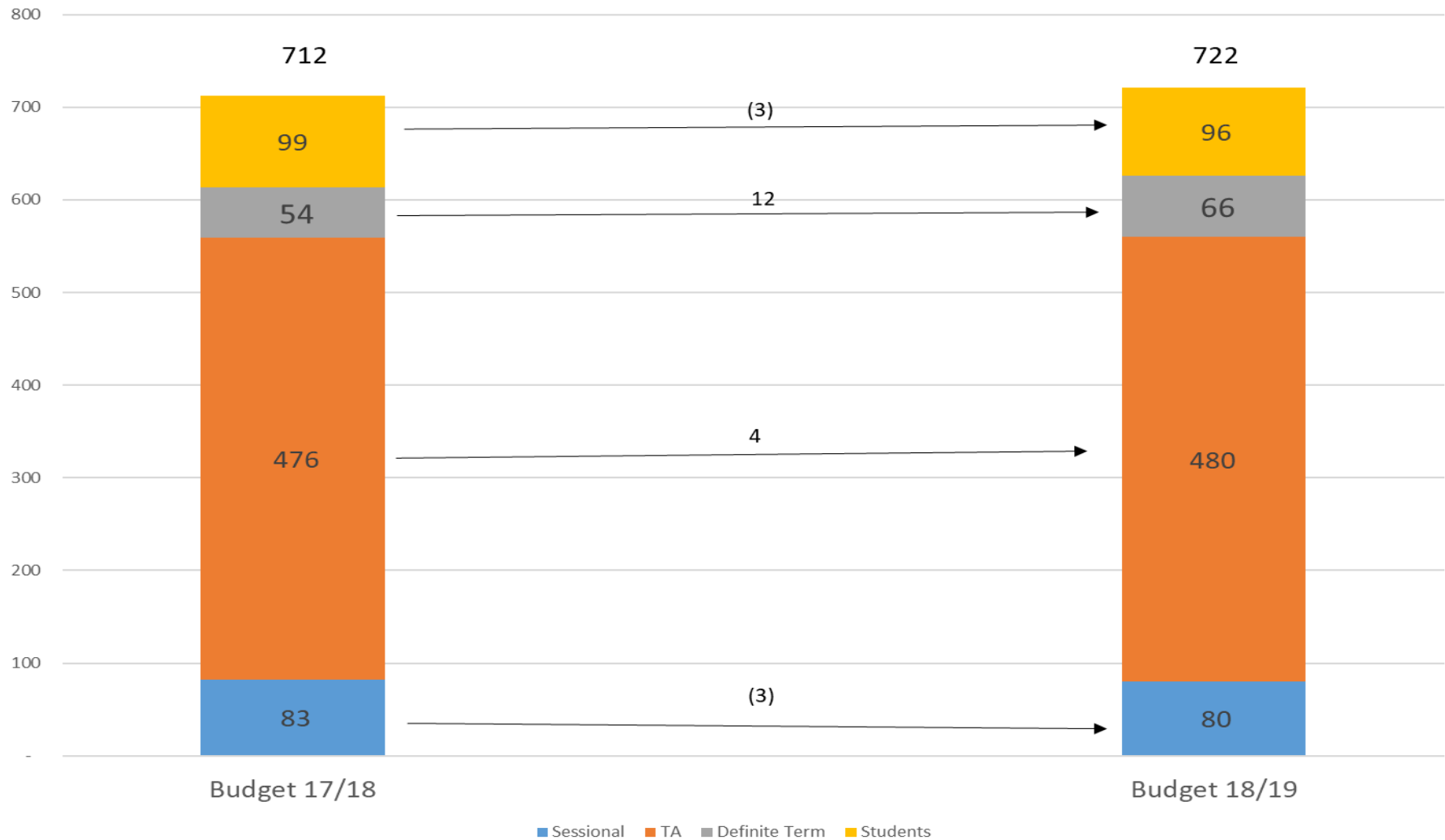
Notes:

Allocation of Human Resources



Allocation of Human Resources

Limited Term (FT and PT) FTE's



Employment Benefits

Full Time Continuing

in \$'000's	Budget 2017/18 FT Wages Excluding Benefits \$67,740		Forecast 2017/18 FT Wages Excluding Benefits \$64,153		Budget 2018/19 FT Wages Excluding Benefits \$72,157		
Description of Benefit	2017/18 Budget \$	2017/18 Budget %	2017/18 Fcst \$	2017/18 Fcst %	2018/19 %Benefit Change	2018/19 Budget %	2018/19 Budget \$
Health Care Spending Account and Life Insurance	\$837	1.2%	\$926	1.4%	0.2%	1.4%	\$1,042
Health and Dental	\$2,465	3.6%	\$2,181	3.4%	-0.5%	3.1%	\$2,237
Employer Employment Insurance	\$767	1.1%	\$675	1.1%	0.0%	1.1%	\$760
Employer Canada Pension Plan	\$1,794	2.6%	\$1,709	2.7%	0.1%	2.7%	\$1,922
Workers' Safety Insurance Board	\$143	0.2%	\$183	0.3%	0.1%	0.3%	\$206
Employer Health Tax	\$1,321	2.0%	\$1,250	1.9%	0.0%	2.0%	\$1,406
Employer Pension Expense	\$5,313	7.8%	\$4,945	7.7%	-0.1%	7.7%	\$5,562
Total Fringe Benefit Costs for Full Time	\$12,641	18.50%	\$11,870	18.50%	-0.3%	18.20%	\$13,135

Employment Benefits

Limited Term (FT and PT)

in \$'000's	Budget 2017/18 PT Wages Excluding Benefits \$18,070		Forecast 2017/18 PT Wages Excluding Benefits \$19,047		Budget 2018/19 PT Wages Excluding Benefits \$16,363		
Description of Benefit	2017/18 Budget \$	2017/18 Budget %	2017/18 Fcst \$	2017/18 Fcst %	2018/19 %Benefit Change	2018/19 Budget %	2018/19 Budget \$
Employer Employment Insurance	\$452	2.5%	\$417	2.2%	-0.3%	2.2%	\$359
Employer Canada Pension Plan	\$687	3.8%	\$754	4.0%	0.2%	4.0%	\$648
Workers' Safety Insurance Board	\$54	0.3%	\$76	0.4%	0.1%	0.4%	\$66
Employer Health Tax	\$343	1.9%	\$371	1.9%	0.0%	1.9%	\$319
Employer Pension Expense	\$108	0.6%	\$78	0.4%	-0.2%	0.4%	\$78
Total Fringe Benefit Costs for Part Time	\$1,644	9.0%	\$1,698	8.9%	-0.1%	8.9%	\$1,469

Why include restricted funds in budget planning?

- 1. Provide stability from uncontrollable factors such as fluctuations in funding levels, or unforeseen economic factors**
- 2. Provide financing for one-time requirements without impacting current year's operations**
- 3. Allocate funds in support of "Carry Forward" amounts in Academic units**
- 4. Ensure adequate cash flows, and provide flexibility to manage debt levels to protect UOIT's financial position**
- 5. Provide for future liabilities**

2018-19 Estimated Internally Restricted Fund Schedule Agenda Item 10.1

Internally Restricted Assets (\$'000)	2018 - 19 Draft Budget End Balance (\$'000)	2017-18 Forecast End Balance (\$'000)	2017 - 18 Budget End Balance (\$'000)	2016 - 17 Actual End Balance (\$'000)
Research Related	\$4,700	\$4,900	\$4,500	\$4,972
Capital Related	\$14,900	\$12,400	\$6,200	\$14,666
Student Awards	\$1,000	\$1,000	\$500	\$1,000
Working Capital	\$6,000	\$6,000	\$6,000	\$6,000
Budget Carry Forward	\$440	\$850	\$700	\$1,604
Other	\$3,275	\$3,250	\$1,100	\$3,332
Total Restricted	\$30,315	\$28,400	\$19,000	\$31,574
Change in Restricted	\$1,915	\$9,400	(\$12,574)	

Conclusion



- ▶ Next Steps
- ▶ Questions and Discussion

- Budget presented to Academic Council June 19, 2018

- Are there any questions or comments?

UNIVERSITY OF ONTARIO INSTITUTE OF TECHNOLOGY
 LONG-TERM FORECAST - 2018/19 to 2027/28 inclusive BASED ON Feb 2018 ENROLMENT PROJECTIONS

10 yr Forecast (in ' 000s)											
	SMA 2		SMA 3			SMA 4			SMA 5		
	18/19 Budget	19/20 Fcst	20/21 Fcst	21/22 Fcst	22/23 Fcst	23/24 Fcst	24/25 Fcst	25/26 Fcst	26/27 Fcst	27/28 Fcst	Total 10 yr (Feb 1 2018 enrolment projection)
REVENUES											
Core Operating Grant, excluding CN grant <i>Uncertainty in Growth Funding</i>	\$ 52,181	\$ 52,051	\$ 51,525	\$ 51,469	\$ 51,425	\$ 52,782 \$ (731)	\$ 52,769 \$ (717)	\$ 52,753 \$ (702)	\$ 54,864 \$ (2,812)	\$ 54,849 \$ (2,798)	\$ 526,668 \$ (7,760)
CN grant	\$ 4,637	\$ 5,379	\$ 5,426	\$ 5,755	\$ 5,788	\$ 5,807	\$ 5,832	\$ 5,861	\$ 5,891	\$ 5,921	\$ 56,297
Debenture Grant	\$ 13,500	\$ 13,500	\$ 13,500	\$ 13,500	\$ 13,500	\$ 13,500	\$ 13,500	\$ 13,500	\$ 13,500	\$ 13,500	\$ 135,000
Other Grants	\$ 9,668	\$ 9,856	\$ 9,658	\$ 9,658	\$ 9,658	\$ 9,658	\$ 9,658	\$ 9,658	\$ 9,658	\$ 9,658	\$ 96,787
Student Tuition Fees	\$ 83,992	\$ 89,174	\$ 94,169	\$ 100,062	\$ 105,848	\$ 110,320	\$ 114,419	\$ 119,275	\$ 123,671	\$ 129,618	\$ 1,070,549
Student Ancillary Fees	\$ 12,163	\$ 8,620	\$ 8,801	\$ 9,002	\$ 9,204	\$ 9,318	\$ 9,547	\$ 9,770	\$ 9,988	\$ 10,194	\$ 96,608
Revenues from Ancillary Operations	\$ 3,832	\$ 3,832	\$ 3,832	\$ 3,832	\$ 3,832	\$ 3,832	\$ 3,832	\$ 3,832	\$ 3,832	\$ 3,832	\$ 38,322
Donations*	\$ 726	\$ 726	\$ 726	\$ 726	\$ 726	\$ 726	\$ 726	\$ 726	\$ 726	\$ 726	\$ 7,255
Other Revenues	\$ 13,555	\$ 14,724	\$ 14,037	\$ 14,107	\$ 14,178	\$ 14,231	\$ 14,311	\$ 14,392	\$ 14,473	\$ 14,563	\$ 142,572
Total Revenues	\$ 194,254	\$ 197,862	\$ 201,674	\$ 208,111	\$ 214,158	\$ 219,443	\$ 223,877	\$ 229,066	\$ 233,789	\$ 240,063	\$ 2,162,297
EXPENDITURES											
FT Labour	\$ (94,970)	\$ (99,337)	\$ (103,311)	\$ (107,894)	\$ (112,557)	\$ (116,733)	\$ (120,907)	\$ (125,191)	\$ (129,310)	\$ (133,960)	\$ (1,144,170)
PT Labour	\$ (17,860)	\$ (16,955)	\$ (17,209)	\$ (17,592)	\$ (18,141)	\$ (18,900)	\$ (19,576)	\$ (20,425)	\$ (21,240)	\$ (22,014)	\$ (189,912)
Operating Expenses	\$ (74,111)	\$ (74,091)	\$ (74,052)	\$ (74,706)	\$ (75,672)	\$ (76,268)	\$ (76,353)	\$ (76,857)	\$ (77,364)	\$ (77,871)	\$ (757,345)
Capital Expenses	\$ (7,312)	\$ (5,610)	\$ (5,515)	\$ (5,506)	\$ (5,220)	\$ (5,307)	\$ (5,307)	\$ (5,307)	\$ (5,307)	\$ (5,307)	\$ (55,697)
Approved Expenditures	\$ (194,254)	\$ (195,993)	\$ (200,087)	\$ (205,698)	\$ (211,590)	\$ (217,208)	\$ (222,142)	\$ (227,780)	\$ (233,220)	\$ (239,152)	\$ (2,147,124)
Budget Surplus/(Deficit)	\$ (0)	\$ 1,869	\$ 1,587	\$ 2,413	\$ 2,568	\$ 2,235	\$ 1,735	\$ 1,286	\$ 569	\$ 911	\$ 15,173

* Donations relate to expendable and interest portion of endowed funds that will be disbursed as awards and scholarships in the budget year. It does not include endowed principal and new capital campaign.



COMMITTEE REPORT

SESSION:

Public
 Non-Public

ACTION REQUESTED:

Decision
 Discussion/Direction
 Information

TO: Board of Governors

DATE: May 9, 2018

PRESENTED BY: Nigel Allen, Chair of Audit & Finance Committee

PREPARED BY: Brad Maclsaac, Assistant Vice-President, Planning and Analysis

SUBJECT: 2019 – 2020 Tuition Fees

COMMITTEE/BOARD MANDATE:

Section 9(1)(k) of the *UOIT Act* gives the Board of Governors the authority to establish and collect fees and charges for tuition and other services that may be offered by the university.

In accordance with its Terms of Reference, the Audit & Finance Committee is responsible for ensuring fiscal responsibility with respect to the financial resources of the university, including reviewing and recommending tuition fees and ancillary fees.

The Audit & Finance Committee hereby recommends approval of the proposed 2019-2020 tuition fees, as presented.

BACKGROUND/CONTEXT & RATIONALE:

The provincial government has established a tuition fee framework that expires in 2018. This framework regulates all publically funded programs and allows for tuition fee differentiation based on program and program year. As there has not been a release of a new framework the previous limits guide our 2019/20 tuition fee increases. If there are alterations, we will come back to the Board of Governors as required. The framework outlines that tuition fees may increase within specified limits over the current tuition fee while ensuring the overall tuition increase does not exceed 3.0%, excluding changes in enrolment.

Program Type	Maximum Allowable Annual Rate of Tuition Fee Increase
Arts & Science and Other UG Programs	3.0%
Professional and Graduate Programs	5.0%
Institutional Average Tuition Increase Cap	3.0%

Due to the changes with the Ontario Student Assistance Program (OSAP), we have begun setting tuition two years ahead of implementation. Setting tuition earlier helps support net offers that more accurately reflect actual tuition fees and ease implementation of net tuition practices at our institution.

Raising tuition is one way the university increases its revenue in order to deliver on its mission. As Bowen's law states, "Universities will raise all the money they can, and spend all the money they raise." The Ontario system is currently in a corridor funding system with the government. This corridor funding system will provide UOIT the same amount of governmental grant funding for the duration of the SMA2 period (2017-2020). Therefore, increasing tuition has become a necessity for the sustainability of the institution, in order to help offset the increase in expenses that will be seen during this time.

Even with the increases in mind, UOIT normally below all domestic and international tuition rates when we look at direct comparisons within the system. This point is particularly important to UOIT as we know that >65% of our students participate in the OSAP program and our endowed awards and research funding are still not able to provide as much minimum funding support as desired. Increases in graduate tuition translates to the ability to create better funding packages for our students.

RESOURCES REQUIRED: N/A

IMPLICATIONS:

The increases proposed in this document have been made after careful analysis of the provincial and national competitors. To decrease these amounts would translate into a decrease in the forecasted revenues used in the budget planning exercise. To increase the amounts could result in the loss of enrolments.

ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:

The fees recommended will allow UOIT to continue to provide superior undergraduate and graduate programs.

ALTERNATIVES CONSIDERED:

Various increases were considered and reviewed with respect to the system. The fees presented below allow UOIT to remain at or below system median fees for all programs and levels.

CONSULTATION:

After a comparative review of fees charged by competing programs offered by universities in Ontario, we recommend increases as permitted by the latest framework in all programs as outlined in the accompanying appendix table.

COMPLIANCE WITH POLICY/LEGISLATION:

The current fees are in compliance with the existing tuition fee framework. However, the Ministry has not yet released the framework and compliance measures for the 2019-2020 year. The current calculations are completed with the same process and assumptions as was set in 2018-2019.

NEXT STEPS:

Wait for official tuition compliance measures to be released prior to finalizing all tuition fees. Update tuition within UOIT's student information system and website, noting that changes may occur once Ministry sets framework.

MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Audit and Finance Committee, the Board of Governors hereby approves the 2019-2020 tuition fees, as presented.

SUPPORTING REFERENCE MATERIALS:

- Appendix 1: Comparison of current tuition fees across the system
- Appendix 2: Recommendations for UOIT 2019-2020 tuition fees

Undergraduate Domestic Tuition by Program

	Arts and Science	Business & Commerce	Computer Science	Education (excl AQs)	Engineering / Applied Science	Nursing
Alg	\$ 6,327	\$ 6,327	\$ 6,327	-	-	-
Bro	\$ 6,569	\$ 8,813	\$ 8,813	\$ 6,569	-	\$ 6,569
Car	\$ 6,546	\$ 8,131	\$ 9,669	-	\$ 11,136	-
Gue	\$ 6,571	\$ 9,006	\$ 9,006	-	\$ 12,175	-
Lak	\$ 6,456	\$ 7,588	\$ 6,456	\$ 6,753	\$ 8,150	\$ 6,456
Lau	\$ 6,473	\$ 7,867	\$ 7,867	\$ 6,473	\$ 8,538	\$ 6,473
McM	\$ 6,519	\$ 9,900	\$ 8,463	-	\$ 13,171	\$ 6,519
Nip	\$ 6,236	\$ 7,849	\$ 7,849	\$ 7,142	-	\$ 6,236
OCA	\$ 6,530	-	-	-	-	-
UOIT	\$ 6,517	\$ 8,559	\$ 6,709	\$ 6,517	\$ 9,937	\$ 6,517
Ott	\$ 6,568	\$ 7,982	\$ 8,737	\$ 6,568	\$ 9,970	\$ 6,568
Que	\$ 6,569	\$ 17,418	\$ 6,768	\$ 6,476	\$ 12,742	\$ 6,569
Rye	\$ 6,592	\$ 8,892	\$ 9,061	-	\$ 10,782	\$ 6,713
Tor	\$ 6,590	\$ 16,830	\$ 12,090	-	\$ 15,010	\$ 8,840
Tre	\$ 6,600	\$ 6,600	\$ 6,600	\$ 6,600	-	\$ 6,600
Wat	\$ 6,612	\$ 16,542	\$ 13,620	-	\$ 14,784	-
Wes	\$ 6,528	\$ 26,750	\$ 6,528	\$ 7,844	\$ 13,011	\$ 6,528
WLU	\$ 6,536	\$ 9,151	\$ 6,792	\$ 8,685	-	-
Win	\$ 6,287	\$ 9,274	\$ 9,550	\$ 7,359	\$ 10,063	\$ 6,287
Yor	\$ 6,600	\$ 9,151	\$ 9,151	\$ 6,600	\$ 12,155	\$ 6,600
Mean	\$ 6,511	\$ 10,665	\$ 8,424	\$ 6,965	\$ 11,545	\$ 6,677
Median	\$ 6,541	\$ 8,892	\$ 8,463	\$ 6,600	\$ 11,646	\$ 6,548
Min	\$ 6,236	\$ 6,327	\$ 6,327	\$ 6,473	\$ 8,150	\$ 6,236
Max	\$ 6,612	\$ 26,750	\$ 13,620	\$ 8,685	\$ 15,010	\$ 8,840

Undergraduate International Tuition by Program

	Arts and Science	Business & Commerce	Computer Science	Education (excl AQs)	Engineering / Applied Science	Nursing
Alg	\$ 16,431	\$ 16,431	\$ 16,431	-	-	-
Bro	\$ 23,861	\$ 24,946	\$ 24,946	\$ 23,861	-	\$ 23,861
Car	\$ 24,040	\$ 25,758	\$ 29,215	-	\$ 30,002	-
Gue	\$ 20,840	\$ 23,645	\$ 22,060	-	\$ 27,014	-
Lak	\$ 21,525	\$ 24,150	\$ 21,525	\$ 21,525	\$ 24,150	\$ 21,525
Lau	\$ 22,241	\$ 22,241	\$ 22,241	\$ 22,241	\$ 27,445	\$ 22,241
McM	\$ 25,905	\$ 32,723	\$ 29,313	-	\$ 42,039	\$ 29,995
Nip	\$ 19,324	\$ 19,325	\$ 19,325	\$ 19,325	-	\$ 19,325
OCA	\$ 21,320	-	-	-	-	-
UOIT	\$ 19,550	\$ 21,065	\$ 20,125	\$ 19,550	\$ 24,769	\$ 19,550
Ott	\$ 27,343	\$ 33,557	\$ 31,516	\$ 26,832	\$ 39,854	\$ 32,470
Que	\$ 37,490	\$ 42,733	\$ 37,490	\$ 25,978	\$ 40,348	\$ 37,490
Rye	\$ 23,289	\$ 24,700	\$ 23,289	-	\$ 26,358	\$ 23,289
Tor	\$ 45,690	\$ 51,460	\$ 46,820	-	\$ 50,780	\$ 46,960
Tre	\$ 19,397	\$ 19,397	\$ 19,397	\$ 19,397	-	\$ 19,397
Wat	\$ 26,940	\$ 36,570	\$ 29,166	-	\$ 38,794	-
Wes	\$ 26,614	\$ 38,222	\$ 26,614	\$ 27,233	\$ 34,153	\$ 34,153
WLU	\$ 22,956	\$ 26,172	\$ 22,956	\$ 22,802	-	-
Win	\$ 22,500	\$ 24,500	\$ 23,200	\$ 26,250	\$ 26,250	\$ 26,250
Yor	\$ 23,664	\$ 25,725	\$ 25,011	\$ 23,664	\$ 23,664	\$ 23,664
Mean	\$ 24,546	\$ 28,069	\$ 25,823	\$ 23,221	\$ 32,544	\$ 27,155
Median	\$ 23,122	\$ 24,946	\$ 23,289	\$ 23,233	\$ 28,724	\$ 23,763
Min	\$ 16,431	\$ 16,431	\$ 16,431	\$ 19,325	\$ 23,664	\$ 19,325
Max	\$ 45,690	\$ 51,460	\$ 46,820	\$ 27,233	\$ 50,780	\$ 46,960

Graduate Domestic Tuition by Degree

	MA	MSc	MEd	MASc	MEng
Bro	\$ 9,008	\$ 9,008	\$ 11,011		-
Car	\$ 8,547	\$ 8,547	-	\$ 9,393	\$ 10,341
Gue	\$ 7,847	\$ 7,847	-		\$ 8,041
Lak	\$ 8,722	\$ 8,722	\$ 8,722		\$ 8,722
Lau	\$ 9,081	\$ 9,081	-	\$ 9,801	\$ 9,081
McM	\$ 7,008	\$ 7,008	-		-
Nip	\$ 9,176	\$ 9,176	\$ 9,156		-
OCA	\$ 10,839	-	-		-
UOIT	\$ 8,338	\$ 8,338	\$ 8,586	\$ 9,651	\$ 9,651
Ott	\$ 8,189	\$ 8,189	\$ 8,598	\$ 9,083	\$ 10,014
Que	\$ 6,414	\$ 6,414	\$ 6,414		\$ 8,655
Rye	\$ 10,044	\$ 9,059	-	\$ 9,059	\$ 10,044
Tor	\$ 10,440	\$ 10,440	\$ 16,140	\$ 10,440	\$ 21,255
Tre	\$ 8,728	\$ 8,728	\$ 9,389		-
Wat	\$ 7,452	\$ 7,452	-	\$ 7,452	\$ 8,784
Wes	\$ 6,991	\$ 6,991	\$ 11,511		\$ 11,511
WLU	\$ 8,657	\$ 8,657	-		-
Win	\$ 7,898	\$ 7,898	\$ 7,898	\$ 7,898	\$ 8,874
Yor	\$ 4,785	\$ 4,785	\$ 4,785	\$ 10,000	-
Mean	\$ 8,324	\$ 8,130	\$ 9,292	\$ 9,198	\$ 10,414
Median	\$ 8,547	\$ 8,443	\$ 8,722	\$ 9,393	\$ 9,366
Min	\$ 4,785	\$ 4,785	\$ 4,785	\$ 7,452	\$ 8,041
Max	\$ 10,839	\$ 10,440	\$ 16,140	\$ 10,440	\$ 21,255

Graduate International Tuition by Degree

	MA	MSc	MEd	MASc	MEng
Bro	\$ 23,504	\$ 23,504	\$ 24,042		-
Car	\$ 21,069	\$ 21,069	-	\$ 22,959	\$ 26,229
Gue	\$ 19,525	\$ 19,525	-		\$ 20,110
Lak	\$ 21,115	\$ 21,115	\$ 21,115		\$ 24,150
Lau	\$ 21,198	\$ 21,198	-	\$ 21,198	\$ 21,198
McM	\$ 17,096	\$ 17,096	-		-
Nip	\$ 18,350	\$ 18,350	\$ 18,350		-
OCA	\$ 27,275	-	-		-
UOIT	\$ 18,061	\$ 18,061	\$ 9,168	\$ 21,284	\$ 21,284
Ott	\$ 19,260	\$ 19,260	\$ 22,626	\$ 20,809	\$ 25,612
Que	\$ 12,927	\$ 12,927	\$ 12,927		\$ 19,492
Rye	\$ 20,303	\$ 20,303	-	\$ 21,996	\$ 21,966
Tor	\$ 32,340	\$ 32,340	\$ 48,885	\$ 32,340	\$ 76,170
Tre	\$ 18,569	\$ 18,569			-
Wat	\$ 19,914	\$ 19,914	-	\$ 19,914	\$ 26,106
Wes	\$ 17,694	\$ 17,694	\$ 28,730		\$ 28,730
WLU	\$ 19,465	\$ 19,465	-		-
Win	\$ 21,000	\$ 21,000	\$ 21,000	\$ 21,000	\$ 27,500
Yor	\$ 18,825	\$ 18,825	\$ 18,825	\$ 21,000	-
Mean	\$ 20,394	\$ 20,012	\$ 22,567	\$ 22,500	\$ 28,212
Median	\$ 19,525	\$ 19,495	\$ 21,057	\$ 21,198	\$ 24,881
Min	\$ 12,927	\$ 12,927	\$ 9,168	\$ 19,914	\$ 19,492
Max	\$ 32,340	\$ 32,340	\$ 48,885	\$ 32,340	\$ 76,170

Appendix 2: Recommendations for UOIT 2019-2020 tuition fees**Undergraduate Domestic**

	2018-2019	2019-2020	Yr/Yr % Change
BA, BAsC, BEd, BHSc, BSc & Mgt , Diploma			
First Year	\$6,647.56	\$6,846.98	3.0%
Second Year	\$6,618.22	\$6,753.92	1.6%
Third Year	\$6,585.14	\$6,724.10	1.6%
Fourth Year	\$6,578.64	\$6,690.50	1.6%
Fifth Year	\$6,572.22	\$6,683.88	1.6%
BCom			
First Year	\$8,986.98	\$9,436.32	5.0%
Second Year	\$8,944.18	\$9,346.44	4.0%
Third Year	\$8,901.60	\$9,301.94	4.0%
Fourth Year	\$8,892.82	\$9,257.66	4.0%
BIT			
First Year	\$10,034.66	\$10,335.68	3.0%
Second Year	\$10,024.92	\$10,285.52	2.5%
Third Year	\$10,015.20	\$10,275.54	2.5%
Fourth Year	\$9,990.88	\$10,265.58	2.5%
BEng, BEng & Mgmt			
First Year	\$10,433.54	\$10,955.20	5.0%
Second Year	\$10,423.60	\$10,903.04	4.5%
Third Year	\$10,413.68	\$10,892.66	4.5%
Fourth Year	\$10,314.50	\$10,882.28	4.5%
Fifth Year	\$10,176.96	\$10,778.64	4.5%
BSc, Computer Science			
First Year	\$7,044.34	\$7,396.54	5.0%
Second Year	\$7,037.62	\$7,361.32	4.5%
Third Year	\$7,030.94	\$7,354.30	4.5%
Fourth Year	\$7,024.22	\$7,347.32	4.5%
Fifth Year	\$7,024.06	\$7,340.30	4.5%
BScN			
First Year	\$6,778.54	\$6,981.88	3.0%
Second Year	\$6,771.96	\$6,948.00	2.5%
Third Year	\$6,765.38	\$6,941.24	2.5%
Fourth Year	\$6,758.82	\$6,934.50	2.5%

Undergraduate International

	2018-2019	2019-2020	Yr/Yr % Change
BA, BAsC, BEd, BHSc, BSc & Mgt, Diploma			
First Year	\$19,940.96	\$20,539.18	3.0%
Second Year	\$19,853.00	\$20,260.00	1.6%
Third Year	\$19,753.72	\$20,170.64	1.6%
Fourth Year	\$19,734.26	\$20,069.76	1.6%
Fifth Year	\$19,734.52	\$20,050.00	1.6%
BCom			
First Year	\$22,118.62	\$23,224.54	5.0%
Second Year	\$22,013.30	\$23,003.36	4.0%
Third Year	\$21,929.44	\$22,893.82	4.0%
Fourth Year	\$21,907.82	\$22,806.60	4.0%
BIT			
First Year	\$23,091.20	\$23,783.92	3.0%
Second Year	\$23,068.80	\$23,668.48	2.5%
Third Year	\$23,046.40	\$23,645.52	2.5%
Fourth Year	\$22,990.46	\$23,622.56	2.5%
BEng, BEng & Mgmt			
First Year	\$26,007.42	\$27,307.78	5.0%
Second Year	\$25,982.66	\$27,177.74	4.5%
Third Year	\$25,957.92	\$27,151.86	4.5%
Fourth Year	\$25,710.68	\$27,126.02	4.5%
Fifth Year	\$25,367.88	\$26,867.66	4.5%
BSc, Computer Science			
First Year	\$21,131.22	\$22,187.78	5.0%
Second Year	\$21,111.10	\$22,082.12	4.5%
Third Year	\$21,091.00	\$22,061.08	4.5%
Fourth Year	\$21,070.88	\$22,040.08	4.5%
Fifth Year	\$21,070.46	\$22,019.06	4.5%
BScN			
First Year	\$20,333.88	\$20,943.88	3.0%
Second Year	\$20,314.14	\$20,842.22	2.5%
Third Year	\$20,294.42	\$20,821.98	2.5%
Fourth Year	\$20,274.70	\$20,801.78	2.5%

Graduate DomesticProgram Based

	2018-2019	2019-2020	Yr/Yr % Change
MA (Crim), MHSc, MSc, PhD			
All Years	\$8,421.46	\$8,505.66	1.0%
MASc			
All Years	\$9,844.38	\$9,844.38	0.0%
MEng			
All Years	\$9,844.38	\$10,336.58	5.0%
Graduate Diploma			
Diploma in Accounting	\$7,000.00	\$7,000.00	0.0%
Diploma in Nuclear Technology	\$6,562.92	\$6,891.06	5.0%
Diploma in Nuclear Design Engineering	\$6,562.92	\$6,891.06	5.0%
Diploma in Engineering Management	\$6,562.92	\$6,891.06	5.0%

Credit Based (per 3-credit course)

	2018-2019	2019-2020	Yr/Yr % Change
MBA			
All years	\$2,024.51	\$2,065.00	2.0%
MEd, MA in Education			
All years	\$1,751.63	\$1,786.66	2.0%
Graduate Diploma			
Education & Digital Technology	\$1,751.63	\$1,786.66	2.0%
Work Disability Prevention	\$1,751.63	\$1,786.66	2.0%
MITS			
First Year	\$1,397.25	\$1,425.19	2.0%
Upper Year	\$1,397.25	\$1,425.19	2.0%

Graduate International**Program Based**

	2018-2019	2019-2020	Yr/Yr % Change
MA (Crim), MHSc, MSc, PhD			
All Years	\$18,421.78	\$18,790.20	2.0%
MASc			
All Years	\$21,709.26	\$21,709.26	0.0%
MEng			
All Years	\$21,709.26	\$22,794.72	5.0%
Graduate Diploma			
Diploma in Nuclear Technology	\$14,472.82	\$15,196.46	5.0%
Diploma in Nuclear Design Engineering	\$14,472.82	\$15,196.46	5.0%
Diploma in Engineering Management	\$14,472.82	\$15,196.46	5.0%

Credit Based (per 3-credit course)

	2018-2019	2019-2020	Yr/Yr % Change
MBA			
All years	\$3,462.29	\$3,531.53	2.0%
MEd, MA in Education			
All years	\$1,833.61	\$2,016.97	10.0%
Graduate Diploma			
Education & Digital Technology	\$1,833.61	\$2,016.97	10.0%
Work Disability Prevention	\$1,833.61	\$2,016.97	10.0%
MITS			
First Year	\$2,981.53	\$3,130.60	5.0%
Upper Year	\$2,981.53	\$3,130.60	5.0%

English for Academic Purposes (EAP) program

	2018	2019	Yr/Yr % Change
All Levels	\$ 2653	\$ 2732	3.0%



BOARD REPORT

SESSION:

Public
 Non-Public

ACTION REQUESTED:

Decision
 Discussion/Direction
 Information

TO: Board of Governors

DATE: May 9, 2018

PRESENTED BY: Nigel Allen, Chair of Audit & Finance Committee

PREPARED BY: Brad Maclsaac, Assistant Vice-President, Planning and Analysis

SUBJECT: 2019-2020 Ancillary Fees

COMMITTEE MANDATE:

Section 9(1)(k) of the *UOIT Act* gives the Board of Governors the authority to establish and collect fees and charges for tuition and other services that may be offered by the university.

The Audit & Finance Committee is responsible for ensuring fiscal responsibility with respect to the financial resources of the university, including reviewing and recommending tuition fees and ancillary fees, in accordance with its Terms of Reference.

Subject to the negotiation of the fees for the UPASS and Health Plan, the Audit & Finance Committee hereby recommends approval of the proposed 2019-2020 ancillary fees, as presented.

BACKGROUND/CONTEXT & RATIONALE:

Provincial policy requires that a negotiated Compulsory Ancillary Fees protocol exists between the board of governors of each university and their student association. The committee consists of three student and three administrative representatives. Under the terms of the current UOIT protocol, signed in 2010, the Board of Governors is required to approve the ancillary fees in the spring of each year. Fees under the Bank of Canada, Consumer Price Index average of 12 months do not require committee approval. This year' CPI is 1.8%.

From 2012-2016 UOIT did not increase any of our internal unit fees as we have the highest ancillary fees in the province and we have been watching this rate carefully. The categories that

increased were only those mandated by outside vendors (ie health plans, UPASS) or offered in conjunction with Durham College (ie Campus Recreation and Wellness). The main reasons for this rate include: due to size we have not reached the economies of scale of some other institutions, we have two capital projects (~\$350) funded through student referendum and our dedication to providing Technology Enhanced Learning Environment to our students rather than having them go out and buy the materials independently. Last year and this year, we are proposing an increase of ~1.3%

RESOURCES REQUIRED: N/A

IMPLICATIONS:

Altering the fees will alter our ability to provide specific services.

ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:

The fees recommended will allow UOIT to continue to provide high quality undergraduate and graduate services and experiences to its students.

ALTERNATIVES CONSIDERED:

Each fee change was reviewed by the Ancillary fee Committee.

CONSULTATION:

A request for fees was sent out to all unit leads and UOIT Student Union in October. The committee met three times to evaluate and decide on changes.

COMPLIANCE WITH POLICY/LEGISLATION:

The increases are compliant with provincial policy and UOIT's ancillary fee protocol.

NEXT STEPS:

Update ancillary fees within UOITs student information system and website.

MOTION FOR CONSIDERATION:

Pursuant to the recommendation of the Audit & Finance Committee and subject to the negotiation of the fees of the UPASS and Health Plan, the Board of Governors hereby approves of the 2019-20 ancillary fees, as presented:

	2018-19	2019-20	
Compulsory Ancillary Fees			% Inc
Fees Paid on Per CH basis Charged to FT & PT	Fee Per Yr	Fee Per Yr	
Student Life USSL	251.55	256.08	1.8%
Health and Wellness UHLW	61.72	62.83	1.8%
Campus Health Centre UHC	35.75	35.75	
Infrastructure & Service Enhancements UISE	173.49	175.57	1.2%
Campus Access & Safety UCAS	139.97	139.97	
Flat Fee Paid once per yr. Charged to FT & PT			
Technology-enriched Learning (FT) Gaming ULAF	853.87	879.49	3.0%
Technology-enriched Learning (FT) FEAS ULAF	729.79	766.28	5.0%
Technology-enriched Learning (FT) FESNS ULAF	729.79	755.33	3.5%
Technology-enriched Learning FSCI (FT) ULSF	180.13	180.13	0.0%
Technology-enriched Learning FHSc (FT) ULSF	156.30	157.86	1.0%
Technology-enriched Learning FBIT (FT) ULSF	146.67	151.07	3.0%

Technology-enriched Learning (FT) FSSH ULSF	126.88	130.69	3.0%
Technology-enriched Learning (FT) FEDU ULSF	189.20	194.88	3.0%
Flat Fees Paid half Fall and half Winter. FT only			
Athletics Complex Membership UACM	36.69	37.35	1.8%
Intramurals UITN	10.36	10.54	1.8%
Campus Recreation and Wellness UEXP	172.23	174.12	1.1%
Student Org. Fees USOF	169.36	172.41	1.8%
Varsity Fee UVAR	119.14	119.14	
Instructional Resource UTIR	112.96	114.99	1.8%
WUSC Student Sponsorship UWUF	2.70	2.70	
Summary (not including TELE or program fees)	\$ 1,548	\$ 1,567	1.25%

* UPASS and Health Plan are under negotiations.

SUPPORTING REFERENCE MATERIALS:

Appendix A: 2017-18 Comparison (sorted by total tuition & ancillary)

UG Engineering	Tuition Fees	Total Ancillary	Tuition & Ancillary	Ancillary w/o Tele
Toronto	\$14,300	\$1,546	\$15,846	\$1,546
Waterloo	\$14,080	\$932	\$15,012	\$932
McMaster	\$12,544	\$1,379	\$13,922	\$1,379
Western	\$12,392	\$1,350	\$13,742	\$1,350
Guelph	\$11,820	\$1,706	\$13,527	\$1,706
Queen's	\$12,264	\$1,236	\$13,500	\$1,236
York	\$12,155	\$1,178	\$13,333	\$1,178
UOIT ²	\$9,464	\$2,461	\$11,924	\$1,753
Carleton	\$10,606	\$1,178	\$11,784	\$1,178
Ryerson	\$10,269	\$1,177	\$11,446	\$1,177
Windsor	\$9,584	\$1,103	\$10,686	\$1,103
Ottawa	\$9,495	\$1,175	\$10,670	\$1,175
Laurentian	\$8,132	\$1,011	\$9,143	\$1,011
Lakehead	\$7,762	\$1,090	\$8,852	\$1,090
Mean			\$12,385	\$1,272
Median			\$12,629	\$1,178



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: May 9, 2018

FROM: Karyn Brearley, Chair of Governance, Nominations & Human Resources Committee

SLT LEAD: Robert Bailey, Provost and Vice President Academic

SUBJECT: Update on Sexual Violence Prevention and Support

BOARD MANDATE:

This report provides data and measures that have been taken in 2017-18 related to sexual violence prevention and support at UOIT.

BACKGROUND/CONTEXT & RATIONALE:

Bill 132, Sections 17 (7) and (7.1) state that universities are to provide their Board of Governors with an annual report that contains the following information:

1. The number of times supports, services and accommodations relating to sexual violence were requested and obtained by students enrolled at the university, and information about the supports, services and accommodations.
2. Any initiatives and programs established by the university to promote awareness of the supports and services available to students.

3. The number of incidents and complaints of sexual violence reported by students, and information about such incidents and complaints.
4. The implementation and effectiveness of the policy.

ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:

The data and strategies outlined in the report are aimed at advancing UOIT's commitment to maintaining a healthy and safe environment for work and study.

CONSULTATION:

Data and information for this report was provided by Student Mental Health Services, Office of Campus Safety and Student Engagement and Equity as these offices oversee the provision of support and programming related to the implementation of this policy.

In addition, at its first meeting in March 2018 the Advisory Committee on Student Sexual Violence Prevention and Support was provided an overview of the supports, services and accommodations as well as the programming to date, and their insights will serve to improve future efforts that will be enumerated in subsequent reports.

COMPLIANCE WITH POLICY/LEGISLATION:

In accordance with Bill 132, Section 17 (7) and (7.1), the following information is being provided for the Board's information:

1. Supports, services and accommodations:

- Support Workers, offered through UOIT's Student Mental Health Services, provide assistance and accommodations to students who have experienced sexual violence. In Winter 2017, following the establishment of the Student Sexual Violence Policy, three counsellors provided support for students at both campus locations. In addition, UOIT entered into a contract with Oshawa Psychological Services to provide additional on-site sexual violence support services three days per week through the winter and summer terms. In Fall of 2017, based on feedback from students, UOIT brought the all services in-house. To ensure that students who experienced sexual violence could be supported on a priority basis, two new mental health counsellor positions were created and the positions were filled in May and December 2017. All five counsellors who serve as Support Workers under the policy are trained in trauma-informed therapy and have experience working with survivors of sexual assault.
- From May 1, 2017 to April 12 2018, 63 disclosures were received by the Support Workers from students who have experienced sexual violence, including recent incidents that may have occurred on or off campus, and those having occurred historically or during childhood.

- All students received additional support and accommodations, including the coordination of any or all of the following:
 - Academic accommodations (23 students)
 - Housing accommodations (2 students),
 - Other forms of support, such as referrals to community supports, other campus services, or advocacy groups (51 students)
- Within the institution, the following offices were consulted: Student Accessibility Services, Campus Safety, Legal Counsel, the Campus Living Centre, International Education, Human Resources and a number of academic advisors and Deans.

2. Awareness and programming

Efforts to raise awareness and educate students about the policy, supports and services have been dynamic and multi-faceted. In 2017-18, sexual violence awareness raising and prevention programming included the following:

- **First Year Me** – As part of the September Orientation events, students attend a theatrical production at the Regent Theatre that leads students through the fictional lives of seven students who are beginning their first year at UOIT. The play focusses on the social aspects of being a university student, including dating and relationships, partying, academics and studying and sexual violence. A de-brief after the play focuses in identifying the sexual violence supports that are available to UOIT students, recognizing by-stander intervention behaviours as they relate to sexual violence, identifying victim blaming and supportive responses to disclosures of sexual violence, observing how consent relates to everyday life and to sexual activity, and recognizing the many aspect that contribute to the existence of rape culture. The play is presented twice during Orientation and is attended by 1200-1500 first year students each year.
- **Pledge** – Each January, members of the university community are invited to participate in a pledge campaign where participants complete a card on which they pledged what part they will play in preventing and eliminating sexual violence from our community. These cards are then put on display to contribute to a campus culture that challenges sexual violence in our community. Since its inception in January 2016, 2300 pledges have been made by students, faculty and staff, including 500 in January 2018.
- **RISE: Sexual Violence Prevention** – In 2017-18, 237 Student Ambassadors participated in the main RISE session and 23 students participated in the supplementary RISE session on Sexual Violence. The RISE program is a series of workshops focusing on the development of by-stander intervention strategies facilitated by their peers. All student ambassadors are required to complete the general RISE session designed to provide them with tools to intervene, prevent and address individual discrimination and harassment in their roles as leaders. The supplementary workshop focuses specifically on gender-based violence and sexual violence, how to prevent and respond to sexual violence in our community.

- **Sexual Violence Climate Survey** – In February and March 2018, UOIT participated in a survey of sexual violence that was conducted at all post-secondary institutions across Ontario. This survey was mandated by MAESD and it is designed to gather information about student sexual violence and to help PSEs get a clearer and more comprehensive understanding of sexual violence and the experiences, needs and concerns of our students. The survey was subject to full review by UOIT’s Research Ethics Board and received approval on January 23, 2018. At the close of the survey, 2,758 UOIT students completed the survey, with a response rate of 30.5% compared to the system average of 26.1%. A link to the survey instrument is provided in the reference section.
- **Disclosure Training** – 112 peer leaders participated in Disclosure Training in 2017-18, a 90-minute workshop focusing on responding to disclosures of sexual violence. These trainings help students develop effective and supportive responses to those who disclose or report on having experienced sexual violence, and how to provide support and intervention from that point forward.
- **Website, Handbills, Pens and Other Information Resources** – A new website was created to provide information and resources for students who have experienced sexual violence, and individuals who may be supporting someone who has experienced sexual violence. The site provides information on resources on and off campus, how to provide a supportive response, links to the policy and other resources. In addition, 3000 scroll pens were distributed with a pull-out that provides suggestions of supportive responses and to identify victim-blaming responses. Further, 300 handbills were also distributed across campus to provide suggestions and directions how to receive a disclosure of sexual violence and where to refer students who need help.
- **Student Sexual Violence Prevention Summit** – On October 26, 2017, 50 students participated in a day-long summit, with speakers and workshops on issues related to sexual violence. The agenda included a keynote presentation by Yamikani Msosa from the Sexual Violence Support and Education Office at Ryerson University, a discussion on healthy relationships led by Lynn Cohen, Counsellor and Public Education Coordinator at the Durham Rape Crisis Centre, consultation on future sexual violence prevention initiatives at the university, as well as disclosure training and a RISE training session on sexual violence. Through the event, participants learned the importance of empathy when working on sexual violence prevention initiatives, identified characteristics of health and unhealthy intimate relationships, and provided feedback on current prevention initiatives on campus.
- **Self Defense Classes** – 68 students participated in self defense classes that were offered throughout the year on a drop in basis.

3. Reported incidents and complaints

- Of the 63 disclosures that were reported to the Support Workers, three were filed as complaints through the formal university procedure, and one was reported to the Durham Regional Police. (Not included in these numbers are any complaints that may have been brought forward at Durham College against a UOIT student as a

result of our shared campus environment - these are reported by Durham College. These numbers also do not include any incidents that may have occurred but were not formally reported.).

- 16 of the incidents were classified as current or recent (having occurred in the last 12 months); the remaining 47 were classified as historical, with 30 having occurred during childhood.
- 41 of the incidents involved sexual assault (ranging from unwanted sexual contact to rape); 28 of the incidents involved verbal sexual harassment or threatening behaviour; some involved both sexual assault and verbal assault or threatening behaviour.
- 24 of the incidents were perpetrated by romantic partners; 22 were perpetrated by friends or neighbours; 18 were perpetrated by family members; and 2 were perpetrated by persons unknown to the complainant, with some students disclosing more than one incident.
- 56 of the incidents occurred off campus; 7 incidents occurred both on and off campus (i.e., there were multiple incidents) – 4 of these were incidents of sexual assault and 3 were incidents of harassment.

4. The implementation and effectiveness of the policy

To provide oversight in this area, UOIT established an Advisory Committee on Student Sexual Violence Prevention and Support in March 2018. The Committee, comprised of students, faculty and staff from across the university, is mandated to ensure that the University's policies on sexual violence, and the support services, programming and training that sustain these policies, are reviewed on a regular basis and continuously improved upon. Going forward the Committee will also draft an annual report highlighting data related to the implementation of the policy and make recommendations to the Provost or delegate, where appropriate.

The Committee undertook an initial review of the policy during the months of March and April following the close of the MAESD survey. The initial consultations were to provide an important opportunity to hear from students about their expectations of such a policy and the ways in which it is and is not working.

To this end, the Committee elicited feedback from students and other members of the community through:

- Suggestions and comments submitted to the Committee's email account: ssvadvisory@uoit.ca.
- Two open forums hosted by the student members of the Advisory Committee on April 3 and 5, 2018

- Roundtable meetings with students in late April to review and discuss the policy in detail

Based on this feedback, the Committee will determine next steps in the policy review, which may include ongoing consultations with students, in person meetings with individuals and groups, and broad review of resulting policy revisions.

NEXT STEPS:

The Advisory Committee on Student Sexual Violence Prevention and Support will continue its work in reviewing the policy and providing guidance to the university on its efforts to oppose and eliminate sexual violence and harassment at UOIT.

The resulting revisions to the policy and any further recommendations arising out of the Advisory Committee's review will be brought forward in due course.

SUPPORTING REFERENCE MATERIALS:

- Advisory Committee on Student Sexual Violence Prevention and Support – Terms of Reference
- Policy on Sexual Violence for Students and Procedures for Responding to Incidents of Sexual Violence (December 2016) <https://usgc.uoit.ca/policy/policy-library/policies/legal,-compliance-and-governance/policy-on-sexual-violence-for-students-and-procedures-for-responding-to-incidents-of-sexual-violence.php>
- Student Voices on Sexual Violence – Climate Survey Demo <https://www.info-sv-vs.ca/en/Demo>



UOIT ADVISORY COMMITTEE ON STUDENT SEXUAL VIOLENCE PREVENTION AND SUPPORT

1. PURPOSE

The University of Ontario Institute of Technology (UOIT) is committed to maintaining a healthy and safe environment for teaching, learning, research and work. To this end, the Advisory Committee on Student Sexual Violence Prevention and Support provides guidance to the University on its efforts to oppose and eliminate all forms of violence on the UOIT campus, with particular emphasis on eliminating sexual violence and harassment.

In accordance with Bill 132, the Sexual Violence and Harassment Action Plan Act set out by the Ministry of Advanced Education and Skills Development, the University through this Advisory Committee undertakes to ensure that its policies on sexual violence, and the support services, programming and training that sustain these policies, are reviewed on a regular basis and continuously improved upon. Consistent with the terms of the MAESD Action Plan, the Advisory Committee includes students from across the campus to ensure that student input is considered each time the policy is reviewed or amended.

2. TERMS OF REFERENCE

The UOIT Advisory Committee on Student Sexual Violence Prevention and Support provides advice and guidance to the Provost on the University's efforts to oppose sexual violence among students on campus. The mandate of the committee includes:

- (a) Reviewing and recommending revisions to university policies on student sexual violence as needed;
- (b) Advising on training programs for development and delivery to staff, faculty, students, senior administrators, and the UOIT Board of Governors. This training will include UOIT's process for responding to and addressing disclosures and complaints;
- (c) Identifying updates to supports, services and online content;
- (d) Evaluating the efficacy of programming, activities, and processes related to help-seeking behaviours and advising on changes, where necessary;
- (e) Overseeing the implementation of a survey of students or other UOIT members, as required, relating to the effectiveness of university policies on sexual violence;
- (f) Drafting an annual report highlighting data related to measures listed above in this section and making recommendations to the Provost or delegate; and
- (g) Preparing a written annual review to the Office of the Provost and Vice-President Academic detailing recommended changes to the Student Sexual Violence Policy and related procedures.

3. MEMBERSHIP

The members of the Advisory Committee on Student Sexual Violence Education, Prevention and Support will include:

- Two UOIT Faculty Members appointed by the Provost (one to serve as the Chair)
- President, UOIT Student Union or delegate
- Four UOIT students appointed by the AVP Student Life
- An academic advisor
- Two representatives from Student Life
- UOIT Assistant Vice-President, Student Life or delegate

Every effort will be made to ensure that the membership draws on the university's expertise in the area of sexual violence, and that it also reflects a broad diversity of experience across the academic programs.

Members serve on a voluntary basis for a two-year term for staff and a one-year term for students with the possibility of renewal for an additional term.

The Committee will be supported by the Manager, Student Engagement and Equity and the Executive Assistant, Student Life.

4. MEETINGS

The Committee will meet at least three times per academic year; however, additional meetings may be required.



BOARD REPORT

SESSION:

Public
 Non-Public

ACTION REQUESTED:

Decision
 Discussion/Direction
 Information

TO: Board of Governors

DATE: May 9, 2018

FROM: Karyn Brearley, Chair of Governance, Nominations & Human Resources Committee

SLT LEAD: Cheryl Foy, University Secretary and General Counsel

SUBJECT: Policy Framework Review – Update on Consultation

COMMITTEE/BOARD MANDATE:

- Under the UOIT Act, section 9 (1), the Board has the power: “to establish academic, research, service and institutional policies and plans and to control the manner in which they are implemented”. The UOIT Policy Framework is a key institutional policy that delegates the Board’s power, establishing categories of policy instruments with distinct approval pathways.
- Under the Policy Framework, GNHR is the deliberative body for this policy. We submit this report and draft amendments for your comments or discussion about the draft amendments, consultation so far or views about the UOIT Policy Framework.

BACKGROUND/CONTEXT & RATIONALE:

- The UOIT Policy Framework was approved by the Board November 28, 2014. Under the Framework, all policy instruments must be reviewed at least every three years. A review of the Framework is nearing completion after extensive consultation.
- The UOIT Policy Framework establishes five categories of Policy Instruments as follows:
 - **Board:** Policy Instruments that relate to the governance and administration of the Board of Governors.
 - **Legal, Compliance and Governance:** Policy Instruments that relate to: broader institutional planning and governance issues, management of institutional risk, accountability and legislative requirements, and academic governance matters outside those authorities explicitly delegated by the Board to Academic Council.

- **Administrative:** Policy Instruments that relate to the ongoing management and operations of the University and that have application across more than one organizational unit.
- **Academic:** Policy Instruments that relate to academic governance and administration within the delegated authority to Academic Council from the Board.
- **Local:** Policy Instruments that relate to the ongoing management, work, and operation of the single organizational unit for which they were developed. Local policy instruments may be Academic or Administrative in nature.
- The approach of the UOIT Policy Framework is to ensure that governing bodies are engaged in the most effective manner by establishing differing approval authorities for each category. These approval paths are being reviewed and updated.

RESOURCES REQUIRED:

- N/A

IMPLICATIONS:

- N/A

ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:

- N/A

ALTERNATIVES CONSIDERED:

- N/A

CONSULTATION:

- Through Policy Advisory Committee (PAC) and University Administrative Council, the USGC has solicited comments from policy leads or policy owners who have engaged in policy projects under the Policy Framework. Additionally, we have developed an online questionnaire targeted at Policy Framework users to collect comments. We have conducted a special meeting with Academic Council to obtain their views on the existing Policy Framework. To address comments from Academic Council, we engaged outside counsel to provide a perspective on the duty to consult and ensure that the Policy Framework is consistent with the UOIT Act. Those comments have informed the proposed amendments to the Policy Framework and Procedures.

List of Consultation Dates:

- Policy Advisory Committee (December 13, March 2, March 22, April 19)
- Academic Council (January 16, February 13, April 17)
- Online Consultation (community comments) (January 30 - February 28)
- University Administrative Council (February 13, April 10)
- Senior Leadership Team ([AK] and April 9)
- Governance, Nominations and Human Resources Committee (February 7, April 19)
- Board of Governors (March 7)

Comments Received and Response:

- GNHR requested a document including category definitions and a list of policy instruments approved under the Policy Framework in each of the categories. **Response:** We have prepared a document, distributed with this report.

- Many in the university community are not aware of the process involved in developing and consulting on policies at UOIT. **Response:** We will develop a training presentation to deliver to those involved in policy projects and other interested parties.
- There is a desire to clarify and simplify the policy development, consultation and approval process. A key concern is that the process from policy idea to approval can be long. We wish to explore ways to clarify the process, making it easier to navigate without losing sight of the importance of consultation in the policy development process. **Response:** Under the Policy Framework, the Policy Owner assigns a Policy Lead to conduct the consultation process, draft policies, and integrate or respond to stakeholder comments. Many factors can delay policy development, including limited resourcing to do policy work within the Policy Owner's unit and within the Secretariat. Given the limited resources, the Secretariat's focus is on education and facilitation. To that end, we will continue to develop tools and training related to stakeholder consultation and support Policy Leads in developing consultation schedules. We plan to make Policy Advisory Committee (PAC) agendas available to faculty and staff for increased transparency. In our proposed amendments, we set out mandatory consultation steps meant to ensure that consultation remains a priority.
- Strengthen the role of PAC to provide its comments more weight, and to include a role in the approval of administrative procedures. Ensure PAC reviews all Administrative and Legal, Compliance and Governance (LCG) policies and procedures. **Response:** Proposed amendments to the Policy Framework and Procedures have included PAC as a mandatory step for all Administrative and LCG policy instruments. PAC's assessment will be reported during deliberation and approval. We are also recommending increasing faculty numbers on PAC from one to two.
- The current implementation process for policies does not always include follow-up to ensure their successful implementation and adoption. **Response:** There is no audit function for policy compliance at this time as the focus continues to be on implementation and clean up. The Policy Framework places the responsibility for an implementation plan on the Policy Owner, but also requires the Policy Owner to evaluate the implementation and report on the implementation to the Approval Authority within one year of implementation. This requirement must be emphasized in our training and communications around the Policy Framework.
- There has been discussion of the categorization and approval authority for the Administrative and LCG categories. Administrative policies do not come to the Board for approval. The intent is to ensure that the Board is focused on high-level strategic policies, and not overwhelmed by operational policies. The Board is kept informed through an annual report on policies. **Response:** We are looking at how we can bring more clarity to the categorization of policies and also increase accountability to the Board. We have developed a delegation of authority chart as an appendix to the Policy Framework, as well as a Local Policy Approval Form to delegate authority within an organizational unit to approve Local policy instruments.
- There has been a suggestion to increase the opportunities for faculty members to contribute to policy development. **Response:** We agree that faculty members have a valuable perspective in the development of policies. We propose to increase the Teaching Staff membership of PAC to two. Additionally, the amendments to the Policy Framework provide for a mandatory open comment period on new or revised policies and procedures. These measures provide an additional opportunity for faculty members to consider and comment on policies in development.
- There has been discussion about approval authority and deliberation for Academic policy instruments. It has been suggested that any delegation of approval authority for Academic policy instruments should be done as part of a broader governance review and the development of committee terms of reference in the context of By-law No. 2 implementation. **Response:** We support re-examining Academic approval authorities at a

later date as part of By-law implementation. Any changes to committee terms of reference that may arise from the implementation of the new By-law will require amendments to the Policy Framework. The proposed amendments to the Policy Framework and Procedures make Academic Council the approval authority for all Academic Policy Instruments. Academic Council committees are the deliberative bodies.

- There has been discussion about the duty to consult Academic Council and ensuring that the Policy Framework is consistent with the UOIT Act. **Response:** Under the UOIT Act, section 10 (5) the Board has a “Duty to consult” with Academic Council before making a decision regarding the establishment of academic, research, service and institutional policies. The definition of Legal, Compliance and Governance (LCG) is intended to capture those policy instruments related to university governance and institutional planning, regulatory compliance and institutional risk. In the past, LCG policies have been brought to Academic Council as part of their role in the governance of the university and broader institutional planning. Some Administrative policies, which are operational in nature, have been brought on a case-by-case basis. After receiving comments from Academic Council and consulting outside counsel, we confirm that the intention is to consult Academic Council on both LCG and Administrative policy and procedure. Our proposed amendments to the Policy Framework and Procedures add clear mandatory consultation steps to give members of Academic Council an opportunity to review and provide comments on LCG and Administrative policies and procedures. Consultation at a scheduled meeting is required for LCG, and written consultation for Administrative.

COMPLIANCE WITH POLICY/LEGISLATION:

- The UOIT Policy Framework delegates the Board’s power “to establish academic, research, service and institutional policies and plans and to control the manner in which they are implemented”. The Board has a duty to consult Academic Council under the UOIT Act and By-law No. 2 before establishing such policies. We have taken steps to ensure that the Framework engages the governance bodies effectively, while ensuring that our approach is consistent with the requirements of the legislation.

NEXT STEPS:

- Return to Academic Council and request a recommendation for approval of the draft amendments (May 18)
- Return to GNHR for deliberation and Board for approval of the draft amendments (May 31/June 27)

MOTION FOR CONSIDERATION:

- N/A

SUPPORTING REFERENCE MATERIALS:

- Appendix A - Approval Authority Chart and Guide to Mandatory Consultation
- Appendix B – Delegation of Authority
- List of approved Policies and category descriptions

APPENDIX A – GUIDE TO APPROVAL PATH AND MANDATORY CONSULTATION STEPS

Category/Type	Policy Advisory Committee	Vice-President (Policy Sponsor)	University Administrative Council	Online Consultation	Academic Council Committees	Academic Council	President	Board Committee	Board of Governors
BRD Policy				MC				D	A
BRD Procedure				MC				D / A	
BRD Guideline BRD Directive				MC				D / A	
LCG Policy	PA	*	MC	MC		MC	MC	D	A
LCG Procedure	PA	*	D	MC		MC	MC	A	
LCG Directive LCG Guideline	PA	*	D				A		
ADM Policy	PA	*	D	MC		MC	A		
ADM Procedure	D	*	A	MC		MC			
ADM Directive ADM Guideline	D	A							
ACD Policy		*	MC	MC	D	A			
ACD Procedure		*	MC	MC	D	A			
ACD Directive ACD Guideline		*	MC		D	A			
Local Approval Authority Form		A				A			

Policy Instrument Categories: BRD – Board; LCG – Legal, Compliance and Governance; ADM – Administrative; ACD – Academic

PA – Policy Assessment D – Deliberation A – Approval * – Approval of editorial amendments

MC – Mandatory Consultation: Orange – in person Blue – written¹

¹ Where written consultation is required, Policy Lead may optionally decide to consult in person

UOIT POLICY FRAMEWORK APPENDIX B – DELEGATION OF AUTHORITY CHART

	Individuals									Administrative Bodies		Academic Council				Board of Governors		
	Policy Advisor	University Secretary	Policy Lead	Policy Owner	Policy Sponsor	Manager	Director	AVP/Dean	VP	President	PAC	UAC	Faculty Council	Research Board	Other AC Committees	Academic Council	Board Committee	Board
Policy Project Initiation, Administration and Drafting																		
Authorize a policy project					X													
Identify a policy gap	X								X									
Assign a Policy Lead				X														
Consultation planning			X															
Initial consultation (optional)											X							
Draft Policy instrument			X															
Act as Policy Sponsor									X	X								
Act as Policy Owner								X	X	X								
Act as Policy Owner for Local Administrative PI						X	X	X										
Act as Policy Owner for Local Academic PI								X										
General training and advice on UOIT Policy Framework processes	X																	
Administer online consultation site	X																	
Assign Policy Category and Type		X																
Determine the approval authority for a PI if it is not clear										X ¹								
Determine Related Policies, Procedures & Documents	X																	
Determine Policy Owner/Sponsor										X								
Annual Reporting on PI approved and reviewed ²		X																
Deliberation																		
Submit Policy Instrument to Policy Office to begin deliberation process			X															

¹ In collaboration with the Board Chair under the advice of the University Secretary

² includes reporting on Local PI submitted by Local Policy Owners

	Individuals									Administrative Bodies		Academic Council				Board of Governors		
	Policy Advisor	University Secretary	Policy Lead	Policy Owner	Policy Sponsor	Manager	Director	AVP/Dean	VP	President	PAC	UAC	Faculty Council	Research Board	Other AC Committees	Academic Council	Board Committee	Board
Develop PAC agenda	X																	
Approve PAC Minutes											X							
Policy Assessment of LCG and ADM PI											X							
Policy Assessment of ACD PI ³																		
Policy Assessment of BRD PI		X																
Amend PAC terms of reference																		X
Approvals (New or Substantive Amendments)																		
Submit PI for approval	X																	
Training and communications to support implementation of PI			X	X	X													
Approve new BRD Policy or substantive amendment																		X
Approve new BRD Procedure or substantive amendment																	X	
Approve new BRD Guidelines/ Directives or substantive amendment																	X	
Approve new LCG Policy or substantive amendment																	X	
Approve new LCG Procedure or substantive amendment																	X	
Approve new LCG Guidelines/ Directives or substantive amendment										X								
Approve new ACD Policy or substantive amendment																X		
Approve new ACD Procedure or substantive amendment																X		
Approve new ACD Guidelines/ Directives or substantive amendment																X		
Approve new ADM Policy or substantive amendment										X								
Approve new ADM Procedure or substantive amendment												X						
Approve new ADM Guidelines/ Directives or substantive amendment									X									
Approvals (Administrative Local Policy)																		
Approve new Local Administrative Policy or amendment							X	X	X									
Approve new Local Administrative Procedure or amendment						X	X	X	X									

³ Recommend an Academic Policy Committee of AC to fill this role

Individuals									Administrative Bodies		Academic Council				Board of Governors		
Policy Advisor	University Secretary	Policy Lead	Policy Owner	Policy Sponsor	Manager	Director	AVP/Dean	VP	President	PAC	UAC	Faculty Council	Research Board	Other AC Committees	Academic Council	Board Committee	Board

Policy Library																		
Notify Policy Advisor of new PI or amendment approvals			X	X														
Maintain official record of university-wide PI approvals	X																	
Maintain official copy of university-wide PI	X																	
Editorial/ formatting review of PI before posting	X																	
Post PI to Policy Library	X																	
Policy Review																		
Determine University-Wide BRD Policy Review priorities																	X	
Determine University-Wide LCG Policy Review priorities									X									
Determine University-Wide ADM Policy Review priorities											X							
Determine University-Wide ACD Policy Review priorities															X			
Establish unit Policy Review priorities to fulfil University-Wide priorities									X									
Provide recommended outcome of Policy Review				X														
Determine outcome of Policy Review ⁴									X						X			X
Maintain Policy Review Schedule	X																	
Initiate Policy Review ⁵				X	X													
Develop PI forms and templates	X								X						X			X
Approve PI forms and templates (appendix to procedures)																X		

⁴ Outcome is determined by the approval authority of the Policy under review

⁵ Initiated by the approval authority of the Policy under review

Policy Instrument Categories and Types - Definitions

The UOIT Policy Framework establishes the approval process for all university policy instruments. A **policy instrument** means the different tools and documents utilized to provide direction in the governance and administration of the University. Policy instruments may have application within a single organizational unit (Local) or across more than one organizational unit (University).

Policy instruments may be one of four types:

- **Policy:** means a statement of principle intended to govern the operation of the University and which aligns with the legislative, regulatory and organizational requirements of the University
- **Procedure:** means a process, information or step-by-step instructions to implement a policy
- **Guideline:** means a set of optional directions that provide guidance, advice or explanation to support the implementation of a policy or procedure
- **Directive:** means a set of mandatory instructions that specify actions to be taken to support the implementation of and compliance with a policy or procedure

Policy instruments, of all types are also classified into five categories that determine the deliberative body and approval authority for the instrument. Policy instruments are classified based on discussion with the policy lead, the Policy and Compliance Advisor and the University Secretary.

The five categories are:

- **Board:** Policy Instruments that relate to the governance and administration of the Board of Governors.
- **Legal, Compliance and Governance:** Policy Instruments that relate to: broader institutional planning and governance issues, management of institutional risk, accountability and legislative requirements, and academic governance matters outside those authorities explicitly delegated by the Board to Academic Council.
- **Administrative:** Policy Instruments that relate to the ongoing management and operations of the University and that have application across more than one organizational unit.
- **Academic:** Policy Instruments that relate to academic governance and administration within the delegated authority to Academic Council from the Board.
- **Local:** Policy Instruments that relate to the ongoing management, work, and operation of the single organizational unit for which they were developed. Local policy instruments may be Academic or Administrative in nature.

List of Current Policies

The following tables list all University Policies that have been approved under the UOIT Policy Framework in each of the policy instrument categories, with the exception of Local Policies. Local Policies are not tracked centrally at this time. The table header includes the Approval Authority and Deliberative body for each category.

<u>LEGAL, COMPLIANCE & GOVERNANCE</u>		
Deliberative Body: Senior Leadership Team/Board Committees		
Approval Authority: Board of Governors		
Title	Approval Date	Policy Owner
Policy Against Violence, Harassment and Discrimination in the Workplace	December 7, 2016	VP HR
Policy on Sexual Violence for Students and Procedures for Responding to Incidents of Sexual Violence	December 7, 2016	VP Academic
Policy on Naming of Physical University Assets	December 7, 2016	VP External Relations
Statement of Investment Policies	June 29, 2016	CFO
Safe Disclosure Policy	April 20, 2016	University Secretary
Contract Management Policy	April 20, 2016	General Counsel
Policy on Continuing Education Programs	March 9, 2016	Associate Provost
Endowment Management Policy	March 9, 2016	CFO
Fair Processes Policy	October 24, 2016	General Counsel
Use of the External Auditor for Non-Audit Services Policy	October 21, 2015	CFO
Records Management Policy	June 25, 2015	University Secretary
Expendable Funds Policy	March 11, 2015	CFO
Student Association Accountability Policy	March 11, 2015	VP Academic
Policy on the Recognition of Student Organizations	March 11, 2015	VP Academic
UOIT Policy Framework	November 28, 2014	University Secretary

<u>BOARD</u>		
Deliberative Body: Board Committees		
Approval Authority: Board of Governors		
Title	Approval Date	Policy Owner
Board of Governors Meeting Policy	June 25, 2015	University Secretary
Board Attendance Policy	June 25, 2015	University Secretary
Board of Governors Recruitment Appointment and Leadership Policy	April 2014	University Secretary

<u>ACADEMIC</u>		
Deliberative Body: Academic Council		
Approval Authority: As determined by Academic Council		
Title	Approval Date	Policy Owner
Cotutelle Policy	April 19, 2016	Registrar
Posthumous Degrees and Certificates of Achievement in Memoriam Policy	March 17, 2015	VP Academic

<u>ADMINISTRATIVE</u>		
Deliberative Body: PACIP		
Approval Authority: Senior Leadership Team		
Title	Approval Date	Policy Owner
Smoke Free Campus Policy	January 16, 2017	VP HR
Student International Travel Policy	October 11, 2016	VP Research
High Risk International Travel Policy	October 11, 2016	VP Research
Residual Funds Policy	Feb. 22, 2016	CFO
Senior Academic Administrators Appointment Policy	Feb. 10, 2016	President
Booking and Use of University Space Policy	December 23, 2015	VP Academic
Document Imaging Policy	June 22, 2015	University Secretary
Access Control Policy	March 9, 2015	VP HR
Policy on the Over-Expenditure of Research Funds	March 9, 2015	VP Research
Policy on the Use of Internal Research Funds	March 9, 2015	VP Research
Indirect Research Costs	Feb. 9, 2015	VP Research
Emergency Closure Policy	December 15, 2014	VP HR



BOARD REPORT

SESSION:

Public
 Non-Public

ACTION REQUESTED:

Decision
 Discussion/Direction
 Information

TO: Board of Governors

DATE: May 9, 2018

FROM: Karyn Brearley, Chair of Governance, Nominations & Human Resources Committee

SLT LEAD: Cheryl Foy, University Secretary & General Counsel

SUBJECT: By-laws Implementation – Academic Council Governance Committee

COMMITTEE MANDATE:

- the Governance, Nominations & Human Resources Committee (GNHR) is responsible for advising the Board of Governors on its governance structure & processes in accordance with its Terms of Reference
- as set out in the By-laws Implementation Plan that was presented to GNHR on February 7, 2018, discussing the establishment of a governance committee/working group of Academic Council (AC) was identified as AC’s immediate priority
- since the establishment of a governance committee/working group of AC directly affects the university’s governance structure, we are seeking the Board’s feedback on the draft Governance & Nominations Committee Terms of Reference

BACKGROUND:

- updated By-law Nos. 1 and 2 were approved by the Board on October 26, 2017 & come into effect on September 1, 2018
- in preparation for the updated By-laws, GNHR reviewed & endorsed the proposed By-laws Implementation Plan at the committee meeting in February 2018
- the By-laws Implementation Plan, which includes a Parking Lot of items related to the implementation of By-law No. 2 (the By-law that governs the affairs of the Academic Council), will require a considerable amount of work

- as a result of discussions of the By-law Review Project Working Group & as part of the evolution of Academic Council, it has been recommended that AC establish a Governance & Nominations Committee (GNC)
- the GNC would take over several of the responsibilities that are currently delegated to the Academic Council Executive Committee
- in drafting the proposed Terms of Reference, we benchmarked the senate committee structure of 14 other Ontario universities

Name & Role of Committee:

- there is inconsistency across institutions as to which body is responsible for governance – varies from a By-laws Committee to the Executive Committee
- establishing a Governance & Nominations Committee for Academic Council would be consistent with the structure of the university's Board of Governors

Membership:

- we recommend the GNC be composed of current members of Academic Council to ensure the committee members are familiar with the role & responsibilities of Academic Council & have knowledge of how meetings are functioning
- having the President & Provost as members of the committee is consistent across institutions
- we recommend having an elected tenured/tenure track or teaching faculty member from every Faculty, as well as a student and staff member on the GNC
- as proposed, the committee would have a total of 12 voting members, 7 of whom would be elected faculty representatives
- we also recommend that the Academic Council Executive Committee nominate committee members for the GNC based on expressions of interest from Academic Council members
- nominations through an expression of interest will assist with ensuring diverse representation on the committee, including a balance of tenured/tenure track & teaching faculty members – it will also provide an opportunity to assess the governance background of nominees

Format:

- the format of the Terms of Reference has been changed to be consistent with Board committees – this will allow for easier transition between governing bodies

Responsibilities:

- elements of the Terms of Reference for the Board's Governance, Nominations & Human Resources Committee have been incorporated, as well as responsibilities identified during the benchmarking process
- the policy/procedure authority elements have been reviewed to ensure they are consistent with the Policy Framework

CONSULTATION:

GNHR:

- April 19, 2018 – for comment
- May 31, 2018 – for recommendation

Academic Council Executive Committee:

- April 3, 2018 – for comment
- the highlighted portions of the draft GNC Terms of Reference indicate changes made as a result of the consultation with the Academic Council Executive Committee

Academic Council:

- April 17, 2018 – for comment
- May 15, 2018 – for recommendation

Board of Governors:

- May 9, 2018 – for comment
- June 27, 2018 – for approval

NEXT STEPS:

1. Subject to the feedback of the Board, prepare a finalized draft of the GNC Terms of Reference for recommendation.

SUPPORTING REFERENCE MATERIALS:

- Draft Governance & Nominating Committee Terms of Reference

ACADEMIC COUNCIL

Governance & Nominations Committee

1. TERMS OF REFERENCE

The Governance & Nominations Committee (“Committee”) is a standing committee of the UOIT Academic Council and is responsible for providing advice to Academic Council on its governance structure and processes, the nomination and election of new members, and Academic Council performance.

Specifically, the Committee will have the following responsibilities:

(a) Governance

- Advise Academic Council on operations, efficient and effective structures supporting good governance, and Academic Council’s relationship with other bodies at the university as established in the *UOIT Act* and By-Laws;
- Advise Academic Council on the establishment, terms of reference, composition, membership and retirement of its committees, including its own;
- Propose, oversee, and periodically review the governance policies of Academic Council and its committees and make recommendations to Academic Council for development and revision when appropriate;
- Establish, oversee, and periodically review the governance procedures, guidelines, and directives of Academic Council and revise when appropriate;
- Develop, implement and monitor procedures for assessing and/or improving the effectiveness of Academic Council and its committees; and
- Oversee the delivery of programs for the orientation and ongoing education of members of Academic Council and its committees on good governance practices.

(b) Nominations

- Review and monitor the membership needs of Academic Council and its committees;
- Oversee the process of recruitment, selection, and election of new members of Academic Council and its committees and recommend appointments for approval by Academic Council in accordance with the *UOIT Act* and By-laws. In doing so, the Committee shall strive to achieve a balance of skills, expertise, and knowledge among its membership, while reflecting the demographic and cultural diversity of the communities served by the university; and

- Oversee the nomination and selection of Academic Council's Vice-Chair from among the members of Academic Council.

2. MEETINGS

The Committee shall meet between six (6) and eight (8) times per year, **or otherwise at the Committee's discretion.** In accordance with the *UOIT Act* and By-laws, the Committee shall conduct two types of meetings as part of its regular administration: Public and Non-Public.

3. MEMBERSHIP

The Committee shall be composed of:

- One (1) elected Academic Council member, being a Teaching Faculty member or Tenured/Tenure Track member, from each Faculty
- One (1) Dean
- One (1) student member from Academic Council

Ex-officio

- President & Vice-Chancellor (Chair)
- Provost & Vice-President, Academic
- Staff member of Academic Council (since there is only 1)
- Secretary of Academic Council (non-voting)

4. NOMINATION

The Academic Council Executive Committee will nominate members through expressions of interest from Academic Council members. When nominating candidates, the Academic Council Executive Committee should ensure the Committee members represent the diverse perspectives of the different constituencies within the UOIT community, including a balanced representation of tenured/tenure-track faculty and teaching faculty.

5. QUORUM

Quorum requires that **a majority** of the Committee members entitled to vote be present.



BOARD REPORT

SESSION:

Public
 Non-Public

ACTION REQUESTED:

Decision
 Discussion/Direction
 Information

TO: Board of Governors

DATE: May 9, 2018

FROM: Karyn Brearley, Chair of Governance, Nominations & Human Resources Committee

SLT LEAD: Cheryl Foy, University Secretary & General Counsel

SUBJECT: 2018-2019 Board Elections

COMMITTEE MANDATE:

- one of the committee’s responsibilities under its Terms of Reference is to oversee the process of electing new governors & recommending their appointment to the Board, in accordance with the *UOIT Act* & By-laws
- we are reporting on the election process & results of the 2018-2019 Board of Governors Election
- we are recommending the appointment of the successful election candidates for approval by the Board of Governors

BACKGROUND/CONTEXT & RATIONALE:

- the 2018-2019 Board of Governors Election took place from February 26 - April 6, 2018 in accordance with the Election Timeline that was approved by the committee in November 2017
- there were 4 vacant positions:
 - Student Governor (1 position – reduced from 2 positions to comply with the updated By-law No. 1 coming into effect on September 1, 2018)
 - Administrative Staff Governor (1 position)
 - Teaching Staff Governor (2 positions)
- the nomination period was originally scheduled for February 26 until March 12, which was a week longer than usual in an effort to encourage greater participation

- due to a lack of nominations for the student governor role, the nomination period was extended for all positions until March 16

Teaching Staff Governor Position

- we received 5 nominations for the 2 Teaching Staff Governor positions on the Board
- in order to confirm eligibility to serve on the Board, each nominee was asked to advise whether she/he has research leave scheduled or she/he would be requesting research leave during the next 2 years
- this fundamental eligibility requirement is based on the understanding and expectation that a faculty member on research leave will be spending all of his/her time on research and participating in no other service at the university during that time (as set out in section 28.03 of the Collective Agreement)
- this eligibility criteria is used for both the Board of Governors and Academic Council faculty representative positions
- 3 nominees responded that they plan to request research leave during the next 2 years
- based on this requirement, one of the nominees withdrew as a candidate
- we notified the other 2 nominees that they were ineligible as candidates in the current election due to their planned research leave requests
- both ineligible nominees expressed concern about this eligibility requirement
- a summary of the concerns are:
 - their research leave requests had not yet been approved
 - research leave does not necessarily mean all of their time is devoted to research & they can still participate in Board/Committee meetings as the time commitment is not extensive
 - this eligibility requirement would exclude many tenured/tenure track faculty from serving on the Board as they are eligible for a 6 month research leave every 3 years
 - once appointed to the Board of Governors, a faculty member is not part of the Faculty Association during the length of their term & section 28.03 of the Collective Agreement would not apply
 - there have been instances of Academic Council members who go on research leave & do not lose their seat on Academic Council
- the rationale for the eligibility requirement is:
 - governors owe a fiduciary duty to the university, which is the highest of legal obligations
 - a fiduciary duty cannot be temporarily delegated to another member
 - while a faculty member is on research leave, the expectation is that she/he is dedicated to research full-time & is not engaging in service at the university
 - if a faculty member's request for service is denied, it may be postponed for a period of no more than 1 year in accordance with the Collective Agreement – accordingly, if a faculty member's request for leave in 2019 is denied, it would generally be granted for 2020
 - to support fulfilment of their fiduciary obligations and effective governance, Board members are expected to attend all meetings when possible –

attendance expectations are set out in the Board of Governors Attendance Policy

- accordingly, a faculty member's inability to attend meetings would be inconsistent with the Board's expectations
 - inability to attend meetings would also negatively impact the member's ability to meet his/her fiduciary obligations
 - since the length of term on the Board is only 3 years, spending a portion of the term on research leave would also negatively impact the member's development as a governor & ability to contribute effectively to the Board
 - serving a portion of his/her term as governor while on research leave would also leave faculty members unrepresented on the Board, which would be a disservice to the faculty and Board
- of the 17 faculty candidates who submitted nominations during the 2018-2019 Board and Academic Council elections, only 3 of the candidates (17.6%) were going to be requesting a research leave during the next 2 years
 - Academic Council members are able to request a temporary replacement if serving a 6 month research leave, as they do not hold a fiduciary duty to the university (section 4 of Section II of the Academic Council Handbook provides that if a member of Academic Council is unable to attend meetings due to a teaching or other scheduling conflict for a period **of not more than one term**, she/he may request that a temporary replacement be appointed by the appropriate constituency to serve during the period of the absence)

Administrative Staff Governor Position

- we received 4 nominations for the staff governor position
- one of the nominations was found to be incomplete due to an insufficient number of nominators; when contacted, about the deficiency, the nominee decided to withdraw his nomination
- the election continued with the remaining 3 candidates without any irregularities

Student Governor Position

- we received 10 nominations for the student governor position
- due to a nominee's acclamation in the Academic Council Election, she withdrew from the Board of Governors Election
- another nominee was declared ineligible as a candidate due to failing to attend the mandatory candidate information session
- when contacted about the deficiency, the candidate advised that due to personal reasons, he would be withdrawing from the election
- the election continued with the 8 remaining candidates
- during the campaign period, a question was raised about a facebook event being created from an existing facebook page, which would have been inconsistent with the Election Procedures; upon investigation, it was found to have been created from a new facebook page & to be compliant with the Election Procedures

ALTERNATIVES CONSIDERED: n/a

COMPLIANCE WITH POLICY/LEGISLATION:

- this is compliant with the committee's Terms of Reference & the Board of Governors Procedures for the Election of Faculty, Non-Academic Staff & Student Governors

NEXT STEPS:

- the Office of the University Secretary & General Counsel will notify the candidates of the Board's decision

MOTION FOR CONSIDERATION:

That pursuant to the recommendation of the Governance, Nominations & Human Resources Committee, the Board of Governors hereby approves the appointment of the following individuals to the Board of Governors:

- *Liqun Cao and Ferdinand Jones as the Teaching Staff Governors for the term of September 1, 2018 until August 31, 2021;*
- *Mark Neville as the Administrative Staff Governor for the term of September 1, 2018 until August 31, 2021; and*
- *Jessica Nguyen as the Student Governor for the term of September 1, 2018 until August 31, 2019.*

SUPPORTING REFERENCE MATERIALS:

- CEO Certificate

April 12, 2018

Board of Governors
University of Ontario Institute of Technology

Certificate of the Chief Electoral Officer – Board of Governors Election 2018-2019

As the Chief Electoral Officer for the Board of Governors elections for the University of Ontario Institute of Technology (UOIT), it is my responsibility to oversee the conduct of elections within the established policies and procedures, in order to ensure the integrity and fairness of the election process.

My review of the election for the Board of Governors Representatives takes into account the conduct of the election process as well as any complaints received regarding conduct of candidates during the elections.

During this election, there were no complaints received regarding the conduct of candidates.

It is my opinion that the elections were contested fairly and in accordance with the *Board of Governors Procedures for the Election of Teaching, Non-Academic Staff and Student Representatives*.

Based on the voting results, I hereby certify to the Board of Governors that:

- Teaching Staff members **Liquan Cao** and **Ferdinand Jones** were eligible to run as candidates and were properly acclaimed as Teaching Staff Governors on the UOIT Board of Governors for the term of September 1, 2018 to August 31, 2021.
- Administrative Staff member **Mark Neville** was eligible to run as a candidate and was properly elected as the Administrative Staff Governor on the UOIT Board of Governors for the term of September 1, 2018 to August 31, 2021.
- Student member **Jessica Nguyen** was eligible to run as a candidate and was properly elected as the Student Governor on the UOIT Board of Governors for the term of September 1, 2018 to August 31, 2019.

Becky Dinwoodie
Chief Electoral Officer
Assistant University Secretary



**BOARD OF GOVERNORS' 105th REGULAR MEETING
& ANNUAL GENERAL MEETING (PUBLIC SESSION)**

**Minutes of the Meeting of Thursday, December 7, 2017
3:00 p.m. – 4:20 p.m.
55 Bond Street, DTB 524**

GOVERNORS IN ATTENDANCE:

Doug Allingham, Board Chair
Nigel Allen, Chair of Audit & Finance Committee
Karyn Brearley, Chair of Governance, Nominations & Human Resources Committee
Stephanie Chow, Chair of Investment Committee
Valarie Wafer, Chair of Strategy & Planning Committee (*via teleconference*)
Fardan Ali
Jeremy Bradbury
Don Duval
Lisa Edgar
Francis Garwe
Jay Lefton
Tim McTiernan, President (*ex-officio*)
Dietmar Reiner
Bonnie Schmidt
John Speers
Mary Steele
Noreen Taylor, Chancellor (*ex-officio*) (*via teleconference*)
Shirley Van Nuland
Jim Wilson
Yowsif Yakub

REGRETS:

Andrew Elrick
Mary Simpson
Mike Snow

BOARD SECRETARY:

Becky Dinwoodie, *Assistant University Secretary*

UOIT STAFF:

Robert Bailey, *Interim Provost & VP Academic*
Craig Elliott, *Chief Financial Officer*
Cheryl Foy, *University Secretary & General Counsel*

Doug Holdway, *Interim VP of Research, International and Innovation*
Andrea Kelly, *Assistant to the University Secretary & General Counsel*
Susan McGovern, *VP External Relations & Advancement*
Cathy Pitcher, *Assistant to the President*

GUESTS:

Mike Eklund, *UOIT Faculty Association*
Kaitlynn Gambier, *UOIT Alumni Association*
Atifa Seafi, *UOIT Undergraduate Student*

1. Call to Order

The Chair called the meeting to order at 3:26 p.m.

2. Agenda

Upon a motion duly made by K. Brearley and seconded by N. Allen, the Agenda was approved as presented.

3. Conflict of Interest Declaration

There were no conflict of interest declarations.

4. Chair's Remarks

The Chair welcomed the newest Board members, L. Edgar and J. Wilson. He encouraged all of the Board members to actively engage in the meeting. The Chair acknowledged that it was the last meeting of T. McTiernan as President of the university. On behalf of the Board, the Chair thanked T. McTiernan for his dedication and leadership throughout his tenure at the university.

The Chair ended his remarks by announcing T. McTiernan's designation as President Emeritus. The Board recognized T. McTiernan with applause.

5. Approval of Minutes of the Meeting of October 26, 2017

Upon a motion duly made by J. Bradbury and seconded by F. Garwe, the Minutes were approved as presented.

6. President's Report

The President thanked his Board colleagues for their collegiality and support during his time at UOIT. He remarked that it has been a privilege getting to know everyone. He also acknowledged the university community, community at-large and First Nations communities for what they have accomplished together at the university.

The President reported on his attendance at the university's Awards of Excellence. He also discussed the report issued by the COU in preparation for Ontario's upcoming election.

Committee Reports

7. Audit & Finance Committee (A&F)

7.1 A&F Report

N. Allen delivered the A&F report to the Board, which included an update on the completion of the SIRC building project. The Chair commented that he is pleased that the SIRC project is coming in under budget and thanked C. Elliott and his team for their great work on the project.

N. Allen announced the retirement of Elaine Wannamaker, Director of Risk Management. He advised that Jacquelyn Dupuis joined the university as the new Director of Risk Management.

He also advised the Board that C. Foy was recently appointed to the CURIE Board of Directors and congratulated her on the appointment.

7.2 Second Quarter Financial Reports

N. Allen provided an overview of the second quarter financial reports. At the end of the quarter, the final installment of the Ministry of Finance loan was paid. There was an increase in tuition revenue due to increased enrolment. The current forecast is showing a surplus of \$13.7M, most of which is because of one-time only items, such as the PST rebate for \$3.2M. The Senior Leadership Team has approved of an additional \$3.5M for in-year strategic projects and resources, leaving a net surplus contribution of \$10.2M. The surplus includes \$4.7M earmarked in the 2017 – 18 budget for building and deferred maintenance and operational reserves, which will not be utilized at the end of the fiscal year.

Consistent with prior years, and at year-end, management will make a recommendation to the committee to restrict actual surplus for future projects to improve and invest in the university's campus facilities, faculties and student aid.

7.3 Budget Assumptions, Targets & Outcomes

C. Elliott discussed key items from the Budget Update, which was included in the Board meeting material. He discussed the recommendations for the surplus funds, particularly allocating funds towards the construction of a new building.

C. Elliott and R. Bailey responded to a comment made regarding the recent discussion of the budget at Academic Council. R. Bailey advised that Academic Council advocated for a more balanced approach to the use of the surplus instead of allocating the entire amount towards capital.

8. Investment Committee

8.1 Investment Report

S. Chow reported on the Investment Committee's last meeting. She discussed the portfolio's performance and asset class mix. S. Chow also talked about the educational session on Exchange Traded Funds.

9. Governance Nominations & Human Resources Committee

9.1 GNHR Report

K. Brearley delivered the GNHR Report. At the committee's last meeting, they received a draft 3-year governance plan, setting out proposed Board priorities. The top priorities fall into the categories of leadership, engagement and education. Academic Council will review the proposed academic governance priorities in the New Year. The committee expressed support for the proposed priorities.

The committee also received an update on compliance. While there are elements of compliance monitoring across the university, they must be integrated into a single plan to provide an overall picture of the university's compliance obligations. The goal is to develop a 3-year compliance plan. The university will also be undertaking a review of its Policy Framework over the next year.

The committee also approved the proposed election timeline for 2018-2019, a copy of which was included in the Board material for information.

10. Strategy & Planning Committee

10.1 Pathways Awards

V. Wafer introduced Atifa Seafi, one of the university's Board of Governors Pathways Awards winners. A. Seafi discussed her background, education, and career goals. She expressed her appreciation for the Board's support of students.

The Board also watched a video message from B. Crouse, who discussed his educational path. He also thanked the Board for their support of students through the Pathways Awards.

11. Consent Agenda:

Upon a motion duly made by K. Brearley and seconded by S. Van Nuland, the Board approved the following items on the Consent Agenda:

11.1 Minutes of the Audit & Finance Committee Meeting of October 12, 2017

11.2 Minutes of the Governance, Nominations & Human Resources Committee Meeting of September 27, 2017

11.3 Minutes of the Investment Committee Meeting of August 16, 2017

12. Information Items:

12.1 2018-2019 Election Process

13. Termination of Non-Public Session

Upon a motion duly made by D. Duval seconded by T. McTiernan, the public session terminated at 4:13 p.m.

Becky Dinwoodie, Secretary

DRAFT



**BOARD OF GOVERNORS
AUDIT & FINANCE COMMITTEE**

**MINUTES OF THE MEETING OF FEBRUARY 21, 2018
PUBLIC SESSION
12:30 p.m. – 2:15 p.m., ERC 3023**

Attendees: Nigel Allen (Chair), Fardan Ali, Jeremy Bradbury, Doug Holdway, Dietmar Reiner (*via teleconference*)

Staff: Becky Dinwoodie, Craig Elliott, Cheryl Foy, Lori Livingston, Brad Maclsaac, Susan McGovern, Pamela Onsiang

Regrets: Doug Allingham, Stephanie Chow, Mary Simpson

Guests: Louis Charpentier, Mike Eklund (UOIT FA), Christine McLaughlin (UOIT FA)

1. Call to Order

The Chair called the meeting to order at 12:34 p.m.

2. Agenda

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

3. Conflict of Interest Declaration

There were no conflict of interest declarations.

4. Approval of Minutes of Meetings of November 22, 2017

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

(J. Bradbury arrived at 12:35 p.m.)

5. Chair's Remarks

N. Allen welcomed the committee members and guests to the meeting. He kept his remarks brief to allow additional time for discussion.

6. Policy & Risk

6.1 Policy:

(a) Policy Reviews

C. Foy advised that the university is currently conducting a review of the Policy Framework. They will be working on aligning it with the new By-law No. 2 that comes into effect on September 1, 2018.

(b) Contract Management & Signing Authority

L. Charpentier, an external consultant, was introduced to present the updated Contract Management and Signing Authority Policy, which was included in the meeting material. He confirmed that the policy documents would be returning to the committee for recommendation following additional consultation. He identified a few gaps in the policy that remain to be addressed (e.g. text dealing with research matters). He advised that there are many procedures in place in the Chief Financial Officer's office that will be incorporated into the procedures, as well as the Signing Register.

L. Charpentier responded to questions from the committee. He advised that any questions or comments that arise after the meeting may be forwarded to him through B. Dinwoodie.

6.2 Risk Management

C. Foy reviewed the risk management update report, which was circulated in advance of the meeting. She walked through the Risk Management Work Plan and proposed timeline. She confirmed that there will be a focus on strategic risk. The senior leadership team will be discussing strategic risk in March, the results of which will be presented to the Board for discussion. Strategic risk will also be a focus at the upcoming Board Retreat.

Risk metrics are being developed and will be presented at the next Audit and Finance Committee meeting for discussion. C. Foy advised that the lack of a business continuity plan was identified as a foundational risk. The university is working with a business continuity planning expert from Durham College to develop a plan. A committee member commented that a lot of progress has been made on the development of risk management since it was first introduced. C. Foy responded to questions from the committee and clarified that risk owners must continue to monitor and update their risk registers, including raising risk levels, if necessary, and identifying new risks.

7. SIRC Building Construction Project

C. Elliott reviewed the SIRC building construction project update. He noted several changes that have been made inside the building, including raising the level of desks at the back of classrooms, widening the counter in the Registrar's Office, and adding more electrical outlets for students. A UOIT wrap and lights will be added to the penthouse in the spring. He also advised that the Ministry will be auditing the project.

C. Elliott responded to questions regarding community feedback on the building. B. MacIsaac shared the reactions of the Registrar's Office staff to the move into the building. Sound barriers have been added at the bottom of all doors in SIRC. J. Bradbury added that some of the feedback he heard is that the building seems a bit far from the rest of the North Campus and the faculty feel a bit isolated.

D. Reiner congratulated the team on executing the project under budget.

8. Finance

8.1 Third Quarter Financial Reports

P. Onsiong conducted a high-level review of the third quarter financial reports with the committee. She advised that other revenue is \$5.4M favourable due to the on-time settlement of retail sales tax claim, and that academic units are favourable by \$1.2M as a result of open positions. She walked through UOIT's financial metrics compared to similar sized institutions.

P. Onsiong responded to a question regarding the forecasted surplus of \$12M and whether the university is being more conservative than it needs to be with respect to its surplus. C. Elliott explained how they arrive at the proposed restricted funds allocation. He advised that there is usually about \$1M in surplus per year due to vacant positions. While the university works towards a balanced budget, funds must continue to be set aside for certain purposes. P. Onsiong reviewed the breakdown of the surplus. SIRC construction costs are not included as part of the operating budget.

Moving Ground Plane

P. Onsiong discussed the recent announcement of the Minister of Economic Development that Ontario will be investing a total of \$4.0M to enhance the university's ACE facility by adding the Moving Ground Plane. Magna International will be contributing \$1.0M. In addition, Multimatic will be providing engineering expertise to help develop the Moving Ground Plane. MOU agreements with both parties are in the process of being finalized.

Long Term Forecast

P. Onsiong reviewed the updated 2017-2018 data, which includes the November 1 enrolment projections. She advised that the long term forecast will be updated with the university's February 1 enrolment numbers and will be presented to the committee at the April meeting.

8.2 Budget

C. Elliott delivered the 2018-2019 budget update presentation, which was circulated in advance of the meeting. He detailed the \$12.4M in asks. There was discussion regarding potential strategies for reducing the attrition of faculty at the university, as well the allocation of surplus. C. Elliott also reviewed the consultation timeline.

8.3 Endowment Disbursement Report

C. Elliott presented the endowment disbursement recommendation for the committee’s consideration. He provided a summary of the cumulative investment income. There is approximately \$2.6M available for disbursement to fund bursaries and scholarships. C. Elliott reviewed the gift agreement requirements – the university must distribute a minimum of 3-4% of the principal amount per year to meet the requirements. The Disbursement Committee recommends disbursing up to 5% (\$750,000) of the endowment for 2018-2019.

Upon a motion duly made by N. Allen and seconded by J. Bradbury, the Audit & Finance Committee recommended the disbursement of up to \$750,000 from Endowment Funds for distribution as student awards in 2018-19.

8.4 Tuition & Ancillary Fees:

(a) 2018-2019 PhD Engineering Tuition Fees

B. Maclsaac reminded the committee that the 2018-2019 tuition fees were actually approved last year due to the government’s changes in tuition funding. He discussed the recent U of T announcement that in a student’s fifth year of study, international PhD students will pay domestic fees. While UOIT is currently not seeking to move in that direction, the university is looking to help mitigate barriers in attracting top research talent. The belief is that the proposed tuition decreases will help the university move towards that goal.

Upon a motion duly made by F. Ali and seconded by D. Reiner, the Audit & Finance Committee recommended to the Board of Governors for approval the amended 2018-19 PhD Engineering tuition fees to match all other UOIT PhD rates, as presented below:

PhD (Engineering)	Approved 2018-19	Proposed 2018-19	Decrease from Approved
Domestic	\$9,844.38	\$8,421.46	-14.5%
International	\$21,709.26	\$18,421.78	-15.1%

(b) 2019-2020 Tuition Fees

B. Maclsaac explained that while we would normally be coming forward to obtain the committee's recommendation of the proposed 2019-20 tuition fees, we are unable to do so at this time since the Ministry has not yet released its compliance guidelines. He advised that strategically, the university is aiming to be in the mid-range of tuition compared to other institutions. In terms of a percentage increase, the increase will be larger for incoming students and lower for continuing students. While we could increase graduate tuition fees by 3-5%, we are considering an increase of approximately 2%. We are also looking to provide more certainty for graduate and international students with respect to their tuition fees during their time at the institution.

B. Maclsaac answered questions about the proposed tuition fees, including whether the fees for the Bachelor of Science should be increased to keep in line with other institutions. He confirmed that graduate student funding has been a focus of discussions at Academic Council. There was a discussion regarding the potential impact an increase in graduate tuition fees could have on research productivity. B. Maclsaac advised that a taskforce has been established to review graduate tuition fees and the availability of graduate funding, as it is important to examine both of these together. A question was asked as to whether consideration has been given to increasing tuition for first year graduate students and keeping it flat for the ensuing years.

(c) 2019-2020 Ancillary Fees

B. Maclsaac reviewed the report on ancillary fees, which was included in the meeting material. He noted that the university's ancillary fees have decreased over the years and are now more in line with those of other institutions. He confirmed that the university expects to be out of the TELE program of providing devices by 2020. He clarified that third party provider fees do not need to be approved by the Board and that the UPASS fee is currently in negotiation.

B. Maclsaac advised the committee that the university's Ancillary Fees Committee (AFC) met the previous day and reviewed the Ancillary Fee Protocol. The AFC recommended several changes to the Protocol, which will be circulated to the Audit and Finance committee electronically for recommendation by written resolution.

8.5 TELE Program Update & Laptop Procurement

B. Maclsaac presented the recommended laptop procurement expense for consideration by the committee.

Upon a motion duly made by F. Ali and seconded by D. Holdway and pursuant to the recommendation of Management, the Audit & Finance Committee recommended to the Board of Governors for approval the expenditure of ~\$2.4M for procurement, via an open competition amongst OECM-selected vendors, of laptop, tablet and desktop equipment required to support the UOIT Technology Enriched Learning Program and internal needs for the 2018-19 academic year.

8.6 UOIT Credit Rating Update

C. Elliott distributed a report providing an update on the university's credit ratings from Moody's Investor Service and Dominion Bond Rating Services.

9. Investment Committee Oversight

9.1 Investment Committee Quarterly Report

N. Allen provided an update from the Investment Committee meeting, which took place that morning. He discussed the learning session, which focused on the impact of US Tax Reform.

10. Other Business

11. Termination

There being no other business, upon a motion duly made by F. Ali, the public session of the meeting adjourned at 2:01 p.m.

Becky Dinwoodie, Secretary

DRAFT

Public Session Minutes for the Meeting of February 7, 2018
10:00 – 11:00 a.m., ERC 3023

Attendees: Karyn Brearley (*via teleconference*) (Chair), Doug Allingham (*via teleconference*), Robert Bailey, Lisa Edgar, Andrew Elrick (*via teleconference*), Francis Garwe, Jay Lefton (*via teleconference*)

Staff: Jamie Bruno, Becky Dinwoodie, Cheryl Foy, Jennifer Freeman, Doug Holdway, Lori Livingston, Susan McGovern, Niall O’Halloran

Guests: Mike Eklund & Christine McLaughlin (UOIT FA)

1. Call to Order

As the Chair was participating by teleconference, she asked F. Garwe to Chair the meeting.

The Chair called the meeting to order at 10:02 a.m.

2. Agenda

Upon a motion duly made by K. Brearley and seconded by L. Edgar, the Agenda was approved as presented.

3. Conflict of Interest Declaration

There were no conflict of interest declarations.

4. Approval of Minutes of the Meeting of November 15, 2017

Upon a motion duly made by L. Edgar and seconded by D. Allingham, the Minutes were approved as presented.

5. Chair's Remarks

K. Brearley thanked F. Garwe for chairing the meeting since she was unable to attend the meeting in person.

6. President's Remarks

R. Bailey provided an update on the presidential transition. He reminded the committee that the Board approved the Terms of Reference for a Presidential Transition Committee the previous week. The senior leadership team has prepared a briefing binder for the incoming President. He also advised that procedures for the upcoming Provost and VP Research searches are being reviewed and updated. He reported on a recent presentation given to the Pension & Benefits Committee. As a result of the presentation, a working group will be formed to review and update the university's benefits. R. Bailey directed the committee to the Taskforce Terms of Reference that were included in the meeting material for information.

7. Governance

7.1 By-laws Implementation Plan

C. Foy summarized the background to the proposed By-laws Implementation Plan. Most of the changes to By-law No. 1 are administrative in nature. She focused on the implementation plan for By-law No. 2, with the priority being consideration of establishing a governance committee for Academic Council. She also discussed the Parking Lot of work to be completed. C. Foy responded to questions from the committee. She reviewed the rationale for having two separate By-laws. The committee supported the proposed plan.

7.2 Policy:

(a) Policy Framework Review

C. Foy delivered the Policy Framework Review presentation, which was circulated in advance of the meeting. A goal of the review is to make the Policy Framework documents as easy as possible to use. She provided an overview of the consultation pathway and discussed the importance of consultation in the framework, including the use of the online consultation tool.

C. Foy answered the committee's questions. She explained that the Policy Framework document requires Board approval since it delegates authority to approve the listed policy instruments to the specified approval authorities. She discussed the reasons for the delegation of approval authority. There was a discussion regarding the types of policies that come forward to the Board for approval as compared to administrative policies that are approved at a lower level. She advised that by focusing Board approval on high level policies, it keeps the Board at a strategic level as opposed to operational. C. Foy will provide a summary of the definitions of Administrative Policy and Legal, Compliance, Governance Policy with current examples to the committee. The classification of policies is aimed to improve the efficiency of the Board by preventing the Board from becoming overwhelmed by operational policies. C. Foy confirmed that the Board receives an annual report of policies worked on to keep the Board members informed. She explained the current process of implementing updated policies, which is the responsibility of the policy owner. Changes to implementing policy updates would require additional resources.

(b) Intellectual Property Policy

J. Freeman delivered a presentation entitled “Intellectual Property Policy”. She provided an overview of the drivers for changing the policy and the revision process, including a summary of the relevant consultation. She presented a summary of the main proposed changes to the policy. She also highlighted topics of debate that occurred during the review process. J. Freeman responded to questions from the committee. She clarified the definition of “moral rights”. There were also discussions regarding student intellectual property and the commercialization of intellectual property.

8. Nominations

8.1 LGIC Appointments

B. Dinwoodie provided a status update on the current applications to the Public Appointments Secretariat.

9. Human Resources

9.1 Annual Pension Plan Report

C. Foy provided a brief overview of the Annual Pension Plan Report, which is an example of a robust compliance process.

10. Other Business

There was no other business.

11. For Information:

11.1 President’s Equity Taskforce Terms of Reference

11.2 President’s Indigenous Reconciliation Taskforce Terms of Reference

12. Termination

There being no other business, upon a motion duly made by R. Bailey, the public session of the meeting adjourned at 11:08 a.m.

Becky Dinwoodie, Secretary



**BOARD OF GOVERNORS
Strategy & Planning Committee**

**Minutes of the Public Meeting of Wednesday, January 24, 2018
12:30 p.m. to 1:50 p.m., ERC 3023**

Attendees: Valarie Wafer (Chair), Robert Bailey, Don Duval (*via teleconference*), Bonnie Schmidt (*via teleconference*), Mike Snow, John Speers, Mary Steele, Shirley Van Nuland, Jim Wilson

Staff: Becky Dinwoodie, Craig Elliott, Douglas Holdway, Brad MacIsaac, Susan McGovern

Guests: Mike Eklund and Christine McLaughlin

Regrets: Doug Allingham, Jay Lefton

1. Call to Order

The Chair called the meeting to order at 12:31 p.m.

2. Agenda

The Chair noted that agenda item 11 will be deferred due to C. Foy's absence due to illness.

Upon a motion duly made by J. Speers and seconded by S. Van Nuland, the Agenda was approved, as amended.

3. Conflict of Interest Declaration

There were no conflict of interest declarations.

4. Minutes of the Meeting of October 16, 2017

Upon a motion duly made by M. Steele and seconded by S. Van Nuland, the minutes were approved as presented.

5. Chair's Remarks

The Chair noted her excitement about the meeting's agenda topics and the upcoming discussions. She added that she would like to allow some time for conversations at the end of agendas going forward.

The Chair also remarked that she appreciates the reduction in the volume of meeting material in response to the Board's request. This allows for better use of the governors' time and improved Board engagement.

6. President's Remarks

Presidential Transition

R. Bailey advised that the senior leadership team has had productive meetings with Steven Murphy, the incoming President, over the past few days. A senior leadership team retreat has been scheduled for the end of February, prior to S. Murphy's start.

COU/UC Strategic Initiatives

R. Bailey referred to the COU's brochure, "Partnering with Ontario", in preparation for the upcoming provincial election. The brochure is not a request for funding, but emphasizes the integral role universities play in the provincial economy. He encouraged the committee to review it.

He reported on the last COU Executive Heads meeting. The current leader of the PC party, Patrick Brown, spoke at the meeting about the role of universities.

R. Bailey advised that S. Murphy participated in a workshop for new presidents coordinated by Universities Canada.

7. Transformation of Technology Enabled Learning (TELE)

B. MacIsaac provided an update on the university's TELE program and the transition to the "bring your own device" (BYOD) model. They are now moving into Phase 3 of the transition and examining whether engineering and gaming programs can technically be moved into the BYOD model.

He explained the difference between UOIT's approach to providing software from other universities and discussed the transition plan. As the university will have fewer laptops, staff may be transferred over from TELE to operations. B. MacIsaac added that staffing numbers are also being managed through regular attrition. The transition has not had a large impact on the I.T. Department as it has been spread over six years. It will be integral to ensure the smooth delivery of software to students. As the university moved into Phase 2, the use of the Help Desk has decreased by 55%, which could be attributed to students taking better care of their devices.

8. Strategic Enrolment Management: Environmental/Competitive Scanning

B. Maclsaac provided a brief overview of the report that was circulated in advance of the meeting. Environmental scanning is regularly conducted throughout the year for a variety of reasons. He encouraged committee members to view the video that was referenced in the material. Members had positive feedback on the video. It was suggested that the committee should have a strategic discussion around 2 or 3 of the issues raised in the video in order to focus the discussion.

9. Integrated Planning

B. Maclsaac reviewed the university's strategy with respect to integrated planning. He advised that they now have a "version 0" of an integrated academic plan, which will be made available on the portal for review. He discussed the substance of the plan, including the diagram set out in the related report, and explained how it is integral to the committee's mandate. Integrated planning provides university leaders with an opportunity to discuss where they think the university can go in the next 3, 6 and 10 years, which allows for better planning with respect to program offerings and supporting resources, such as faculty and staff hiring. Accordingly, the budget will not drive the strategy but strategy will drive the budget.

R. Bailey discussed how the academic plan, Strategic Mandate Agreement and the Strategic Plan interconnect and referred to it as the "virtuous circle". There was a discussion regarding the role of the committee and the Board in the planning process. He emphasized that the academic and strategic plans drive the budget.

There was a discussion regarding the timing of the committee's review of key performance indicators (KPIs) and whether they should be reviewed in the fall as opposed to June. If the committee reviews them in November, it allows time to make adjustments prior to allocating the budget. The committee supported the suggestion of reviewing the KPIs in the fall.

(D. Holdway arrived at 12:57 p.m.)

10. Student Success

The Chair provided positive comments on the new format of Committee Report, referring to the Student Success report as an example.

B. Maclsaac discussed the change in nomenclature from student retention to student success. He advised that although the university's goal of increasing student success by 3% by 2016 was achieved, it remained a priority since we were not yet at the institutional average. A Student Success Committee was formed and its current priorities are focused on:

1. **Academic advising** – it is decentralized within Faculties, which can lead to a disconnect – they are working on improved communication
2. **First-year and Learner Support Programming** – noted most failures are for math courses – looking at correlation between an entrance math exam and final grades – discussed options for supporting students (early diagnostic test)

B. Maclsaac responded to the committee's questions. He discussed the introduction of math support courses. A suggestion was also made regarding starting a conversation with local high schools to determine whether changes need to be made at that level.

3. **Communication and Cultural Change:** – must examine ways to disseminate information – discussed findings of difference in course times (early morning vs. noon – better performance at noon)

There was a discussion regarding students who might be reluctant to self-identify as having difficulties. R. Bailey discussed the types of early warning systems in place at the university. R. Bailey added that the course evaluation surveys have been revised and data will be collected on the factors students believe affect their success. He clarified that the primary reason for students not returning after first year is because the university has asked them not to return due to their lack of success.

11. Risk Management: Strategic Risks - Deferred

12. Other Business

13. Termination

There being no other business, upon a motion duly made by J. Speers and seconded by S. Van Nuland, the public session of the meeting was adjourned at 1:25 p.m.

Becky Dinwoodie, Secretary



BOARD REPORT

SESSION:

Public
 Non-Public

ACTION REQUESTED:

Decision
 Discussion/Direction
 Information

TO: Board of Governors

DATE: May 9, 2018

FROM: University Secretariat

SLT LEAD: Craig Elliott, Chief Financial Officer

SUBJECT: Bank of Montreal Bank Resolution

BOARD MANDATE:

- Pursuant to the UOIT Act and By-Law No. 1, the Board of Governors has authority and oversight over University financial matters.
- Section 9(1)(p) gives the Board of Governors authority to make resolutions for the conduct of its affairs.
- In accordance with the UOIT Signing Authority Registry and Approval Procedures, banking agreements are required to be approved by the Chair of the Board by Board resolution in addition to the President and the Chief Financial Officer.

BACKGROUND/CONTEXT & RATIONALE:

- With the appointment of Dr. Steven Murphy as the President, the university is required to update its list of Authorized Person(s) on its account with the Bank of Montreal.
- The Bank of Montreal has provided UOIT with a Certificate of Account Authorities detailing a form of resolution. The purpose of the Certificate is:
 - to confirm that there are no provisions in the Articles or the By-Laws of the university restricting the requested delegation of authority (or if there are restrictions to identify them) from the Board of Governors, and;
 - to confirm that the resolutions set out below have been duly passed by the Board of Governors and are in full force and effect.
- We note that upon legal review of the BMO proposed resolutions, we removed several provisions as not appropriate in the university context and further

amended the resolutions to reflect that the exercise of authority by the Authorized Persons is subject to the UOIT Act, By-laws, and university policy instruments.

- Accordingly, we are asking the Board to approve the banking resolutions set out below confirming that BMO is the banker of the university, appointing S. Murphy as an Authorized Person, reappointing Craig Elliott as an Authorized Person, and repealing previous authorities granted by way of resolution.
- Furthermore, pursuant to the proposed resolutions:
 - Authorized Persons will have specific delegated authority (see the resolution) to conduct a variety of business with BMO on behalf of the university.
 - Both Authorized Persons must together exercise authority. One alone is insufficient.

RESOURCES REQUIRED: n/a

IMPLICATIONS: n/a

ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN: n/a

ALTERNATIVES CONSIDERED: n/a

CONSULTATION: n/a

COMPLIANCE WITH POLICY/LEGISLATION:

- The Board has the authority to approve this resolution pursuant to the UOIT Act and By-laws.
- This proposed delegation of authority is subject to and consistent with the university's current Signing Authority Registry and Approval Procedures.

NEXT STEPS:

- The University Secretary & General Counsel will complete the Certificate of Account Authorities certifying the passing of the BMO banking resolutions by the Board, and return the document to the Finance Team.

MOTION FOR CONSIDERATION:

WHEREAS it is desired by the Corporation to authorize and empower certain officers, agents and employees of the Corporation to make such banking arrangements as they deem necessary without further action on the part of the director(s) of the Corporation.

RESOLVED:

1. THAT the Bank be appointed the banker of the Corporation.
2. THAT the following officers, agents and employees of the Corporation (Craig Elliott and Steven Murphy) is/are authorized to do any one or more of the following on behalf of the Corporation, subject to the *UOIT Act*, By-laws, and policy instruments of the Corporation:

- (a) to open or close any deposit or other account(s) with the Bank (the "Accounts") and to sign authorization, set-up or other documentation and agreements with the Bank regarding any of the Accounts, any services (including, without limitation, cash management services) or any other matter as such Authorized Person(s) in his, her or their sole discretion deem advisable or as the Bank may request including, without limitation, providing for ratification of any signature or action on behalf of the Corporation;
- (b) to obtain and provide receipts for all statements of account and all bills of exchange, promissory notes, cheques, vouchers, drafts, payment instructions, bankers' acceptances, orders for the payment of money (including wire transfers and electronic payments and transfers), securities, coupons, notes, clearing items and other items whether negotiable or non-negotiable instruments, contracts for letters of credit and foreign exchange (individually, "Instrument" or collectively, "Instruments") not otherwise delivered to the Corporation;
- (c) to withdraw or order payment of any of the funds deposited in the Accounts, and to bind or obligate the Corporation, in such amounts and on such terms as such Authorized Person(s) may see fit, by signing, ratifying, or countermanding Instruments or other orders or agreements for the payment of money by manual or facsimile signature or as further provided in any agreement between the Corporation and the Bank;
- (d) to issue written, telephone, electronic or verbal instructions for the transfer or payment of funds of the corporation on deposit with the Bank (or at any other financial institution) by manual, wire, electronic or other means, including, without limitation, instructions or agreements with the Bank which may further delineate the extent of authority hereby granted;
- (e) to purchase or otherwise acquire for and on behalf of the Corporation, and to sell, transfer or otherwise dispose of, and endorse for sale, transfer or other disposition and to otherwise deal with on behalf of the Corporation, any and all bonds, notes, shares of stock and other securities of any kind and by whomsoever (other than the Corporation) issued, or interim, participation or other certificates therefor, and to apply, identify and guarantee signatures and endorsement thereon or on powers of attorney executed in connection therewith, and to authorize or direct charges to the Accounts for any costs, fees, charges or other amounts relating to any of the foregoing; and
- (f) to borrow and obtain credit from the Bank, by way of loans, advances, overdrafts, corporate credit or charge cards or other facilities, in such amounts and pursuant to such terms, conditions and provisions as such Authorized Person(s) in his, her or their sole discretion may deem advisable or as the Bank may require, and for such purpose to sign, ratify and endorse Instruments and other documents and agreements, to guarantee the obligations of another party in such amounts and pursuant to such terms, conditions and provisions as such Authorized Person(s) in his, her or their sole discretion may deem advisable or as the Bank may require, and for such purpose to execute and deliver such guarantees, acknowledgments or confirmations as the Bank may require, and to mortgage, hypothecate, charge or pledge, or give security under the Bank Act (Canada) or otherwise create a security interest in all or any of the property, real and personal, immovable and moveable, undertaking and rights of the Corporation, owned or subsequently acquired to secure payment and performance of any or all present or future indebtedness, liabilities or obligations of the Corporation to the Bank (See Note below) and to execute and deliver to the Bank such charges, pledges, mortgages,

assignments, hypothecs, grants of security interests and other security and related documentation as the Bank may require.

3. THAT notwithstanding any of the foregoing, any Authorized Person is hereby authorized to endorse for deposit to any of the Accounts any Instruments, which endorsements may be made in writing or by stamp.

4. THAT the Corporation may enter into such agreements, containing such indemnities and other provisions, as the Bank may require in respect of the foregoing.

5. THAT previous authorities granted by way of a resolution in respect of the foregoing matters generally by the directors of the Corporation are repealed as of the date of this resolution in respect of matters done hereafter. The foregoing resolutions shall continue in force until a certified copy of resolutions revoking or modifying them has been received by the Bank."

Disbursement Committee Report

2018-19 Disbursement Recommendation



Cumulative Investment Income Summary

Cumulative Net Endowed Earnings at Mar 31, 2017	\$ 4,052,469
Earnings Apr-Dec, 2017	\$ 1,490,491
Estimated Interest/Dividends Earned Jan-Mar, 2018	<u>\$ 30,000</u>
Cumulative Est Net Endowed Earnings at Mar 31, 2018	\$5,572,960
Less: Est 2017-18 Disbursements	(\$ 485,560)
Cumulative Capital Preservation	<u>(\$2,407,562)</u>
Cumulative Est Net Earnings Available For Disbursement	<u>\$2,679,838</u>

Cumulative Investment Summary

Endowment Balance at Dec 31, 2016	\$15,452,252
2017-18 Donations to Dec 31, 2017	\$ 349,369
Cumulative Earnings Less Distributions	\$ 5,311,249
Unrealized gains	<u>\$ 4,300,249</u>
Market Value of Endowment at Dec 31, 2017	\$25,413,119
Est Income Jan-Mar, 2018	\$ 30,000
Est Disbursement in 2017-18	<u>(\$ 253,850)</u>
Forecast Investment Balance at Mar 31, 2018	<u>\$25,189,269</u>

Gift Agreement Requirements

- Endowed Awards can be specific dollar amounts, or could be expressed as a minimum and maximum amount. At our current investment level, we need to disburse between 3-4% of the principal value to cover our gift requirements.
- For 2018-19 our disbursement requirements, based on 4%, would be \$598,000.

Recommendation

- The Disbursement Committee met on Feb 5, 2018. Our investments have performed well over the last few years, which has increased cumulative earnings after capital preservations to \$2, 679K. The committee proposes that we disburse some of these surplus earnings in the upcoming year.
- The recommendation is to increase disbursements to an average of 5% or up to \$750,000 for 2018-19, and that this amount be disbursement from Endowment Funds for distribution as student awards.
- The Investment, Audit & Finance, and Strategy & Planning Committees also recommend the disbursement of up to \$750,000 from Endowment Funds for distribution as student awards in 2018-19.

Motion

- That pursuant to the recommendations of the Audit & Finance Committee, Investment Committee, and Strategy & Planning Committee, the Board of Governors hereby approves the disbursement of up to \$750,000 from Endowment Funds for distribution as student awards in 2018-19.

Questions/Comments

Software & Informatics Research Centre (SIRC)

Project Update Presentation – April 26, 2018



Progress Update (as of April 19, 2018) :

- Builder's deficiency to clear - 2
- Builder's warranty items to rectify - 8
- AV draft Technical documentations/as-built commented for final submission
- Builder's Technical documentations/as-built completed
- Exterior graphics installation at the PH planned on April end (weather permits)
- Network lab anticipated move by May (final move)
- Final SIF audit to be performed by KPMG during their UOIT Yearend review. MAESD will issue a Close-Out report on the project following receipt of the final audit.



Site Safety:

- No incident on site this period

Change Orders:

- No change order requested and approved this month

Procurement Summary:

- GMP contract completed within the budget.
- FFE budget with anticipated savings of \$875K

Financial Summary:

- No SIF funding received this period
- Total SIF funding received to date \$12.4M
- Forecast project cost at completion \$31.4M
- Project budget underspent of \$1.9M.
- Breakdown of Sources and Uses of funds next slide.

Summary Financial Report as of 3 April, 2018

CASH FLOW REPORT FOR MONTH ENDING MARCH 2018

Sources of Funds													
Description	Actuals March 2018	Budget March 2018	Actual YTD	Budget YTD	Variance	Source of Funds Comments	Total Funding Budget	Total Actual YTD	Forecasted Funding Required	Funding at Completion	Variance		
							A	B	C	B+C = D	D-A		
UOIT	(\$980,359)	(\$1,858,043)	\$18,264,073	\$19,944,386	-\$1,680,313	Variance due to SIF grant received higher than planned and the unused contingency	\$20,298,110	\$18,264,073	\$72,118	\$18,336,192	-\$1,961,918		
SIF	\$1,180,189	\$2,057,873	\$12,418,985	\$11,525,236	\$893,749	SIF grant received higher than forecast	\$13,001,890	\$12,418,985	\$582,905	\$13,001,890	\$0		
Advancement	\$0	\$0	\$0	\$0	\$0	Advancement funds have not officially been committed to the project.	\$0	\$0	\$0	\$0	\$0		
Totals	\$199,830	\$199,830	\$30,683,058	\$31,469,623	-\$786,564	See variance explanation below	\$33,300,000	\$30,683,058	\$655,023	\$31,338,082	-\$1,961,918		
Uses of Funds - Trend Line													
Description	Actuals March 2018	Budget March 2018	Actual YTD	Budget YTD	Variance	YTD Variance Explanation	Milestone	Date	Total Budget	Total Actual YTD	Estimate to Complete	Estimate at Completion	Variance
									A	B	C	D = B+C	D-A
GMP Base Contract	\$0	\$0	\$20,218,346	\$20,218,346	\$0	phase 1 completed. Fully invoiced. Balance 2% w arranty.	Substantial Completion	Completed	\$20,630,966	\$20,218,346	\$412,620	\$20,630,966	\$0
CO3 GMP Fl. 3&4	\$0	\$0	\$5,527,374	\$5,527,374	\$0	Phase 2 completed. Remaining HB added to Warranty HB	Substantial Completion	Completed	\$5,657,627	\$5,527,374	\$130,253	\$5,657,627	\$0
CO1 Fl. 3&4 Design	\$0	\$0	\$87,899	\$87,899	\$0	Work completed.	Complete	Completed	\$87,899	\$87,899	\$0	\$87,899	\$0
CO2 Transformer	\$0	\$0	\$107,826	\$107,826	\$0	Work completed.	Power-on	Completed	\$110,026	\$107,826	\$2,200	\$110,026	\$0
CO4 Donor Signage	\$0	\$0	\$8,749	\$8,749	\$0	Work completed	Complete	Completed	\$8,928	\$8,749	\$178	\$8,928	\$0
CO5 Door Operators	\$0	\$0	\$197,020	\$197,020	\$0	Work in progress	Substantial Completion	Completed	\$0	\$197,020	\$4,021	\$201,041	\$201,041
Design	\$0	\$0	\$310,230	\$310,230	\$0	Work completed.	Complete	Completed	\$310,230	\$310,230	\$0	\$310,230	\$0
FFE	\$199,830	\$199,830	\$2,637,672	\$2,662,771	-\$25,099	Actual invoice for the Fibre work from Library to Wiley	Substantial Completion	4/30/2018	\$3,619,350	\$2,637,672	\$105,751	\$2,743,424	-\$875,926
Consultants	\$0	\$0	\$405,431	\$421,231	-\$15,800	Ministry Signage invoice low er than budgetted.	NA	NA	\$300,749	\$405,431	\$0	\$405,431	\$104,682
Parking	\$0	\$0	\$1,003,302	\$1,028,071	-\$24,769	Certified work completed less than the contract award value.	Substantial Completion	Completed	\$1,018,975	\$1,003,302	\$0	\$1,003,302	-\$15,673
Contingency	\$0	\$0	\$0	\$707,908	-\$707,908	No contingency has been used to date. Contingency was forecasted for the months of July/August/September to allow for any unknown items that could have arisen during early construction.	NA	NA	\$1,271,666	\$0	\$0	\$0	-\$1,271,666
Management Fees	\$0	\$0	\$179,209	\$192,198	-\$12,989	Miscellaneous disbursement and salary variance	NA	NA	\$283,585	\$179,209	\$0	\$179,209	-\$104,376
Totals	\$199,830	\$199,830	\$30,683,058	\$31,469,623	-\$786,564				\$33,300,000	\$30,683,058	\$655,023	\$31,338,082	-\$1,961,918