# OntarioTech UNIVERSITY

## BOARD OF GOVERNORS' 111th REGULAR MEETING

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### AGENDA
**Wednesday, April 24, 2019**
**12:00 p.m. to 3:45 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 | 12:05 p.m. |
| 5 | | **President's Report** | Steven Murphy | 10 | 12:15 p.m. |
| 6 | | **Academic Council Report** | Ferdinand Jones | | |
| | 6.1 | Establishment of a Bachelor of Arts (Honours) and Bachelor of Science (Honours) in Psychology* (M) | Steven Murphy | 15 | 12:30 p.m. |
| | 6.2 | Establishment of a Bachelor of Science (Honours) in Integrative Neuroscience *(M) | | | |
| 7 | | **Co-Populous Report** | Jim Wilson | 5 | 12:35 p.m. |
| 8 | | **Student Union Report (P)** | Jessica Nguyen | 10 | 12:45 p.m. |
| | | **Committee Reports** | | | |
| 9 | | **Audit & Finance Committee Report (A&F):** | Nigel Allen | 40 | 1:25 p.m. |
| | | **Finance** | | | |
| | 9.1 | 2019-2020 Budget* (M)(P) | Robert Bailey & Craig Elliott | | |
| | 9.2 | 10-Year Financial Plan* (U) | | | |
| | 9.3 | 2019-2020 Tuition Fees Amendment* (M) | | | |
| | | **Project Updates** | | | |
| | 9.4 | New Building (U) | | | |

D – Discussion      M – Motion      P – Presentation      U – Update      * Documents attached

| No. | | Topic | Lead | Allocated Time | Suggested End Time |
|---|---|---|---|---|---|
| | | **Policy** | | | |
| | 9.5 | Student Sexual Violence Policy & Procedures* (M) | | | |
| **10** | | **Governance Nominations & Human Resources Committee (GNHR) Report** | Francis Garwe | 10 | 1:35 p.m. |
| | 10.1 | 2019-2020 Election Result* (M) | | | |
| **11** | | **Strategy & Planning Committee Report (S&P)** | Thorsten Koseck | 5 | 1:40 p.m. |
| | 11.1 | Endowment Disbursement* (M) | | | |
| **12** | | **Consent Agenda: (M)** | Chair | 5 | 1:45 p.m. |
| | 12.1 | Minutes of Public Session of Board Meeting of February 28, 2019* (M) | | | |
| | 12.2 | Minutes of Public Session of Audit & Finance Committee Meeting of February 20, 2019* | | | |
| | 12.3 | Minutes of Public Session of Governance, Nominations & Human Resources Committee Meeting of January 17, 2019* | | | |
| | 12.4 | Minutes of Public Session of Strategy & Planning Committee Meeting of January 31, 2019* | | | |
| **13** | | **Information Items (also available on the Board portal):** | | | |
| | 13.1 | 2019-2020 Ancillary Fees Breakdown* | | | |
| | 13.2 | ACE Enhancement Project* | | | |
| | 13.3 | Campus Recreation & Wellness Centre Expansion* | | | |
| | 13.4 | AVIN* | | | |
| | 13.5 | Compliance & Risk Management Update* | | | |
| | 13.6 | Annual Pension Plan Governance Report* | | | |
| | 13.7 | Policy Activity Update* | | | |
| | 13.8 | Student Success* | | | |
| | 13.9 | **Joint Board Meeting with Durham College:** May 9, 2019 | | | |
| | 13.10 | **Board Retreat:**  May 28-29, 2019 | | | |
| **14** | | **Other Business** | Chair | | |
| **15** | | **Adjournment (M)** | Chair | 5 | 1:50 p.m. |
| | | **BREAK** | | | |
| | | **NON-PUBLIC SESSION** **(material not publicly available)** | | | **2:05 p.m.** |
| **16** | | **Call to Order** | Chair | | |
| **17** | | **Conflict of Interest Declaration** | Chair | | |
| **18** | | **Chair's Remarks** | Chair | 5 | 2:10 p.m. |
| **19** | | **President's Report** | Steven Murphy | 40 | 2:50 p.m. |
| | 19.1 | Senior Academic Administrator Searches (U) | | | |

D – Discussion        M – Motion        P – Presentation        U – Update        * Documents attached

| No. | | Topic | Lead | Allocated Time | Suggested End Time |
|---|---|---|---|---|---|
| | 19.2 | Appointment, Tenure & Promotion (M) | | | |
| | 19.3 | Strategic Discussion: Implications of Recent Government Initiatives* (D) | | | |
| | | **Committee Reports (confidential items only)** | | | |
| **20** | | **Audit & Finance Committee (A&F) Report** | | | |
| | 20.1 | Confidential Aspects Finance Report (U) | Robert Bailey & Craig Elliott | 10 | 3:00 p.m. |
| | 20.2 | Debenture Check-in (U) | Steven Murphy | 5 | 3:05 p.m. |
| **21** | | **Governance Nominations & Human Resources Committee (GNHR)** | Francis Garwe | 10 | 3:15 p.m. |
| | 21.1 | Board Recruitment, Leadership & Committee Composition for 2019-2020 (U) | | | |
| | 21.2 | Review of Co-Populous Joint Procedure* (U) | Doug Allingham | 5 | 3:20 p.m. |
| **22** | | **Strategy & Planning Committee (S&P)** | Thorsten Koseck | 5 | 3:25 p.m. |
| | 22.1 | Advancement Update* (U) | | | |
| **23** | | **Consent Agenda (M):** | Chair | 5 | 3:30 p.m. |
| | 23.1 | Minutes of Non-Public Session of Board Meeting of February 28, 2019* (M) | | | |
| | 23.2 | Minutes of Non-Public Session of Audit & Finance Committee Meeting of February 20, 2019* | | | |
| | 23.3 | Minutes of Non-Public Session of Governance, Nominations & Human Resources Committee Meeting of January 17, 2019* | | | |
| | 23.4 | Minutes of Non-Public Session of Strategy & Planning Committee Meeting of January 31, 2019* | | | |
| **24** | | **Other Business** | Chair | | |
| **25** | | ***In Camera* Session** | Chair | | |
| | 25.1 | Board Engagement (D) | | | |
| **26** | | **Termination (M)** | Chair | | 3:45 p.m. |

Becky Dinwoodie, Secretary

**<u>Consent Agenda</u>:** *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 <u>approved by means of one omnibus motion</u>.*

D – Discussion     M – Motion     P – Presentation     U – Update     * Documents attached

**OntarioTech**
UNIVERSITY

# BOARD REPORT

| | | | |
|---|---|---|---|
| **SESSION:** | | **ACTION REQUESTED:** | |
| **Public** | ☒ | **Decision** | ☒ |
| **Non-Public** | ☐ | **Discussion/Direction** | ☐ |
| | | **Information** | ☐ |

**Financial Impact** ☒ Yes ☐ No    **Included in Budget** ☒ Yes ☐ No

**TO:** **Board of Governors**

**DATE:** **April 24, 2019**

**PRESENTED BY:** **Steven Murphy, President and Vice-Chancellor**

**SUBJECT:** **Establishment of a Bachelor of Arts (Honours) and Bachelor of Science (Honours) in Psychology**

**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 1.4 (a) of By-law Number 2, the Academic Council "will make recommendations to the Board on … the establishment or 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 Arts (Honours) and Bachelor of Science (Honours) in Psychology.**

**BACKGROUND/CONTEXT & RATIONALE:**

The proposed Psychology program is offered as a BA or BSc option. Psychology is an interdisciplinary enterprise. Traditional streams of psychology have sought to understand the domain of the mind. More recently, however, psychology has increasingly cooperated with the biological sciences. Each of these represent vibrant fields of academic inquiry, however, they also require substantively different educational underpinnings. It has thus become standard for General Psychology programs to offer both BA and BSc degree options, thereby allowing students the ability to choose the psychological education most in line with their educational and career goals.

The Faculty of Social Science and Humanities (FSSH) currently hosts a robust and successful BA degree program in Forensic Psychology that boasts a strong curriculum applying core principles of psychology to key issues of forensic relevance. Key to the program's success is the teaching of foundational courses in Psychology, to ensure students have the core skills to apply to areas of relevance to forensic issues. The proposed BA and BSc programs in Psychology would share the teaching of these core foundational courses, but would distinguish itself from the existing Forensic Psychology BA.

**RESOURCES REQUIRED:**

While the current full-time faculty consists of eight productive and well-respected psychologists, in order to meet breadth requirements, offer the required and elective courses on an annual basis, and continue to have psychologists teach courses in other programs and for other Faculties, if the the BA/BSc program meets the enrollment targets the Faculty will need at least one new full-time tenure-track faculty position for the 2021-2022 academic year, and one new full-time teaching faculty position, as of the 2022-2023 academic year. By 2021-22, 3-4 new sessional faculty positions will be required annually. It is not anticipated that there will be a need for an additional Academic Advising Assistant and no additional library resource acquisitions will be required. The program will require one new laboratory space and two new office spaces by 2020-21 and 2021-22, respectively.

**IMPLICATIONS:**  Not applicable

**ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:**

This program is in line with the University's mission to provide career-oriented university programs. Psychology's focus on the mental processes underlying human thought and behavior provides direct relevance to a diverse array of real-world careers and skillsets, and serves as a stepping stone for a wide variety of career opportunities. Adding a general Psychology program to the inventory of majors will facilitate growth in a strategic manner, foster further interdisciplinary collaboration, and provide an opportunity to teach and develop a broader set of future leaders than what is possible with the existing unique, and specialized, Forensic Psychology program. The creation of parallel BA and BSc degrees represents an innovative offering at the University, which takes advantage of existing faculty strengths, orients towards areas of heightened societal relevance, and highlights psychology's existence as a truly interdisciplinary science. The existing Forensic Psychology program has already initiated and strengthened a variety of partnerships with local organizations in Durham region and the GTA. The proposed program will further strengthen these existing relationships, and help foster development of new partnerships with a broader array of government, non-profit, and industry partners. These partnerships not only facilitate collaborative research, but also enrich both classroom based and experiential learning opportunities for students by offering volunteer and practicum opportunities that provide students with hands-on, real-world job skills in their areas of career interest, and facilitate employment opportunities upon graduation.

**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 Ontario Universities Council on Quality Assurance (Quality Council) and the Ministry of Training, Colleges and Universities (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 Social Sciences and Humanities in November 2018. Subsequently, it was reviewed by the Curriculum and Program Review Committee in December 2018 and January 2019, and by Academic Council in February 2019.

**COMPLIANCE WITH POLICY/LEGISLATION:**

The proposal was prepared in accordance with the requirements of the University's 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 subject to approval by the Quality Council and MTCU, prior to program launch.

**MOTION FOR CONSIDERATION:**

*Pursuant to the recommendation of the Academic Council, the Board of Governors hereby approves the establishment of the proposed Bachelor of Arts (Honours) and Bachelor of Science (Honours) in Psychology programs, as presented.*

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**SUPPORTING REFERENCE MATERIALS:**
- Bachelor of Arts (Honours) and Bachelor of Science (Honours) in Psychology program proposal

# 4-Year Bachelor of Arts (Honours) in Psychology
# 4-year Bachelor of Science (Honours) in Psychology

**[with consultation from Faculties of Science, Health Science and Education]**

# Proposed Programs
# for Sept. 2020

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## Proposed Degree Titles:

- **Bachelor of Arts (Honours) in Psychology**
- **Bachelor of Science (Honours) in Psychology**

| | |
|---|---|
| **Person responsible for this submission:** | Matthew Shane<br>Associate Professor, Forensic Psychology<br>Assistant Dean, Interdisciplinary Research and Program Development<br>Faculty of Social Science and Humanities<br>University of Ontario Institute of Technology,<br>2000 Simcoe Street North<br>Oshawa, Ontario, L1H 7K4<br>Tel: 905-721- 8668 x 5968<br>E-mail: matthew.shane@uoit.ca |
| **Intended Start Date for Program:** | Fall, 2020 |
| **Proposed Program Titles:** | Bachelor of Arts (Honours) in Psychology<br>Bachelor of Science (Honours) in Psychology |
| **Proposed Credential Nomenclature:** | B.A. (Honours) in Psychology<br>B.Sc. (Honours) in Psychology |

## 1. INTRODUCTION

**1a. Rationale for New Degrees in General Psychology**

UOIT's 2017-2022 Strategic Plan is built around three key goals:

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 and study.

The proposed program in General Psychology will contribute to the achievement of these strategic goals.

*Challenge.* Psychology's focus on the mental processes underlying human thought and behaviour provides direct relevance to a diverse array of real-world careers and skillsets. For this reason, Psychology majors attract students in large numbers (see *Student Demand* below), and serve as a stepping stone for a wide variety of career opportunities, including business, law, social work, journalism, corrections, human resources, policing, teaching, public relations, mental health, marketing, advertising, medicine, and Master's/Doctoral programs in Psychology or related fields (i.e. Criminology, Social Work). Adding a General Psychology program to our inventory of majors will thus facilitate growth in a strategic manner, foster further interdisciplinary collaboration, and provide an opportunity to teach and develop a broader set of future leaders than what is possible with the existing unique, and specialized, Forensic Psychology program.

*Innovate.* The creation of parallel BA and BSc degrees represents an innovative offering at UOIT, which takes advantage of existing faculty strengths, orients towards areas of heightened societal relevance, and highlights psychology's existence as a truly interdisciplinary science. Students will have the benefit of a thorough academic classroom curriculum that mixes technology, face-to-face education and experiential learning to create focused, learner-centered environments. Support from other faculties at UOIT is strong, and approval has been granted to offer curriculum spanning multiple faculties, including Science, Health Science, and Education, thus providing a truly innovate combination of course offerings, and a unique, innovative educational experience. Additionally, students will receive a solid foundation in research methods and data analysis, highly sought-after skills in a variety of tech-focused and research-focused domains. The degree programs will not only provide students with core knowledge in Psychology, but will also aim to build problem-solving capacity, create high-functioning social citizens, and promulgate social justice norms among its students—an orientation to which the Faculty of Social Science & Humanities is committed and highly values.

Further, we plan to allow students in both BA and BSc degree programs to have the opportunity to achieve one of two specializations, in either 1) *Developmental Psychological Science* and 2) *Affective Science and Mental Health.* These specializations will build on existing faculty member strengths, and target important, cutting-edge areas of psychology that differentiate the program from offerings at other Ontario universities. Students choosing the *Developmental Psychological Science* stream will gain in-depth knowledge into historical and contemporary trends regarding human development, from infancy and childhood, through adolescence, and into adulthood and gerontology. Students choosing the *Affective Science and Mental Health* specialization will receive targeted education pertaining to the

psychological and neural mechanisms underlying emotion, and the manner in which these mechanisms contribute to mental health or mental illness. Unique to both specializations will be the intentional cross-cutting of traditional disciplinary and methodological lines, to bring students in contact with a variety of sociological, criminological, psychological and biological perspectives. While some larger institutions offer programs in each of these disciplines, no other program in the province offers the distinctive combination of courses included in the specializations proposed here.

*Connect.* UOIT's existing Forensic Psychology program has already initiated and strengthened a variety of partnerships with local organizations in Durham region and the GTA, including the Durham Regional Police Service, Ontario Shores Center for Mental Health Sciences, Lakeridge Health, The Sherman Health Science Research Center at York University, and The John Howard Society. The proposed program in General Psychology will further strengthen these existing relationships, and help foster development of new partnerships with a broader array of government, non-profit and industry partners. These partnerships not only facilitate collaborative research, but also enrich both classroom-based and experiential learning opportunities for students by offering volunteer and practicum opportunities that provide students with hands-on, real-world job skills in their areas of career interest, and facilitate employment opportunities upon graduation.

**1b. Rationale for Parallel BA/BSc Degree Programs**

Psychology focuses on describing, explaining, predicting, and when appropriate, changing characteristics of human emotion, thought and behaviour. This is a truly interdisciplinary enterprise. Traditional streams of psychology have sought to understand the domain of the mind: the mental constructs (e.g. memory, emotion, decision making) that shape individual and group dynamics, and that guide human experiences. More recently, however, psychology has increasingly cooperated with the biological sciences, towards a richer understanding of the brain: towards development of comprehensive, mechanistic models to explain how these mental constructs are instantiated in biopsychological and neural mechanisms, and how environmental, experiential and hereditary influences help shape characteristics of both mind and brain.

Each of these foci represent vibrant fields of academic inquiry, and provide important and instructive education to students with tangible connections to current social issues, and real-world career opportunities. However, they also require substantively different educational underpinnings. The student interested in gaining expertise in the social and group dynamics that influence human behaviour will benefit from core courses in the Social Sciences, a basic background in biological sciences, and a diverse selection of elective courses that expand our knowledge of individual and social dynamics. In contrast, the student interested in gaining expertise in the neurocognitive mechanisms underlying human thought and behaviour will benefit from core courses in the Natural Sciences, including a more comprehensive background in biological sciences, and a diverse selection of elective courses that expand knowledge of the inner workings of cognitive and neural processes. It has thus become standard for General Psychology programs to offer both BA and BSc degree options, thereby allowing students the ability to choose the psychological education most in line with their educational and career goals.

While individual student needs will vary, the below descriptions provide some indication of the student who may choose either BA or BSc streams:

Students enrolled in the BA degree program will receive a core first year of Social Science courses, and in addition to a 2nd year of foundational Psychology courses, will be required to take a number of additional Faculty of Social Science electives in years three and four of the program. **This will be particularly relevant for students interested in studying the social, personality or developmental characteristics of human behaviour. These students are often interested in social dynamics, personality, relationships, and the interaction between psychology and culture, including topics such as learning, literacy, aggression, persuasion, deviance, and typical and atypical development.** Years two through four of the BA degree prepare students for many varied careers, providing a background in analysis, critical thinking, research and information delivery. Experiential learning opportunities will be fostered through volunteer, practicum and directed lab research opportunities, each of which will give students hands-on experience in their field of interest. Additionally, students will receive a solid foundation in research methods and statistics, highly marketable skills in a variety of tech-focused domains. Together, the knowledge students gain from the program will put them in strong positions for additional education or direct-to-work opportunities in such areas as business, community development, advocacy, social work, public policy, security, and marketing.

Students enrolled in the BSc degree program will, in turn, receive a core first year of natural science courses, including Biology, Chemistry, Physics, Math, and Psychology, and in addition to a 2nd year of foundational Psychology courses, will be required to take a number of additional Faculty of Science electives in years three and four of the program (Dean Greg Crawford has offered his support for the program, including these course requirements). **This will be particularly relevant for students interested in studying the cognitive and biological underpinnings of human behaviour. These students are often interested neuroscience, human factors, physiology, sensation, perception.** Years two through four of the BSc degree prepare students for many varied careers, providing a background in analysis, critical thinking, research, and information delivery. Experiential learning opportunities will be fostered through volunteer, practicum and directed lab research opportunities, each of which will give students hands-on experience in their field of interest. Additionally, students will receive a solid foundation in research methods and statistics, highly marketable skills in a variety of tech-focused domains. Together, the knowledge students gain from the program will put them in strong positions for additional education or direct-to-work opportunities in such areas as medicine, health care, social services, law and justice, mental health and graduate programs in neuroscience.

**1c. Fit with Existing Programs at UOIT**

The FSSH currently hosts a robust and successful BA degree program in Forensic Psychology. The program boasts a strong curriculum that aims to apply core principles of psychology to key issues of forensic relevance. Faculty thus teach both foundational and forensic-oriented courses in psychology, manage active research laboratories, publish high quality work with real-world impact, and supervise both undergraduate and graduate students. Key to the program's success is the teaching of foundational courses in Psychology, to ensure students have the core skills to apply to areas of

relevance to forensic issues. Thus, students within the Forensic Psychology BA take foundational courses in the 2nd year of their program within social, developmental, personality, abnormal, cognitive and neuroscience, as well as core courses in both research methods and data analysis.

The proposed BA and BSc programs in General Psychology would share the teaching of these core foundational courses, but would distinguish itself from the existing Forensic Psychology BA program in several crucial ways.

**First, a degree in General Psychology will offer students more varied course offerings, capable of supporting a broader range of student interests and career aspirations.** The proposed General Psychology degree programs include foundational and specialty courses across major psychological subdisciplines, and incorporate relevant courses from the Faculties of Science, Health Science, and Education. Thus, whereas students achieving a Forensic Psychology BA will be particularly well positioned for careers in forensic contexts (i.e. policing, corrections, substance abuse treatment), the General Psychology BA/BSc programs will help produce and inspire future leaders, well positioned for a broader array of educational and career aspirations, including social services, law, business, politics or medicine (moreover, the BSc degree will serve as a valuable pathway towards Teacher's college for students interested in continuing in this direction).

**Second, by offering both BA and BSc degree options, the General Psychology program will appeal to a more diverse range of students interested in both social/developmental and biological/neuroscience subdisciplines.** Students interested in social dynamics, personality, relationships, and culture will have the opportunity to achieve a BA degree that will prepare them for varied career paths in business, community development, advocacy, social work, security, human resources, marketing and communications. Students interested in the psychological, physiological and neural mechanisms underlying human behaviour will, in turn, have the opportunity to achieve a BSc degree, where their psychology courses will be complimented by relevant courses in Faculty of Science. The BSc degree program will prepare them for varied career paths in careers requiring math and natural sciences, including research and practice in medicine and health care.

**Third, students in the General Psychology degree programs will have the opportunity to gain more focused expertise in one of the two offered specializations: *Developmental Psychological Science* or *Affective Science and Mental Health.*** These specializations will focus on important, cutting-edge areas of psychology, and will provide students with a particularly in-depth education in areas with direct relevance to many post-secondary and employment sectors. The specialization in *Developmental Psychological Science* will provide in-depth knowledge into historical and contemporary trends regarding human development, from infancy and childhood, through adolescence, and into adulthood and gerontology. The specialization in *Affective Science and Mental Health* will provided targeted education into the psychological and neural mechanisms underlying emotion, and the manner in which these mechanisms contribute to mental health or mental illness. These specializations will build on existing Psychology faculty members' strengths, will guide future resource allocations within Psychology, and further contribute to making UOIT's General Psychology program a unique experience for students.

**1d. Career Prospects**

An education in psychology will provide students with knowledge and skills with direct relevance to a diverse array of real-world careers. Students not only gain a foundational education in psychological principles, but also develop critical thinking, reasoning, and communication skills, formalized training in research methods and statistics, and an appreciation for the ethical and judicial treatment of persons. In total, these skills will put our graduates in a competitive space for additional educational and direct-to-work opportunities.

For reference, The Canadian Psychological Association (CPA) breaks the career opportunities for students graduating with a BA or BSc degree in Psychology into several categories (reproduced exactly from CPA's website below):

1.  **Psychology as a career:** A bachelor's degree (BA or BSc) may be the first step on the road to graduate-level training to become a psychologist. This applies both to research careers (e.g., university professor) and becoming a practising psychologist. There are several areas of specialization for those who wish to pursue post-graduate training at the Master's or Doctoral level; within each area, one may choose sub-specialties in which to teach, conduct research, be a practitioner, or some combination of these three activities.

2.  **Other careers open to graduates with a BA or BSc:** Both the skills and knowledge acquired through the baccalaureate programs provide preparation for a variety of career fields, including but not limited to personnel, labour relations, social services, technical writing, corrections, probation, parole, marketing and public relations, gerontology, health services, fundraising and mental health.

3.  **Careers built on psychology skills and knowledge:** A bachelor's degree in psychology often serves as a valuable preliminary step to other professional careers such as medicine, law, management, social work, and education. Psychology graduates also sometimes pursue careers in, for example, economics, journalism and business. This often requires further study.

We anticipate students graduating with BA or BSc degrees in General Psychology at UOIT will be competitive for careers in each of these career categories. We provide a more specific list of potential career opportunities in the table below.

| Sample Career Options for Students with a Baccalaureate Degree in General Psychology | |
|---|---|
| Advertising Agent | Life Skills Coach |
| Alcohol/Drug Abuse Counselor | Market Research Analyst |
| Assistant Youth Coordinator | Program Coordinator Psychiatric |
| Behaviour Analyst | Technician |
| Career/Employment Counsellor | Public Relations |
| Case Manager | Rehabilitation Specialist |
| Child Care Worker | Human Resource Manager |
| Court Clerk | Mediator |
| Crime Prevention Coordinator | Mental Health Technician |
| Cultural Diversity Consultant | Parole Officer |
| Doctor (with additional training) | Police Officer |
| Government Researcher | Private Security Officer |
| Graduate studies in Psychology or related field | Probation Manager |
| | Research Assistant |
| Health Services | Residential Counselor |
| Immigration Officer | Residential Youth Counselor |
| Intelligence Officer | Statistical Assistant |
| Laboratory Assistant | Teacher (with additional training) |
| Lawyer (with additional training) | Youth Counselor |

## 1e. Societal Need

Psychology covers a broad range of topics that fulfill important societal needs. For instance, Psychology trains students to critically examine, research, and advocate for mental health, aging populations, and vulnerable groups. The Psychology program will offer core training in a variety of psychological disciplines including social, personality, developmental, abnormal, cognitive and brain/behaviour. As such, a bachelor's degree in Psychology would well-prepare our graduates to work in a variety of sectors, including mental health, child care, corrections, advertising, marketing and youth counsellor. Moreover, a bachelor's degree in Psychology serves as one of the most common pathways towards graduate education in law, education, medicine and doctoral programs in psychology, neuroscience and related disciplines.

## 1f. Student Demand

*Student Demand for Psychology Majors.* Student demand for Psychology majors runs high at most North American universities. Indeed, according to USA Today, Psychology programs rank 2nd in popularity across all schools in the United States. Moreover, as seen in the table below from *The National Center for Education Statistics*, this level of popularity has shown impressive longevity, with increasing slope. Last year, 117,557 Psychology degrees were conferred in the United States, making it the 4th highest program enrollment across all faculties and disciplines.

*Specific Demand at Canadian Universities.* While the most current Canadian statistics are difficult to obtain, as of 2011, *Maclean's* reports that 17 of 21 profiled universities list Psychology as among their

five most popular majors (UOIT was one of the 4 that do not). One of the reasons enrollment statistics are difficult to obtain is that the OUAC classified Psychology as a distinct disciplinary category for the first time last year, but only certain schools adhered to this new classification. Thus, enrollment numbers are all over the map. Regardless, some extrapolation of data compiled by the UOIT Registrar's office suggests that at minimum 15,000 student applications listed 'Psychology' as their degree program of choice. Thus, demand for Psychology programs continues to be high, across North America, and within Canada specifically. For this reason, we expect the proposed program to be popular at UOIT. This expectation is strengthened further by UOIT's already recognized strength in Forensic Psychology.

***Specific Demand for BA versus BSc Degree Programs.*** Based on other universities' enrolment patterns, we anticipate that offering both a BA and BSc will bring in more, and varied, students into the General Psychology program. Students interested in social dynamics, personality, relationships, and culture will have the opportunity to achieve a BA degree that will prepare them for varied career paths in business, community development, advocacy, social work, security, human resources, marketing and communications. Students interested in the psychological, physiological and neural mechanisms underlying human behaviour will, in turn, have the opportunity to achieve a BSc degree, which will prepare them for varied career paths in careers requiring math and natural sciences, including research and practice in medicine and health care. Based on numbers developed in consultation with Joe Stokes in the Registrar's Office, we anticipate that 70% of students will select the BA-degree program, while 30% will select the BSc-degree program; these numbers are reflected in the enrollment tables below.

**1g Projected enrollment.**

First year *p*rojected enrollment across both BA and BSc degrees is 95 students/year, building to a total of ~400 students across all 4 years of the program. These projected numbers have been developed in consultation with Joe Stokes in the registrar's office, and take into account existing space and infrastructure capabilities of the institution and faculty. Specifically, and in consultation with Joe, they make the following assumptions:

- Rate of retention between years 1 and 2 will be 80%, between years 2 and 3 will be 90%, and between year 3 and 4 will be 99%. These follow university norms.
- First year enrollment numbers (i.e., 95 students across both BA and BSc) have been projected conservatively, with a 10% increase in enrollment incorporated into subsequent years, to anticipate for gradual enrollment numbers as the programs establishes.
- In the budget section (see below), we also anticipate a 20% erosion of Forensic Psychology enrollment, as a result of overlapping student interests. Total enrollment across all three Psychology degree programs (Forensic Psychology BA, General Psychology BA, General Psychology) is projected to ~200/year by year 5 of the programs.

| Table 1: Projected Enrollment (BA/BSc Combined) | | | | | | |
|---|---|---|---|---|---|---|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Prog Year 1 | 95 | 105 | 116 | 128 | 128 | 128 |
| Prog Year 2 | | 76 | 84 | 93 | 103 | 103 |
| Prog Year 3 | | | 69 | 76 | 84 | 93 |
| Prog Year 4 | | | | 69 | 76 | 83 |
| **Program Total** | **95** | **181** | **269** | **366** | **391** | **408** |

- One additional assumption is the projection of a 70/30% split in enrollment across the BA/BSc degrees. This assumption has been made with consultation from Joe Stokes in the registrar's office, and with consideration of comparable programs at other Ontario Schools. Given these assumptions, the following BA-specific and BSc-specific enrollments are anticipated:

| | Table 2: Projected Enrollment (BA-specific) | | | | | |
|---|---|---|---|---|---|---|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Prog Year 1 | 67 | 74 | 81 | 90 | 90 | 90 |
| Prog Year 2 | | 54 | 60 | 65 | 72 | 72 |
| Prog Year 3 | | | 49 | 54 | 59 | 65 |
| Prog Year 4 | | | | 49 | 54 | 59 |
| **Program Total** | **67** | **128** | **190** | **258** | **275** | **286** |

| | Table 3: Projected Enrollment (BSc-specific) | | | | | |
|---|---|---|---|---|---|---|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Prog Year 1 | 29 | 32 | 35 | 38 | 38 | 38 |
| Prog Year 2 | | 24 | 26 | 28 | 31 | 31 |
| Prog Year 3 | | | 22 | 24 | 26 | 26 |
| Prog Year 4 | | | | 22 | 24 | 26 |
| **Program Total** | **29** | **56** | **83** | **112** | **119** | **123** |

Note: students enrolled in the three Psychology degree programs (Forensic Psychology BA, General Psychology BA and BSc) will be enrolled together in relevant psychology courses (i.e., we will not have different sections for common courses).

**1h. Student Tracking**

It is becoming increasingly important to collect and evaluate metrics of student success. To date, the majority of student tracking in Faculty of Social Science and Humanities has been handled through the alumni office, which retains updated professional and contact information on all of our graduates. Through these initiatives, we are proud to report that 82% of our Faculty's graduates find employment within 6-months of graduation. Future metrics would benefit from a more program-specific focus, however; to this end, the Faculty plans to collect and evaluate detailed metrics regarding retention, graduation and employment rates for all students graduating from the proposed BA/BSc programs. These metrics will be compared to other UOIT programs, and – where possible – to provincial/national averages, towards a continuous evaluation and improvement of the programs year over year.

**1i. Differentiation from other Canadian Programs**

The majority of Canadian universities offer undergraduate education in Psychology, which speaks to its popularity as a discipline. Nonetheless, UOIT's program boasts a unique faculty with strong applied research and teaching expertise, with a particular focus on teaching students how to use the psychology skills they develop within real-world contexts. This, in combination with the strong social justice perspective taken by neighbouring Faculty of Social Science and Humanities programs, will provide a differentiated learning experience for our students.

In particular, UOIT focuses on training students who live reside within and around Durham region. Trent University Durham is the only other post-secondary institution in Durham region to offer a baccalaureate in Psychology. The Trent program is strong but remains a small program on a boutique campus dedicated solely to an education in the Social Sciences. There is thus considerable need for additional offerings in Psychology for students in Durham region and the surrounding areas to the east. The interdisciplinary nature of the UOIT baccalaureates, with active contributions from Faculties of Science, Health Science, Social Sciences and Education, will provide students with a unique educational experience, and a rich combination of marketable skills, not currently available at neighbouring institutions. Moreover, the specialization opportunities in *Developmental Psychological Science* and *Affective Science and Mental Health,* will represent the only specializations of their kind in Ontario. UOIT's unique location in downtown Oshawa have afforded it unique access to partnership opportunities with Durham Region Police, Ontario Shores Center for Mental Health Sciences, Lakeridge Health, The John Howard Society, and the Durham Region Courthouse, each of which can provide students with unique experiential learning opportunities through practicum placements. Finally, UOIT's program would stand as the only program in Durham region with a continuous pathway for students all the way from college (through transitional programs with Durham College) through to Bachelor's, Master's and Doctoral programs in Psychology. Thus, while other institutions do administer Psychology baccalaureates, there are numerous opportunities for UOIT to distinguish itself in this area, and to allow their students to distinguish themselves as well.

Below are summaries of existing Psychology offerings at the post-secondary institutions throughout Ontario.

| Institution: University of Toronto – St. George |
|---|
| **Program Name and Credential:**<br>Bachelor of Science in Psychology |
| **Program Description:**<br>"At the University of Toronto, psychology is a science that focuses on the behaviour of people and animals with particular emphasis on the individual rather than the group. Studying psychology at the undergraduate level will introduce you to the fundamental principles of psychology, the various fields within psychology, and the methods used in psychological research." |
| **Similarities and Differences:**<br>Runs 3 and 4-year BSc programs in psychology. Specializes in experimental psychology, like UOIT. Considerably large, more diverse curriculum. |
| **Justification:** Only runs BSc degree in psychology; No BA degree. Does not include specializations. Takes a very experimental, theoretical approach. UOIT offers a much more intimate setting, with applied research opportunities. Durham region requires additional educational resources. |
| **Links: http://home.psych.utoronto.ca/undergraduate/programs.htm** |

| Institution:  York University |
|---|
| **Program Name and Credential:**<br>Bachelor of Arts in Psychology<br>Bachelor of Science in Psychology |
| **Program Description:**<br>"Psychology is the scientific study of mind and behaviour viewed from social, developmental, clinical and biological perspectives. We provide learning opportunities and research experience  in  many different areas of Psychology including developmental and social psychology, abnormal psychology and counseling, behavioural and cognitive neuroscience, history and theory, statistics and quantitative methods, as well as explore a wide variety of topics ranging from personality, memory, learning, intelligence, motivation, psychological disorders, biological basis of behaviour, bullying, perception, perfectionism, empathy, cognition, culture, child development and much, much more." |
| **Similarities and Differences:**<br>Runs 3- and 4-year BA and BSc degree programs. Includes a clinical program for students interested in that designation. Extremely large school with diverse curriculum. |
| **Justification:** Does not include specializations. UOIT offers a much more intimate learning environment. Durham region requires additional educational resources. |
| **Links: http://psyc.info.yorku.ca/** |

| Institution: Ryerson University |
|---|

**Program Name and Credential:**
Bachelor of Arts in Psychology

**Program Description:**
**"**Psychology is of fundamental relevance to our society. The discipline addresses important questions about the very nature of human behaviour: How do we remember and process information? How are gender and sexuality related to identity? How are addictions and brain chemistry related? How do we cope with stress in a changing world? In this program, students learn about the human mind, behaviour and emotion, as well as how we think, feel and reason. Students also delve into experimental and clinical research methodologies."

**Similarities and Differences:**
Administers a 4-year BA degree in Psychology. No BSc degree program. No specializations.

**Justification:** Does not administer BSc programs in Psychology. Does not feature specializations. Ryerson's program does not heavily incorporate neuroscience. Durham region requires additional educational resources.

**Links: https://www.ryerson.ca/psychology/programs/undergraduate/**

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**Institution:  Queens University**

**Program Name and Credential:**
**Bachelor of Arts in Psychology**
**Bachelor of Science in Psychology**

**Program Description:**
"Psychology is the study of mental processes and behaviour. Psychologists study the relationship between brain function, behaviour, and the environment. As a discipline, it covers a wide range of subjects including cognitive and behavioural neuroscience, social influence, health, development, and abnormal behaviour.

The Honours B.Sc. Psychology plans are for those students primarily interested in the natural sciences and studying the link between brain and behaviour.

The Honours B.A. Psychology plans are for those students primarily interested in fields that focus less on the biological and more on the psychological and social aspects of human behaviour."

**Similarities and Differences:**
Runs 3- and 4-year BA and BSc programs. Includes a clinical designation that UOIT students will not be intended to attain.

**Justification:** Does not feature specializations. Takes a very experimental, theoretical approach. UOIT offers a more intimate learning environment, with many applied research opportunities. Durham region requires additional educational resources.

**Links: http://www.queensu.ca/psychology/undergraduate/prospective-students**

| Institution: McMaster University |
| --- |
| **Program Name and Credential:**<br>BA and BSc programs (Honours) in Psychology, Neuroscience and Behaviour<ul><li>With Mental Health Specialization</li><li>With Music Cognition Specialization</li></ul>BSc (Honours) in Biology and Psychology, Neuroscience & Behaviour<br>BA&Sci (Honours) in Human Behaviour<ul><li>With Autism & Behavioural Science Specialization</li><li>With Early Childhood Education Specialization</li></ul> |
| **Program Description:**<br>"Psychology, Neuroscience & Behaviour (PNB) is the scientific study of the brain and behaviour. It is a science and a practice. As scientists, experimental psychologists conduct research to help understand why people think, feel, and behave the way they do. As clinicians, counsellors, or other practitioners, psychologists apply scientific understanding toward helping individuals, institutions, and society deal with issues relating to human behaviour and happiness. Whether you are interested in applied or scientific psychology, McMaster's undergraduate psychology, neuroscience & behaviour (PNB) program will give you a strong foundation for a career, or for further professional training."<br><br>"The Hons B.A.Sc. (Generalist Stream) offers a combination of breadth and depth of education in human behaviour. Students completing this program will be well equipped to enter any work environment that requires understanding the determinants of human behaviour – the social influences on behaviour; the basic neuroscience underlying behaviour; the stages of language development; and the stages of early development and their impact on human behaviour. The Generalist stream of the Hons B.A.Sc. program gives students substantial flexibility to customize their degree to focus on subspecialty areas of their choice. Capstone experiences focus on science literacy and science communication to a broader audience. The Generalist stream is an excellent preparatory degree for a range of other applied certificate/diploma training, and in itself offers a more applied versus research-focused Honours degree than the Hons PNB degree." |
| **Similarities and Differences:**<br>3-year BA and 3- and 4-year BSc options. No 4-year BA option. McMaster focuses heavily on the biological science subdisciplines of psychology; has specializations in Mental Health, Music Cognition and Early Childhood. |
| **Justification:** Does not offer a 4-year BA degree option. McMaster's program is more heavily focused on biological sciences. |
| **Links: http://www.science.mcmaster.ca/pnb/undergraduate/programs.html** |

| Institution: Western University |
| --- |
| **Program Name and Credential:** |

BA (Honours) in Psychology
BSc (Honours) in Psychology

**Program Description:**
"Purpose of Hon. BA. Module: To provide a thorough grounding in the principles of Psychology for students who may wish to pursue graduate training in Psychology and for students who prefer a more research-intensive approach to the study of Psychology than is provided under either the Major or Minor programs in Psychology.  This module focuses broadly on biological, social, and psychological foundations of behaviour."

"Purpose of Hon. BSc. Module: To provide a thorough grounding in the principles of Psychology for students who may wish to pursue graduate training in Psychology and for students who prefer a more research-intensive approach to the study of Psychology than is provided under either the Major or Minor programs in Psychology. This module focuses on the biological foundations of behaviour, with courses primarily in the areas of neuroscience, cognition, sensation, and perception."

**Similarities and Differences:**
4-year BA and BSc degree programs. Specialization in Developmental Cognitive Neuroscience. Much larger institution with more diverse curriculum. Has indicated that Cognitive Neuroscience will be one of its 3 pinnacle programs.

**Justification:**  Does not offer specializations in Affective Science, Mental Health, or Developmental Psychological Science. Focuses heavily on cognitive neuroscience, with a heavily experimental/theoretical approach. UOIT offers a more intimate learning environment. Durham region requires additional educational resources.

**Links: http://www.psychology.uwo.ca/undergraduate/programs/index.html**

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**Institution: University of Waterloo**

**Program Name and Credential:**
BA (Honours) in Psychology
BSc (Honours) in Psychology

**Program Description:**
"Four-Year General Psychology will be of particular interest to those who require a Four-Year degree in order to pursue further studies that do not require an honours degree for admission e.g., admission to some Faculties of Education.
Honours BSc Psychology is particularly appropriate for students interested in cognitive neuroscience or cognitive psychology, or who plan to seek professional training in medicine, perhaps with specialization in neurology, psychiatry or pediatrics. A strong background in the 'natural science' areas of psychology would complement a student's preparation for research or graduate work in these fields of study."

| **Similarities and Differences:** |
| 3-year BA and 3- and 4-year BSc options. No specializations. |
| **Justification:** Does not feature specializations. Strong in clinical and social psychology. UOIT offers a more intimate learning environment, with applied learning opportunities. Durham region requires additional educational resources. |
| **Links:** https://uwaterloo.ca/psychology/future-undergraduate-students |

| **Institution: Brock University** |
| **Program Name and Credential:** |
| BA (Honours) in Psychology |
| **Program Description:** |
| "Psychology is the scientific study of human behaviour, and the program at Brock offers a diverse approach to this exciting field of study. We offer courses that cover topics relevant to a wide range of career paths, including child and adult development, forensics, clinical work, personality, group dynamics and neuropsychology." |
| **Similarities and Differences:** |
| 3- and 4-year BA programs only. No BSc degree option. |
| **Justification:** Does not offer a BSc degree option. Does not feature specializations. |
| **Links: https://brocku.ca/social-sciences/psychology/undergraduate-programs/** |

| **Institution: Carleton University** |
| **Program Name and Credential:** |
| BA (Honours) in Psychology |
| BSc (Honours) in Psychology |
| **Program Description: "**Carleton University's undergraduate programs in psychology are designed to provide you with: <br><br> • a better understanding of the world <br> • a deeper appreciation of the complexity and diversity of human behaviour, and <br> • knowledge of the principles of systematic and empirical investigation. <br><br> The insights you will gain from studying psychology will serve you throughout your life, in virtually any career." |
| **Similarities and Differences:** |
| 4-year BSc and 3- and 4-year BA options. Offers a specialization in forensic psychology. |
| **Justification:** Does not feature specializations in Affective Science, Mental Health or Developmental Science. UOIT offers a more intimate learning environment. Carleton's program does not heavily incorporate neuroscience. |

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|---|
| **Links: https://carleton.ca/psychology/undergraduate/** |

| |
|---|
| **Institution: Trent University** |
| **Program Name and Credential:**<br>BA (Honours) in Psychology<br>BSc (Honours) in Psychology |
| **Program Description:**<br>**"**Psychology is defined as the scientific study of behaviour and the mind. You will study the principles of behaviour through lectures, labs, seminars and research. Explore topics from sleep and dreams to health, sexuality, and perception. You will acquire both research skills and a broadly-based background in the basic content of the discipline, combined with the opportunity at upper levels to focus on more specialized topics." |
| **Similarities and Differences:**<br>**Only other post-secondary institution to service Durham region. Administers 3- and 4-year BA and BSc degree options.** |
| **Justification:** Durham campus is a boutique campus that only supports BA-related curriculum; students in the BSc program require courses at Peterborough campus. Does not feature specializations. Durham region requires additional educational resources. |
| **Links:**<br>**https://www.trentu.ca/futurestudents/degree/psychology?target=undergraduate** |

## 2. DEGREE REQUIREMENTS

Degree requirements will vary by degree type. All General Psychology students (BA and BSc) will take Introductory Psychology in first year, followed by introductory courses in each of the major sub-disciplines of Psychology: social, personality, abnormal, developmental, cognitive and neuroscience. All students will also be required to take core courses in research methods and data analysis. All of these courses already exist, and are offered, in the Forensic Psychology program, as they are necessary foundational courses for any Psychology program.

Beyond these foundational courses, the BA and BSc degrees will diverge. Students enrolled in the BA degree program will take a first-year with a strong education in the Social Sciences, which will provide them with the necessary perquisites for further elective courses in Criminology, Legal Studies, Political Science, and Communication and Digital Media Studies, as well as differing perspectives to apply to research and social issues. Students enrolled in the BSc degree program will take first year Psychology and Sociology (to ensure they have necessary prerequisites to take upper year Social Science electives), and an otherwise heavy does of the Natural Sciences, which will provide them with the prerequisites

necessary for further elective courses in Science and Health Sciences, as well as differing perspectives to apply to research and social issues regarding biopsychology and neuromechanisms.

In years three and four, students in both degree programs will have the opportunity to take additional elective courses. Students enrolled in the BA degree program will be required to take a certain number of Social Science electives; students enrolled in the BSc degree program will be required to take a certain number of Science electives. Beyond these requirements, elective choices will be available across all university offerings. Many of the elective offerings cluster together into subdisciplinary themes which we plan to use as the basis for specialization designations in either *Developmental Psychological Science* or *Affective Science and Mental Health.*

Prior to fourth year, all General Psychology students must decide whether they want to enroll in the Honours Thesis courses (I and II)—which are generally required for graduate study in Psychology—or if they would prefer to take additional senior Psychology courses instead.

Each degree is outlined in full below, with important differences highlighted where relevant.

**2a. Bachelor of Arts (Honours) in Psychology**

**2a1. Degree Level Expectations and Program Learning Outcomes**
Learning outcomes have been created with guidance from recommendations put forward by the American Psychological Association, and with consideration of the unique strengths and objectives of the General Psychology program at UOIT.

| Degree Level Expectations | Learning Outcome | Program Requirements that Support Learning Outcomes | Method of Assessment |
|---|---|---|---|
| **Depth and Breadth of Knowledge** | **Demonstrate broad foundational knowledge in core subdisciplines of psychology, including social, personality, abnormal, developmental, cognitive and neuroscience** | Compulsory 2nd year courses: PSYC1000 Introductory Psychology PSYC2020 Social Psychology PSYC2030 Abnormal Psychology PSYC2040 Developmental Psychology PSYC2050 Brain and Behaviour PSYC0260 Cognitive Psychology PSYC3060 Personality Psychology | Assessment in 2nd year courses include: Tests/Examinations Written Assignments Research Projects |
| | **Evaluate and interpret scholarly reviews and primary sources from the field of psychology** | Compulsory courses with writing assignments requiring primary sources: PSYC2050 Brain and Behaviour PSYC2020 Social Psychology SSCI 2900 Research Methods PSYC4101 Honours Thesis PSYC4102 Honours Thesis | Research Projects Written Assignments Presentations |

|  | In addition, the majority of 3rd/4th year psychology electives will use scholarly reviews and primary sources for their course readings, and assign writing assignments or oral presentations that require primary sources. |  |
|---|---|---|
|  | **Think critically about societal problems that fall both inside and outside the discipline** | Compulsory 1st year courses: SOCI1000 Introduction to Sociology CRMN1000 Introduction to Criminology LGLS1000 Introductory Legal Studies POSC1000 Introductory Political Science BIOL1841U Essentials of Biology COMM1000 Introduction to Communication Studies<br><br>Students are also required to take a broad array of elective courses offered across any faculty<br><br>Proposed specializations in *Developmental Psychological Science* and *Affective Science and Mental Health* encourage additional courses from related faculties (Science, Health Science, Education) | Tests/Examinations Article Reviews Research Papers<br><br>Directed Laboratory Research course, Research Practicum, Honours Thesis<br><br>Participation Thought papers Debating effectively |
| **Knowledge of Methodologies** | **Review and critically evaluate quantitative research in psychology** | Research Methods SSCI2910 Data Analysis SSCI3910 Advanced Data Analysis | In-class debate/activities, Research Proposals, Honours Thesis, Exams in Research Methods and Statistics |
|  | **Identify appropriate quantitative techniques for addressing specific psychological research problems** | SSCI 2910 Data Analysis SSCI3910 Advanced Data Analysis PSYC4101 Honours Thesis PSYC4102 Honours Thesis | Exams in Data Analysis Research Proposals, Honours Thesis, |
|  | **Analyze and critically interpret quantitative data focused on psychological phenomena** | SSCI 2910 Directed Lab Research SSCI 3910 Advanced Data Analysis PSYC4101 Honours Thesis PSYC4102 Honours Thesis | Literature Reviews Exams in Data Analysis Research Proposals, Honours Thesis, |

| | | | |
|---|---|---|---|
| **Application of Knowledge** | **Use psychological principles to propose solutions to real-world problems** | Research proposals in 3$^{rd}$/4$^{th}$-year courses require development of a method to study real-world phenomena | Research proposals Honours Thesis |
| | | SSCI 4098 Practicum | Practicum evaluation |
| | | SSCI 2910 Directed Lab Research SSCI 3910 Advanced Data Analysis PSYC4101 Honours Thesis PSYC4102 Honours Thesis | Research Proposals Honours Thesis |
| **Communication Skills** | **Demonstrate an ability to communicate clearly, orally and in writing** | SSCI 1910 Writing for the Social Science | Multiple scaffolded writing assignments |
| | | PSYC 3080 Psychology of Thinking | In-class debates Student Presentations Research Paper Discussion board |
| | | Compulsory courses with writing assignments: PSYC2020 Social Psychology PSYC2030 Abnormal Psychology PSYC2040 Developmental Psychology PSYC2050 Brain and Behaviour PSYC0260 Cognitive Psychology PSYC3060 Personality Psychology | Written assignments Research Proposals |
| | | The majority of 3$^{rd}$/4$^{th}$-year courses include both written assignments and oral presentations | In class participation in-class debates In-class presentations In-class discussion boards |
| **Awareness of Limits of Knowledge** | **Demonstrate an awareness of gaps/limitations in past research approaches and findings** | 3$^{rd}$/4$^{th}$ year courses include written and oral critiques of existing research  Research proposals and honours thesis require identification of an existing research gap, in order to propose a novel study | Research Critiques Research Proposals Development of thesis project |
| | **Demonstrate an appreciation for other perspectives, an openness for diverging viewpoints** | PSYC 3080 Psychology of Thinking | In class participation in-class debates In-class discussion boards |

| Autonomy and Professional Capacity | **Demonstrate transferable skills, including the exercise of initiative and the management of personal responsibility** | The program is designed to offer graduated progression, with students gaining progressively more autonomy throughout each year of the program<br><br>SSCI 4098 Practicum | Year 1 and 2: tests/exams/papers<br><br>Year 3: in-class assignments, group work, in-class debates directed lab research, practicum<br><br>Year 4: honours thesis, group work, in-class assignments, in-class debates |
|---|---|---|---|
| | **Show an awareness of pedagogical and ethical principles related to psychological research and/or training** | Introductory Psychology<br>Research Methods<br>Directed Lab Research<br>Honors Thesis<br>Practicum | Tests/Exams<br>Oral Presentations<br>Research Proposals<br>Honours Thesis |

Evaluating achievement of learning outcomes and degree-level expectations achievement
The plans for documenting and demonstrating the level of student performance have been designed specifically to be consistent with the degree level expectations (DLE). 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 internal curriculum committee.

**2a2. Admission requirements**
Admission requirements are in line with Faculty of Social Science and UOIT practices. Please see the University catalogue, Section 4.5.

**2a3. Degree structure**

Students will require 120 credits, including the following course components:

- *Core First Year Courses.* Students in the BA stream will obtain a broad-based education with introductory courses in psychology, sociology, criminal justice, political science, communication and digital media studies and writing. All of these courses already exist in the Academic Calendar and will provide a firm broad background in core areas of social science.

- *Year Two: Core Psychology Courses.* Year two will represent a common year for students in both BA/BSc degrees, during which core courses will focus on educating students in each of the major psychological sub-disciplines, including social psychology, abnormal psychology, developmental psychology, personality psychology, cognitive psychology and neuroscience. These courses serve to

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provide students with a strong foundation in the major psychological sub-disciplines, and prepare students for their advanced/elective course preferences in third and fourth year. Each of these courses are taken by existing Forensic Psychology students, as they are necessary foundational courses in Psychology, and already exist in the Academic Calendar. In addition, students will be required to take courses in research methods and quantitative data analysis. Both of these courses are also already taken by Forensic Psychology and other FSSH students, and thus exist in the Academic Calendar.

- *Biological Science Courses.* As the scientific study of human behaviour, Psychology students require a solid education in both behavioural and biological phenomena. Indeed, a great deal of Psychology focuses on the biological basis of behaviour, cognition, and affect. Accordingly, students achieving BA degrees will be required to take the *Essentials in Biology* course, offered by the Faculty of Science, in the first year of the degree, and the mandatory FSSH Brain and Behaviour course in the second year of the degree. These courses are already administered through their respective faculties and included as mandatory components for students in the Forensic Psych program. Additional elective courses will be available to students in the 3rd and 4th years of the program, with which they may take other biologically-oriented courses should they so choose (e.g. Psychobiology of sex; Social/Affective Neuroscience; Neuropharmacology).

- *Elective Courses.* Ample room has been provided in year 3 and 4 curriculum for elective courses, to ensure that students have flexibility to choose courses of interest, to build unique skill-sets, and to facilitate student's completion of minors in related disciplines, should they wish to do so. We classify these electives as Psychology electives, Faculty of Social Science and Humanities electives (FSSH electives), and General electives (i.e. university-wide).

  o *Psychology Electives.* To ensure that BA degree students receive in-depth knowledge in Psychology, they will be required to select at least five senior level Psychology courses from the available electives (at least seven if they do not choose to complete an honours thesis).

  o *FSSH Electives.* To motivate educational breadth, and conceptual connections between Social Science disciplines, students will be required to select at least two non-Psych FSSH electives from the available electives.

  o *General Electives.* General electives can include any course within the university academic calendar and are intended to allow students flexibility in designing their curriculum to best suit their individual interests and career requirements.

- *Proposed Specializations.* As the program develops, students will have the opportunity to obtain a specialization within one of two subject areas: *Developmental Psychological Science* and *Affective Science and Mental Health.* Students will achieve these specializations by taking 5 courses from those designated as counting towards the specialization (see outline below). The 5-course requirement follows UOIT guidelines, as is inline with requirements in other FSSH programs, and at comparable institutions.

  Specialization in Developmental Psychological Science

The specialization in Developmental Science requires that students complete the following three Developmental Psychology courses:

    PSYC 3040 Adolescence
    PSYC 3045 Child Maltreatment
    SSCI 3039 Child, Psychology and the Law

**and** at least two additional courses from the following list:

    PSYC 3065 Biopsychology of Sex
    BIOL 3050 Developmental Biology
    HLSC 2810 Child and Adolescent Health
    HLSC 4807 Perspectives in Aging
    HLSC 4808 Exploring Mental Health and Developmental Disabilities
    AEDT 1110 Foundations of Adult Learning
    AEDT 1120 Foundations of Digital Technology and Learning
    AEDT 1170 Psychological Foundations and Digital Technologies
    AEDT 3160 Developmental Literacy
    AEDT 4150 Holistic Learning in Early Childhood

Note: Faculties of Health Science and Education have been consulted, and have expressed a willingness to support FSSH students in the above courses.

Specialization in Affective Science and Mental Health

The specialization in Affective Science and Mental Health requires that students complete the following three Clinical/Affective Psychology courses:

    PSYC 3065 Emotion
    PSYC 3055 Drugs and Behaviour
    PSYC 3050 Social/Affective Neuroscience)

**and** at least two additional courses from the following list:

    PSYC 3055 Treatment in Forensic Settings
    PSYC 4820 Selected Topics in Antisociality
    HLSC 1811 Social Determinants of Health
    HLSC 3463 Human Genetics in Society
    HLSC 4821 Exploring the Mind/Body Connection: Wellness Promotion for Life
    BIOL 3060 Fundamentals of Neuroscience (Prereq: BIOL 2030 Cell Biology)
    BIOL 4820 Neuropharmacology (Prereq: BIOL 3060 Fundamentals of Neuroscience)

Note: Faculties of Health Science and Science have been consulted and have expressed a willingness to support FSSH students in the above courses.

- *Experiential Learning Opportunities.* As noted in the learning objectives above, this degree puts a high priority on experiential learning and the practical application of academic knowledge. Thus, experiential learning begins in first year: Introduction to Psychology students participate in a *Core Research Module*, within which they serve as research participants in faculty-led psychological research projects. In the third and fourth years of the degree, students have additional required and optional practical application courses. Students in the 4-year degree programs will have the option to complete a one-semester Practicum placement (e.g., community mental health centre) or research setting (e.g. Psychology laboratory). An additional option is the Directed Laboratory Research course, where students obtain hands-on experience in a faculty-led Psychology research laboratory. Students may also qualify to conduct a Psychology Honours Thesis. Such experiences are highly valued in Psychology departments, and are thus important for students considering graduate school as an option. The Practicum, Directed Lab Research, and Honour's Thesis courses already exist in the Forensic Psychology program.

  - *Core Research Module.* First year students in Introduction to Psychology are assigned a *Core Research Module,* within which students serve as participants in faculty-led psychological research studies. By serving as participants, students gain hands-on experience with the research, learn about the methods and strategies used to design a study, and gain insight into the manner in which these methods and strategies can uncover hidden components of human cognition and behaviour.

  - *Practicum.* The FSSH practicum office serves students from all five current BA programs, arranging placements for students in a wide variety of workplace environments. The practicum office therefore has experience and an established network of contacts for catering to students enrolled in the Liberal Studies program. Students in the practicum course participate in 100 hours of fieldwork, several in-class seminars and a set of academic assignments. The pre-practicum process commences in the winter of third year. Students are matched with community organizations based on the goals, interests and learning outcomes identified in pre-placement interviews (verbal and written).

  - *Directed Lab Research.* Students who take the optional Directed Lab Research course gain hands on experience in a faculty-run Psychology research laboratory. Students participate in 120 hours of lab work and complete a set of academic assignments generally culminating in a written summary of the complete lab project. Directed Lab Research is available to students in the 3rd year of the program. Students are matched with faculty based on the goals and interests of the student.

  - *Honours Thesis.* Fourth year students will be encouraged to complete an Honours thesis, a full-year course during which students take primary responsibility for a research project of their own design, run under the guidance and tutelage of a Psychology faculty member. Research projects vary in scope and complexity, but generally require students to devise a novel research project, obtain ethical approval for the project, collect participant data, analyze participant data, and write a final research report of study results. Students

accomplish these objectives over the course of two semesters. At the end of the first semester, students submit a written report detailing the introduction and method of their project. At the end of the second semester, students submit a final report that includes results and conclusions derived from those results. In Psychology, the completion of a thesis is crucial for students planning to apply to graduate programs.

**2a4. *Calendar Copy***

Degree Information:
4 Year Bachelor of Arts in General Psychology (Honours)

*Admissions requirements*. Admission is competitive. The specific average or standing required for admission varies from year to year. Students are 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 degree. Possession of the minimum requirements does 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) and a Math. All other applicants should refer to Section 4.5 of this calendar for the requirements for their specific category of admission.

*Degree Requirements*. To be eligible for the BA (Hons) degree in General Psychology, students must successfully complete 120 credit hours. Although reasonable efforts will be made to provide the courses in the indicated semesters in the following degree maps, course requirements and term offerings may change. Each year prior to course registration the order and timing of course offerings will be released by the faculty and communicated to students.

# 4-year Bachelor of Arts (Honours)

**YEAR 1 – (30 CREDIT HOURS)**

- BIOL 1841U – Essentials of Biology
- COMM 1100U – Introduction to Communication Studies
- CRMN 1000U – Introduction to Criminal Justice
- LGLS 1000U – Foundations of Legal Studies
- POSC 1000U – Introduction to Political Science
- PSYC 1000U – Introductory Psychology
- SOCI 1000U – Introductory Sociology
- SSCI 1910U – Writing for the Social Sciences
- Two general electives (recommended elective: ALSU 1101U )

**YEAR 2 – (30 CREDIT HOURS)**

- Two general electives
- PSYC 2010U – Developmental Psychology
- PSYC 2020U – Social Psychology
- PSYC 2030U – Abnormal Psychology
- PSYC 2050U – Brain and Behaviour
- PSYC 2060U – Cognitive Psychology
- PSYC 3210U – Personality Psychology
- SSCI 2900U – Research Methods
- SSCI 2910U – Data Analysis

**YEAR 3 - (30 CREDIT HOURS)**

- SSCI 3910U Advanced Data Analysis
- 4 Psychology Electives
- 2 FSSH Electives
- 3 General Electives

**YEAR 4 - (30 CREDIT HOURS)**

- PSYC 4101 Psychology Honours Thesis I or Psychology Elective
- PSYC 4102 Psychology Honours Thesis II or Psychology Elective
- SSCI 4098 Practicum or Psychology Elective
- 3 Psychology Electives
- 4 General Electives

Psychology Electives: Any non-required course with a PSYC 3XXX or 4XXX designation can count towards students' necessary Psychology electives.

FSSH Electives: Any non-required course run within the Faculty of Social Science and Humanities that does *not* have a PSYC designation can count towards students' necessary FSSH electives.

General Electives: Any non-required course, in any faculty, can count towards students' necessary general electives.

Students will have the opportunity to obtain additional specializations within one of two subject areas: *Developmental Psychological Science* and *Affective Science and Mental Health.* To achieve a specialization, students will be required to take a minimum of 5 course credits, as described in more detail below.

Specialization in Developmental Psychological Science

The specialization in Developmental Psychological Science requires that students complete the following three Developmental Psychology courses:

PSYC 3040 Adolescence
PSYC 3045 Child Maltreatment
PSYC 3065 Biopsychology of Sex

**and** at least two additional courses from the following list:

BIOL 3050 Developmental Biology
HLSC 2810 Child and Adolescent Health
HLSC 4807 Perspectives in Aging
HLSC 4808 Exploring Mental Health and Developmental Disabilities
SSCI 3039 Child, Psychology and the Law
AEDT 1110 Foundations of Adult Learning
AEDT 1120 Foundations of Digital Technology and Learning
AEDT 1170 Psychological Foundations and Digital Technologies
AEDT 3160 Developmental Literacy
AEDT 4150 Holistic Learning in Early Childhood

Specialization in Affective Science and Mental Health

The specialization in Affective Science and Mental Health requires that students complete the following three Clinical/Affective Psychology courses:

PSYC 3065 Emotion
PSYC 3055 Drugs and Behaviour
PSYC 3050 Social/Affective Neuroscience)

**and** at least two additional courses from the following list:

PSYC 3055 Treatment in Forensic Settings
PSYC 4820 Selected Topics in Antisociality
HLSC 1811 Social Determinants of Health
HLSC 3463 Human Genetics in Society
HLSC 4821 Exploring the Mind/Body Connection: Wellness Promotion for Life
BIOL 3060 Fundamentals of Neuroscience (Prereq: BIOL 2030 Cell Biology)
BIOL 4820 Neuropharmacology (Prereq: BIOL 3060 Fundamentals of Neuroscience)

**2a5. BA to BSc transitions.** Mid-degree transitions between BA/BSc degree programs will be allowed, and students wishing to consider transitioning from the BA to BSc programs will be advised to speak with Academic Advising about their options. Students will be required to make up required BSc prerequisite courses (*BIOL 1010U – Biology I: Molecular and Cellular Systems, BIOL 1020U – Biology II: Diversity of Life and Principles of Ecology, CHEM 1010U – Chemistry I, CHEM 1020U – Chemistry II, PHY 1030U – Introductory Physics, PHY 1040U– Physics for Biosciences*). Extensions to the student's academic progress will be minimized as possible; students may transition from the BA to BSc program without delay by taking prerequisite courses in spring/summer terms, as they are commonly held in those terms.

**2b. BSc (Honours) in Psychology**

**2b1. Degree Level Expectations and Program Learning Outcomes**
Learning outcomes have been created with guidance from the recommendations put forward by the American Psychological Association, and with consideration of the unique strengths and objectives of the General Psychology program at UOIT.

| Degree Level Expectations | Learning Outcome | Program Requirements that Support Learning Outcomes | Method of Assessment |
|---|---|---|---|
| **Depth and Breadth of Knowledge** | **Demonstrate broad foundational knowledge in core subdisciplines of psychology, including social, personality, abnormal, developmental, cognitive and neuroscience** | Compulsory 2nd year courses:<br>PSYC1000 Introductory Psychology<br>PSYC2020 Social Psychology<br>PSYC2030 Abnormal Psychology<br>PSYC2040 Developmental Psychology<br>PSYC2050 Brain and Behaviour<br>PSYC0260 Cognitive Psychology<br>PSYC3060 Personality Psychology | Assessment in 2nd year courses include:<br>Tests/Examinations<br>Written Assignments<br>Research Projects |
| | **Evaluate and interpret scholarly reviews and primary sources from the field of psychology** | Compulsory courses with writing assignments requiring primary sources:<br>PSYC2050 Brain and Behaviour<br>PSYC2020 Social Psychology<br>SSCI 2900 Research Methods | Research Projects<br>Written Assignments<br>Presentations |

| | | PSYC4101 Honours Thesis<br>PSYC4102 Honours Thesis<br><br>In addition, the majority of 3rd/4th year psychology electives will use scholarly reviews and primary sources for their course readings, and assign writing assignments or oral presentations that require primary sources. | |
| --- | --- | --- | --- |
| | **Demonstrate foundational knowledge in the natural sciences, along with advanced knowledge in specific areas of biopsychology and neuroscience** | Compulsory 1st year courses:<br>BIOL 1010U – Biology I: Molecular and Cellular Systems<br>BIOL 1020U – Biology II: Diversity of Life and Principles of Ecology<br>CHEM 1010U – Chemistry I<br>CHEM 1020U – Chemistry II<br>PHY 1040U – Physics for Biosciences<br><br>Compulsory 2nd year course:<br>2050 Brain and Behaviour<br><br>3rd/4th year elective courses:<br>Students are required to take two upper year electives from Faculty of Science, and additional electives from across the university. Elective options include:<br>Drugs and Behaviour<br>Social/Affective Neuroscience<br>Fundamentals of Neuroscience<br>Neuropharmacology<br>Human Genetics in Society<br><br>specializations in *Developmental Psychological Science* and *Affective Science and Mental Health* encourage additional courses from related faculties (Science, Health Science, Education) | Tests/Examinations<br>Lab Work in Biology I/II<br><br><br><br><br><br><br>Tests/Exams<br>Research Papers<br><br>Tests/Exams<br>Research Papers |
| **Knowledge of Methodologies** | **Review and critically evaluate quantitative research in psychology, with an emphasis on biopsychological and neuroscience methods** | Biology Labs<br>Research Methods<br>SSCI 2910 Data Analysis<br>SSCI 3910 Advanced Data Analysis<br>PSYC 3050 Social/Affective Neuroscience | Tests/Exams<br>Research Proposals,<br>Honours Thesis, |
| | **Identify appropriate quantitative techniques for addressing specific psychological and biopsychological research problems** | SSCI 2910 Data Analysis<br>SSCI 3910 Advanced Data Analysis<br>PSYC 4101 Honours Thesis<br>PSYC 4102 Honours Thesis | Exams in Data Analysis<br>Research Proposals,<br>Honours Thesis, |

| | | | |
|---|---|---|---|
| | | | |
| | **Analyze and critically interpret quantitative data focused on psychological and neuroscience phenomena** | SSCI 2910 Directed Lab Research<br>SSCI 3910 Advanced Data Analysis<br>PSYC 4101 Honours Thesis<br>PSYC 4102 Honours Thesis | Literature Reviews<br>Exams in Data Analysis<br>Research Proposals,<br>Honours Thesis, |
| **Application of Knowledge** | **Use biopsychological principles to propose solutions to real-world problems** | Research proposals in 3rd/4th-year courses require development of a method to study real-world phenomena<br><br>SSCI 4098 Practicum<br><br>SSCI 2910 Directed Lab Research<br>SSCI 3910 Advanced Data Analysis<br>PSYC4101 Honours Thesis<br>PSYC4102 Honours Thesis | Research proposals<br>Honours Thesis<br><br><br>Practicum evaluation<br><br>Research Proposals<br>Honours Thesis |
| **Communication Skills** | **Communicate clearly and comfortably, orally and in writing, about a wide range of psychological phenomena** | SSCI 1910 Writing for the Social Science<br><br>PSYC 3080 Psychology of Thinking<br><br><br><br>Compulsory courses with writing assignments:<br>PSYC2020 Social Psychology<br>PSYC2030 Abnormal Psychology<br>PSYC2040 Developmental Psychology<br>PSYC2050 Brain and Behaviour<br>PSYC0260 Cognitive Psychology<br>PSYC3060 Personality Psychology<br><br>The majority of 3rd/4th-year courses include both written assignments and oral presentations | Multiple scaffolded writing assignments<br><br>In-class debates<br>Student Presentations<br>Research Paper<br>Discussion board<br><br>Written assignments<br>Research Proposals<br><br><br><br><br><br>In class participation<br>in-class debates<br>In-class presentations<br>In-class discussion boards |
| **Awareness of Limits of** | **Demonstrate an awareness of gaps/limitations in past research approaches and** | 3rd/4th year courses include written and oral critiques of existing research | Research Critiques<br>Research Proposals<br>Development of thesis |

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| Knowledge | findings in biopsychological and neuroscience disciplines | Research proposals and honours thesis require identification of an existing research gap, in order to propose a novel study | project |
|---|---|---|---|
| | Demonstrate an appreciation for other perspectives, an openness for diverging viewpoints | PSYC 3080 Psychology of Thinking | In class participation in-class debates In-class discussion boards |
| Autonomy and Professional Capacity | Demonstrate transferable skills, including the exercise of initiative and the management of personal responsibility | The program is designed to offer graduated progression, with students gaining progressively more autonomy throughout each year of the program<br><br>SSCI 4098 Practicum | Year 1 and 2: tests/exams/papers<br><br>Year 3: in-class assignments, group work, in-class debates directed lab research, practicum<br><br>Year 4: honours thesis, group work, in-class assignments, in-class debates |
| | Show an awareness of pedagogical and ethical principles related to biopsychological and neuroscience research | Introductory Psychology Research Methods Directed Lab Research Honors Thesis Practicum | Tests/Exams Oral Presentations Research Proposals Honours Thesis |

Evaluating achievement of learning outcomes and degree-level expectations achievement

The plans for documenting and demonstrating the level of student performance have been designed specifically to be consistent with the degree level expectations (DLE). 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 internal curriculum committee.

**2b2. Admission requirements**

Admission requirements are in line with Faculty of Social Science and Humanities and UOIT practices (note: Faculty of Science has been consulted with, and has provided full support for the program, however Faculty of Social Science and Humanities will be the official governing faculty, and will develop and manage all degree requirements). Please see the University catalogue, Section 4.5.

**2b3. Degree structure**

Students will require 120 credits, including the following course components:

- *Core First Year Courses.* Students in the BSc stream will obtain a broad-based education in Natural Sciences, including introductory courses in psychology, biology, chemistry, physics, math and computer science. Students will also be required to take Introduction to Sociology, as this is a prerequisite for many upper year FSSH-electives. All of these courses already exist in the Academic Calendar and will provide a firm broad background in core scientific areas.

- *Year Two: Core Psychology Courses.* Year two will represent a common year for students in both BA/BSc degrees, during which core courses will focus on educating students in each of the major psychological sub-disciplines, including social psychology, abnormal psychology, developmental psychology, personality psychology, cognitive psychology and neuroscience. These courses serve to provide students with a strong foundation in the major psychological sub-disciplines, and prepare students for their advanced/elective course preferences in third and fourth year. Each of these courses are taken by existing Forensic Psychology students, as they are necessary foundational courses in Psychology, and already exist in the Academic Calendar. In addition, students will be required to take courses in research methods and quantitative analysis. Both of these courses are also already taken by Forensic Psychology and other FSSH students, and thus exist in the Academic Calendar.

- *Biological Science Courses.* Students achieving BSc degrees will be required to take a more substantive array of biology-based courses. Students will take *Biology I* and *Biology II* in the first year of the program, run through the Faculty of Science, as well as the mandatory FSSH Brain and Behaviour course in the second year of the program. In addition, they will be required to take two further Faculty of Science electives in year 3 of the program, to ensure continued depth of knowledge across natural science disciplines. This will provide students with the prerequisites necessary to take additional upper year electives in the biological and health sciences, and will put students in a strong position for educational and career opportunities that require a fundamental background in the biological sciences.

- *Elective Courses.* Ample room has been provided in year 3 and 4 curriculum for elective courses, to ensure that students have flexibility to choose courses of interest, to build unique skill-sets, and to facilitate student's completion of minors in related disciplines, should they wish to do so. We classify these electives as Psychology electives, Faculty of Social Science and Humanities electives (FSSH electives), and General electives (i.e. university-wide).

    o *Psychology Electives.* To ensure that BA degree students receive in-depth knowledge in Psychology, they will be required to select at least five senior level Psychology courses from the available electives (at least seven if they do not choose to complete an honours thesis).

    o *FSSH Electives.* To motivate educational breadth, and conceptual connections between Social Science disciplines, students will be required to select at least two non-Psych FSSH electives from the available electives.

- o *General Electives.* General electives can include any course within the university academic calendar and are intended to allow students flexibility in designing their curriculum to best suit their individual interests and career requirements.

- *Proposed specializations.* As the program develops, students will have the opportunity to obtain a specialization within one of two subject areas: *Developmental Psychological Science* and *Affective Science and Mental Health.* Students will achieve these specializations by taking 5 courses from those designated as counting towards the specialization (see outline below). The 5-course requirement follows UOIT guidelines, as is inline with requirements in other FSSH programs, and at comparable institutions.

  Specialization in Developmental Psychological Science

  The specialization in Developmental Psychological Science requires that students complete the following three Developmental Psychology courses:

    PSYC 3040 Adolescence
    PSYC 3045 Child Maltreatment
    PSYC 3065 Biopsychology of Sex

  **and** at least two additional courses from the following list:

    BIOL 3050 Developmental Biology
    HLSC 2810 Child and Adolescent Health
    HLSC 4807 Perspectives in Aging
    HLSC 4808 Exploring Mental Health and Developmental Disabilities
    SSCI 3039 Child, Psychology and the Law
    AEDT 1110 Foundations of Adult Learning
    AEDT 1120 Foundations of Digital Technology and Learning
    AEDT 1170 Psychological Foundations and Digital Technologies
    AEDT 3160 Developmental Literacy
    AEDT 4150 Holistic Learning in Early Childhood

  Note: Dean Livingston from the Faculty of Health Science and Acting Dean DiGiuseppe from the Faculty of Education have been consulted, and have expressed full willingness to support FSSH students in the above courses.

  Specialization in Affective Science and Mental Health

  The specialization in Affective Science and Mental Health requires that students complete the following three Clinical/Affective Psychology courses:

    PSYC 3065 Emotion
    PSYC 3055 Drugs and Behaviour

PSYC 3050 Social/Affective Neuroscience)

PSYC 3055 Treatment in Forensic Settings
PSYC 4820 Selected Topics in Antisociality
HLSC 1811 Social Determinants of Health
HLSC 3463 Human Genetics in Society
HLSC 4821 Exploring the Mind/Body Connection: Wellness Promotion for Life
BIOL 3060 Fundamentals of Neuroscience (Prereq: BIOL 2030 Cell Biology)
BIOL 4820 Neuropharmacology (Prereq: BIOL 3060 Fundamentals of Neuroscience)

*N*ote: Dean Livingston from the Faculty of Health Science and Dean Crawford from the Faculty of Science have been consulted, and have expressed a willingness to support FSSH students in the above courses.

- *Experiential Learning Opportunities.* As noted in the learning objectives above and consistent with UOIT's orientation, this degree puts a high priority on practical application of academic knowledge. Thus, experiential learning begins in first year: Introduction to Psychology students participate in a *Core Research Module*, within which they serve as research participants in faculty-led psychological research projects.  Moreover, first year Biology students participate in a biology laboratory, during which they gain hands-on experience with dissection techniques and human/animal anatomy. In the third and fourth years of the degree, students have some required and some optional practical application courses. Students in the 4-year degree programs will have the option to complete a one-semester Practicum placement in a General Psychology practice (e.g., community mental health centre) or research setting (e.g. Psychology laboratory). An additional option is the Directed Laboratory Research course, where students obtain hands-on experience in a faculty-led Psychology research laboratory. Students may also qualify to conduct a Psychology Honours Thesis. Such experiences are highly valued in Psychology departments, and are thus important for students considering graduate school as an option. The Practicum, Directed Lab Research, and Honour's Thesis courses already exist in the FSSH degrees.

  o *Core Research Module.* First year students in Introduction to Psychology are assigned a *Core Research Module,* within which students serve as participants in faculty-led psychological research studies. By serving as participants, students gain hands-on experience with the research, learn about the methods and strategies used to design a study, and gain insight into the manner in which these methods and strategies can uncover hidden components of human cognition and behaviour.

  o *Biology Laboratory.* First year Biology students participate in a hands-on laboratory, during which they learn dissection techniques, and gain hands-on experience with human and animal anatomy and bodily constituents. The laboratory is run through the Faculty of Science, and will provide students with a particularly strong foundational underpinning in the biological sciences.

- *Practicum.* The FSSH practicum office serves students from all five current BA programs, arranging placements for students in a wide variety of workplace environments. The practicum office therefore has experience and an established network of contacts for catering to students enrolled in the all FSSH programs. Students in the practicum course participate in 100 hours of fieldwork, several in-class seminars and a set of academic assignments. The pre-practicum process commences in the winter of third year. Students are matched with community organizations based on the goals, interests and learning outcomes identified in pre-placement interviews (verbal and written).

- *Directed Lab Research.* Students who take the optional Directed Lab Research course gain hands on experience in a faculty-run Psychology research laboratory. Students participate in 120 hours of lab work, and complete a set of academic assignments generally culminating in a written summary of the complete lab project. Directed Lab Research is available to students in the 3rd year of the program. Students are matched with faculty based on the goals and interests of the student.

- *Honours Thesis.* Fourth year students will be encouraged to complete an Honours thesis, a full-year course during which students take primary responsibility for a research project of their device, run under the guidance and tutelage of a Psychology faculty member. Research projects vary in scope and complexity, but generally require students to devise a novel research project, obtain ethical approval for the project, collect participant data, analyze participant data, and write a final research report of study results. Students accomplish these objectives over the course of two semesters. At the end of the first semester, students submit a written report detailing the introduction and method of their project. At the end of the second semester, students submit a final report that includes results and conclusions derived from those results. In Psychology, the completion of a thesis is crucial for students planning to apply to graduate programs.

### 2b4. Calendar Copy

Degree Information:
4 Year Bachelor of Science in General Psychology (Honours)

*Admissions requirements*. Admission is competitive. The specific average or standing required for admission varies from year to year. Students are 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 degree. Possession of the minimum requirements does 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), Advanced Functions (MHF4U), and two of Biology (SBI4U), Calculus and Vectors (MCV4U), Chemistry (SCH4U) or Physics (SPH4U).  All other applicants should refer to Section 4.5 of this calendar for the requirements for their specific category of admission.

*Degree Requirements*. To be eligible for the BSc (Hons) degree in General Psychology, students must successfully complete 120 credit hours. Although reasonable efforts will be made to provide the courses in the indicated semesters in the following degree maps, course requirements and term

offerings may change. Each year prior to course registration the order and timing of course offerings will be released by the faculty and communicated to students.

# 4-year Bachelor of Science (Honours)

**YEAR 1 - (30 CREDIT HOURS)**

- BIOL 1010U – Biology I: Molecular and Cellular Systems
- BIOL 1020U – Biology II: Diversity of Life and Principles of Ecology
- CHEM 1010U – Chemistry I
- CHEM 1020U – Chemistry II
- PHY 1030U – Introductory Physics
- PHY 1040U– Physics for Biosciences
- MATH 1015U – Mathematics for Bioscience
- PSYC 1000U – Introductory Psychology
- SOCI 1000U – Introductory Sociology
- One general elective

**YEAR 2 - (30 CREDIT HOURS)**

- Two general electives
- PSYC 2010U – Developmental Psychology
- PSYC 2020U – Social Psychology
- PSYC 2030U – Abnormal Psychology
- PSYC 2050U – Brain and Behaviour
- PSYC 2060U – Cognitive Psychology
- PSYC 3210U – Personality Psychology
- SSCI 2900U – Research Methods
- SSCI 2910U – Data Analysis

**YEAR 3 - (30 CREDIT HOURS)**

- SSCI 3910U Advanced Data Analysis
- 4 Psychology Electives
- 2 Science Electives
- 3 General Electives

**YEAR 4 - (30 CREDIT HOURS)**

- PSYC 4101 Psychology Honours Thesis I or Psychology Elective
- PSYC 4102 Psychology Honours Thesis II or Psychology Elective
- SSCI 4098 Practicum or Psychology Elective
- 3 Psychology Electives
- 4 General Electives

Psychology Electives: Any non-required course with a PSYC 3XXX or 4XXX designation can count towards students' necessary Psychology electives.

Science Electives: Any non-required course run within the Faculty of Science that does <u>not</u> have a PSYC designation can count towards students' necessary FSSH electives.

General Electives: Any non-required course, in any faculty, can count towards students' necessary general electives.

Students will have the opportunity to obtain additional specializations within one of two subject areas: *Developmental Psychological Science* and *Affective Science and Mental Health.* To achieve a specialization, students will be required to take a minimum of 5 course credits, as described in more detail below.

<u>Specialization in Developmental Psychological Science</u>

The specialization in Developmental Psychological Science requires that students complete the following three Developmental Psychology courses:

PSYC 3040 Adolescence
PSYC 3045 Child Maltreatment
PSYC 3065 Biopsychology of Sex

**and** at least two additional courses from the following list:

BIOL 3050 Developmental Biology
HLSC 2810 Child and Adolescent Health
HLSC 4807 Perspectives in Aging
HLSC 4808 Exploring Mental Health and Developmental Disabilities
SSCI 3039 Child, Psychology and the Law
AEDT 1110 Foundations of Adult Learning
AEDT 1120 Foundations of Digital Technology and Learning
AEDT 1170 Psychological Foundations and Digital Technologies
AEDT 3160 Developmental Literacy
AEDT 4150 Holistic Learning in Early Childhood

<u>Specialization in Affective Science and Mental Health</u>

The specialization in Affective Science and Mental Health requires that students complete the following three Clinical/Affective Psychology courses:

PSYC 3065 Emotion
PSYC 3055 Drugs and Behaviour

PSYC 3050 Social/Affective Neuroscience)

**and** at least two additional courses from the following list:

PSYC 3055 Treatment in Forensic Settings
PSYC 4820 Selected Topics in Antisociality
HLSC 1811 Social Determinants of Health
HLSC 3463 Human Genetics in Society
HLSC 4821 Exploring the Mind/Body Connection: Wellness Promotion for Life
BIOL 3060 Fundamentals of Neuroscience (Prereq: BIOL 2030 Cell Biology)
BIOL 4820 Neuropharmacology (Prereq: BIOL 3060 Fundamentals of Neuroscience)

**2b5. BSc to BA transitions.** Mid-degree transitions between BA/BSc degree programs will be allowed, and students wishing to consider transitioning from the BSc to BA programs will be advised to speak with Academic Advising about their options.  Such transitions can be relatively smooth, as all BSc students are required to take both *PSYC 1000U Introduction to Psychology* and *SOCI 1000U Introduction to Sociology* in their first year (and will thus have required prerequisites for upper year FSSH courses).

## 3.  Resource Requirements

**3a. Faculty Members**

*Core Faculty.* The core faculty members in the program will include Professors Cutler, Clow, Eastwood, Emeno, Harkins, Leach, Malloy and Shane. Their qualifications are summarized in the following table.

| Name | PhD Year | Rank | Teaching Strengths |
|------|----------|------|--------------------|
| Brian Cutler | 1987 | Full Professor | Social, Eyewitness Testimony, Writing for the Social Sciences, Professional Development |
| Kimberley Clow | 2002 | Associate Professor | Social, Personality, Cognitive, Stereotypes and Prejudice |
| Leigh Harkins | 2006 | Associate Professor | Abnormal, Sexual Violence, Treatment, Clinical Assessment and Treatment |
| Amy Leach | 2006 | Associate Professor | Lie Detection, Memory, Cultural Influences |
| Lindsay Malloy | 2008 | Associate Professor | Developmental, Child |

| | | | Maltreatment, Lifespan |
|---|---|---|---|
| Matthew Shane | 2004 | Associate Professor | Emotion, Cognition, Social Affective Neuroscience, Psychopathic Behaviour |
| Joseph Eastwood | 2011 | Assistant Professor | Persuasion, Interrogation, Social, Quantitative Analysis |
| Karla Emeno | 2014 | Assistant Professor | Introductory Psychology, Research Methods, Quantitative Analysis, Geographic Profiling |
| Shannon Vettor | 2018 | Teaching Faculty | Abnormal Psychology, Personality Psychology, Offender Profiling |

***New Faculty Requirements.*** Currently, the core faculty consists of eight productive and well-respected psychologists, who specialize in Social, Clinical, Developmental, Forensic and Cognitive Neuroscience subdisciplines of Psychology. In order to a) meet breadth requirements of the program, b) offer the required and elective courses on an annual basis, and c) continue to have psychologists teach courses in other programs and for other faculties, we will require at least one new full-time tenure-track faculty position for the 2021-2022 academic year, and one new full-time teaching faculty position for the 2022-2023 academic year. In particular, it will be important to hire faculty with capacity to teach additional courses in Developmental and Cognitive/Neuro Psychology, where program demands will exceed faculty teaching capacity.

### 3b. Additional Academic and Non-Academic Resources

By 2021-22 we will require 3-4 new sessional faculty positions annually. This will be required to administer additional sections of core 2nd year courses, which will be required to handle the additional enrollment in these courses. We do not, at this time, foresee the need for an additional Academic Advising Assistant.

### 3c. Physical Resource Requirements

The following table outlines the new space needs that will be required by 2021-22 (year 2 of the program).

| Space Type | Number Required | Space Requirements (sq. ft) |
|---|---|---|
| Laboratory | 1 | 900 |
| Office | 2 | 300 |
| Office Support | 0 | 0 |

| Total | 3 | 1200 |
|-------|---|------|

Forensic Psychology is well-supported by the UOIT's library system, and we anticipate no additional library resource acquisitions (see attached Library report)

4. **Business Plan – See Appendix for full plan**

**OntarioTech**
UNIVERSITY

# BOARD REPORT

| **SESSION:** | | **ACTION REQUESTED:** | |
|---|---|---|---|
| **Public** | ☒ | **Decision** | ☒ |
| **Non-Public** | ☐ | **Discussion/Direction** | ☐ |
| | | **Information** | ☐ |

**Financial Impact** ☒ Yes ☐ No          **Included in Budget** ☒ Yes ☐ No

**TO:**         **Board of Governors**

**DATE:**     **April 24, 2019**

**PRESENTED BY:**   **Steven Murphy, President and Vice-Chancellor**

**SUBJECT:**     **Establishment of a Bachelor of Science (Honours) in Integrative Neuroscience**

**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 1.4 (a) of By-law Number 2, the Academic Council "will make recommendations to the Board on … the establishment or 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 Science (Honours) in Integrative Neuroscience.**

**BACKGROUND/CONTEXT & RATIONALE:**

The proposed Integrative Neuroscience program emphasizes an interdisciplinary approach to the study of neuroscience, with a goal to understand the function of the nervous system at the molecular, structural, behavioural, and cognitive levels. The Faculties of Science, Health Science, and Social Science and Humanities will jointly offer the program which will be housed in the Faculty of Science. The proposed program will provide a unique offering relative to other universities and follows the UOIT approach in the development of all science programs, which provides basic foundational knowledge

in all the core science disciplines. This ensures UOIT science graduates are prepared for the future evolution of both their discipline and their scientific workplace.

**RESOURCES REQUIRED:**

One new course will have to be developed. Since this program draws on the existing expertise in Neuroscience at UOIT, no new faculty members are required for this program and the majority of courses in the program will be taught by non-sessional faculty including the core science, biology, and neuroscience courses. The current courses offered have the capacity to absorb the projected student enrollments. Marginal increases required include teaching assistantships in the laboratories and tutorials, and increased administrative and faculty supervisory workload  resulting from thesis supervisions. There are three courses offered by the Faculty of Health  Science that offer a lab component that will require additional resources to accommodate an  increase in enrollment starting in 2022. To accommodate increased undergraduate Science  program enrolments and to accommodate an increase number of students in the HLSC course that have associated labs, additional lab sections will become available. Current teaching laboratory space could accommodate 30 net new students per year.

No significant increased resource requirements are anticipated in terms of library holdings,  information technology support and student services, and special equipment. Direct costs will be   mainly an instructor and additional TA time. It is estimated that the only financial needs will be  the creation of the new course and additional lab and tutorial sections to accommodate the new students.

**IMPLICATIONS:**  Not applicable

**ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:**

This program is in line with the University's mission to provide career-oriented university programs. Students graduating from this program will be well equipped for careers in the biological and life sciences, for post-degree opportunities such as medicine, dentistry, optometry and physical or occupational therapy, and to enter graduate programs in the neuroscience area. The program includes a Co-operative Education option, which reinforces the career-oriented mission of the University. The program emphasizes an interdisciplinary approach to the study of neuroscience, with a goal to understand the function of the nervous system at the molecular, structural, behavioural, and cognitive levels. The Faculties of Science, Health Science, and Social Science and Humanities have collaborated on this program and it will be offered jointly, while housed in the Faculty of Science.

**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 Ontario Universities Council on Quality Assurance (Quality Council) and

the Ministry of Training, Colleges and Universities (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 Science in December 2018. Subsequently, it was reviewed by the Curriculum and Program Review Committee in December 2018 and January 2019, and by Academic Council in February 2019.

**COMPLIANCE WITH POLICY/LEGISLATION:**

The proposal was prepared in accordance with the requirements of the University's 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 subject to approval by the Quality Council and MTCU, prior to program launch.

**MOTION FOR CONSIDERATION:**

*Pursuant to the recommendation of the Academic Council, the Board of Governors hereby approves the establishment of the proposed Bachelor of Science (Honours) in Integrative Neuroscience, as presented.*

**SUPPORTING REFERENCE MATERIALS:**
- Bachelor of Science (Honours) in Integrative Neuroscience program proposal

# Bachelor of Science Honours in Integrative Neuroscience

# Faculty of Science

**Prepared Date**
**February 2018**

**Start Date**
**September 2020**

Table of Contents

1. **INTRODUCTION**

a. **Background**

The proposed Integrative Neuroscience program emphasizes an interdisciplinary approach to the study of neuroscience, with a goal to understand the function of the nervous system at the molecular, structural, behavioural, and cognitive levels. The Faculties of Science, Health Science, and Social Science and Humanities will jointly offer the program and will be housed in the Faculty of Science. The program integrates the study of the molecular principles underlying cellular organization at the microscopic level and their influence on functional circuits at the macroscopic level, which together form the basis for the study of nervous system function, behaviour, movement and neurological diseases. In addition, the program studies neuroscience from an evolutionary perspective and includes a comparative analysis of the nervous system and behaviour among different animal groups.  The proposed program will provide a unique offering relative to other universities and follows the UOIT approach in the development of all science programs, which provides basic foundational knowledge in all the core science disciplines.  This ensures UOIT science graduates are prepared for the future evolution of both their discipline and their scientific workplace.

Students graduating from this program will be well equipped for careers in the biological sciences, for post-degree opportunities such as medicine, dentistry, optometry and physical or occupational therapy, and to enter graduate programs in the neuroscience area.   The program includes a Co-operative Education option, which reinforces the career-oriented mission of UOIT.  The program's interdisciplinary emphasis and content both complement existing UOIT biological science programs at the undergraduate and graduate levels, and builds upon their strengths.  In particular, the program complements other programs and specializations (including pharmaceutical biotechnology, pharmaceutical chemistry, pharmacology, life sciences) that provide opportunities to study the scientific foundational aspects that underpin the health-care industry.  The program also complements and is supported by behavioural psychology courses taught in the UOIT Faculty of Social Science and Humanities and courses on the neuroscientific bases of movement and disease taught by the Faculty of Health Science (see Appendix A-Program Map).

Faculty members associated with the Integrative Neuroscience program will also participate in the existing Applied Bioscience MSc and PhD graduate programs, which are among the strongest UOIT programs in terms of student numbers and faculty research strengths.  Applied Bioscience is also a major theme in UOIT's Strategic Research Plan, and faculty in this program would contribute to existing strengths.

b. **Student Demand**

Enquiries related to the existence of UOIT programs in the area of Neuroscience have regularly arisen at Open House events and events such as the Ontario University Fair.  We believe that the program would be very attractive to students looking to study within this field.  Its unique name and advanced scientific emphasis and content, which simultaneously denotes a similarity

to other Ontario and Canadian neuroscience programs and a positive differentiation from them, would also contribute to the programs attractiveness.

Projected enrolment levels for the first four years of operation and steady-state enrolment are given in the Business Plan in Section of this document.

### c. Societal Need

Students graduating from the Integrative Neuroscience program will be well equipped for careers in the biological and life sciences, for post-degree opportunities such as medicine, dentistry, optometry, and physical or occupational therapy, and to enter graduate programs and research positions in Neuroscience or other areas of the Life Sciences. Disorders of the brain and nervous system are some of the leading health issues facing Canadians of all ages and walks of life. In a societal context, these diseases must be tackled from many levels including scientific research and study that help to understand causes, healthcare solutions which enhance treatment, as well as social awareness and impacts on society. The Integrative Neuroscience curriculum will adequately cover these three areas of focus, and will be delivered by the 3 Faculties which have the appropriate expertise. By the end of the program, students will have developed a unique skill-set and deep knowledge of the field of Neuroscience from the scientific, clinical, and social perspectives.

### d. Duplication

The proposed program was not duplicated from a particular program in Canada.  Instead, it was designed as a program with an interdisciplinary approach to the study of the nervous system of animals with particular emphasis on human neuroscience. This is built on the core science and biology strength of our current programs and research focuses, with the experience of the Faculties of Health Science and Social Science and Humanities. Many undergraduate BSc programs with the name "neuroscience" exist in Canada, most with a behavioural psychology emphasis.   None of which we are aware has the emphasis of the proposed program, although a number of undergraduate and graduate programs have some similar components. For example, Ontario Neuroscience programs at the graduate level include those at Western, Toronto, Ottawa, and McMaster.  A number of graduate programs with a similar name or a field with similar emphasis to the proposed program exist in the US and the UK (Cornell, UCLA, Manchester are examples).

Compared to our other offerings in the Faculty of Science, this program will have a strong emphasis on laboratory experience, with 16 out of the 40 required courses having a formal laboratory component.  This does not include the thesis option and the potential for additional neuroscience laboratory/research experience in our new undergraduate research experience program.  Further information can be found under Program Structure-Experiential Learning Opportunities.

We anticipate that because of the unique curriculum and intensive laboratory experience, graduates will be well qualified to undertake a wide-range of graduate programs related to

Psychology, Pharmacology, Molecular and Cellular Neuroscience, Human Neuroscience and Behavior, Neurobiology and Neuroscience using model organisms.

Ontario Universities with undergraduate BSc neuroscience programs include the following:

| University of Windsor: | Behaviour, Cognition and Neuroscience | a combined biology/psychology program |
|---|---|---|
| Laurentian University | Behavioural neuroscience | |
| University of Toronto at Scarborough | Neuroscience | significant number of Psychology courses, greater emphasis on behavioural aspects |
| McMaster University | Psychiatry and Behavioural Neurosciences | |
| Carleton University | Neuroscience | Offered by the Dept. of Psychology |
| Brock University | Neuroscience | Neurobiology, neuromotor and neuropsychology streams |

**e. Rational for degree nomenclature**

The Bachelor of Science in "Integrative Neuroscience" is a true reflection of the program content and learning outcomes. First, the level of Science study in the curriculum is consistent with other BSc programs at UOIT and throughout Ontario, with an array of science courses in the mathematics, physics, chemistry, and biology disciplines. Second, there is a comprehensive and broad selection of neuroscience courses from the cognitive and behavioral sciences, molecular and cellular neurosciences, and areas of neuroscience that focus on motor control and disease. Students receive a comprehensive understanding of neuroscience in their 4 years of study but must demonstrate the "integration" of their broad knowledge in the different areas of neuroscience in their final 4th year course Advanced Topics in Integrative Neuroscience (See Appendix B). Moreover, the program will have the oversight of an Integrative Neuroscience Curriculum Committee with members from different Faculties and with different neuroscience expertise, which will monitor whether students are achieving the learning outcomes of the program. Finally, because we intend on maintaining modest enrollment numbers, we will be able to more easily monitor achievement of the "integrative" features of the learning outcomes.

## 2. DEGREE REQUIREMENTS

### a. Program learning outcomes and degree level expectations

Upon graduation, students of the Integrative Neuroscience (IN) program will have specialized abilities that are consistent with the provincial degree level expectations:

1. *Depth and breadth of knowledge*

The integrated approach of the Integrative Neuroscience program exposes students to a variety of science disciplines, which provides them with the scientific basis necessary for understanding the molecular basis of brain function. The contribution of neuroscience courses offered from other Faculties provides the appropriate breadth of an integrative neuroscience program. Specifically:

- Students will develop knowledge and of the key concepts, major fields, methodologies, current advances in the sciences through core courses in biology, chemistry, physics, mathematics, and neuroscience.
- Students will be able to explain concepts in neuroscience from the cellular to the behavioral levels in both human and non-human animals.
- Describe the neuroscience of human movement, mental health and their pathological implications

2. *Knowledge of Methodologies*

As a multidisciplinary specialization, Integrative Neuroscience students will learn a variety of techniques that include laboratory protocols in biology and chemistry, quantitative analyses in mathematics and statistics, and a variety of computer software applications for writing, data analysis and modeling. Specifically:

- Students will evaluate the appropriateness of different methods in neuroscience research and solve problems using well-established ideas and techniques
- Students will formulate arguments or solve problems in the neuroscience field using these methods in their term papers and the more in-depth hands-on research courses.

3. *Application of knowledge*

The Integrative Neuroscience program emphasizes adaptability by teaching a wide range of topics that will be periodically reviewed for their inclusion of important trends in the neuroscience sector. This is done to maintain program relevance with a rapidly changing job market and the development of the discipline. Specifically:

- Students will design research experiments and implement new approaches to neuroscience problems.
- Develop and demonstrate they have acquired important technical skills from advanced lab and computer training and apply these skills to answer new questions

4.      *Communication skills*

An important deliverable of the program will be effective communication skills, particularly since the exchange of information and knowledge across disciplines will be essential for addressing neuroscience problems.  Specifically:

- Students will demonstrate the ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing in a range of core neuroscience and elective courses.

Most of the upper-year courses in the program map include communication-based assessments such as group projects and presentations.  Group work not only offers experience with group dynamics, but also emphasizes management skills and workload delegation.

5.      *Awareness of limits of knowledge*

- Students will evaluate the limits of their own knowledge based on uncertainties in the field of neuroscience
- Students will be able to recognize the uncertainties in the interpretation of scientific data

6.      *Autonomy and professional capacity*

Students will gain qualities and transferable skills necessary for further study, employment, community involvement and other related activities. Specifically:

- Students will demonstrate the ability to work effectively and professionally with others, and the capacity to make decisions in complex contexts through a graduated progression from core coursework, specialized coursework in neuroscience, and hands-on work in research-related courses.

**Table 1: Mapping of the Degree Level Expectations with learning outcomes and program curriculum**

| Degree Level Expectations | Program Learning Outcomes | How the Program Design & Requirement Elements Support the Attainment of Student Learning Outcomes | Learning Outcome: Method of Assessment |
|---|---|---|---|
| **Depth and breadth of knowledge** | Students will develop knowledge and of the key concepts, major fields, methodologies, current advances in the sciences through core courses in biology, chemistry, physics, mathematics, and neuroscience.<br><br>Students will be able to explain concepts in neuroscience from the cellular to the behavioral levels in both human and non-human animals.<br><br>Describe the neuroscience of human movement, mental health and their pathological implications | Core courses in biology, chemistry, physics, mathematics and neuroscience and psychology.<br><br>Elective courses from the faculty of Social Science and humanities<br><br>Specific neuroscience courses such a neuroscience, brain and behavior, developmental psychology, cognitive psychology, animal behavior and neuropharmacology<br><br>Various Kinesiology courses that are directly in line with the program objectives such as courses focusing on the science of human movement.<br><br>NSCI4999 will ensure students can integrate and apply their knowledge | Tests, quizzes, essays, presentations, assignments; exams<br><br>Students build on knowledge by completing assignments and tests aimed at deepening their understanding and application of scientific techniques to complex scientific problems.<br><br>Neuroscience and kinesiology Laboratory assignments allow them to gain a deeper understanding of the field<br><br>Research proposal/group assignments |
| **Knowledge of methodologies** | Students will evaluate the appropriateness of different methods in neuroscience research and solve problems using well-established ideas and techniques<br><br>Students will formulate arguments or solve problems in the neuroscience field using these methods in their term papers and the more in-depth hands-on research courses. | Lab component of BIOL1010, 2010, 2030, 2020, 3060 and various CHEM courses.<br><br>Senior Biology courses and NSCI4999 have a strong focus on analyzing research papers<br><br>BIOL2010 and BIOL2080 use online and computer based resources to analyse physiology, protein and genome data.<br><br>HLSC 2400U and 3470U have an associated laboratories which reinforce the lecture with relevant methodology<br><br>Students use excel and sigma plot to analyze data | Laboratory assignments, laboratory quizzes, formal laboratory reports; laboratory presentations in chemistry, biology, physics and kinesiology<br><br>Tests, exams, assignments<br><br>Thesis research/document<br><br>In total 16 courses in this program will have formal lab components in different disciplines |

| | | | |
|---|---|---|---|
| **Application of knowledge** | Students will design research experiments and implement new approaches to neuroscience problems.<br><br>Develop and demonstrate they have acquired important technical skills from advanced lab and computer training and apply these skills to answer new questions | Formal lab components of BIOL and CHEM courses and senior BIOL courses<br><br>BIOL2020U Introduces students to fundamental principles of classical genetics which is the foundation of many branches of modern biology<br><br>Senior BIOL courses encompass self-directed learning opportunities that involve applying knowledge<br><br>HLSC 2400U and 3470U have an associated laboratory which reinforce the lecture with applications<br><br>NSCI4999 will apply all of the students' knowledge to new problems in neuroscience | Formal lab reports; lab presentations; assignments that analyse current scientific literature; specific application-based questions on exams<br><br>Genetic Simulations<br><br>Comprehensive written reports |
| **Communication skills** | Students will demonstrate the ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing in a range of core neuroscience and elective courses. | BIOL2030; NSCI4410/4420 (thesis); BIOL2080- students interpret scientific information and generate scientific reports/papers<br><br>BIOL2030 and 3020 include writing exercises focusing on revision and resubmission<br><br>Senior BIOL courses (ie BIOL 4080 and 4030) require students to present concepts both orally and in written form | Presentations in several senior BIOL courses, lab reports, essays; final thesis presentation/document<br><br>Writing exercises<br><br>NSERC-style research proposal |
| **Awareness of limits of knowledge** | Students will evaluate the limits of their own knowledge based on uncertainties in the field of neuroscience<br><br>Students will be able to recognize the uncertainties in the interpretation of scientific data | Senior neuroscience courses will expose students to gaps in knowledge on how the brain functions and causes of some disorders.<br><br>By examining scientific data in senior BIOL and neuroscience courses students will recognize the uncertainties in science | Oral presentations, essays, group projects; class participation |

| Autonomy and professional capacity | Students will demonstrate the ability to work effectively and professionally with others, and the capacity to make decisions in complex contexts through a graduated progression from core coursework, specialized coursework in neuroscience, and hands-on work in research-related courses. | Several BIOL courses have group projects/assignments<br><br>BIOL4080 (Bioethics) is a required course that covers biological science from different perspectives<br><br>Discuss prominent female scientists<br><br>Group assignments in NSCI4999 | Argumentative essays; case studies; term papers; class discussion<br><br>In-class discussions involving the examination of a variety of current issues in bioethics from multiple world views (e.g. social, religious, cultural, age, gender, ideology, economic, political) when possible and appropriate |
|---|---|---|---|

***Demonstrating and documenting student achievement of the program learning outcomes***

The assignments, exams, projects and laboratories that are associated with the program courses should be a direct gauge on whether students are achieving the learning outcomes.  In addition, achievement in courses such as Advanced Topics in Integrative Neuroscience, as well as the undergraduate thesis, will be an accurate reflection that students are sufficiently completing the learning outcomes of the program.  The Integrative Neuroscience Curriculum Committee, which will include faculty from Science, Health Science, and Social Science and Humanities, will meet on an annual based to determine whether students are adequately meeting the learning outcomes of the program by reviewing major assignments and course outcomes.

In addition, the program will compile data throughout the program such as how well students are performing during their undergraduate thesis and/or during research placements in faculty laboratories. After program completion, graduates will be tracked by implementing a First Destination Survey and having them create a LinkedIn profile, which will be linked to a profile created for the Faculty of Science.

**b.   Admission requirements**

Admission requirements are in line with Faculty of Science and UOIT practices. Please see the [University Calendar.](#)

**c.   Program structure**

***Overview***

The Integrative Neuroscience program curriculum can be divided into the following subcategories:

***Core Science Courses Providing Breadth***

Integrative Neuroscience majors will take the same first-year and second year courses required of all Biological Science students, including Biology I and II, Mathematics for Bioscience, Chemistry I and II, as well as organic chemistry, physics, first year psychology, Statistics and Probability for Biological Science, and Biochemistry; these provide a firm and broad background in all the core areas of science.

***Core Science Biology Courses***

The core biology courses provide the appropriate foundation and serve a prerequisites for the core Integrative Neuroscience courses.  These are as follows: Cell Biology, Human Physiology, Human Anatomy, Genetics and Molecular Biology, Fundamentals of Microbiology, and Comparative Zoology. The majority of these courses are completed by the end of the second

year of the program, so that students are well-grounded in biology and have achieved the necessary pre-requisites for specialized courses in years three and four of the program.  All of these courses are currently listed in the University Undergraduate Calendar.

### Core Neuroscience Courses

There are a total of 15 courses that are core to the Integrative Neuroscience program. There are four additional Psychology courses in this group: Brain and Behaviour, Abnormal Psychology, Cognitive Psychology, and Developmental Psychology.  These courses provide students with the required knowledge describing how the human brain is related to behaviour, personality and disorders.  All are listed in the current University Undergraduate Calendar, and provide a foundation in behavioural and cognitive aspects of neuroscience.

Additional neuroscience courses will be offered by the Faculties of Science and Health Science that, with the five psychology courses, make the program unique and innovative.  These include Principles of Pharmacology and Toxicology, Fundamentals of Neuroscience, Animal Behaviour, Neuropharmacology, Introduction to Movement Neuroscience, Anatomy of Human Movement, Human Motor Control and Learning, Advanced Topics in Neuromuscular Physiology and Pathophysiology, and Exploring Mental Health and Developmental Disabilities.  Advanced Topics in Integrative Neuroscience will be a new course developed specifically for this program and will serve to integrate the breadth of neuroscience covered in this program and will be a key course in monitoring achievement of the program learning outcomes. These courses were carefully chosen to provide students with a true integrative approach to neuroscience and to allow for the achievement of the learning outcomes for the program.

In the fourth year of the program, students have the option of an honours thesis project, directed studies project, senior biology and health science electives.

### Electives

There are six courses (18 credit hours) allocated as free elective courses.  It is proposed that 12 of these credit hours be applied to courses outside of the Faculty of Science.

### Experiential Learning Opportunities

As noted in the learning objectives and consistent with UOIT's mission, this program puts a high priority on practical application of academic knowledge. Each semester student enroll in courses that have practical laboratory components. Many of these components and exercises are directly used in relevant work environments. In total, 16 courses in the Integrative Neuroscience program have formal laboratory components.  In the fourth year of the program, students have an opportunity to apply the comprehensive scientific knowledge acquired during

their undergraduate program.   As an option, students have the opportunity to enrol in the Integrative Neuroscience Thesis course which include one-on-one faculty directed research. Such experiences are highly valued by graduate departments and future employers as examples of independent work.

The Co-operative education program is another option for applied learning experiences in the Integrative Neuroscience program.

The Faculty of Science has also implemented the Undergraduate Research Experience Program which is a series of three research elective courses that students can take in their 2nd and 3rd years.  These courses provide student with the opportunity to gain practical and research experience early in their program.  Students have the option of taking one, two or all three courses.  If students take these three courses and enroll in the undergraduate thesis they will have completed 15 credit hours of research experience in their undergraduate degree.

### *Governance*
The Integrative Neuroscience program will be led by a program director from the Faculty of Science with a program-specific curriculum committee that will include core faculty from the Faculties of Science, Health Science, and Social Science and Humanities.  The committee representation will reflect the true integrative nature of this program.  This committee will be responsible for determining whether students are achieving the learning outcomes and future changes to the program.

**Table 2: The Integrative Neuroscience Curriculum Committee**

| | Faculty | Rank | Courses taught in program | Expertise | Committee Role |
|---|---|---|---|---|---|
| Sean Forrester, PhD | Science | Associate Professor | Cell Biology; Principles of Pharmacology and Toxicology | Neurochemistry of nematodes | Program Director |
| Annette Tavares, MSc | Science | Associate Teaching Professor | Comparative Zoology; Animal Behavior | Animal Behavior; animal comparative anatomy | Member |
| Mathew Shane, PhD | Social Science and Humanities | Associate Professor | Abnormal Psychology; Cognitive Psychology; Advanced Topics in Integrative Neuroscience | Neuromodulation; neural systems in affective disorders | Member |

| Bernadette Murphy, PhD | Health Science | Professor | Anatomy of Human Movement | neurophysiology of musculoskeletal treatments | Member |

## d. Calendar Copy

**Program Information**: Bachelor of Science (Honours) in Integrative Neuroscience

*General Information*.  The Integrative Neuroscience program at UOIT prepares students for leadership roles in the cross-disciplinary field of neuroscience. The program integrates the fields of molecular/cellular biology, comparative zoology, animal behaviour and psychology and human neuroscience into a single program providing students with an interdisciplinary focus to the study of the nervous system of animals with particular focus on human neuroscience. The program combines disciplinary study in the natural sciences in the first two years of study, and specialized study in the last two years of the program.

In addition to the regular program, a co-op program is also available. Students in Life Sciences interested in the co-op program, should contact the Faculty of Science Co-op Coordinator as early as the fall of their second year.

*Careers*.  The Integrative Neuroscience program provides a strong background for students interested in post-degree studies such as medical school, dentistry, optometry, physical or occupational therapy or graduate school.  It also fulfils UOIT's mandate for offering "market driven" programs that are relevant and reflective of the knowledge-based economy.  Jobs in the scientific-based health-related area are believed to be an important area of growth and anticipated demand for highly skilled and trained personnel.  The broad skills base acquired through the program will permit a variety of complementary career paths in other areas of biological science, including particularly those requiring strong scientific-based knowledge in health-related areas.

*Admissions requirements*.  Admission is competitive. The specific average or standing required for admission varies from year to year. Students are 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 does 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), Advanced Functions (MHF4U), and two of Biology (SBI4U), Calculus and Vectors (MCV4U), Chemistry (SCH4U), or Physics (SPH4U). In addition, a combined minimum 70 per cent average in math and science

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courses is required. It is recommended that all four MCV4U, SBI4U, SCH4U and SPH4U be taken. All other applicants should refer to admissions for the requirements for their specific category of admission.

***Program details and degree requirements***. Although reasonable efforts will be made to adhere to the following program map, course requirements and term offerings may change.

**YEAR 1**
**Semester 1 (15 credit hours)**
BIOL 1010U - Biology I
CHEM 1010U - Chemistry I
PHY 1030U - Introductory Physics++
MATH 1015U - Mathematics for Bioscience++
Elective

**Semester 2 (15 credit hours)**
BIOL 1020U - Biology II
CHEM 1020U - Chemistry II
PHY 1040U - Physics for Biosciences++
PSYC 1000U - Introductory Psychology
CSCI 1040 – Introduction to Programming for Scientists

++Students who wish to take upper-year physics courses must take MATH 1000U or MATH 1010U, MATH 1020U, PHY 1010U or PHY 1030U, and PHY 1020U. However, students who achieve a B standing or higher in PHY 1040U will be permitted to proceed to higher-level physics courses. Students who wish to take upper-year mathematics courses must take MATH 1000U or MATH 1010U, and MATH 1020U.

**YEAR 2**
**Semester 1 (15 credit hours)**
BIOL 2010U - Human Physiology
BIOL 2030U - Cell Biology
CHEM 2020U - Introduction to Organic Chemistry
STAT 2020U - Statistics and Probability for Biological Science
Elective

**Semester 2 (15 credit hours)**

BIOL 2020U - Genetics and Molecular Biology

BIOL 2050U - Human Anatomy

BIOL 2080U - Biochemistry I

PSYC 2010U – Developmental Psychology

PSYC 2050U - Brain and Behaviour

**YEAR 3**

**Semester 1 (15 credit hours)**

BIOL 3020U - Principles of Pharmacology and Toxicology

BIOL 3610U - Comparative Zoology

HLSC 2400U - Introduction to Movement Neuroscience

HLSC 3470U - Anatomy of Human Movement

PSYC 2060U - Cognitive Psychology

**Semester 2 (15 credit hours)**

BIOL 3060U - Fundamentals of Neuroscience

HLSC 3410U -   Human Motor Control and Learning

PSYC 2030U - Abnormal Psychology

Two Electives

**YEAR 4**

**Semester 1 (15 credit hours)**

BIOL 4620U - Animal Behaviour

HLSC 4414U - Advanced Topics in Neuromuscular Physiology and Pathophysiology

NSCI 4410U - Integrative Neuroscience Thesis I **or** Senior Biology elective**

Two Electives

**Semester 2 (15 credit hours)**

BIOL 4820U - Neuropharmacology

BIOL 4080U - Bioethics

HLSC 4808U - Exploring Mental Health and Developmental Disabilities

NSCI 4999U – Advanced Topics in Integrative Neuroscience

NSCI 4420U - Integrative Neuroscience Thesis II*** **or** Senior Biology elective **

**Notes:**

No more than 42 credit hours may be taken at the first-year level.

**Electives and breadth requirements

In order to satisfy breadth requirements, students must complete 18 elective credit hours, including one senior science elective. A senior science elective is defined as any 3000 or 4000-level science course not specified in the course map.  12 credit hours must be in courses outside of the Faculty of Science.

***Students in clear academic standing who have completed 90 credit hours of their program and six third-year required courses may optionally apply to take a two-course sequence consisting of NSCI 4410U – Integrative Neuroscience Thesis Project I and NSCI 4420U – Integrative Neuroscience Thesis Project II. Students not accepted to take the thesis courses must complete two additional senior biology electives instead. A senior biology elective is defined as any 4000-level biology course not specified in the course map.

## 3.  RESOURCE REQUIREMENTS

### a.  Enrollment projections

We anticipate an initial cohort of 25 students with a steady state of 30 students per year. Total enrolment throughout years 1-4 of the program are as follows and has taken into account a retention rate of 80% between year 1 and 2.

| Cohort | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|--------|-----------|-----------|-----------|-----------|
| Year 1 | 25 | 30 | 30 | 30 |
| Year 2 |  | 20 | 25 | 25 |
| Year 3 |  |  | 20 | 25 |
| Year 4 |  |  |  | 20 |
| Total | 25 | 50 | 75 | 100 |

This program has been developed with consideration to our teaching expertise and the courses currently offered by the Faculties of Science, Health Science, and Social Science and Humanities.

Only one new course Advanced Topics in Integrative Neuroscience will have to be developed. We currently have a strong group of neuroscience faculty that will directly contribute to teaching the courses and supervising honors thesis students. Most of the Faculty listed as core to this program are also graduate faculty in UOIT's Applied Bioscience MSc/PhD program.

### b. Faculty members

Since this program draws on the existing expertise in Neuroscience at UOIT, no new faculty members are required for this program. The majority of courses (>95%) in this program are taught by non-sessional faculty including the core science, biology, and neuroscience courses. The core faculty that will teach the core neuroscience courses in the program and/or provide thesis supervision are as follows.

|  | Faculty | Rank | Expertise |
|---|---|---|---|
| Sean Forrester, PhD | Science | Associate Professor | Neurochemistry of nematodes |
| Annette Tavares, MSc | Science | Associate Teaching Professor | Animal behavior; animal comparative anatomy |
| Jason Chung, PhD | Science | Academic Associate | Neuroscience and Neuropharmacology |
| Hélène LeBlanc, PhD | Science | Associate Professor | Olfactory reception of insects |
| Mathew Shane, PhD | Social Science and Humanities | Associate Professor | Neuromodulation; neural systems in affective disorders |
| Leigh Harkins, PhD | Social Science and Humanities | Associate Professor | Abnormal psychology; personality psychology |
| Bernadette Murphy, PhD | Health Science | Professor | sensorimotor integration, neural adaptation and learning, effects of movement-based interventions on neural function |
| Paul Yielder, PhD | Health Science | Professor | musculoskeletal MRI; neuroanatomy; neuroscience |

### c. Additional academic and non-academic human resources

The current courses offered in the program have the capacity to absorb the projected student enrollments. Marginal increases in various areas would be required to accommodate the increased enrolments. The major components include teaching assistantships in the laboratories and tutorials, and increased administrative and faculty supervisory workload resulting from thesis supervisions. There are three courses offered by the Faculty of Health Science that offer a lab component that will require additional resources to accommodate an increase in enrollment starting in 2022.

### d. Student Support Requirements

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 Faculty of Science Academic Advising Office is committed to assisting students in developing and reaching their academic and personal goals. Academic Advising serves as the undergraduate students' main point of contact within the Faculty of Science. The Science

Academic Advising team assists students by:
- Addressing questions and concerns related to all aspects of student life;
- Helping establish realistic educational goals and future planning;
- Assessing and discussing academic progress and standing;
- Discussing program and course selections;
- Helping to address academic difficulties;
- Interpreting academic policies and procedures;
- Discussing issues affecting academic performance;
- Providing advice regarding withdrawing from, adding or dropping courses;
- Providing guidance for successful progression towards graduation;
- Providing tips for academic success;
- Connecting students with appropriate campus services (e.g. Student Learning Center, Accessibility Services, etc.) for additional assistance.

***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***

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.

***Career Centre***
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 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***
The Student Engagement and Equity supports students' successful transition into the university and provides opportunities for them develop your leadership and professional skills throughout their university career.

Services provided through Student Engagement and Equity includes:
- 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 Faculties*
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).

**e.  Physical resource requirements**

To accommodate increased undergraduate Science program enrolments and to accommodate an increase number of students in the HLSC course that have associated labs, additional lab sections will become available.  We currently have the teaching laboratory space to accommodate 30 net new students per year.

No significant increased resource requirements are anticipated in terms of library holdings, information technology support and student services, and special equipment.

**4.  BUSINESS PLAN**
Only limited additional resources will be required to support this program. The direct costs will be mainly an instructor and additional TA time.

We are estimating the only financial needs to be the creation of one new course (Advanced Topics in Integrative Neuroscience) and additional lab and tutorial sections to accommodate the new students. Please refer to the attached Proposal Budget for additional information.

**2019-20 Draft Operating Budget**
**Board of Governors - April 24, 2019**
**Presented by: Craig Elliott, Chief Financial Officer**
**and Robert Bailey, Provost**

# Agenda

**❶ Strategic planning**
- ►Ontario Tech University strategic plan
- ►Update on 2018-19 strategic initiatives
- ►Strategy and values focus
- ►Strategic initiatives for 2019-20
- ►Core performance targets
- ►Integrated strategic planning and financial cycle

**❷ Budget framework**
- ►Budget process
- ►Tuition framework - Strategic institutional reductions
- ►Tuition framework - Strategic unit reductions

**❸ Financial overview**
- ►Key budget assumptions
- ►Budget metrics
- ►Draft operating budget
- ►Operating revenue/expense analysis
- ►Budget summary by functional area
- ►Risks & opportunities/mitigation

**❹ Conclusion**
- ►Next steps
- ►Questions and discussion

# Strategic planning

► Ontario Tech University strategic plan

► Update on 2018-19 strategic initiatives

► Strategic and value focus

► Strategic initiatives for 2019-20

► Core performance targets

► Integrated strategic planning and financial cycle

# Ontario Tech University strategic plan

**Vision/ Mission**
President

**Strategic Priorities**

**Strategic Goals**

**Academic Goals**
Deans

**Administrative Goals**
Unit Managers

**Faculty-Level Actions**
Chairs and Faculty

**Unit-Level Actions**
Administrative Staff

20 years

10 years

3 years

annual

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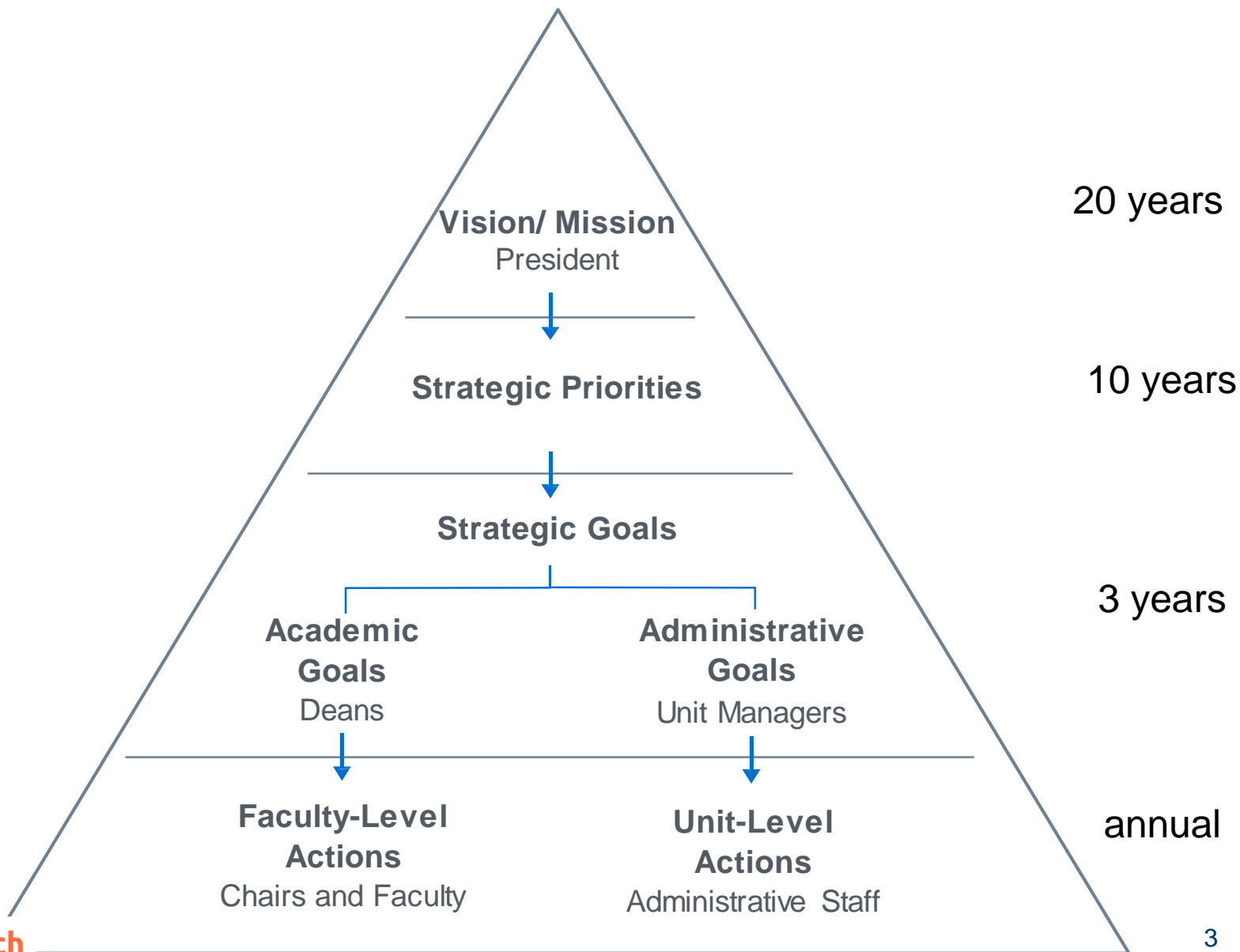
# Strategic initiatives 2018-19

| | |
|---|---|
| Stronger Academic Programs - strategic hires (10 TTT, 7 TF) | $2.8M |
| Increased Technology Enhanced Learning Environment | $0.5M |
| Research – increased scholarly activity and dissemination | $0.6M |
| Partnerships that increase student and programmatic diversity | $1.3M |
| Improving Student Success | $0.6M |
| Investment in physical building and IT infrastructure | $2.3M |
| Unite our community by increasing awareness | $1.0M |

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# Strategy and values focus

**Subject:** Update on university's budget and priorities
**Date:** Wednesday, February 20, 2019 at 2:29:59 PM Eastern Standard Time
**From:** president@uoit.ca

Dear colleagues,

Last month, I communicated with all of you about the recent announcement regarding the Ministry of Training, Colleges and Universities' new tuition framework and the effect this announcement will have on the university. As indicated, the university will experience a $9-million shortfall in 2019-2020 and $12 million in the following year within this new framework.

Over the past several weeks, we've worked with all budget holders to propose budget efficiencies that will generate the required savings to help the university navigate this new fiscal reality. We're on track to formulate our recommended budget that will follow our normal consultation process, prior to being presented to the Board of Governors for approval at the end of April.

We are approaching all of our recommendations in a principled manner, consistent with the following values:

- **Students:** We are committed to providing an excellent learning environment and student experience.
- **Faculty and staff:** We are committed to minimizing the impact on people by finding efficiencies.
- **Access**: We are committed to maintaining and enhancing a diverse and inclusive campus community.
- **Communication:** We are committed to communicating regularly with our campus community about the budget process as it progresses.

Our university is well-positioned for the future as we remain focused on our mission and strategic priorities. Through our strategic priorities we have started on a path that will help solidify our university as a remarkable and recognized place of scholarly endeavor, phenomenal student experiences and tight-knit community.

As part of our commitment to regular communication, this video shares more about our focus on providing a quality learning experience as we finalize our 2019-2020 budget.

Sincerely,

Steven

Dr. Steven Murphy
President and Vice-Chancellor

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# Strategic initiatives 2019-20

| | Strategic Investment | Reallocation |
|---|---|---|
| **Sticky Campus** | | |
| New Programs (BTech/ Liberal Studies/Nursing) | $0.5M | |
| Student Supports (work/study; bursaries; recreation) | $0.9M | |
| Library - creating new space | $0.4M | |
| **Entrepreneurship** | | |
| Brilliant & Co-op 3.0 | $0.5M | |
| **Partnerships** | | |
| New Partnership Office | $0.1M | X |
| Continuing Education/ EAP/ International | $1.1M | X |
| **Tech Focus** | | |
| Virtual Campus (LMS Renewal, Mobile App) | $1.3M | X |
| Mobile Ride; Math videos | $0.1M | X |
| **Storytelling** | | |
| Branding | $0.7M | X |

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# Core performance targets

## SMA Performance Targets

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

| | |
|---|---|
| ↑↑↑ | Improvement |
| ⟷ | Maintain |

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Full SMA Metrics are available online in the SMA Metrics 2017-18 to 2019-20 Dashboard Report.

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# Integrated strategic planning and financial cycle

**Strategic Plan**
**2018 - 2022**
Vision, Mission,
Values
Strategic
Directions
Council

Strategic
Direction

**Long Term**
**Financial Plan**
2021 – 2030
Update 2020 Actual
Update 2020 Budget
Input new 10yr
2021-2030  Forecast
Q1

**Update Long**
**Term Plan**

2021 – 2030
10yr forecast
updated
Q4

Integrated Financial Planning
Cycle

**Forecast**
**2020**

Actuals
Q2 – Q4

Quarterly updates

**Budget**
**2021**

**Q3 – Q4**

Support
Unit Plan
3 Yr Plan

**Integrated**
**Academic**
**Plan**
**3 yr Plan**

Faculty
Academic
Plan
3 Yr Plan

**Strategic**
**Mandate**
**Agreement**
**3 yr Plan**

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# Budget Framework

►Budget process

►New tuition framework

►Strategic institutional reductions

►Strategic unit reductions

# Budget process

The University budget model is an incremental model:

In Sep 2018 – Dec 2018,
- Base costs rolled forward and fixed cost increases applied
- Excess of revenues > expenses allocated strategically through the ASK process in conjunction with Senior Leadership Team (SLT).

In Jan 2019, the Province announced a 10% tuition reduction for 2019-20 with a freeze in tuition for 2020-21.
Impact: shortfall of $9M for 2019-20 and $12M for 2020-21

- Units submitted proposals for budget reductions
- Budget Working Group (BWG) reviewed unit proposals which included process efficiencies, and balanced the 2019–20 and 2020-21 budgets

The 2019-20 budget process is outlined in the appendix on the Development of Draft Budget flowchart

# Tuition framework – Strategic institutional reductions

|                                           | **2019-20** **$ Mil** | **2020-21** **$ Mil** |
|-------------------------------------------|:---------------------:|:---------------------:|
| Total budget (fixed and variable costs)   | $191.0                | $197.0                |
| Total variable costs only                 | $136.0                | $141.0                |
|                                           |                       |                       |
| **Total Tuition Decrease, offset by:**    | **($9.0)**            | **($12.0)**           |
|                                           |                       |                       |
| University Priority Fund decrease         | $1.0                  | $1.0                  |
| International tuition increase            | $0.9                  | $2.6                  |
| Capital investment decrease               | $1.0                  | $0.0                  |
| Moving Ground Plane investment            | $0.0                  | ($2.0)                |
| New hire assumptions                      | $1.0                  | $3.9                  |
| Other strategic items                     | ($0.5)                | ($0.3)                |
|                                           |                       |                       |
| **Net unit reduction required**           | **($5.6)**            | **($6.8)**            |

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# Tuition framework – Strategic unit reductions

| in 000's | 2019-20 variable budget expenses | Budget Reductions | | Total Reduction % | |
|---|---|---|---|---|---|
| Dept | Total | 19/20 | 20/21 | 19/20 | 20/21 |
| Faculty of ESNS | 4,126 | (161) | (242) | (3.9%) | (5.9%) |
| Faculty of Business and IT | 13,200 | (447) | (389) | (3.4%) | (2.9%) |
| Fac. of Social Science & Hum | 10,636 | (392) | (579) | (3.7%) | (5.4%) |
| Faculty of Education | 4,992 | (163) | (236) | (3.3%) | (4.7%) |
| Faculty of Health Sciences | 13,696 | (351) | (408) | (2.6%) | (3.0%) |
| Faculty of EAS | 14,318 | (459) | (699) | (3.2%) | (4.9%) |
| Faculty of Science | 13,001 | (334) | (501) | (2.6%) | (3.9%) |
| Graduate Studies | 1,919 | (73) | (73) | (3.8%) | (3.8%) |
| Outsourced Electives | 490 | (198) | (350) | (40.4%) | (71.4%) |
| **Total Academic/ACRU** | **76,377** | **(2,578)** | **(3,478)** | **(3.4%)** | **(4.6%)** |
| Office of the Provost | 665 | (54) | (54) | (8.1%) | (8.1%) |
| Planning and Analysis | 4,236 | (734) | (698) | (17.3%) | (16.5%) |
| Research, Innovation | 2,250 | (73) | (124) | (3.3%) | (5.5%) |
| Registrar | 6,754 | (287) | (396) | (4.2%) | (5.9%) |
| Tuition Set Aside | – | – | – | | |
| Student Life | 1,886 | (202) | (138) | (6.7%) | (5.2%) |
| Library | 4,538 | (160) | (276) | (3.5%) | (6.1%) |
| IT - TELE | – | – | – | | |
| **Total Academic Support** | **20,330** | **(1,510)** | **(1,685)** | **(7.4%)** | **(8.3%)** |
| Secretariat/ General Counsel | 1,697 | (94) | (94) | (5.5%) | (5.5%) |
| President | 964 | (77) | (77) | (8.0%) | (8.0%) |
| Finance | 3,314 | (121) | (166) | (3.7%) | (5.0%) |
| Central Operations | 3 | – | – | | |
| OCIS/Leased Space | 6,767 | (241) | (338) | (3.6%) | (5.0%) |
| IT (excluding TELE) | 3,422 | (70) | (58) | (2.1%) | (1.7%) |
| External Relations | 4,696 | (231) | (231) | (4.9%) | (4.9%) |
| Human Resources | 2,560 | (96) | (71) | (3.7%) | (2.8%) |
| **Total Administrative** | **23,424** | **(931)** | **(1,036)** | **(4.0%)** | **(4.4%)** |
| | | | | | |
| **Total Purchased Services** | **14,890** | **(595)** | **(596)** | **(4.0%)** | **(4.0%)** |
| ACE - Non-Commercial | 493 | (26) | (41) | (5.2%) | (8.2%) |
| **Total Ancillary/Comm Exp** | **493** | **(26)** | **(41)** | **(5.2%)** | **(8.2%)** |
| **Total base variable budget** | **135,513** | **(5,640)** | **(6,834)** | **(4.2%)** | **(5.0%)** |

# Financial Overview

►Key budget assumptions

►Budget metrics

►Draft operating budget

►Operating revenue/expense analysis

►Budget summary by functional area

►Risks & opportunities/mitigation

# Key budget assumptions

1. **Enrolment**
   - ► Total FTE increase of 160 or 2% to 9,013
   - ► FTE for 2019-20 is within the Ministry approved corridor

2. **Government Grants**
   - ► Set at the 2016-17 level as per new funding formula, except for growth in core operating grant in collaborative nursing ($0.3M) and in graduate grant ($0.3M)

3. **Tuition set at new 2019/20 rates**
   - ► Domestic tuition decreases net $7.4M or 10%
   - ► International average tuition increases $0.9M or 6%

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

5. **Standard COU space measurement averages 8.3 Net Assignable Space Meters per Full Time Equivalent (NASM/FTE) for Ontario universities**
   - ► 2019-20 budget is 4.7 NASM/FTE

6. **The strategic target set for Student/Faculty ratio is 31:1**
   - ► 2019-20 budget is at 30:1

7. **Operating budget includes building reserves of $2M, deferred maintenance of $0.5M, and $1.0M of general operational reserves**

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# Budget metrics

| 2019-20 budget vs 2018-19 budget | Metric | 2019-20 Budget/Target | 2018-19 Budget | 2018-19 Forecast | 2019-20 budget vs 2018-19 forecast |
|:---:|:---|---:|---:|---:|:---:|
| ↑ | Enrolment | 9,013 | 8,853 | 8,933 | ↑ |
| ↑ | Undergraduate Domestic | 7,922 | 7,834 | 7,950 | ↓ |
| ↑ | Undergraduate International | 488 | 468 | 405 | ↑ |
| ↑ | Graduate Domestic | 414 | 379 | 430 | ↓ |
| ↑ | Graduate International | 189 | 172 | 148 | ↑ |
| | | | | | |
| ↑ | Basic Operating Grant | $57.4M | $56.8M | $57.0M | ↑ |
| | | | | | |
| ↓ | Student/Faculty Ratio | 30:1 | 29:1 | 31:1 | ↑ |
| | | | | | |
| ↓ | Domestic Tuition Rate | -10.0% | 3.0% | 3.0% | ↓ |
| ↑ | International Tuition Rate | 6.0% | 4.0% | 4.0% | ↑ |
| | | | | | |
| → | NASM/FTE | 4.7 | 4.7 | 4.7 | → |
| | | | | | |
| ↑ | Student Success Rate | 82.5% | 80.3% | 82.5% | → |
| | | | | | |
| ↓ | Positions Filled | 98.9% | 100.0% | 94.6% | ↑ |

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# Draft operating budget

| | 2019- 20 Proposed Draft Budget (in $'000 s) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2019-20 Draft Operating Budget | Purchased Services | Debenture | TELE | ACE | Regent Theater | Campus ChildCare | Campus Field House and Arena | Total 2019 - 20 Draft Budget |
| **REVENUES** | | | | | | | | | |
| **Operating Grants** | $ 57,438 | | $ 13,500 | | | | | | $ 70,938 |
| **Other Grants** | $ 10,146 | | | | | | $ 211 | | $ 10,357 |
| **Student Tuition Fees** | $ 79,944 | | | | | | | | $ 79,944 |
| **Student Ancillary Fees** | $ 5,283 | $ 2,357 | | $ 3,721 | | | | | $ 11,360 |
| **Revenues from Ancillary Operations** | $ 225 | $ 3,558 | | | | | | | $ 3,783 |
| **Expendable Donations** | $ 854 | | | $ - | | | | | $ 854 |
| **Other Revenues** | $ 5,108 | | $ - | $ 39 | $ 5,143 | $ 632 | $ 812 | $ 1,714 | $ 13,448 |
| **Total Revenues** | $ 158,997 | $ 5,915 | $ 13,500 | $ 3,760 | $ 5,143 | $ 632 | $ 1,024 | $ 1,714 | $ 190,684 |
| **Funded through Prior Year Revenue** | $ 191 | | | $ (65) | | | | | $ 126 |
| **Total Revenue** | $ 159,188 | $ 5,915 | $ 13,500 | $ 3,695 | $ 5,143 | $ 632 | $ 1,024 | $ 1,714 | $ 190,810 |
| | | | | | | | | | |
| **EXPENDITURES** | | | | | | | | | |
| **FT Labour** | $ (86,980) | $ (7,023) | | $ (1,110) | $ (2,087) | $ (103) | $ (365) | $ (629) | $ (98,297) |
| **PT Labour** | $ (15,659) | $ (288) | | $ (410) | $ (107) | $ (295) | $ (400) | $ - | $ (17,159) |
| **Operating Expenses** | $ (42,746) | $ (6,461) | $ (16,501) | $ (1,390) | $ (2,877) | $ (223) | $ (259) | $ (978) | $ (71,435) |
| **Capital Expenses** | $ (2,195) | $ (939) | | $ (785) | $ - | $ - | $ - | $ - | $ (3,919) |
| **Total Expenditures** | $ (147,580) | $ (14,712) | $ (16,501) | $ (3,695) | $ (5,071) | $ (621) | $ (1,024) | $ (1,607) | $ (190,810) |
| | | | | | | | | | |
| **Budget Surplus/(Deficit)** | $ 11,608 | $ (8,797) | $ (3,001) | $ 0 | $ 72 | $ 11 | $ (0) | $ 108 | $ 0 |

 *  Expendable donations relate to the 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 or the new capital campaign.

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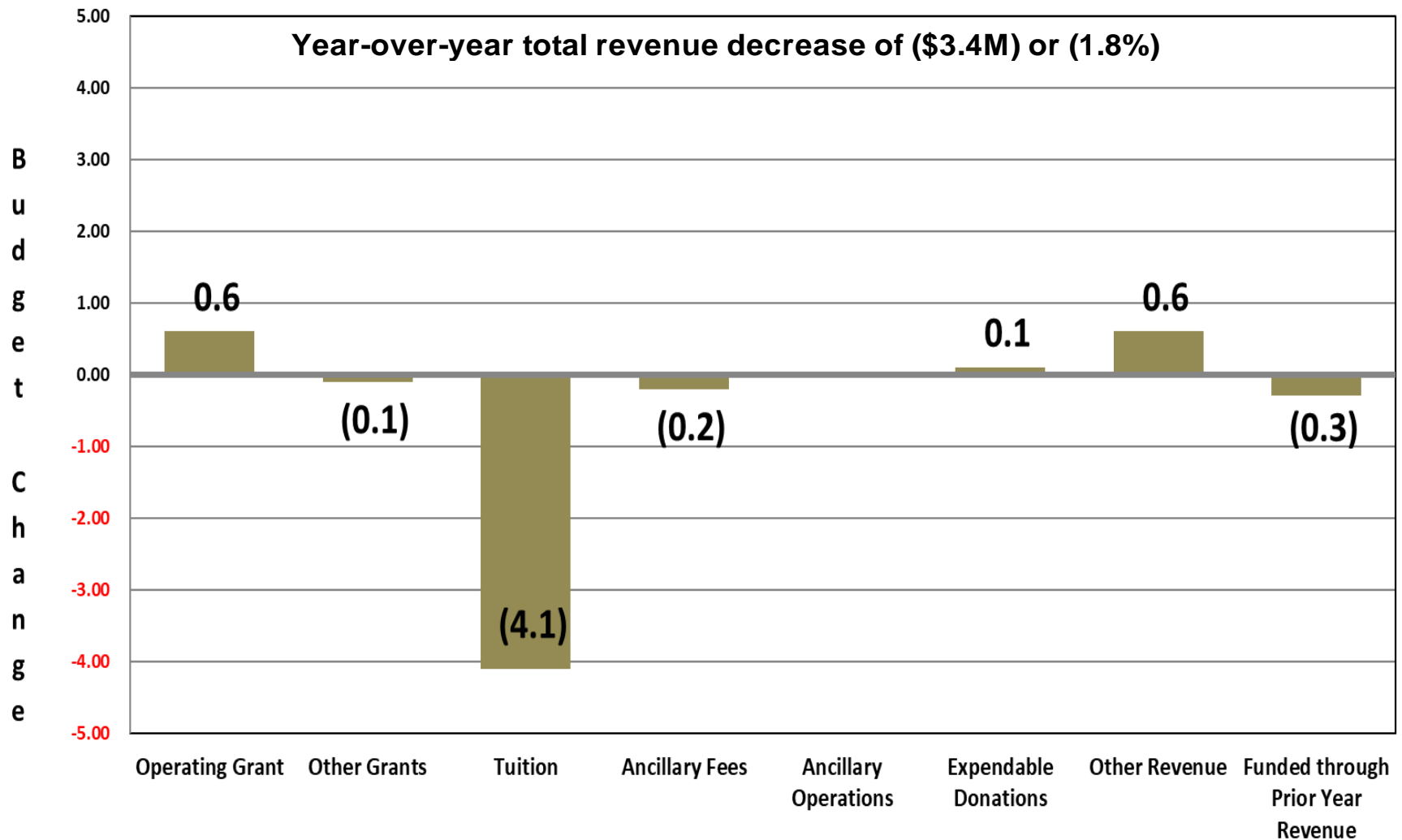
# Revenue components

**Revenue Components as a % of Total Revenue**

- 0.5%
- 6.0%
- 2.0%
- 7.0%
- 0.1%
- 41.9%
- 30.1%
- 7.1%
- 5.5%

Legend:
- ■ Operating Grant
- ■ Other Grant
- ■ Debenture
- ■ Tuition
- ■ Student Ancillary
- ■ Ancillary Operations
- ■ Expendable Donations
- ■ Other Revenue
- ■ Funded - Prior Year Revenue

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# Budget summary - expense

Year-over-year total expense decrease of ($3.4m) or (1.8%)

Budget Change (vertical axis label)

- Full Time Labour: 3.6
- Part Time Labour: (0.9)
- OPEX: (3.2)
- Capital: (3.4)
- Carryforward: 0.8
- Contingency: (0.3)

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Expense components

Agenda Item 9.1
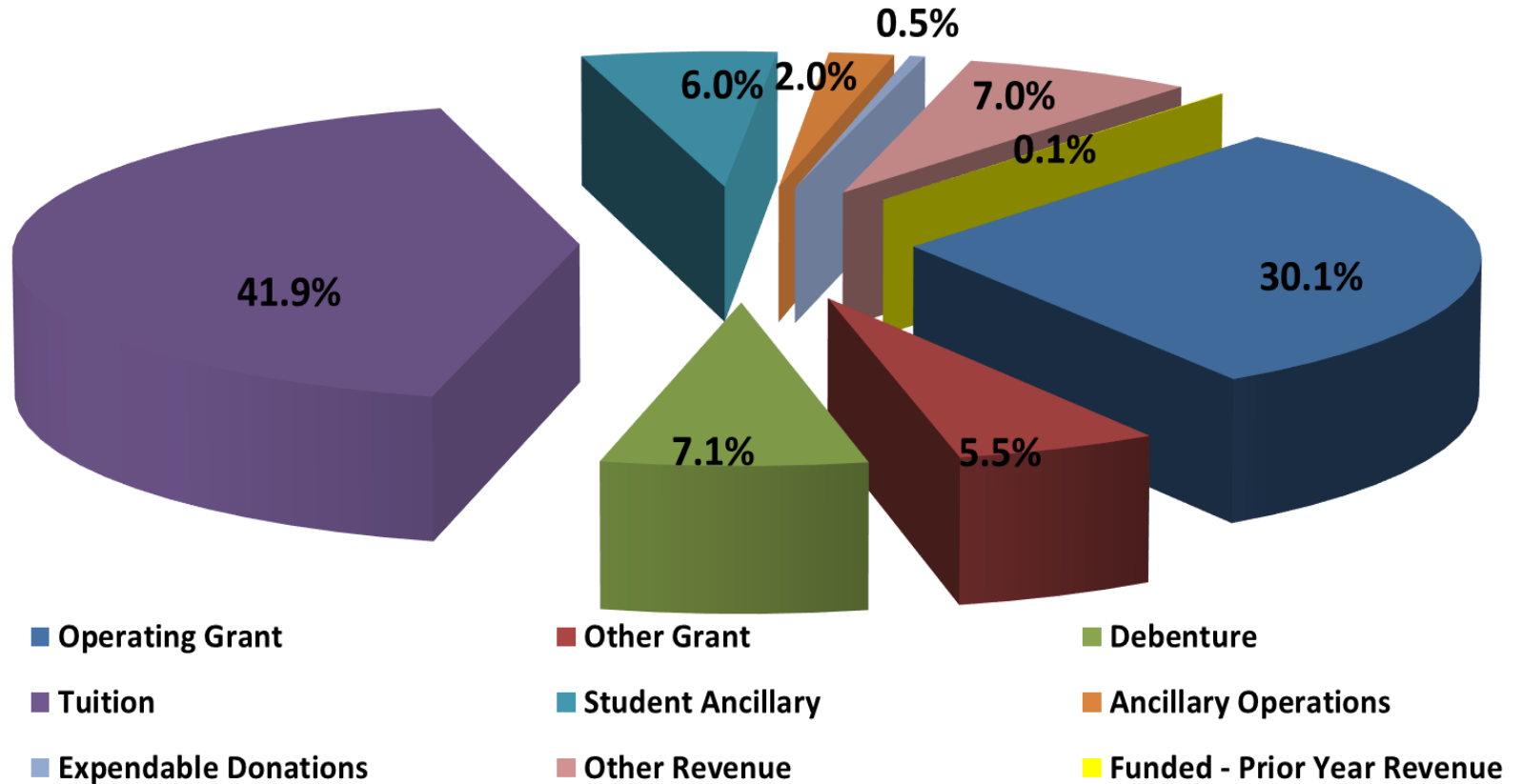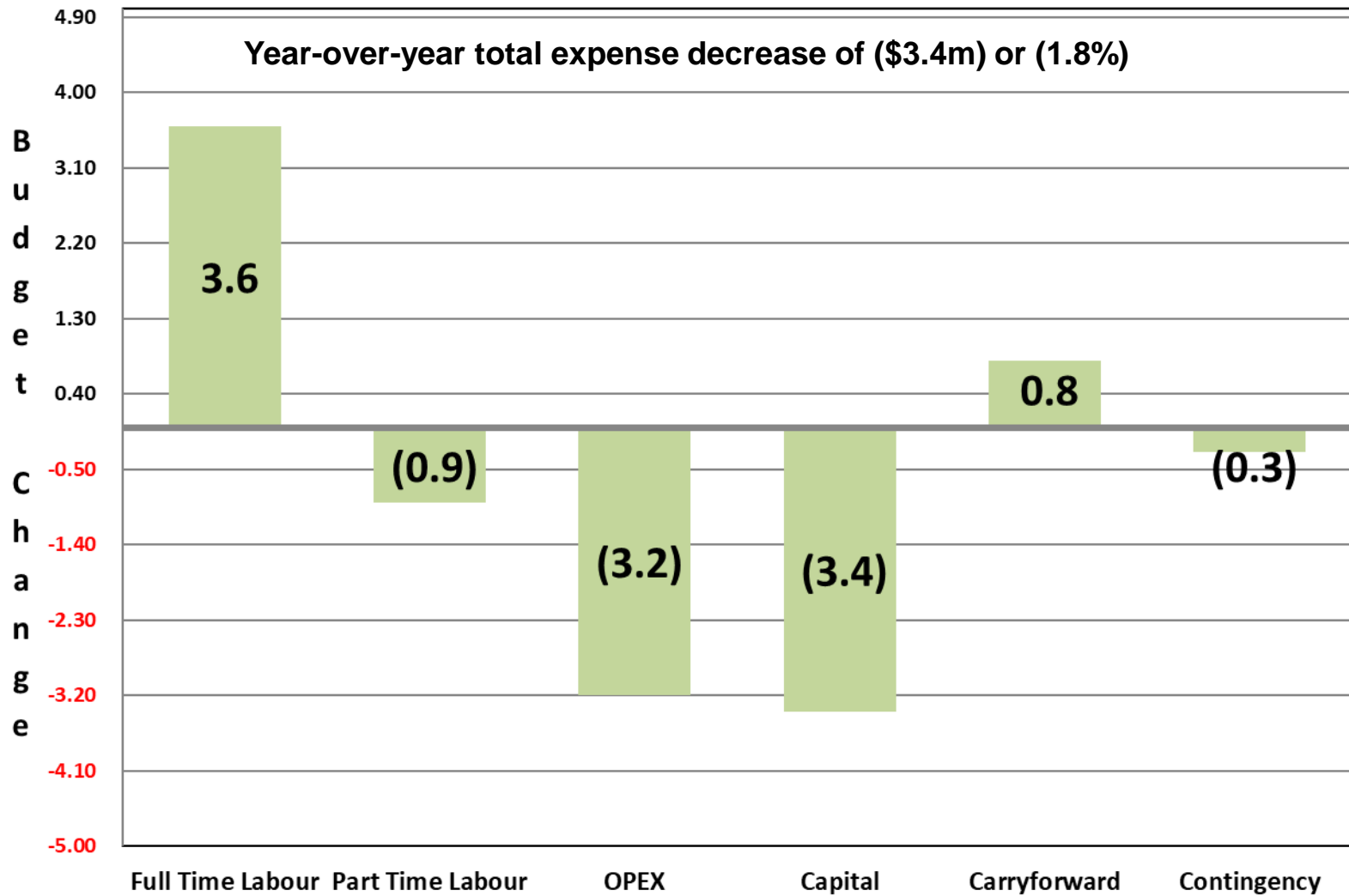
Expense Components as a % of Total Expense

2.0%

37.4%

51.5%

9.0%

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

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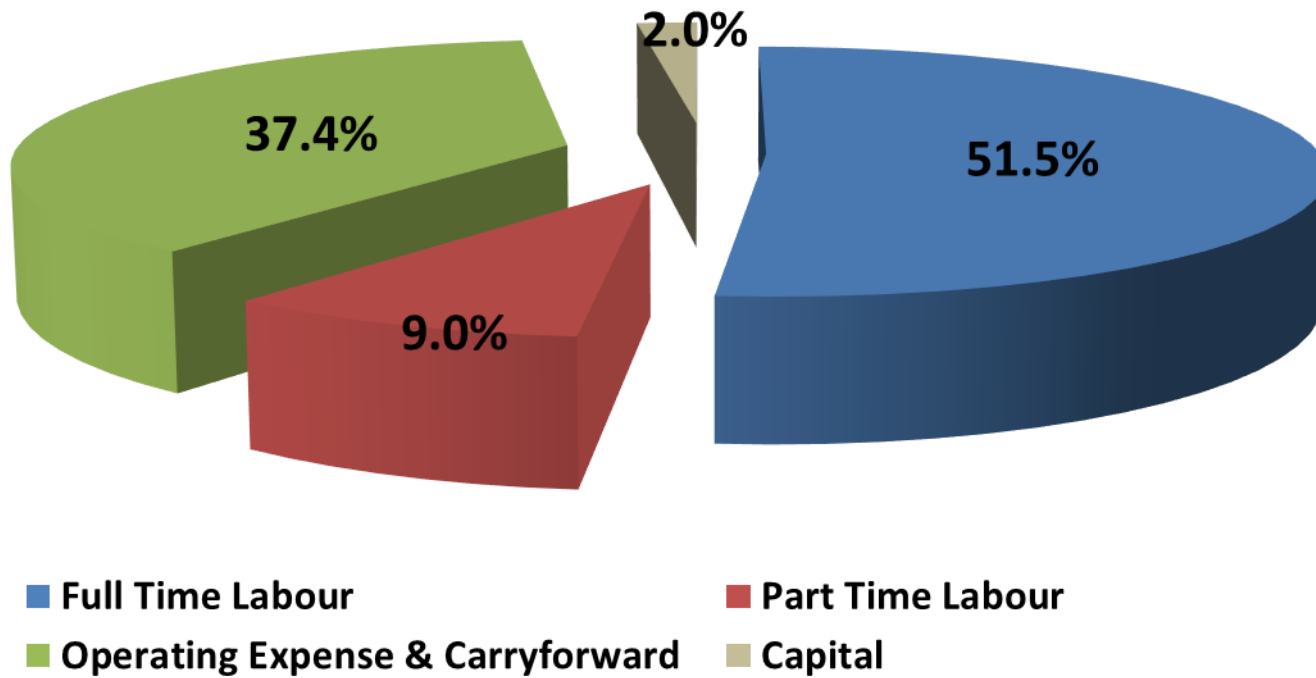
# Academic operating expenses

| Department | 2019/20 Budget | 2018/19 Budget | Year-over-year change | |
|---|---|---|---|---|
| | $'000's | $'000's | $'000's | % |
| Energy Systems and Nuclear Science | $4,985 | $4,996 | ($11) | (0.2%) |
| Business and Information Technology | $13,067 | $12,939 | $128 | 1.0% |
| Social Sciences and Humanities | $10,272 | $10,028 | $244 | 2.4% |
| Education | $4,914 | $5,345 | ($431) | (8.1%) |
| Health Sciences | $13,213 | $12,991 | $222 | 1.7% |
| Engineering | $14,480 | $14,442 | $38 | 0.3% |
| Science | $13,200 | $12,939 | $261 | 2.0% |
| Graduate Studies | $2,895 | $3,202 | ($306) | (9.6%) |
| Outsourced Electives | $292 | $490 | ($198) | (40.4%) |
| **Total Academic** | **$77,319** | **$77,371** | **($52)** | **(0.1%)** |

# Academic Support operating expenses

| Department | 2019/20 Budget | 2018/19 Budget | Year-over-year change | |
|---|---|---|---|---|
| | $'000's | $'000's | $'000's | % |
| Office of the Provost | $916 | $1,205 | ($289) | (24.0%) |
| Planning | $1,131 | $2,160 | ($1,029) | (47.6%) |
| Research, Innovation & International | $2,551 | $2,489 | $62 | 2.5% |
| Teaching & Learning | $3,648 | $3,620 | $29 | 0.8% |
| Registrar | $6,634 | $6,745 | ($110) | (1.6%) |
| Tuition Set Aside | $7,472 | $6,889 | $583 | 8.5% |
| Student Life | $7,432 | $7,043 | $389 | 5.5% |
| Library | $4,415 | $4,479 | ($63) | (1.4%) |
| IT - TELE | $3,695 | $4,794 | ($1,099) | (22.9%) |
| **Total Academic Support** | **$37,895** | **$39,423** | **($1,528)** | **(3.9%)** |

# Administrative operating expenses

| Department | 2019/20 Budget | 2018/19 Budget | Year-over-year change | |
|---|---|---|---|---|
| | $'000's | $'000's | $'000's | % |
| University Secretariat and General Counsel | $2,093 | $1,691 | $402 | 23.7% |
| President | $955 | $1,037 | ($82) | (7.9%) |
| Finance | $3,301 | $3,252 | $49 | 1.5% |
| Central Operations | $4,905 | $5,369 | ($464) | (8.6%) |
| OCIS/Leased Space | $12,963 | $13,759 | ($796) | (5.8%) |
| IT (excluding TELE) | $3,893 | $3,762 | $130 | 3.5% |
| External Relations | $4,637 | $4,772 | ($135) | (2.8%) |
| Human Resources | $2,538 | $2,566 | ($28) | (1.1%) |
| **Total Administration** | **$35,285** | **$36,209** | **($925)** | **(2.6%)** |

# Commercial and other operating expenses

| Department | 2019/20 Budget | 2018/19 Budget | Year-over-year change | |
|---|---|---|---|---|
| | $'000's | $'000's | $'000's | % |
| ACE | $5,045 | $4,981 | $64 | 1.3% |
| Campus Ice /Campus Tennis Centre | $1,607 | $1,595 | $11 | 0.7% |
| Daycare | $1,026 | $959 | $67 | 7.0% |
| Regent | $621 | $599 | $22 | 3.6% |
| Purchased Services | $15,512 | $16,613 | ($1,102) | (6.6%) |
| Debenture | $16,501 | $16,501 | $0 | 0.0% |
| **Total Commercial and other** | **$40,311** | **$41,249** | **($937)** | **(2.3%)** |

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# Budget Summary by functional area



**% of Total Budget**
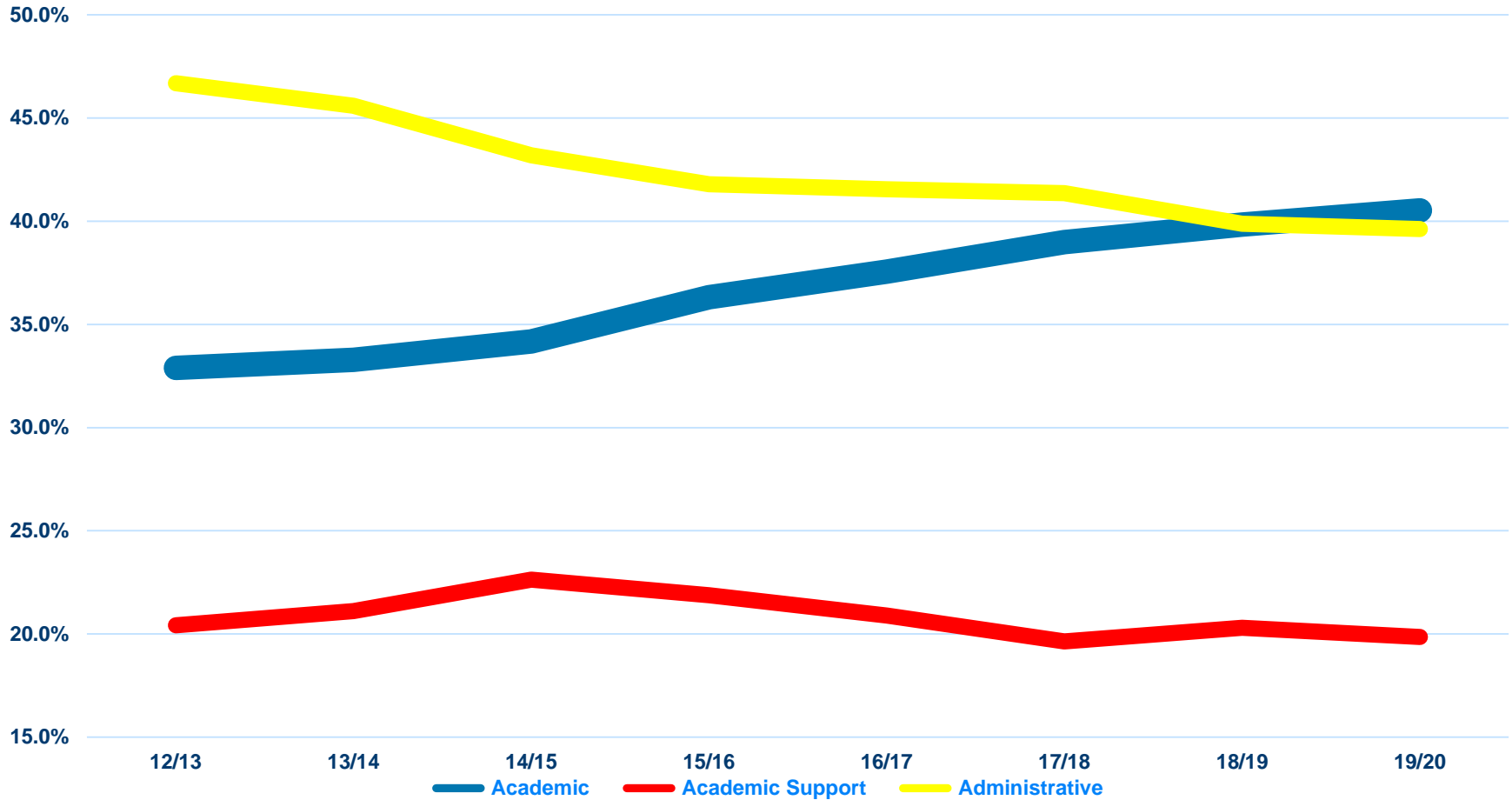
# Risks and opportunities/mitigation

|  | Est. Impact | |
| :--- | :---: | :---: |
| | **2019-20** | **2020-21** |
| **Risks** | $'000s | $'000s |
| | | |
| Compensation | $480 | $1,250 |
| Tuition, as per new tuition framework | 150 | 225 |
| | --------- | ---------- |
| **Total risks** | $630 | $1,475 |
| | --------- | ---------- |
| | | |
| **Opportunities/Mitigation** | | |
| | | |
| Ancillary Fee Changes | $300 | $310 |
| ConEd development (net) | 150 | 250 |
| Delay in OPEX and hiring | 180 | - |
| Increase in revenue/decrease in expenses beyond current budget plan for 2020-21 | - | 915 |
| | ------- | ---------- |
| **Total opportunities/mitigation** | $630 | $1,475 |
| | --------- | ---------- |

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# Conclusion

►Next steps
►Questions and discussion

# Next steps

➢ Draft budget presentation to Audit & Finance Committee April 17, 2019

➢ Budget recommendations to the Board of Governors April 24, 2019

➢ Budget presented to Academic Council June 25, 2019

# Questions/discussion

➢ Any questions or comments ?

# Motion

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

**2019-20 Draft Budget Appendix**
**April 17, 2019**

# Appendix contents

►Accounting policies

►Financial principles

►Budget process flowchart

►SMA enrolment corridor

►FTE enrolment summary

►Budget operating summary

►Operating revenues analysis

►Operating expenses analysis

►Capital expenditures

►Expenses by component

►Allocation of human resources

►Restricted funds
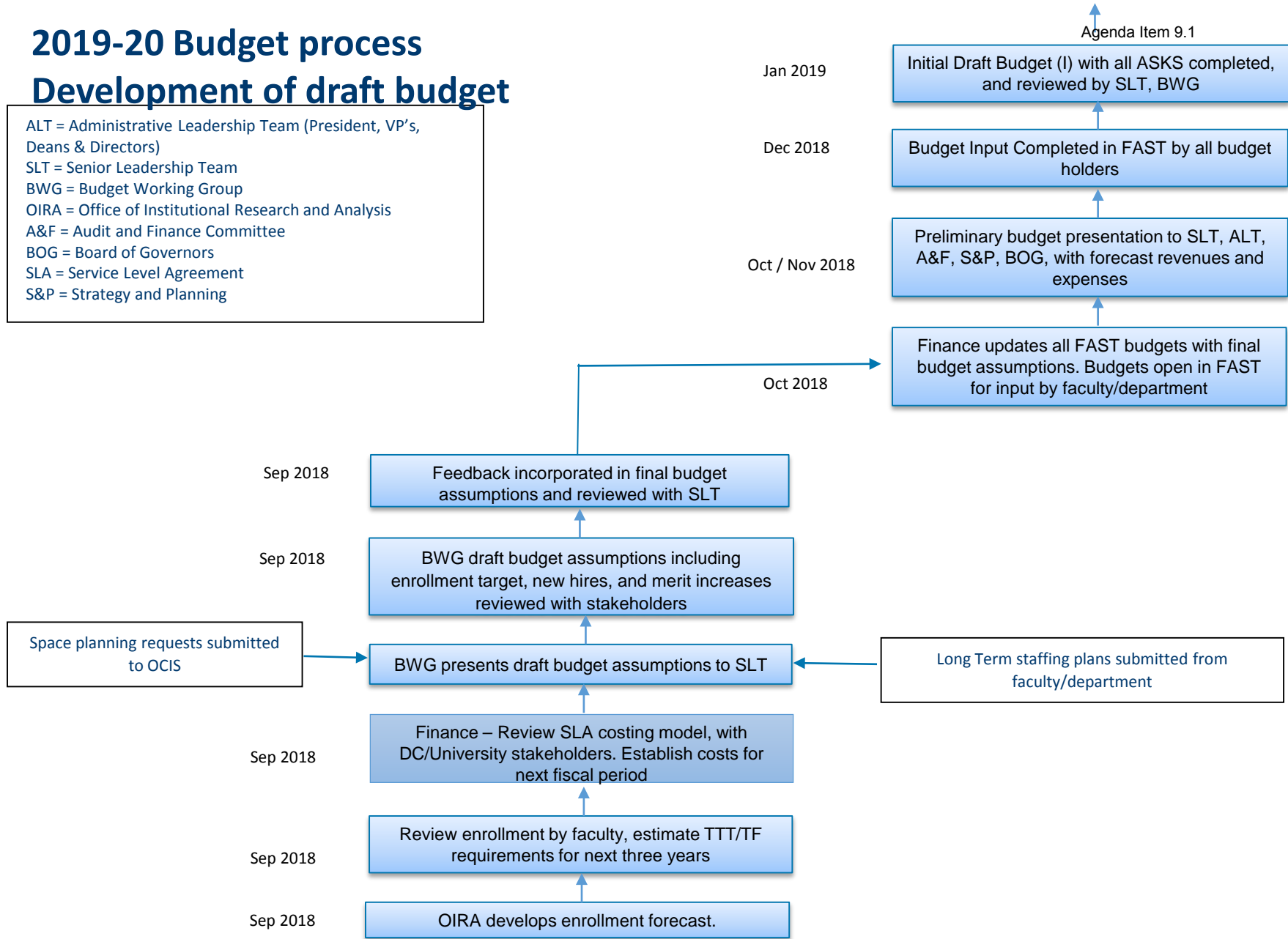
# Accounting policy

- The University's operating budget is prepared on a "modified-cash" basis, v/s

- The University's GAAP (generally accepted accounting principles) financial statements (FS), are prepared on an "accruals" basis,
  and includes items not in the budget, e.g.

  - amortization on capital assets and grants
  - externally funded research revenues and expenses

- As part of the quarterly reporting to Audit and Finance, Finance reconciles the operating results to the GAAP FS.

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# Financial principles

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.

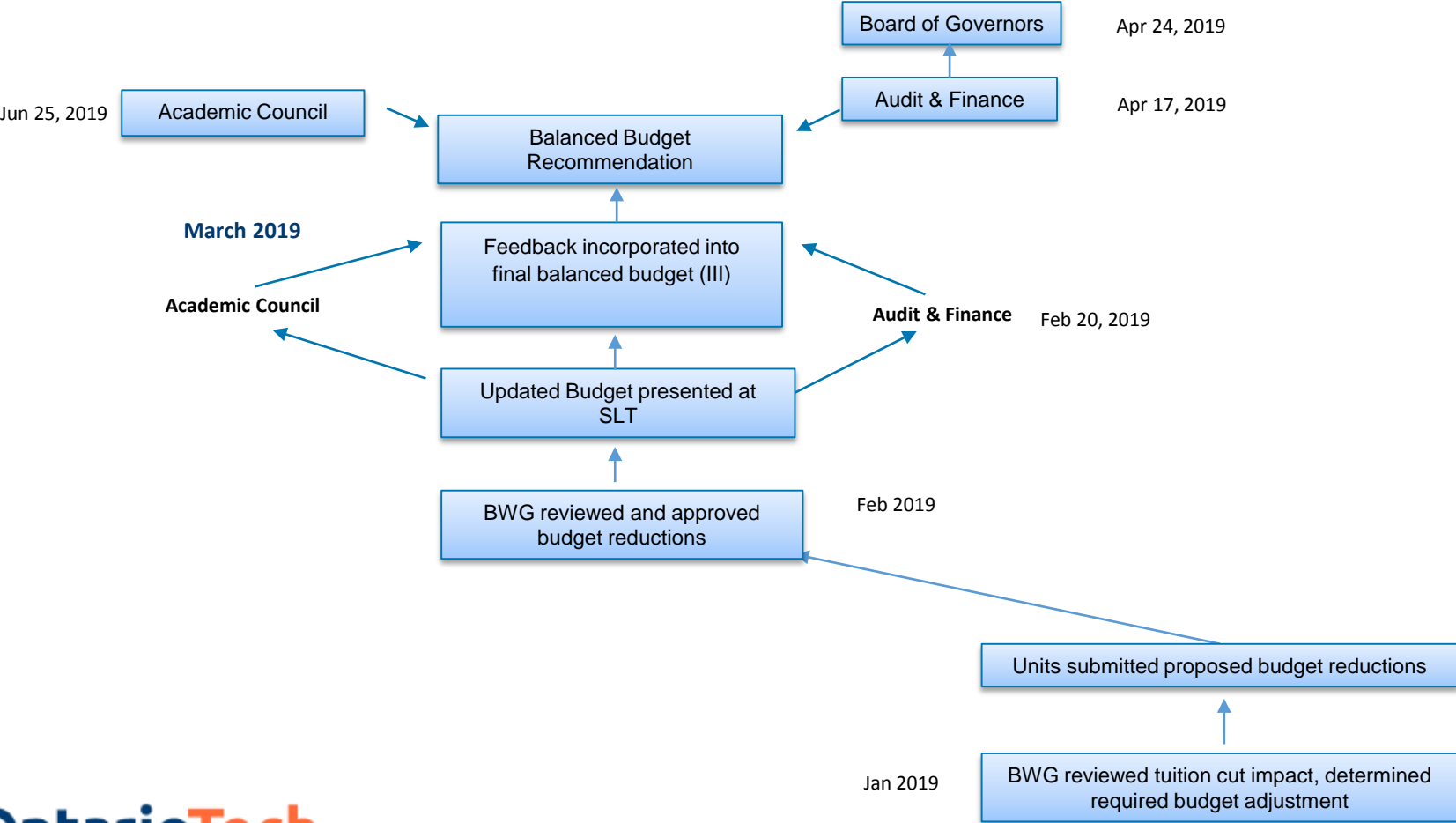7. Demonstrate prudent investment management.

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# 2019-20 Budget process
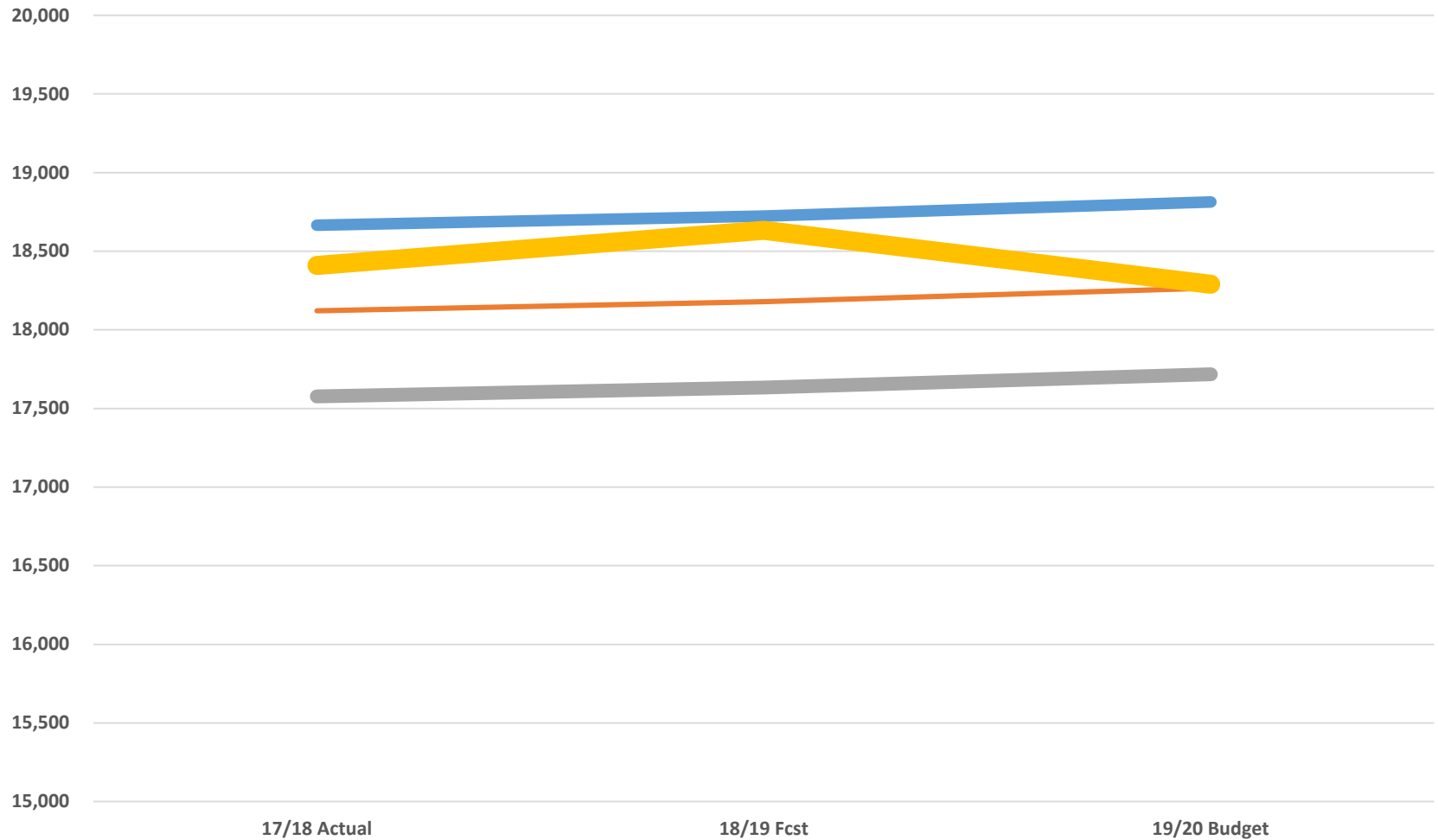# Development of draft budget

ALT = Administrative Leadership Team (President, VP's, Deans & Directors)
SLT = Senior Leadership Team
BWG = Budget Working Group
OIRA = Office of Institutional Research and Analysis
A&F = Audit and Finance Committee
BOG = Board of Governors
SLA = Service Level Agreement
S&P = Strategy and Planning

Agenda Item 9.1

Jan 2019 — Initial Draft Budget (I) with all ASKS completed, and reviewed by SLT, BWG

Dec 2018 — Budget Input Completed in FAST by all budget holders

Oct / Nov 2018 — Preliminary budget presentation to SLT, ALT, A&F, S&P, BOG, with forecast revenues and expenses

Oct 2018 — Finance updates all FAST budgets with final budget assumptions. Budgets open in FAST for input by faculty/department

Sep 2018 — Feedback incorporated in final budget assumptions and reviewed with SLT

Sep 2018 — BWG draft budget assumptions including enrollment target, new hires, and merit increases reviewed with stakeholders

Space planning requests submitted to OCIS → BWG presents draft budget assumptions to SLT ← Long Term staffing plans submitted from faculty/department

Sep 2018 — Finance – Review SLA costing model, with DC/University stakeholders. Establish costs for next fiscal period

Sep 2018 — Review enrollment by faculty, estimate TTT/TF requirements for next three years

Sep 2018 — OIRA develops enrollment forecast.

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SMA 2 enrolment corridor

Agenda Item 9.1

# FTE enrolment summary

## Total Enrolment FTE's

| Total FTE (Full Time Equivalent) | 2019-20 Budget | 2018-19 Budget | 2018-19 Fcst | Variance to Budget | | Variance to Forecast | |
|---|---|---|---|---|---|---|---|
| Dept | Total | Total | Total | # | % | # | % |
| Faculty of ESNS | 327 | 325 | 335 | 2 | 1% | (8) | (2%) |
| Faculty of Business and IT | 1,769 | 1,665 | 1,767 | 103 | 6% | 1 | 0% |
| Fac. of Social Science & Humanities | 1,504 | 1,531 | 1,491 | (28) | (2%) | 13 | 1% |
| Faculty of Education | 417 | 378 | 400 | 40 | 11% | 18 | 4% |
| Faculty of Health Sciences | 1,893 | 1,838 | 1,838 | 55 | 3% | 55 | 3% |
| Faculty of EAS | 1,985 | 2,051 | 2,029 | (65) | (3%) | (44) | (2%) |
| Faculty of Science | 1,119 | 1,066 | 1,074 | 53 | 5% | 45 | 4% |
| Total | 9,013 | 8,853 | 8,934 | 160 | 2% | 79 | 1% |

| Under Grad Domestic | 2019-20 Budget | 2018-19 Budget | 2018-19 Fcst | Variance to Budget | | Variance to Forecast | |
|---|---|---|---|---|---|---|---|
| Dept | UG | UG | UG | # | % | # | % |
| Faculty of ESNS | 250 | 252 | 243 | (2) | (1%) | 6 | 3% |
| Faculty of Business and IT | 1,607 | 1,552 | 1,654 | 55 | 4% | (47) | (3%) |
| Fac. of Social Science & Humanities | 1,409 | 1,456 | 1,406 | (47) | (3%) | 3 | 0% |
| Faculty of Education | 353 | 317 | 327 | 36 | 11% | 26 | 8% |
| Faculty of Health Sciences | 1,793 | 1,737 | 1,749 | 55 | 3% | 43 | 2% |
| Faculty of EAS | 1,528 | 1,589 | 1,609 | (61) | (4%) | (82) | (5%) |
| Faculty of Science | 982 | 931 | 961 | 52 | 6% | 21 | 2% |
| Total | 7,922 | 7,834 | 7,950 | 88 | 1% | (28) | (0%) |

| Under Grad International | 2019-20 Budget | 2018-19 Budget | 2018-19 Fcst | Variance to Budget | | Variance to Forecast | |
|---|---|---|---|---|---|---|---|
| Dept | UG Int | UG Int | UG Int | # | % | # | % |
| Faculty of ESNS | 13 | 15 | 15 | (2) | (12%) | (2) | (10%) |
| Faculty of Business and IT | 121 | 90 | 95 | 32 | 36% | 27 | 28% |
| Fac. of Social Science & Humanities | 34 | 25 | 31 | 8 | 33% | 3 | 11% |
| Faculty of Education | - | 1 | 1 | (1) | (100%) | (1) | (100%) |
| Faculty of Health Sciences | 39 | 40 | 26 | (0) | (1%) | 13 | 48% |
| Faculty of EAS | 202 | 220 | 183 | (17) | (8%) | 20 | 11% |
| Faculty of Science | 78 | 78 | 55 | 0 | 0% | 23 | 42% |
| Total | 488 | 468 | 405 | 20 | 4% | 83 | 20% |

# FTE enrolment summary (cont.)

| Grad Domestic | 2019-20 Budget | 2018-19 Budget | 2018-19 Fcst | Variance to Budget | | Variance to Forecast | |
|---|---|---|---|---|---|---|---|
| Dept | Grad | Grad | Grad | # | % | # | % |
| Faculty of ESNS | 58 | 49 | 68 | 9 | 19% | (10) | (15%) |
| Faculty of Business and IT | 9 | 9 | 9 | (1) | (9%) | (0) | (2%) |
| Fac. of Social Science & Humanities | 53 | 46 | 48 | 7 | 14% | 5 | 10% |
| Faculty of Education | 64 | 60 | 71 | 4 | 7% | (7) | (9%) |
| Faculty of Health Sciences | 61 | 59 | 62 | 2 | 4% | (1) | (1%) |
| Faculty of EAS | 119 | 107 | 121 | 12 | 11% | (2) | (1%) |
| Faculty of Science | 51 | 49 | 52 | 2 | 4% | (2) | (3%) |
| Total | 414 | 379 | 430 | 36 | 9% | (16) | (4%) |

| Grad International | 2019-20 Budget | 2018-19 Budget | 2018-19 Fcst | Variance to Budget | | Variance to Forecast | |
|---|---|---|---|---|---|---|---|
| Dept | Int Grad | Int Grad | Int Grad | # | % | # | % |
| Faculty of ESNS | 6 | 9 | 9 | (3) | (36%) | (3) | (37%) |
| Faculty of Business and IT | 32 | 14 | 10 | 18 | 129% | 22 | 216% |
| Fac. of Social Science & Humanities | 8 | 4 | 6 | 4 | 105% | 2 | 32% |
| Faculty of Education | - | - | 1 | - | 0% | (1) | (100%) |
| Faculty of Health Sciences | - | 2 | - | (2) | (100%) | 0 | 0% |
| Faculty of EAS | 136 | 135 | 116 | 1 | 1% | 20 | 17% |
| Faculty of Science | 8 | 8 | 6 | (1) | (6%) | 2 | 31% |
| Total | 189 | 172 | 148 | 17 | 10% | 41 | 28% |

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# 2019-20 draft operating summary

| Ontario Tech University Total Budget | 19-20 Budget | 18-19 Budget | 18-19 Fcst | Bud-Bud | Bud-Bud | Bud-Fcst | Bud-Fcst |
|---|---|---|---|---|---|---|---|
| **Revenue** | **($'000)** | **($'000)** | **($'000)** | **$ Variance** | **%** | **$ Variance** | **%** |
| *Total Operating Grant* | $57,438 | $56,818 | $57,048 | $620 | 1.1% | $390 | 0.7% |
| *Total Other Grants* | 10,357 | 10,418 | 11,697 | ($61) | (0.6%) | ($1,340) | (11.5%) |
| *Total Debenture* | 13,500 | 13,500 | 13,500 | $0 | 0% | $0 | 0% |
| *Total Tuition* | 79,944 | 83,992 | 82,495 | ($4,048) | (4.8%) | ($2,551) | (3.1%) |
| *Total Student Ancillary Fees* | 11,360 | 11,606 | 12,981 | ($246) | (2.1%) | ($1,621) | (12.5%) |
| *Total Ancillary Operations* | 3,783 | 3,832 | 3,877 | ($49) | (1.3%) | ($94) | (2.4%) |
| *Expendable Donations* | 854 | 725 | 1,001 | $129 | 17.8% | ($147) | (14.7%) |
| *Other Revenue* | 13,448 | 12,806 | 12,885 | $642 | 5.0% | $563 | 4.4% |
| **Subtotal Operating Revenue** | **$190,684** | **$193,697** | **$195,484** | **($3,013)** | **(1.6%)** | **($4,800)** | **(2.5%)** |
| *Funded through Prior Year Revenue* | 126 | 557 | 312 | ($431) | (77.4%) | ($186) | (59.6%) |
| **Total Revenue** | **$190,810** | **$194,254** | **$195,796** | **($3,444)** | **(1.8%)** | **($4,986)** | **(2.5%)** |
| | | | | | | | |
| **Expense** | | | | | | | |
| *Full Time Labour* | $98,297 | $94,740 | $89,095 | $3,557 | 3.8% | $9,202 | 10.3% |
| *Part Time Labour* | 17,159 | 18,090 | 20,827 | ($931) | (5.1%) | ($3,668) | (17.6%) |
| *Operating Expenses (OPEX)* | 71,435 | 74,978 | 71,579 | ($3,543) | (4.7%) | ($144) | (0.2%) |
| *Capital* | 3,919 | 7,312 | 9,600 | ($3,393) | (46.4%) | ($5,682) | (59.2%) |
| *Carry Forward Surplus* | $0 | ($867) | $0 | $867 | 100.0% | $0 | 0% |
| **Total Expenses** | **$190,810** | **$194,254** | **$191,101** | **($3,444)** | **(1.8%)** | **($291)** | **(0.2%)** |

# Total revenue budget ($'000)

| Revenue | 19-20 Budget ($'000) | 18-19 Budget ($'000) | 18-19 Forecast ($'000) | % Change Budget-Budget | % Change Budget-Fcst |
|---|---|---|---|---|---|
| Total Revenue | $190,810 | $194,254 | $195,796 | (1.8%) | (2.5%) |
| Funded through Prior Year Revenue | 126 | 557 | 312 | (77.4%) | (59.6%) |
| Subtotal Operating Revenue | $190,684 | $193,697 | $195,484 | (1.6%) | (2.5%) |
| Total Operating Grant | $57,438 | $56,818 | $57,048 | 1.1% | 0.7% |
| Total Other Grants | 10,357 | 10,418 | 11,697 | (0.6%) | (11.5%) |
| Total Debenture | 13,500 | 13,500 | 13,500 | 0.0% | 0.0% |
| Total Tuition | 79,944 | 83,992 | 82,495 | (4.8%) | (3.1%) |
| Total Student Ancillary Fees | 11,360 | 11,606 | 12,981 | (2.1%) | (12.5%) |
| Total Ancillary Operations | 3,783 | 3,832 | 3,877 | (1.3%) | (2.4%) |
| Expendable Donations | 854 | 725 | 1,001 | 17.8% | (14.7%) |
| Other Revenue | 13,448 | 12,806 | 12,885 | 5.0% | 4.4% |

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# Operating grant revenue ($'000)

| Revenue | 19-20 Budget ($'000) | 18-19 Budget ($'000) | 18-19 Forecast ($'000) | $ Variance Budget-Budget | % Change Budget-Budget | $ Variance Budget-Fcst | % Change Budget-Fcst |
|---|---|---|---|---|---|---|---|
| Total Operating Grant Revenue | $57,438 | $56,818 | $57,048 | $620 | 1.1% | $390 | 0.7% |



Budget: Increase in 19/20 due to growth in collaborative nursing $0.3M, and allowed graduate growth $0.3M

Fcst: Increase over fcst due to growth in collaborative nursing $0.1M, and allowed graduate growth $0.3M

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# Other grant revenue ($'000)

| Revenue | 19-20 Budget ($'000) | 18-19 Budget ($'000) | 18-19 Forecast ($'000) | $ Variance Budget-Budget | % Change Budget-Budget | $ Variance Budget-Fcst | % Change Budget-Fcst |
|---|---|---|---|---|---|---|---|
| Total Other Grant Revenue | $10,357 | $10,418 | $11,697 | ($61) | (0.6%) | ($1,340) | (11.5%) |
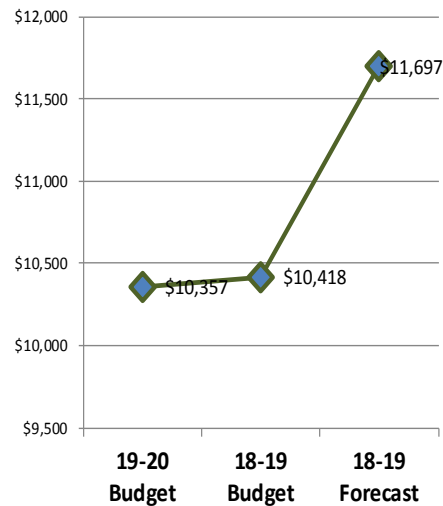


Budget: Provincial government eliminated Ontario International Education opportunity scholarship grant ($0.1M).

Fcst: in 18/19 we received a unbudgeted GHG Campus Retrofit Grant from the ministry ($1.1M). Provincial government eliminated Ontario International Education opportunity scholarship grant ($0.1M). In 18/19 received a prior year payment ($0.1M) for the indirect research grant.

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# Debenture revenue ($'000)

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| Revenue | 19-20 Budget ($'000) | 18-19 Budget ($'000) | 18-19 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% |
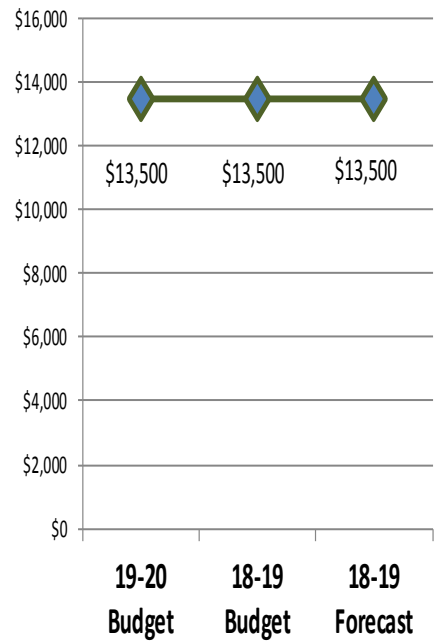


Budget: Unchanged

Fcst: Unchanged

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# Tuition revenue ($'000)

| Revenue | 19-20 Budget ($'000) | 18-19 Budget ($'000) | 18-19 Forecast ($'000) | $ Variance Budget-Budget | % Change Budget-Budget | $ Variance Budget-Fcst | % Change Budget-Fcst |
|---|---|---|---|---|---|---|---|
| Total Tuition Revenue | $79,944 | $83,992 | $82,495 | ($4,048) | (4.8%) | ($2,551) | (3.1%) |
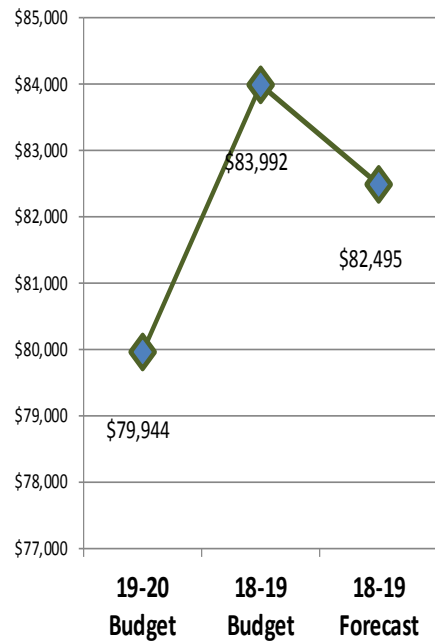


Budget: Domestic tuition reduction of ten percent resulted in a decrease of budgeted tuition ($7.4M). International Tuition rates are up 6%, or $0.9M. Domestic UG inflow is up 146 FTE or $1.2M. Domestic UG flow thru is down (59) FTE or ($0.5M). International UG inflow is up 4 FTE or $0.1M. International flow thru is up 16 FTE or $0.4M. Grad Domestic FTE is up 36 FTE or $0.4M. Grad International FTE is up 17 FTE or $0.3M. Overall enrolment mix is up $0.2M. Increase in co-op tuition is up $0.2M, ELC revenue is up $0.2M

Fcst: Domestic tuition reduction of ten percent resulted in a decrease of budgeted tuition ($7.4M). International Tuition rates are up 6%, or $0.9M. Domestic UG inflow is up 40 FTE or $0.4M. Domestic UG flow thru is down (68) FTE or ($0.5M). International UG inflow is up 15 FTE or $0.3M. Flow thru is up 68 FTE or $1.8M. Grad Domestic is down (16) FTE or ($0.1M). Grad International FTE is up 41 FTE or $0.9M. Overall enrolment mix is up $0.3M. ELC revenue is up $0.4M. Co-op fees are up $0.1M. The change in deferred revenue is up $0.3M

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# Student ancillary fees ($'000)

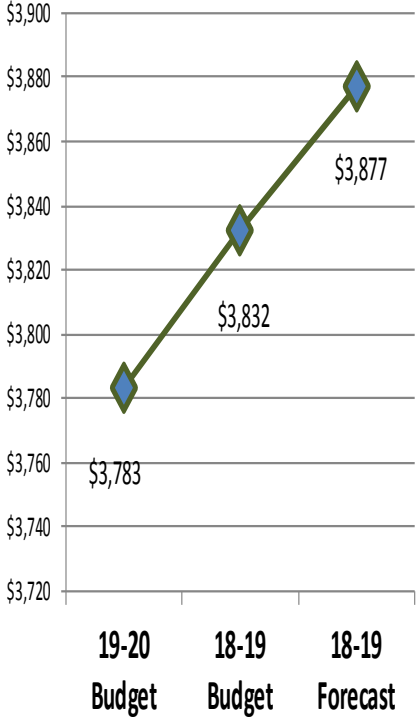| Revenue | 19-20 Budget ($'000) | 18-19 Budget ($'000) | 18-19 Forecast ($'000) | $ Variance Budget-Budget | % Change Budget-Budget | $ Variance Budget-Fcst | % Change Budget-Fcst |
|---|---|---|---|---|---|---|---|
| Total Student Ancillary Fees | $11,360 | $11,606 | $12,981 | ($246) | (2.1%) | ($1,621) | (12.5%) |
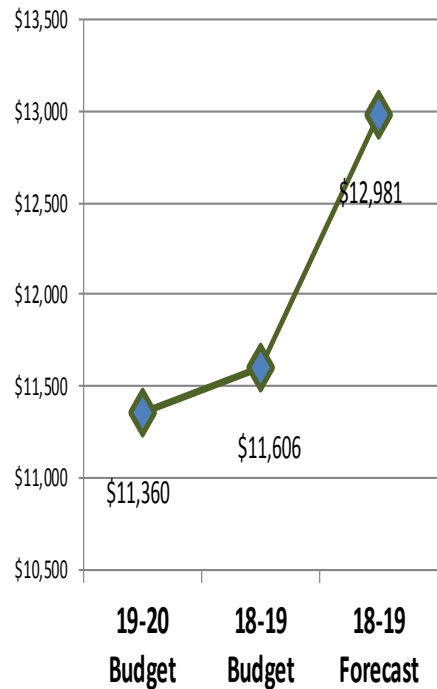
Budget: Increased enrolment 160 FTE or $0.2M. Ancillary fee increase $0.2M. Tele hardware fee drop ($0.7M).

Fcst: Increased enrolment 80 FTE or $0.1M. Ancillary fee increase $0.2M. Tele hardware fee drop ($1.1M). CRCW fees used in 18/19 for equipment purchase ($0.8M).



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# Ancillary operations ($'000)

| Revenue | 19-20 Budget ($'000) | 18-19 Budget ($'000) | 18-19 Forecast ($'000) | $ Variance Budget-Budget | % Change Budget-Budget | $ Variance Budget-Fcst | % Change Budget-Fcst |
|---|---|---|---|---|---|---|---|
| Total Ancillary Operations | $3,783 | $3,832 | $3,877 | ($49) | (1.3%) | ($94) | (2.4%) |



Budget: Flat

Fcst: Text book sales are down ($0.1M)

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# Expendable donations revenue ($'000)

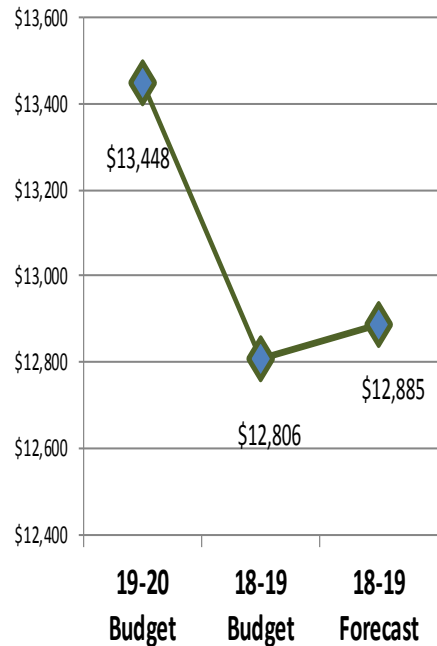| Revenue | 19-20 Budget ($'000) | 18-19 Budget ($'000) | 18-19 Forecast ($'000) | $ Variance Budget-Budget | % Change Budget-Budget | $ Variance Budget-Fcst | % Change Budget-Fcst |
|---|---|---|---|---|---|---|---|
| Total Expendable Donation Revenue | $854 | $725 | $1,001 | $129 | 17.8% | ($147) | (14.7%) |
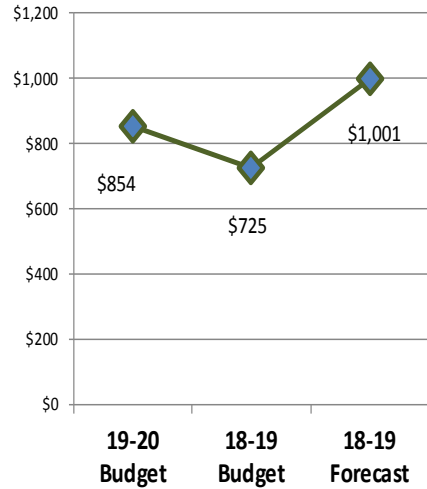


Budget: $0.1M increase in donor awards.

Fcst: 18/19 Includes; ($0.1M) unplanned donation from the city of Oshawa

\* Expendable donations relate to the 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 or the new capital campaign.

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# Other revenue ($'000)

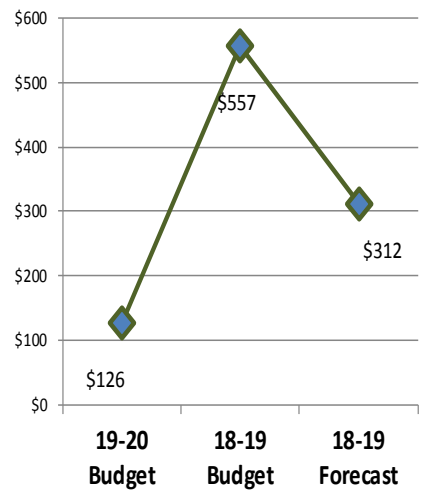| Revenue | 19-20 Budget ($'000) | 18-19 Budget ($'000) | 18-19 Forecast ($'000) | $ Variance Budget-Budget | % Change Budget-Budget | $ Variance Budget-Fcst | % Change Budget-Fcst |
|---|---|---|---|---|---|---|---|
| Total Other Revenue | $13,448 | $12,806 | $12,885 | $642 | 5.0% | $563 | 4.4% |



Budget: ACE volume increase $0.2M, CIC/CFH increase $0.2M, increase in student fees $0.1M. New SSH research centre $0.1M

Fcst: ACE volume increase $0.2M, CIC/CFH increase $0.2M, increase in student fees $0.1M. New SSH research centre $0.1M

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# Funded through prior year revenue ($'000)

| Revenue | 19-20 Budget ($'000) | 18-19 Budget ($'000) | 18-19 Forecast ($'000) | $ Variance Budget-Budget | % Change Budget-Budget | $ Variance Budget-Fcst | % Change Budget-Fcst |
|---|---|---|---|---|---|---|---|
| Funded through prior year revenue | $126 | $557 | $312 | ($431) | (77.4%) | ($186) | (59.6%) |



Budget: Use of prior year (deferred) revenue is down as TELE has reduced expenses ($0.4M) as it transitions from full TELE to BYOD.

Fcst: Use of PY (deferred) revenue is down as TELE has reduced expenses ($0.2M) as it transitions from full TELE to BYOD.

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# Total expense budget ($'000)

| Expense | 19-20 Budget ($'000) | 18-19 Budget ($'000) | 18-19 Forecast ($'000) | % Change Budget-Budget | % Change Budget-Fcst |
|---|---|---|---|---|---|
| Total Expense | $190,810 | $194,254 | $191,101 | (1.8%) | (0.2%) |
| *Total Full Time Labour* | $98,297 | $94,740 | $89,095 | 3.8% | 10.3% |
| *Total Part Time Labour* | 17,159 | 18,090 | 20,827 | (5.1%) | (17.6%) |
| *Total Operating Expense* | 71,435 | 74,978 | 71,579 | (4.7%) | (0.2%) |
| *Total Capital* | 3,919 | 7,312 | 9,600 | (46.4%) | (59.2%) |
| *Total Carry Forward Surplus* | 0 | (867) | 0 | 100.0% | 0% |

# Full-time labour ($'000)

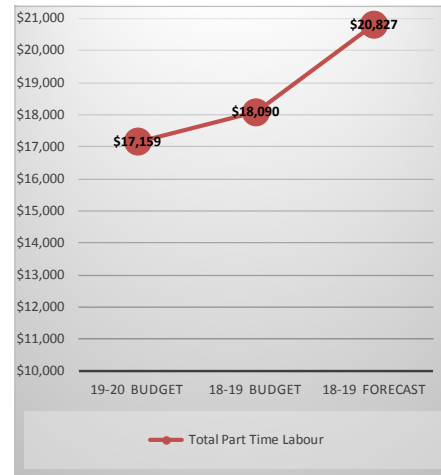| Expense | 19-20 Budget ($'000) | 18-19 Budget ($'000) | 18-19 Forecast ($'000) | $ Variance Budget-Budget | % Change Budget-Budget | $ Variance Budget-Fcst | % Change Budget-Fcst |
|---|---|---|---|---|---|---|---|
| **Total Full Time Labour** | **$98,297** | **$94,740** | **$89,095** | **$3,557** | **3.8%** | **$9,203** | **10.3%** |
| *Academic* | $58,227 | $56,165 | $52,230 | $2,062 | 3.7% | $5,997 | 11.5% |
| *Academic Support* | 17,759 | 17,124 | 16,110 | $635 | 3.7% | $1,650 | 10.2% |
| *Administrative* | 12,104 | 11,674 | 11,280 | $430 | 3.7% | $824 | 7.3% |
| *Purchased Services* | 7,023 | 6,940 | 6,697 | $83 | 1.2% | $326 | 4.9% |
| *Business Operations* | 3,184 | 2,837 | 2,778 | $347 | 12.2% | $406 | 14.6% |



Total Full Time Labour
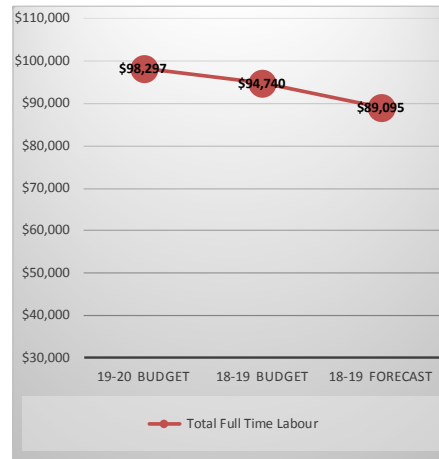
Budget Variance:
Annual increase $3.3M. 19/20 10 FTE net new hires, $1.2M. Conversions, 5 FTE from part time, $0.5M.   18/19 net new in year hires of 11 FTE, $1.0M. $0.7M Annualization of prior year salary increases. Budget reductions (17) FTE ($2.0M). In year planned open positions and other labour saving opportunities ($1.1M)

Forecast Variance:

Labour Savings from open head count $5.7M.  Annual increase $3.3M. 19/20 10 FTE net new hires, $1.2M. Conversions, 5 FTE from part time, $0.5M. 18/19 in year hires of 11 FTE; $0.5M (Annualization effect).  Budget reductions (17) FTE ($2.0M).

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# Part-time labour ($'000)

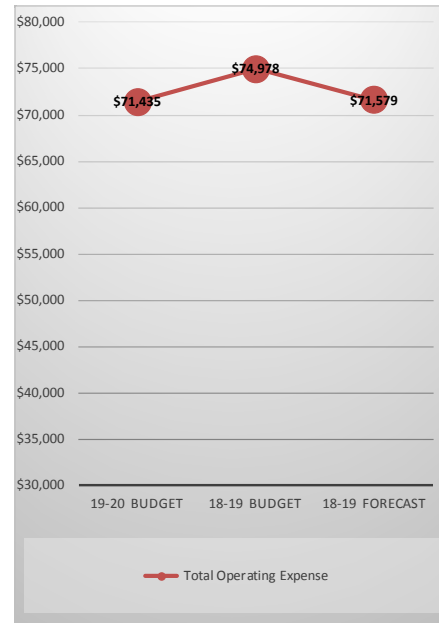| Expense | 19-20 Budget ($'000) | 18-19 Budget ($'000) | 18-19 Forecast ($'000) | $ Variance Budget-Budget | % Change Budget-Budget | $ Variance Budget-Fcst | % Change Budget-Fcst |
|---|---|---|---|---|---|---|---|
| **Total Part Time Labour** | **$17,159** | **$18,090** | **$20,827** | **($931)** | **(5.1%)** | **($3,668)** | **(17.6%)** |
| *Academic* | $11,593 | $11,987 | $13,512 | ($394) | (3.3%) | ($1,919) | (14.2%) |
| *Academic Support* | 4,270 | 4,417 | 5,369 | ($148) | (3.3%) | ($1,100) | (20.5%) |
| *Administrative* | 207 | 767 | 819 | ($560) | (73.0%) | ($612) | (74.7%) |
| *Purchased Services* | 288 | 260 | 372 | $28 | 10.8% | ($84) | (22.6%) |
| *Business Operations* | 801 | 658 | 755 | $143 | 21.7% | $46 | 6.1% |



Budget Variance:

Converting 5 part time to full time FTE's ($0.3M). Reversal of reserve for bill 148 PT wage increase ($0.4M). Budget reductions ($0.4M). Sessional increase rate $0.2M.

Forecast Variance:

18/19 part time backfill for open head counts ($2.6M). Converting 5 part time to full time ($0.4M). Reversal of reserve for bill 148 PT wage increase ($0.4M). Budget reductions ($0.4M). Sessional increase rate $0.1M.

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# Operating expenses ($'000)

| Expense | 19-20 Budget ($'000) | 18-19 Budget ($'000) | 18-19 Forecast ($'000) | $ Variance Budget-Budget | % Change Budget-Budget | $ Variance Budget-Fcst | % Change Budget-Fcst |
|---|---|---|---|---|---|---|---|
| **Total Operating Expense** | **$71,435** | **$74,978** | **$71,579** | **($3,543)** | **(4.7%)** | **($145)** | **(0.2%)** |
| *Academic* | $7,036 | $8,901 | $9,158 | ($1,865) | (21.0%) | ($2,122) | (23.2%) |
| *Academic Support* | 15,140 | 15,845 | 16,685 | ($705) | (4.5%) | ($1,545) | (9.3%) |
| *Administrative* | 37,684 | 37,056 | 33,181 | $628 | 1.7% | $4,503 | 13.6% |
| *Purchased Services* | 7,262 | 8,536 | 8,272 | ($1,274) | (14.9%) | ($1,010) | (12.2%) |
| *Business Operations* | 4,313 | 4,639 | 4,284 | ($326) | (7.0%) | $30 | 0.7% |



Budget Variance:

Budget reductions ($4.0M). Established presidential priority fund from planned in year labour savings $1.1M. Increase in disbursement and donor awards $0.4M. Utilities savings ($1.0M)

Forecast Variance:

Budget reductions ($4.0M). Established presidential priority fund from planned in year labour savings $1.1M. Decrease in legal expense ($0.6M), as new hires will handle more legal work in house. $3.5M eliminated contingencies in forecast. Utilities savings ($0.1M), majority of savings included in forecast.

# Capital ($'000)

| Expense | 19-20 Budget ($'000) | 18-19 Budget ($'000) | 18-19 Forecast ($'000) | $ Variance Budget-Budget | % Change Budget-Budget | $ Variance Budget-Fcst | % Change Budget-Fcst |
|---|---|---|---|---|---|---|---|
| **Total Capital** | **$3,919** | **$7,312** | **$9,600** | **($3,393)** | **(46.4%)** | **($5,682)** | **(59.2%)** |
| *Academic* | $464 | $1,185 | $1,713 | ($721) | (60.8%) | ($1,249) | (72.9%) |
| *Academic Support* | 790 | 2,037 | 2,013 | ($1,246) | (61.2%) | ($1,223) | (60.7%) |
| *Administrative* | 1,726 | 2,552 | 4,304 | ($826) | (32.4%) | ($2,579) | (59.9%) |
| *Purchased Services* | 939 | 1,539 | 1,380 | ($600) | (39.0%) | ($441) | (32.0%) |
| *Business Operations* | 0 | 0 | 190 | $0 | 0% | ($190) | (100.0%) |
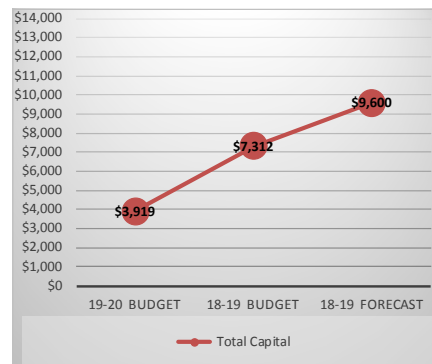


**Budget Variance:**

Reduction to capital spending to balance budget ($0.2M). Decrease to IT and OCIS Capital spending ($1.0M). ($0.9M) cut back in other faculty equipment. Decrease in Tele as program converts to BYOD. ($1.1M). CRCW new equipment purchased in 18/19 ($0.2M) vs none in 19/20.
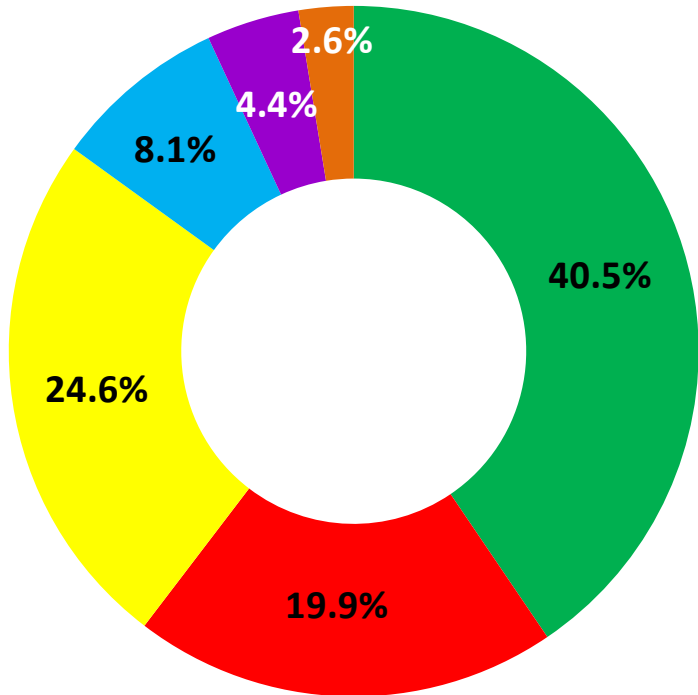
**Forecast Variance:**

Reduction to capital spending to balance budget ($0.2M). Decrease in Tele as program converts to BYOD. ($1.1M). Fcst included ($1.1M) Greenhouse Gas improvement projects. Other OCIS capital spending down ($0.9M). Faculties were granted additional capital funds for Lab improvements in 18/19 ($1.0M). IT equipment (servers, etc) down ($0.6M). CRCW purchased new equipment in 18/19 ($0.8M).

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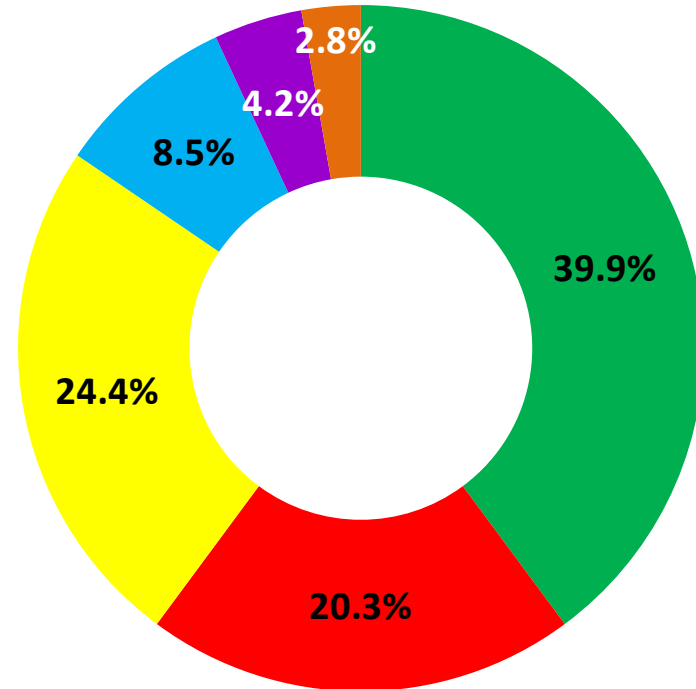
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# Capital ($'000)

|  | Budget | |
|---|---|---|
|  | **2019/20** | **2018/19** |
|  | **$ Mil** | **$ Mil** |
| Consists of: | | |
| Technology enriched learning enviroment (TELE) | $0.8 | $1.9 |
| IT Services | $0.5 | $0.7 |
| Purchased Services | $0.9 | $1.5 |
| Office of campus safety and infrastructure (OCIS) | $1.3 | $2.0 |
| Other equipment | $0.4 | $1.2 |
| **Total** | **$3.9** | **$7.3** |

# Expense components by group

**2019-20 Budget**

- **Academic Faculty** — 40.5%
- **Academic Support** — 19.9%
- **Administration** — 24.6%
- **Purchased Services** — 8.1%
- **Business Operations** — 4.4%
- **Central Operations** — 2.6%

**2018-19 Budget**

- **Academic Faculty** — 39.9%
- **Academic Support** — 20.3%
- **Administration** — 24.4%
- **Purchased Services** — 8.5%
- **Business Operations** — 4.2%
- **Central Operations** — 2.8%

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# Allocation of human resources



**Full Time Continuing FTE's**

| | Budget 18/19 | Fcst 18/19 | Budget 19/20 | Fcst 20/21 |
|---|---|---|---|---|
| Total | 736 | 747 | 745 | 745 |
| Administrative | 111 | 113 | 118 | 118 |
| Funded | 82 | 87 | 89 | 89 |
| Academic Support | 230 | 232 | 229 | 228 |
| Faculty | 313 | 315 | 309 | 310 |

Legend: ■ Faculty ■ Academic Support ■ Funded ■ Administrative

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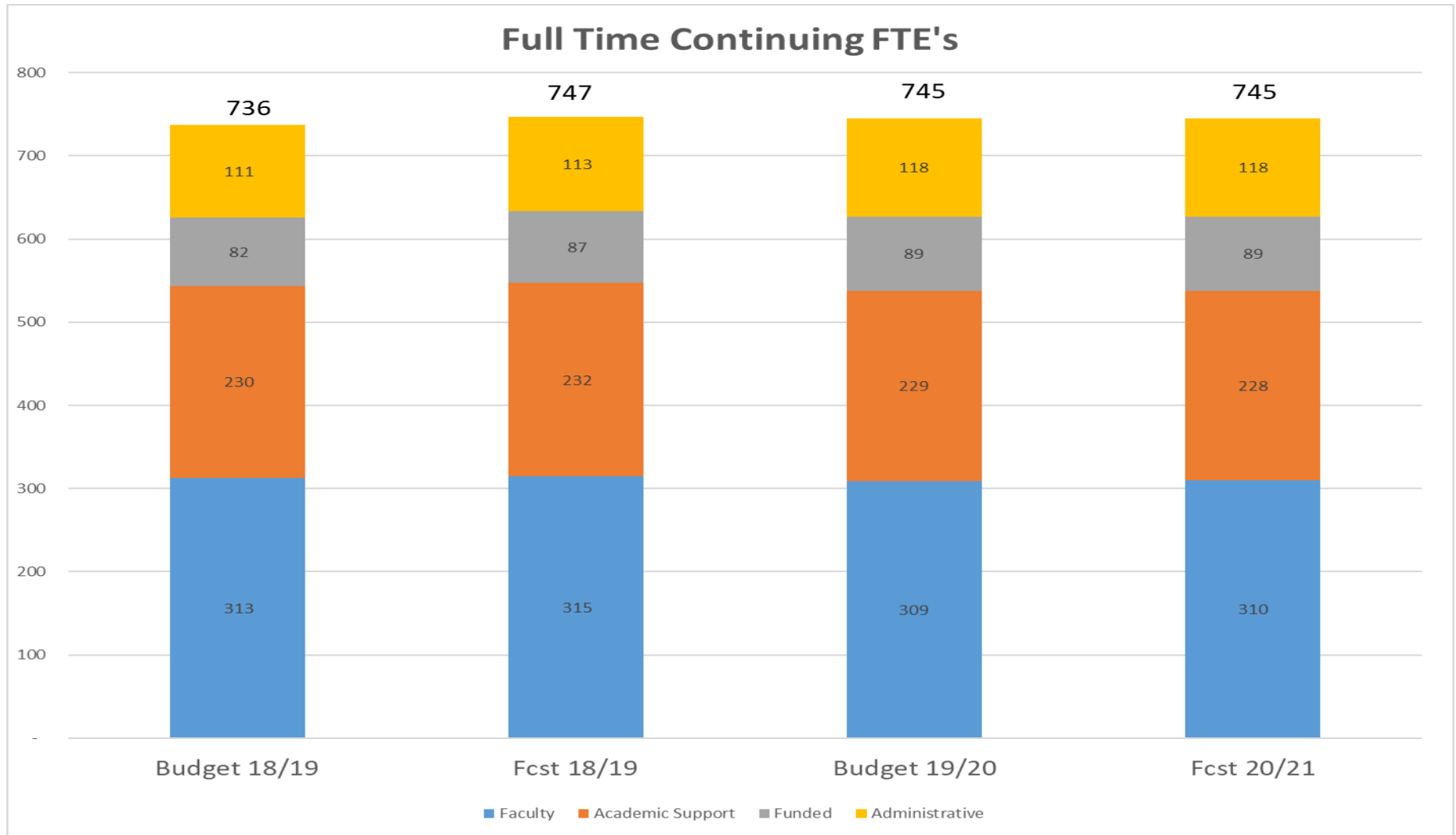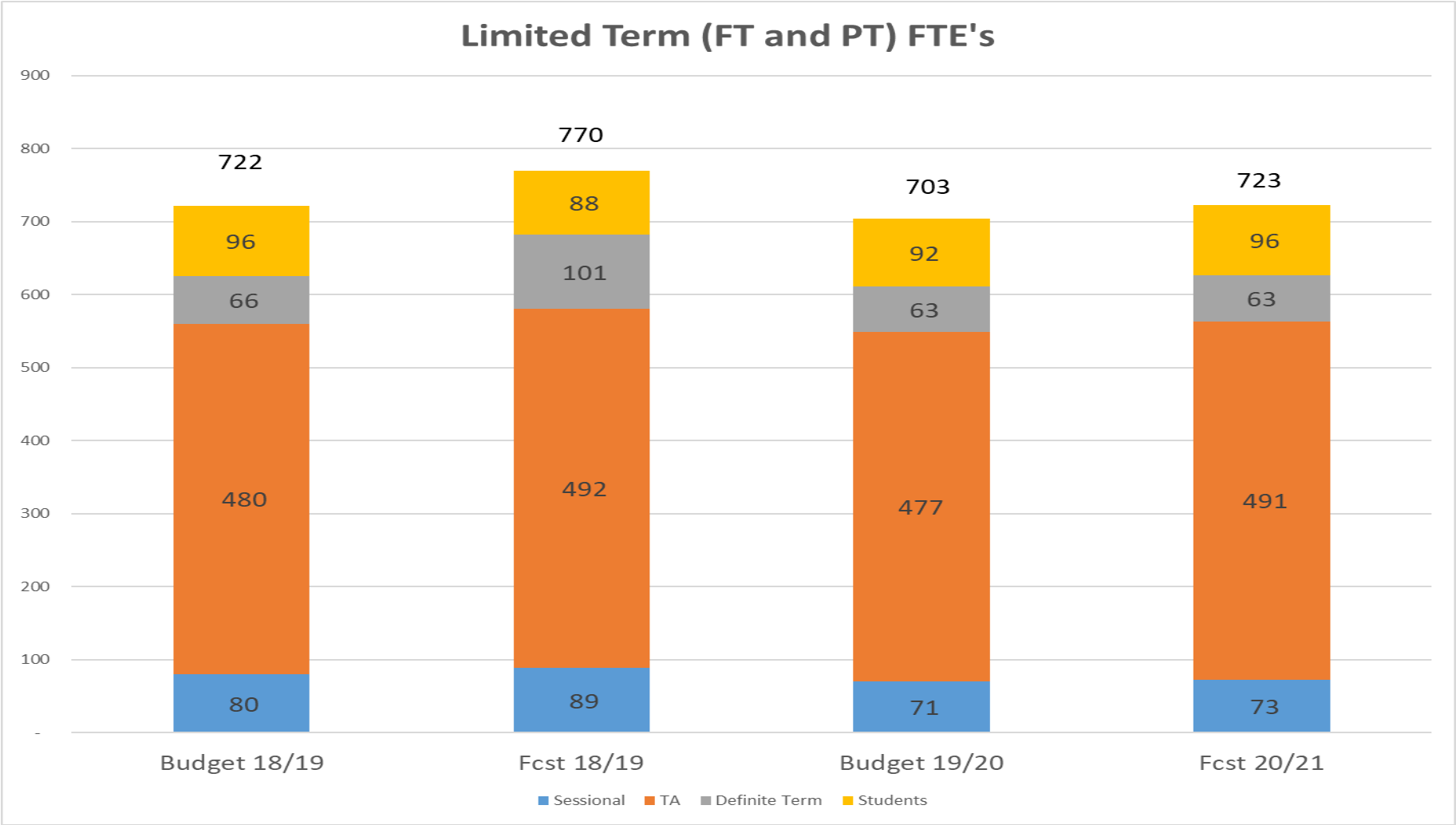
# Restricted funds

## 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. Ensure adequate cash flows, and provide flexibility to manage debt levels to protect the University's financial position

4. Provide for future liabilities

# 2019-20 Estimated Internally Restricted Fund Schedule

| Internally Restricted Assets ($'000) | 2019 - 20 Draft Budget End Balance ($'000) | 2018 - 19 Forecast End Balance ($'000) | 2018 - 19 Budget End Balance ($'000) | 2017 - 18 Actual End Balance ($'000) |
|---|---|---|---|---|
| Research Related | $4,800 | $4,900 | $4,700 | $4,987 |
| Capital Related | $16,248 | $13,748 | $14,900 | $12,593 |
| Student Awards | $1,000 | $1,000 | $1,000 | $1,000 |
| Working Capital | $6,000 | $6,000 | $6,000 | $6,000 |
| Budget Carry Forward | $450 | $650 | $450 | $1,708 |
| Other | $3,193 | $3,193 | $3,275 | $3,524 |
| Total Restricted | $31,691 | $29,491 | $30,325 | $29,812 |
| Change in Restricted | $2,200 | ($834) | $513 | |

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**Long Term Forecast**
**Board of Governors - April 24, 2019**
**Presented by: Craig Elliott, Chief Financial Officer**

# Agenda

**1** **Elements of long term forecast**

**2** **Long term projection scenarios**

**3** **Most likely scenario**

**4** **Best case scenario**

**5** **Worst case scenario**

# Elements of long term forecast

**Common elements – long term forecast**

1. Student success rate has improved to 82.5%
2. Faculty ratio 31:1 (TTT and TF's). The TTT ratio is 44:1
3. Administrative hires at 1.7:1 for every new faculty hire
4. President priority fund added at $1.0M
5. $2.5m for building capital + $1.0m budget contingency. Total = $3.5m
6. Inflation at 1%

**Variable factors – long term forecast**

1. Grant funding
2. Enrolment
3. Tuition rates

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**ONTARIO TECH UNIVERSITY - LONG TERM PROJECTION SCENARIOS**

| Assumption Variables 10 Yr Fcst | Most Likely | | | | Best Case | | | | Worst Case | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **1) Tuition Increase** | Tuition increases starting in 21/22 (FY22) | | | | 3% tuition increase starting in 21/22 (FY22) | | | | No tuition increase | | | |
| Fiscal Year | FY 20 | 21 | 22 | 23 | FY 24 & beyond | FY 20 | 21 | 22 | 23 | FY 24 & beyond | FY 20 | 21 | 22 | 23 | FY 24 & beyond |
| % Increase | -10% | 0% | 2% | 2% | 3% | -10% | 0% | 3% | 3% | 3% | -10% | 0% | 0% | 0% | 0% |
| **$ impact with assumption change** | | | | | $19.7 | | | | ($76.9) | | | |
| **2) Student FTE Increase** | 10 year enrolment assumption as provided by ORIA March 2019 - Yr 10: 10,880 | | | | OIRA's best case 10 year enrolment assumption as provided by ORIA March 2019 - Yr 10: 11,916 | | | | 10 year enrolment assumption as provided by ORIA March 2019 - Yr 10: 10,880 | | | |
| **$ impact with assumption change** | | | | | $10.6 | | | | | | | |
| **3) Core Operating Grant Growth** | 50% of Core Operating Grant Growth | | | | 100% of Core Operating Grant Growth | | | | 0% of Core Operating Grant Growth | | | |
| **$ impact with assumption change** | | | | | $10.2 | | | | ($10.2) | | | |
| **TOTAL SURPLUS / (DEFICIT)** | $0M | | | | $40.5 | | | | ($87.1) | | | |

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# Most likely scenario

| | 10 yr Forecast (in ' 000s) | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | SMA 2 | SMA 3 | | | SMA 4 | | | SMA 5 | | | |
| | 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 | 28/29 Fcst | Total 10 yr |
| **REVENUES** | | | | | | | | | | | |
| Core Operating Grant, excluding CN gran | 57,438 | $ 57,764 | $ 58,038 | $ 58,085 | $ 62,244 | $ 62,266 | $ 62,281 | $ 64,683 | $ 64,698 | $ 64,710 | $ 612,206 |
| *Uncertainty in Growth Funding* | | $ (137) | $ (161) | $ (2,080) | $ (2,091) | $ (2,098) | $ (1,201) | $ (1,208) | $ (1,214) | $ (10,190) |
| **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** | $ 10,357 | $ 9,843 | $ 9,664 | $ 9,664 | $ 9,664 | $ 9,664 | $ 9,664 | $ 9,664 | $ 9,664 | $ 9,664 | 97,513 |
| **Student Tuition Fees** | $ 79,943 | $ 86,474 | $ 92,067 | $ 96,122 | $ 99,953 | $ 103,698 | $ 108,225 | $ 112,846 | $ 117,634 | $ 123,441 | $ 1,020,403 |
| **Student Ancillary Fees** | $ 11,485 | $ 11,370 | $ 13,045 | $ 13,470 | $ 13,916 | $ 14,840 | $ 15,571 | $ 16,203 | $ 16,834 | $ 17,464 | 144,196 |
| **Revenues from Ancillary Operations** | $ 3,783 | $ 3,783 | $ 3,783 | $ 3,783 | $ 3,783 | $ 3,783 | $ 3,783 | $ 3,783 | $ 3,783 | $ 3,783 | 37,834 |
| **Donations** | $ 854 | $ 854 | $ 854 | $ 854 | $ 854 | $ 854 | $ 854 | $ 854 | $ 854 | $ 854 | 8,537 |
| **Other Revenues** | $ 13,449 | $ 13,449 | $ 13,718 | $ 13,992 | $ 14,272 | $ 14,558 | $ 14,849 | $ 15,146 | $ 15,449 | $ 15,758 | 144,639 |
| **Total Revenues** | $ 190,810 | $ 197,036 | $ 204,532 | $ 209,310 | $ 216,107 | $ 221,072 | $ 226,629 | $ 235,477 | $ 241,207 | $ 247,960 | $ 2,190,139 |
| **EXPENDITURES** | | | | | | | | | | | |
| **FT Labour** | $ (98,678) | $ (101,759) | $ (108,739) | $ (114,185) | $ (118,989) | $ (123,875) | $ (129,333) | $ (134,486) | $ (140,269) | $ (146,470) | $ (1,216,783) |
| **PT Labour** | $ (16,137) | $ (15,991) | $ (16,900) | $ (17,521) | $ (18,055) | $ (18,589) | $ (19,233) | $ (19,872) | $ (20,567) | $ (21,347) | $ (184,213) |
| **Operating Expenses** | $ (72,557) | $ (75,673) | $ (73,569) | $ (73,492) | $ (74,088) | $ (74,172) | $ (74,266) | $ (75,183) | $ (75,691) | $ (75,851) | $ (744,542) |
| **Capital Expenses** | $ (3,919) | $ (4,862) | $ (4,794) | $ (4,358) | $ (4,445) | $ (4,445) | $ (4,445) | $ (4,445) | $ (4,445) | $ (4,445) | $ (44,600) $ - |
| **Approved Expenditures** | $ (191,291) | $ (198,285) | $ (204,002) | $ (209,556) | $ (215,577) | $ (221,081) | $ (227,276) | $ (233,986) | $ (240,971) | $ (248,112) | $ (2,190,139) |
| **Budget Surplus/(Deficit)** | $ (481) | $ (1,249) | $ 530 | $ (246) | $ 530 | $ (9) | $ (648) | $ 1,491 | $ 235 | $ (153) | $ (0) |

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# Best case

| | SMA 2 | SMA 3 | | | SMA 4 | | | SMA 5 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **10 yr Forecast (in ' 000s)** | | | | | | | | | | | |
| | 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 | 28/29 Fcst | Total 10 yr |
| **REVENUES** | | | | | | | | | | | |
| Core Operating Grant, excluding CN gran | 57,438 | $ 57,764 | $ 58,038 | $ 58,085 | $ 62,244 | $ 62,266 | $ 62,281 | $ 64,683 | $ 64,698 | $ 64,710 | $ 612,206 |
| *Uncertainty in Growth Funding* | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| **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** | $ 10,357 | $ 9,843 | $ 9,664 | $ 9,664 | $ 9,664 | $ 9,664 | $ 9,664 | $ 9,664 | $ 9,664 | $ 9,664 | 97,513 |
| **Student Tuition Fees** | $ 79,943 | $ 86,474 | $ 94,644 | $ 101,391 | $ 107,729 | $ 113,848 | $ 120,314 | $ 126,458 | $ 132,398 | $ 139,122 | 1,102,321 |
| **Student Ancillary Fees** | $ 11,485 | $ 11,370 | $ 13,045 | $ 13,470 | $ 13,916 | $ 14,840 | $ 15,571 | $ 16,203 | $ 16,834 | $ 17,464 | 144,196 |
| **Revenues from Ancillary Operations** | $ 3,783 | $ 3,783 | $ 3,783 | $ 3,783 | $ 3,783 | $ 3,783 | $ 3,783 | $ 3,783 | $ 3,783 | $ 3,783 | 37,834 |
| **Donations** | $ 854 | $ 854 | $ 854 | $ 854 | $ 854 | $ 854 | $ 854 | $ 854 | $ 854 | $ 854 | 8,537 |
| **Other Revenues** | $ 13,449 | $ 13,449 | $ 13,718 | $ 13,992 | $ 14,272 | $ 14,558 | $ 14,849 | $ 15,146 | $ 15,449 | $ 15,758 | 144,639 |
| **Total Revenues** | $ 190,810 | $ 197,036 | $ 207,247 | $ 214,739 | $ 225,963 | $ 233,313 | $ 240,815 | $ 250,291 | $ 257,179 | $ 264,855 | 2,282,247 |
| **EXPENDITURES** | | | | | | | | | | | |
| **FT Labour** | $ (98,678) | $ (101,759) | $ (110,078) | $ (116,569) | $ (122,879) | $ (129,270) | $ (135,774) | $ (142,140) | $ (148,676) | $ (155,337) | (1,261,160) |
| **PT Labour** | $ (16,137) | $ (15,991) | $ (16,900) | $ (17,521) | $ (18,055) | $ (18,589) | $ (19,233) | $ (19,872) | $ (20,567) | $ (21,347) | (184,213) |
| **Operating Expenses** | $ (72,557) | $ (75,113) | $ (73,801) | $ (73,966) | $ (74,806) | $ (75,123) | $ (75,410) | $ (76,487) | $ (77,082) | $ (77,388) | (751,733) |
| **Capital Expenses** | $ (3,919) | $ (4,862) | $ (4,794) | $ (4,358) | $ (4,445) | $ (4,445) | $ (4,445) | $ (4,445) | $ (4,445) | $ (4,445) | (44,600) |
| | | | | | | | | | | | $ - |
| **Approved Expenditures** | $ (191,291) | $ (197,725) | $ (205,573) | $ (212,414) | $ (220,185) | $ (227,426) | $ (234,862) | $ (242,944) | $ (250,769) | $ (258,517) | (2,241,705) |
| **Budget Surplus/(Deficit)** | $ (481) | $ (689) | $ 1,674 | $ 2,325 | $ 5,778 | $ 5,887 | $ 5,954 | $ 7,347 | $ 6,410 | $ 6,338 | 40,542 |

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# Worst case

| | SMA 2 | SMA 3 | | | SMA 4 | | | SMA 5 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 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 | 28/29 Fcst | Total 10 yr |
| **REVENUES** | | | | | | | | | | | |
| Core Operating Grant, excluding CN gran | 57,438 | $ 57,764 | $ 58,038 | $ 58,085 | $ 62,244 | $ 62,266 | $ 62,281 | $ 64,683 | $ 64,698 | $ 64,710 | $ 612,206 |
| *Uncertainty in Growth Funding* | | | $ (274) | $ (321) | $ (4,160) | $ (4,181) | $ (4,197) | $ (2,402) | $ (2,417) | $ (2,428) | $ (20,380) |
| **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** | $ 10,357 | $ 9,843 | $ 9,664 | $ 9,664 | $ 9,664 | $ 9,664 | $ 9,664 | $ 9,664 | $ 9,664 | $ 9,664 | $ 97,513 |
| **Student Tuition Fees** | $ 79,943 | $ 86,474 | $ 90,486 | $ 92,852 | $ 94,108 | $ 95,147 | $ 96,800 | $ 98,363 | $ 99,893 | $ 102,236 | $ 936,301 |
| **Student Ancillary Fees** | $ 11,485 | $ 11,370 | $ 13,045 | $ 13,470 | $ 13,916 | $ 14,840 | $ 15,571 | $ 16,203 | $ 16,834 | $ 17,464 | $ 144,196 |
| **Revenues from Ancillary Operations** | $ 3,783 | $ 3,783 | $ 3,783 | $ 3,783 | $ 3,783 | $ 3,783 | $ 3,783 | $ 3,783 | $ 3,783 | $ 3,783 | 37,834 |
| **Donations** | $ 854 | $ 854 | $ 854 | $ 854 | $ 854 | $ 854 | $ 854 | $ 854 | $ 854 | $ 854 | 8,537 |
| **Other Revenues** | $ 13,449 | $ 13,449 | $ 13,718 | $ 13,992 | $ 14,272 | $ 14,558 | $ 14,849 | $ 15,146 | $ 15,449 | $ 15,758 | $ 144,639 |
| **Total Revenues** | $ 190,810 | $ 197,036 | $ 202,814 | $ 205,879 | $ 208,181 | $ 210,430 | $ 213,105 | $ 219,794 | $ 222,257 | $ 225,540 | $ 2,095,847 |
| **EXPENDITURES** | | | | | | | | | | | |
| **FT Labour** | $ (98,678) | $ (101,759) | $ (108,739) | $ (114,185) | $ (118,989) | $ (123,875) | $ (129,333) | $ (134,486) | $ (140,269) | $ (146,470) | $ (1,216,783) |
| **PT Labour** | $ (16,137) | $ (15,991) | $ (16,900) | $ (17,521) | $ (18,055) | $ (18,589) | $ (19,233) | $ (19,872) | $ (20,567) | $ (21,347) | $ (184,213) |
| **Operating Expenses** | $ (72,557) | $ (75,673) | $ (73,427) | $ (73,198) | $ (73,580) | $ (73,439) | $ (73,294) | $ (73,958) | $ (74,196) | $ (74,068) | $ (737,391) |
| **Capital Expenses** | $ (3,919) | $ (4,862) | $ (4,794) | $ (4,358) | $ (4,445) | $ (4,445) | $ (4,445) | $ (4,445) | $ (4,445) | $ (4,445) | $ (44,600) |
| | | | | | | | | | | | $ - |
| **Approved Expenditures** | $ (191,291) | $ (198,285) | $ (203,860) | $ (209,262) | $ (215,069) | $ (220,348) | $ (226,305) | $ (232,761) | $ (239,477) | $ (246,330) | $ (2,182,987) |
| **Budget Surplus/(Deficit)** | $ (481) | $ (1,249) | $ (1,046) | $ (3,383) | $ (6,888) | $ (9,918) | $ (13,199) | $ (12,968) | $ (17,220) | $ (20,790) | $ (87,140) |

**10 yr Forecast (in ' 000s)**

# Questions/Discussion

- Are there any questions or comments?

# BOARD REPORT

| SESSION: | | ACTION REQUESTED: | |
|---|---|---|---|
| **Public** | ☒ | **Decision** | ☒ |
| **Non-Public** | ☐ | **Discussion/Direction** | ☐ |
| | | **Information** | ☐ |

**TO:** **Board of Governors**

**DATE:** **April 24, 2019**

**FROM:** **Audit & Finance Committee (A&F)**

**SUBJECT:** **2019-20 Tuition Fees - revised**

**COMMITTEE MANDATE:**
A&F is responsible for overseeing the financial affairs of the university, which includes reviewing and recommending approval of the tuition fees.  The committee is recommending the updated 2019-2020 tuition fees for approval by the Board.

**BACKGROUND/CONTEXT & RATIONALE:**
The tuition fee framework, released by the provincial government in December 2018, regulates all publically funded programs and allows for tuition fee differentiation based on program and program year. The verbal feedback from officials was that the decrease by 10% from the 2018-19 rates for all ministry eligible funded students would follow normal compliance process.  Based on this feedback, the university updated the domestic tuition fees for 2019-2020 and presented them to the Board for approval at the meeting on February 28, 2019.

On March 29, 2019 the framework was released that provided a new methodology in calculating the tuition decreases. This change only affects the domestic undergraduate rates. International or cost recovery programs are not included in the limits imposed by the provincial framework.

| | current | current | % decrease |
|---|---|---|---|

|  | tuition | compliance | yr 1 - 2 |
|---|---|---|---|
| year 1 | 6,650 |  |  |
| year 2 | 6,620 | 5,985 | -10.0% |
| year 3 | 6,585 | 5,958 | -10.0% |

|  | current tuition | MTCU directive | % decrease yr 1 - 2 |
|---|---|---|---|
| year 1 | 6,650 | 5,985 |  |
| year 2 | 6,620 | 5,958 | -10.4% |
| year 3 | 6,585 | 5,927 | -10.5% |

**RESOURCES REQUIRED:**
N/A

**IMPLICATIONS:**
The decreases proposed in this document will create less revenue than originally planned for in the budget.  Mitigation strategies will be outlined in the budget presentation.

**ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:**
The fees recommended will allow UOIT to continue to provide superior undergraduate and graduate programs.

**ALTERNATIVES CONSIDERED:**
The university advocated to the ministry to maintain previous compliance process.

**CONSULTATION:**
No further consultations occurred outside on this specific directive.

**COMPLIANCE WITH POLICY/LEGISLATION:**
The current fees are in compliance with the existing tuition fee framework.

**NEXT STEPS:**
Update tuition within UOITs student information system and website.

**MOTION FOR CONSIDERATION:**

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

**SUPPORTING REFERENCE MATERIALS:**
- Appendix 1: Recommendations for updated 2019-20 tuition fees

**<u>Appendix 1: Recommendations for UOIT 2019-2020 tuition fees</u>**

**Undergraduate Domestic**

| | 2018-2019 | 2019-2020 | Rate of Increase 18/19 to 19/20 |
|---|---|---|---|
| **BA, BASc, BEd, BHSc, BSc & Mgt** | | | |
| First Year | $6,647.56 | $5,982.80 | -10.0% |
| Second Year | $6,618.22 | $5,956.38 | -10.4% |
| Third Year | $6,585.14 | $5,926.62 | -10.4% |
| Fourth Year | $6,578.64 | $5,920.76 | -10.1% |
| Fifth Year | $6,572.22 | $5,914.98 | -10.1% |
| **BCom** | | | |
| First Year | $8,986.98 | $8,088.28 | -10.0% |
| Second Year | $8,944.18 | $8,049.76 | -10.4% |
| Third Year | $8,901.60 | $8,011.44 | -10.4% |
| Fourth Year | $8,892.82 | $8,003.52 | -10.1% |
| **BIT** | | | |
| First Year | $10,034.66 | $9,031.18 | -10.0% |
| Second Year | $10,024.92 | $9,022.42 | -10.1% |
| Third Year | $10,015.20 | $9,013.68 | -10.1% |
| Fourth Year | $9,990.88 | $8,991.78 | -10.2% |
| **BEng, BEng & Mgmt, BTech** | | | |
| First Year | $10,433.54 | $9,390.18 | -10.0% |
| Second Year | $10,423.60 | $9,381.24 | -10.1% |
| Third Year | $10,413.68 | $9,372.30 | -10.1% |
| Fourth Year | $10,314.50 | $9,283.04 | -10.9% |
| Fifth Year | $10,176.96 | $9,159.26 | -11.2% |
| **BSc, Computer Science** | | | |
| First Year | $7,044.34 | $6,339.90 | -10.0% |
| Second Year | $7,037.62 | $6,333.84 | -10.1% |
| Third Year | $7,030.94 | $6,327.84 | -10.1% |
| Fourth Year | $7,024.22 | $6,321.78 | -10.1% |
| Fifth Year | $7,024.06 | $6,321.64 | -10.0% |
| **BScN** | | | |
| First Year | $6,778.54 | $6,100.68 | -10.0% |
| Second Year | $6,771.96 | $6,094.76 | -10.1% |
| Third Year | $6,765.38 | $6,088.84 | -10.1% |
| Fourth Year | $6,758.82 | $6,082.92 | -10.1% |

# COMMITTEE REPORT

**SESSION:**

| | |
|---|---|
| **Public** | ☒ |
| **Non-Public** | ☐ |

**ACTION REQUESTED:**

| | |
|---|---|
| **Decision** | ☒ |
| **Discussion/Direction** | ☐ |
| **Information** | ☐ |

**Financial Impact**  ☐ Yes ☒ No      **Included in Budget** ☐ Yes ☒ No

**TO:**        **Board of Governors**

**DATE:**      **April 24, 2019**

**FROM:**      **Audit & Finance Committee (A&F)**

**SLT LEAD:**  **Robert Bailey, Provost and Vice President Academic**

**SUBJECT:**   **Student Sexual Violence Policy and Procedure**

**COMMITTEE 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, the Board is the approval authority for this policy. A&F is recommending the Student Sexual Violence Policy and Procedure for approval as the deliberative body under the Policy Framework.

**BACKGROUND/CONTEXT & RATIONALE:**

Bill 132 and the MTCU Act (2016) requires universities to have a policy that addresses student sexual violence that:

• Details how the University will respond to and address incidents and complaints
• Provides information on supports and accommodates for students affected by sexual violence

•      Involves students in the development and review of the policy

In compliance with this requirement, the university developed a Policy on Sexual Violence for Students and Procedures for Responding to Incidents of Sexual Violence that was approved by the Board of Governors on December 7, 2016. At the time of approval, the Board committed to reviewing the policy at its spring 2017 meeting in order to allow the community additional time to provide comments. An amended policy was subsequently approved by the Board at its June 2017 meeting, and in doing so, the Board acknowledged comments and concerns that had been expressed by students and included the policy as part of its work plan for 2017-18.

In May 2018, the Provost and Vice-President Academic, Dr. Robert Bailey, informed the Board that an Advisory Committee on Student Sexual Violence Prevention and Support was established in December 2017. Its mandate is 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. The Committee was comprised of five students, two faculty and three staff members, one senior staff member and is supported by two additional staff members. Three additional students were added to the Committee in April 2017 through a student-led selection process.

The initial work of the Advisory Committee was to review the policy and provide an opportunity to hear from students about their expectations of the policy and the ways in which it was and was not working. These consultations, held during the spring term and led primarily by the student members of the Committee, were in the form of townhalls, roundtables and online feedback. Based on these consultations, the Committee determined, with the Provost's agreement, that a more fulsome review of the policy should be undertaken, and continued its work over the summer and fall of 2018. In December 2018, the Committee put forward a report to the Provost, which included a series of recommendations to improve the effectiveness of the policy, such as:

- Clarifying definitions
- Explaining key roles
- Including an appeals process
- Ensuring the decision-maker has appropriate training
- Simplifying support and resolution processes
- Providing specific timelines for resolution and review processes
- Considering provisions for confidential* disclosures
- Clarifying interim measures, use of alcohol/drugs, confidentiality
- Limiting the scope of policy to students
- Re-organizing the policy to conform to the university's Policy Template

Following receipt of the Committee's report, the Provost asked the AVP Student Life to re-develop the policy to address the recommendations that were put forward. The policy was re-drafted and reviewed by the Committee in early 2019 and was put forward for community consultation through the month of March.

**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:**

The Advisory Committee on Student Sexual Violence Prevention and Support undertook a program of consultation through 2018 that informed its report to the Provost in December 2018 and recommendations on the ways in which the policy may be improved. These consultations included:

1. **Student Feedback** – The student members of the Advisory Committee held a series of roundtables and forums in April 2018 and again in November 2018 to elicit feedback and suggestions on the policy, services and supports. In April 2018, the focus of the roundtables and forums was on the SSVPP itself. In November 2018, the focus turned to supports and services available, as well as the broader campus culture surrounding consent and sexual violence.

2. **Stakeholder Feedback** – The Advisory Committee met with staff from several offices through the summer and early fall to better understand existing processes and supports and to determine where improvements may be recommended. The consultations included:

   - Office of Campus Safety regarding investigation processes
   - Office of the University Counsel regarding the alternate resolution, decision-making and appeals processes
   - Student Mental Health Services regarding the role of the Support Worker
   - Human Resources and Student Engagement and Equity regarding training programs for students, faculty and staff at the university

3. **Community Feedback** – Through its website, the Advisory Committee initially received feedback and suggestions from students and other members of the community, including We Believe Survivors, a coalition of students, alumni, faculty members and community members, as well as a detailed assessment of the policy by OurTurn, a national student-led organization of student organizations working to end campus sexual violence.

   Following the Advisory Committee's report and recommendations, a re-developed policy was drafted in January 2019, and reviewed and endorsed by the Committee in March 2019. Through the month of March, the policy has been subject to review as follows:

   - Administrative Leadership Team, March 12, 2019
   - Academic Council, March 26, 2019

- Policy Advisory Committee, April 3, 2019
- Online Consultation, March 22-April 3, 2019

**Comments Received and Response:**

Through the review process, comments and feedback were put forward by several members of the community.  Substantive feedback that has been addressed in the policy include:

| Feedback | Reference in Policy |
|---|---|
| Remove ambiguities and tighten up language that may be vague or open to interpretation:<br>• Removed any uncertainty that a Respondent would not have the right to have representation at any step of the process<br>• Replaced the term "implicated" with "accused" as a more precise term<br>• Removed course rescheduling as an Interim Measure<br>• Clarified decision making process between investigator and Provost delegate. | S.2 Admin Fairness<br><br>S.2 Respondent, &S.5 S.2 Interim Measure<br><br>S. 23.2, 23.9, 24.2 |
| Include the requirement for additional diversity for the membership of the Advisory Committee specifically related to sexuality and gender<br>• Membership composition revised accordingly | Appendix A |
| Consider removing first four sentences in Section 9 – not policy per se<br>• This consideration will be referred to the Advisory Committee for 2019-20 | S. 9 |
| Consider including list of internal and external supports as part of the policy rather than a hyperlink<br>• List of internal and external resources added as Appendix B | New Appendix B |
| Review internal numbering for to ensure they correspond to the correct reference<br>• Numbering references have been corrected | S. 20-25 |
| Review for compliance with Ontario Regulation 131/16<br>• Referred to external counsel | |

**COMPLIANCE WITH POLICY/LEGISLATION:**

Bill 132 and the MTCU Act (2016) requires universities to have a policy that addresses student sexual violence that details how the University will respond to and address incidents and complaints, and provides information on supports and accommodates for students affected by sexual violence.  Ontario Regulation 131/16 sets out further requirements related to the policy, relating to the inclusion of specific content in the policy, the process for developing and approving the policy, its publication and process

for further input, and training requirements.  The policy has been sent for review by external counsel to ensure its compliance with these Regulations.

Further, given the extent of the revisions that are being put forward, the Advisory Committee has recommended that the policy be reviewed over the next year to provide an opportunity to reflect on the changes and address any updates that may be required. This requirement has been included in the policy at Section 30.

**NEXT STEPS:**

A re-developed Policy on Student Sexual Violence is being put forward for the Board's consideration.

In doing so, authorization is requested so that the Provost may update, as required, information contained in the policy relating to:

1. The supports and services that are available at the university or in the community; and

2. The identity of the officials, offices and departments at the university who provide supports and services and provides accommodations, those who receive reports of sexual violence, and those involved the investigation and decision making processes.

**MOTION:**

*That pursuant to the recommendation of the Audit and Finance Committee, the Board of Governors hereby approves the amended Student Sexual Violence Policy and Procedures, as presented.*

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**SUPPORTING REFERENCE MATERIALS:**

- 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

| Classification | LCG 1138 |
| --- | --- |
| Framework Category | Legal, Compliance and Governance |
| Approving Authority | Board of Governors |
| Policy Owner | Provost and Vice-President, Academic |
| Approval Date | DRAFT AMENDMENT FOR REVIEW |
| Review Date | |
| Supersedes | SSV Policy Dec 7, 2016 |

**STUDENT SEXUAL VIOLENCE POLICY AND PROCEDURES**

**PURPOSE**

1. This Policy affirms the University's commitment to preventing and addressing incidents of sexual violence, provides information about available supports and services for students affected by sexual violence, and sets out the procedures for responding to and addressing incidents of sexual violence involving students.

**DEFINITIONS**

2. For the purposes of this Policy the following definitions apply:

    **"Accommodations"** means temporary arrangements that are made for a Student who has experienced Sexual Violence to assist in their recovery. Examples of Accommodations include safety planning, emergency bursaries, change in residence room, housing assistance, class or schedule changes, or other appropriate arrangements.

    **"Administrative Fairness"** means that the procedures used in the investigation and decision making processes adhere to the following elements, in accordance with the University's Fair Processes Policy:

    a) The Complainant, if any, is given a full and fair opportunity to raise allegations and provide relevant and material evidence in support of those allegations;

    b) The Respondent knows what the issue is and receives enough information to provide a meaningful response;

    c) The Respondent is given a full and fair opportunity to defend against the allegations and provide relevant and material evidence rebutting those allegations;

    a)

    b)d) The Parties parties receive adequate notice;

    c)e) The decision making processes run in a timely fashion

    d)f) The decision making processes are managed in accordance with this Policy;

    e)g) The Respondent is supported or has a right to a support person and/or representation; and

    f)h) The Respondent parties understands are provided the reasons for a the Decisiondecision.

    **"Balance of Probabilities"** means a standard that must be met to determine whether a violation of the policy has occurred based on a finding that "it was more likely than not" that the offence

at issue was committed by the student.  This is a lower standard than beyond a reasonable doubt, but more than mere suspicion.

"**Case Manager**" means a university official assigned responsibility for coordinating all aspects of the Reporting, Investigation and Decision Making procedures under this Policy. The Case Manager will have training and expertise in the areas of Sexual Violence, trauma-informed approaches, and the impact of identities on an individual's experience of sexual violence.

"**Consent**" means the active, ongoing, informed and voluntary agreement to engage in physical contact or sexual activity. Consent cannot be given by someone who is incapacitated (such as by drugs or alcohol), unconscious, or otherwise unable to understand and voluntarily give consent.

"**Complainant**" means a student or other individual who brings a Report of Sexual Violence for formal or informal resolution.

"**Disclosure**" means providing information to a friend, peer leader or trusted faculty or staff member about an incident involving Sexual Violence and being referred to a Support Worker or other services for support and assistance. A Disclosure is separate from Reporting and students are not required to formally report an incident in order to obtain supports and services.

"**Interim Measures**" means temporary measures imposed on the Respondent designed to protect the safety of the Complainant and/or other individuals that are instituted at any point following the Reporting of an incident of Sexual Violence and prior to a determination being made under this Policy. Interim Measures are arranged by the Case Manager and takes into consideration the severity of the allegations and the Complainant's desire to restrict access to disclosed information. Examples of Interim Measures include, without limitation, a communications or contact prohibition order, trespass or restricted access order, suspension, exclusion from athletic or other extra-curricular, limiting access to services or facilities, or other safety measure.

"**Investigator**" means an individual assigned responsibility for conducting an investigation into a Report of Sexual Violence. The Investigator may be internal or external to the University, and must have training and experience in investigating Sexual Violence cases to serve as the Investigator.

"**Respondent**" means a student who is accused of perpetuating Sexual Violence in a Report of Sexual Violence.

"**Sexual Assault**" means a form of sexual violence that involves any kind of sexual contact with another person without their Consent or by force. It can include unwanted kissing, fondling, oral or anal sex, intercourse, or other forms of penetration, or any other unwanted act of a sexual nature.

"**Sexual Harassment**" means a form of sexual violence that involves a course of vexatious comment, conduct or communication based on sex, sexual orientation, gender, gender identity or gender expression, or orientation, that is known or should have been known to be unwelcome.

"**Sexual Violence**" means any sexual act or act targeting a person's sexuality, gender identity or gender expression, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person's Consent, and includes Sexual Assault, Sexual Harassment, stalking, indecent exposure, voyeurism and sexual exploitation. (Further information on these and other forms of Sexual Violence can be found online.)

"Sexual Violence Response Team" means a group of university officials who work with the Support Worker or the Case Manager to ensure that appropriate supports and Accommodations are provided to a Student who has experienced Sexual Violence. The team is comprised of the Support Worker and Case Manager, along with personnel from Student Mental Health Services, Office of Campus Safety, Student Accessibility Services, Campus Living Centres, Campus Health Centre, Financial Aid and Awards Office, Academic Advising and other university offices as appropriate to the case.

"Student" means an individual who is currently registered in any course or program of study or at the University, or who was registered as a Student at the time of the alleged incident of Sexual Violence. Once an investigation process is commenced against a Student, the process will continue to a Decision even if the Student withdraws from the University.

"Support Worker" means a trained and registered Mental Health Counsellor in Student Mental Health Services assigned responsibility for providing support and Accommodations for students who have experienced Sexual Violence or for students accused of Sexual Violence. Support Workers are trained in trauma-informed practice and have experience in working with students affected by sexual violence.

**SCOPE AND AUTHORITY**

3.   This Policy applies to all alleged incidents of Sexual Violence involving Students.

4.   The Policy covers:

   4.1.   Students who have experienced Sexual Violence while registered at the University or who have previously experienced Sexual Violence.

   4.2.   Students who are accused of Sexual Violence with respect to incidents that have occurred on or off campus (e.g., parking garages, residences, gatherings of Students), including:

   ● Through any conduct in the course of work, co-op, practicum, research, or study arising out of or related to the University's interests; and
   ● Through any media (*e.g.,* in-person, written, recorded, online).

5.   Reports of Sexual Violence ~~involving~~ against individuals who are not University Students will be dealt with as follows:

   5.1.   Reports of Sexual Violence brought forward by a University employee or other individual involving a University Student who is accused of Sexual Violence will proceed under this Policy in collaboration with Human Resources.

   5.2.   Reports brought forward by a University Student involving a Respondent who is accused of Sexual Violence and ~~is~~ was, at the time of the incident(s), acting in the capacity of a University employee ~~or other University member~~, including a Respondent who ~~is~~ was ~~both~~ a Student ~~and an~~ acting in in the capacity as a University employee (e.g., Teaching Assistants), will proceed under the relevant collective agreement or policy.

   5.3.   Reports brought forward by an individual from Durham College or Trent University Durham involving a University Student who is accused of Sexual Violence will proceed under this Policy in collaboration with the relevant institution.

**Formatted:** Underline

**5.4.** Reports brought forward by a University Student involving a Respondent who is accused of Sexual Violence from Durham College or Trent University Durham will proceed under the responding institution's Policy in collaboration with the University.

**6.** In cases where it is unclear which process should be used to deal with a complaint of Sexual Violence, the Provost will make a determination taking into consideration the circumstances of the case and in the interest of avoiding duplication of processes.

**7.** The Provost and Vice President Academic, or successor thereof, is the Policy Owner and is responsible for overseeing the implementation, administration and interpretation of this Policy.

**POLICY**

**8.** The University of Ontario Institute of Technology is committed to maintaining healthy and safe learning, living, social, recreational and working environments. Acts that perpetuate Sexual Violence, including Sexual Harassment, are against the University's values and will not be tolerated. Thus, the University will:

**8.1.** Condemn all acts that perpetuate or reinforce Sexual Violence and hold individuals who perpetrate such acts accountable;

**8.2.** Help those who have experienced Sexual Violence by providing supports and services, regardless of whether or not a Report is filed;

**8.3.** Help the University community to oppose Sexual Violence through proactive educational programming; and

**8.4.** Continually improve how the University addresses Sexual Violence by examining the efficacy of programming choices, how support is provided, and how students use services and resources.

**9.** There are many myths and misconceptions about Sexual Violence (e.g., rape myths) that downplay the seriousness of Sexual Violence and confuse an individual's understanding of Consent. These ways of thinking contribute to a social context where individuals who experience Sexual Violence may blame themselves for what happened and worry that they will not be believed, which may dissuade them from seeking help. These misconceptions contribute to victim-blaming responses that excuse perpetrators for their actions. The University strongly opposes this kind of thinking. This policy was developed to support those who have experienced Sexual Violence and to ensure they are treated with dignity and respect.

**10.** The University recognizes that each individual is free to label their experiences using whatever terminology they choose. The label "survivor" may work for some individuals, and may not for others. To that end, this policy refers to individuals based on their interaction with the policy.

**11.** The University prides itself on the diversity of its student population. The broad range of student identities, backgrounds and cultures will be considered when accommodating the needs of students.

**12. Support for Students**

**12.1.** For any Student who has experienced Sexual Violence, or any Student who is accused of perpetuating Sexual Violence, this Policy and related procedures detail how the University will:

**a)** Empower Students to make separate choices on whether to:

- Disclose within a safe space and receive information about available supports and Accommodations,
- Access support and assistance from the University, and
- Officially report an incident of Sexual Violence to the University in order to pursue an informal or formal resolution.

b) Accommodate the needs of Students affected by Sexual Violence;

c) Implement Interim Measures to protect Students affected by Sexual Violence, where appropriate; and

d) Respond to and address incidents of Sexual Violence involving Students.

### 13. Prevention, Education and Training

**13.1.** The University stands against Sexual Violence through a preventative approach that empowers the University community to oppose sexual violence and to minimize behaviours that contribute to the perpetuation of Sexual Violence.

**13.2.** To this end, the University will provide educational programming and training for students on this Policy through its new student orientation program and on a regular basis throughout the academic year. Key topics to be addressed include, but are not limited to:

- Abuses of power dynamics and victim blaming;
- Alcohol and substance consumption;
- Cultural competency and sources of discrimination;
- Consent culture;
- How sexism, ableism, ageism, racism, sexual orientation and gender identity intersect with Sexual Violence;
- Rape culture;
- Understanding aggression and standing up to aggression; and
- Understanding online harassment through social media.

**13.3.** The University will also provide training on this Policy to all members of the governing board, senior administrators, faculty, staff, other employees and contractors, on a regular basis detailing the processes for responding to and addressing incidents of Sexual Violence involving Students, including elements involved in reporting, investigating and deciding upon incidents of Sexual Violence. This training shall be provided by experts on healthy sexuality and sexual violence and focus on the complexity of sexual violence experiences and patterns, myths about sexual violence survivors and perpetrators, and takes an intersectional approach to addressing issues related to race, Indigeneity, disability and class, in addition to gender and sexuality.

### 14. Advisory Committee

**14.1.** The University seeks to continually improve how it addresses Sexual Violence by examining the efficacy of supports and programming choices, how support is provided, and how Students use University services in accordance with this Policy. To this end, it has established an Advisory Committee on Sexual Violence Prevention and Support, comprised of students, faculty and staff from across the University, to elicit broad input from the community on the University's efforts to oppose sexual violence among

students, and support continuous improvement. The Advisory Committee will prepare an annual report to the Provost on the implementation and effectiveness of this Policy along with data relating to the use of sexual violence supports and services, disclosures and complaints reported, and the initiatives and programs underway to promote awareness of these services as well as any other requirements under the relevant legislation. (See Appendix A for Terms of Reference for the Advisory Committee.)

**PROCEDURES**

15. **Disclosing, Accessing Support and Reporting**

    15.1. This Policy distinguishes between Disclosing, Accessing Support and Reporting:

        a) Disclosing means telling someone about what has happened and being referred to a Support Worker or other services to provide support and assistance.

        b) Accessing Support means telling a Support Worker who can provide support and Accommodations from a confidential space.

        c) Reporting means filing a Report of Sexual Violence with a Case Manager to pursue a resolution through Formal or Informal processes.

    15.2. Students who share their experience of Sexual Violence through Disclosing, Accessing Support, and/or Reporting have the right to:

        a) Be treated respectfully;

        b) Choose whether to initiate, continue or discontinue telling their story, and to participate or not participate in any aspect of processes that result from pursuing a resolution;

        c) ~~Choose whether to a~~Access support and accommodations, regardless of whether or not they file a Report of Sexual Violence ~~is brought forward~~;

        d) Choose not to request an investigation, and/or ~~have the right~~ not to participate in any investigation that may occur;

        e) Be protected from irrelevant questions such as those relating to past sexual history or sexual expression;

        f) Be protected from having their use of drug or alcohol while being underage held against them at the time the Sexual Violence occurred;

        g) Have the information they disclose be kept in confidence, shared only on a need-to-know basis, or where legally required. All information will be handled in accordance with the *Freedom of Information and Protection of Privacy Act*; and

        h) Choose whether to pursue recourse through external processes, such as an application to the Human Rights Tribunal of Ontario, filing a police report or other processes of criminal or civil justice.

16. **Disclosing**

    16.1. The University recognizes that Students who have experienced Sexual Violence may initially disclose to a friend, peer leader, or trusted faculty or staff member. The individual receiving a disclosure should act in a caring and supportive way and maintain

confidentiality, except where the individual making the disclosure consents to further information sharing in order to access support.

**16.2.** Any individual who receives a disclosure from a Student should:

    **a)** Inform the Student about this Policy and about the supports and assistance that are available to them. Help for those who have received a disclosure is posted online;

    **b)** Help the Student access a Support Worker as needed to explore pathways to wellness and healing;

    **c)** Help the Student access the Case Manager as needed to explore reporting options; and

    **d)** Email disclosure@uoit.ca sharing only the time of the disclosure and confirming that the disclosing Student has been provided information about available supports and assistance and/or directed toward the website.  Available supports and assistance are also listed at Appendix B.

**16.3.** If the information received from the disclosing Student suggests either of the following circumstances, those receiving the disclosure must promptly share that information with the Office of Campus Safety, and in doing so, must inform the Student of this action:

    **a)** Where there is an imminent ~~perceived~~ threat or risk of serious harm, including self-harm, to the Student or other individual; and

    **b)** Where the actions constitute harassment and~~/or~~ result in an individual feeling as though their personal safety is at risk, whether in person or online.

**16.4.** If the information received from the disclosing Student suggests that an incident has occurred involving Workplace Violence or Workplace Harassment under the *Occupational Health and Safety Act*, those receiving the disclosure must promptly share that information with Human Resources, and in doing so, must inform the student of this action.

**16.5.** Those requiring advice about whether, and to what extent, the information must be shared may consult with the Director, Campus Safety. The Office of Campus Safety will use and share the information provided to the extent that is required by law.

**17. Accessing Support**

**17.1.** In an emergency where there is a clear risk of harm, including self-harm, call for help.

- At the North campus location, call Security at 905.721.3211 (x2400) to help EMS more easily locate the incident.
- At the downtown campus location or off campus, call 911.

**17.2.** Where it is not an emergency, Students who have experienced Sexual Violence can access support for their wellness and healing by making an appointment with a Support Worker (call 905.721.3392 or email studentlifeline@uoit.ca). Appointments may be held by phone or in person at a different campus location at the request of the Student. Support Workers offer support and Accommodations regardless of whether or not the

Student chooses to proceed with a Report. Students may also access community supports and services listed online and at Appendix B.

17.3. Support Workers provide Students who have experienced Sexual Violence with the opportunity to tell their own story on their own terms, and support Students by:

a) Helping Students to explore pathways for wellness and healing;

b) Communicating with other members of Sexual Violence Response Team involved in providing support and Accommodations, with the Student's consent;

c) Providing referrals to supports and services through external community partners; and

d) Offering other assistance as required.

18. **Anonymous Disclosures**

18.1. A Student may anonymously disclose Sexual Violence in accordance with the University's Safe Disclosure Policy.  Students may choose not to provide their name or other personal information in the anonymous disclosure. Students who make anonymous disclosures will be provided with information about the supports and assistance that they may choose to access. Information about the number of anonymous disclosures received by the university will be used for statistical purposes only.

19. **Confidentiality**

19.1. Accessing support from a Support Worker or a Case Manager occurs in a protected space and information will be kept confidential, except under the following circumstances:

a) The Student seeks Accommodations and consents to sharing information with relevant members of the Sexual Violence Response Team on a need-to-know basis in order to make the appropriate arrangements;

b) The Student chooses to proceed with Reporting an incident of Sexual Violence, in which case information will be shared only to the extent necessary to achieve Administrative Fairness, and as otherwise required by law;

c) Information is received suggesting there is a clear risk of harm, including self-harm, to the Student or other individuals;

d) The Student has experienced Sexual Violence by someone employed by the University (e.g. faculty or staff member, or teaching assistant), in which case a confidential investigation will be conducted under the Policy against Violence, Harassment and Discrimination in the Workplace and information will be disclosed only to the extent necessary to achieve Administrative Fairness;

e) Reporting is required by law (*e.g.,* the suspected abuse or neglect of someone under 16 years of age, which will be reported to the Children's Aid Society, or sexually inappropriate behaviour by another health professional is disclosed and their name is provided, which would be reported to their regulatory body.); and

f) Information is required for a police investigation, or for litigation purposes.

20. **Reporting**

20.1. Where a Student or other individual affected by Sexual Violence is considering bringing forward a Report of Sexual Violence, they may meet with the Case Manager to review the Procedures described in Sections 19-25. The Complainant may arrange the meeting with the Case Manager directly or with the help of the Support Worker.

20.2. If the Complainant wishes to pursue a resolution under this Policy, the Case Manager will conduct a preliminary assessment by obtaining brief details from the Complainant to assess in a sensitive and tactful manner the nature of the Sexual Violence being reported and determine whether:

   a) The described incident is covered by this Policy;

   b) Interim Measures are necessary to protect the safety of the Complainant or other Students and arrange for their implementation within five (5) Working Days.

   c) Accommodations are needed if the Student has not accessed support through a Support Worker. Accommodations can be arranged regardless of whether or not the Student chooses to proceed with an Investigation and will be implemented on a confidential basis in accordance with Section 19.

20.3. If the Case Manager determines that the alleged incident is covered by this Policy, and the Complainant wishes to pursue a Formal Resolution, they will make a final and binding decision to commence an Investigation pursuant to Section 23.1. This determination will normally be made within five (5) Working Days of Receipt of the Report.

20.4. If the Case Manager determines that the Report does not warrant further investigation (e.g., the allegations brought forward are not covered by this Policy or are covered by another policy), they will advise the Complainant in writing of the determination to not proceed with an investigation. In instances where a Respondent may have been alerted or notified of the fact that a Report has been received, the Case Manager may advise the Respondent in writing of the determination to not proceed with an investigation.

20.5. If at any stage following the receipt of a Report there is evident behaviour or actions of retaliation, or expressed or implied threat of reprisal against a Complainant, the Case Manager may arrange additional Interim Measures, as appropriate to protect the Complainant and the reprisal may itself be the subject of a further Report under this Policy.

21. **Informal Resolution**

21.1. A Complainant may choose to pursue an Informal Resolution at any time. The Case Manager will work with the Complainant to consider an Informal Resolution option that can help them to meaningfully address the incident of Sexual Violence and where participation does not place the Complainant at risk. Examples of Informal Resolution processes include: delivering an impact statement, communicating to a Respondent that the behaviour is unwelcome and must stop, meeting with a university official to discuss the ways in which future occurrences of the disclosed incident can be prevented, training or education for individuals and groups, or other alternate resolution process.

21.2. The Case Manager will work with other university officials or other support groups, where appropriate, to undertake the Informal Resolution process selected by the Complainant.

21.3. If the Complainant is satisfied by the actions taken through the Informal Resolution process, the Case Manager and the Complainant will prepare and sign a written summary of the resolution, and the Report will be deemed resolved.

21.4. If no satisfactory resolution is achieved, the Complainant may consider pursuing a Formal Resolution.

22. **Formal Resolution**

22.1. If the Complainant chooses to pursue a Formal Resolution, the Case Manager will oversee the process to ensure that the parties are treated fairly, the file proceeds as expeditiously as possible, and the safety of the Complainant is considered at all steps of the process. In doing so, the Case Manager will ensure that all elements of Administrative Fairness are applied to the Investigation and Decision Making processes. An Informal Resolution does not have to be considered or achieved for a Formal Report to take place.

23. **Investigation**

23.1. Pursuant to Section 20.3, where it is determined that a Report of Sexual Violence is covered by this policy and will be investigated, the Case Manager will:

a) Appoint an Investigator.

b) Advise the Complainant in writing that the Report will be investigated, and that the Complainant will be contacted by the Investigator for a meeting in due course. The Case Manager will: (i) also advise the Complainant that he or she has the right not to participate in the investigation process; (ii) provide contact information for Support Services; and (iii) will indicate that the Complainant has the right to be supported and accompanied by their legal counsel and/or other support.

> **Commented [OP1]:** Reg 131/16 2(2) 8 requires that the Policy include a description of the rights that participants have to legal or other representation or be accompanied by another person during the investigation and decision making processes

c) Advise the Respondent in writing that a Report has been received and that they are the subject of an investigation of a Report of Sexual Violence. This notice will, at minimum, be delivered to a uoit.net or uoit.ca email account, as applicable. The notice will advise that an investigation is being initiated, contain a brief summary of the allegations, and indicate they will be contacted by the Investigator for a meeting in due course. The notice will also provide contact information for Support Services, and will indicate that the Respondent has the right to be supported and accompanied by their legal counsel and/or other support. This notice will be provided within five (5) Working Days of receipt of the Report.

23.2. The purpose of an investigation is to: gather evidence and witness statements, weigh the evidence; make findings of fact based on the evidence, and produce an Investigative Report. In an investigation under this procedure, the Investigator must make a determination having weighed the evidence on a Balance of Probabilities that either: (1) Sexual Violence did occur; or (2) Sexual Violence did not occur.

**23.3.** The Investigator will keep all information obtained during an investigation confidential, and all relevant documents, including electronic documents, will be kept in a secure location.

**23.4.** At any point during the investigation, the Investigator may set meetings with any individual to obtain further information, ensuring that all elements of Administrative Fairness are upheld. At a minimum, the Investigator will make reasonable attempts to meet with the Complainant and the Respondent and provide them with the opportunity to submit written or other documentary evidence relevant to the case. The Investigator may also choose to seek information from other witnesses taking care to ensure that they are given a reasonable opportunity to understand the allegations and provide relevant information. Individuals Both the Complainant and Respondent have the right to be accompanied by their legal counsel, a union representative, or other support person at any point during this procedure or related processes.

**23.5.** During the course of the investigation, the Investigator will keep the Complainant and the Respondent apprised of the status of the investigation and the expected time to completion. Unless there are extenuating circumstances, it is expected that process will be completed within ten (10) Working Days.

**23.6.** Once the Investigator has compiled a complete summary of the allegations and supporting document(s), the Investigator will notify the Respondent and provide them with a copy of the draft investigative report. The report may be redacted where appropriate to protect confidentiality (e.g., witness names). This draft report will contain all information that is required for the Respondent to fully understand the allegations and provide a complete response.

**23.7.** The Respondent will be given a reasonable opportunity to meet with the Investigator to discuss the draft investigative report and respond to the allegations. Unless there are extenuating circumstances, the Respondent will be given five (5) Working Days to provide a response. If no response is provided or the Respondent chooses not to participate, the Investigator may proceed without input from the Respondent.

**23.8.** If more time is required for the investigation and/or response due to extenuating circumstances, the Investigator will notify the Complainant and Respondent accordingly. Extenuating circumstances may include having multiple witnesses, difficulty in scheduling interviews, availability of resource persons or materials, time of year, or other circumstances that may arise through the course of the investigation.

**23.9.** Based on all available evidence, including the Respondent's response, the Investigator will determine whether there has been a violation of the Policy, weighing the evidence on a Balance of Probabilities. The Investigator's determination will be reported in a final Investigative Report containing a summary of the information gathered during the investigation and the Investigator's determination pursuant to Section 23.2 of this Policy.

**24. Decision Making**

**24.1.** The Investigator will forward the final Investigative Report to the Office of the Provost for a Decision. The Provost will appoint an individual to serve as the Provost's Delegate. The Provost's Delegate must have appropriate training and experience in trauma-informed approaches to investigations and decision making involving Sexual Violence

and must not have any known or perceived conflict of interest. This role will normally be filled by the Associate Provost; however, where the role of Associate Provost is vacant or where the individual in this position does not have sufficient training, the Provost will appoint an internal or external delegate to fill this role.

**24.2.** The Provost's Delegate will review the Investigative Report and will either accept the Report, or seek further clarification from the Investigator about the Report. In cases where the Provost's Delegate accepts the Investigative Report, they will determine the appropriate Disciplinary Penalties pursuant to Section 25 of this Policy, and prepare a written Decision that will be forwarded to the Respondent and the Case Manager. It is expected that the Decision will be forwarded within ten (10) Working Days following receipt of the final Investigative Report by the Provost's Office.

**24.3.** The Case Manager will share the Decision in writing with the Complainant as appropriate to maintain obligations under privacy laws, uphold Administrative Fairness and protect the ongoing health and safety of the Complainant or other involved parties.

**25. Disciplinary Penalties**

**25.1.** If a Respondent is found to have engaged in Sexual Violence, the Provost's Delegate may determine that one or more of the following Disciplinary Penalties be imposed:

   **a)** Written warning;
   **b)** Conduct contract;
   **c)** Formal apology;
   **d)** Community service;
   **e)** Alternative forms of restitution;
   **f)** Restrictions from specific campus activities or course enrolments;
   **g)** Suspension or eviction from one or more facilities at the University; and/or
   **h)** Expulsion.

**25.2.** The Office of the Provost shall be responsible for ensuring the implementation and enforcement of any Disciplinary Penalties. Students who fail to fulfill the terms of the penalties will be subject to further disciplinary proceedings under the Student Conduct Policy.

**26. Review of Investigation Procedures**

**26.1.** In accordance with the University's Fair Processes Policy, the Respondent or the Complainant can request a review of the investigation, decision making process, or the Decision where there is reason to believe that a lack of Administrative Fairness resulted from the following elements:

   **a)** Parties did not receive adequate notice;

   **b)** Processes did not run in a timely fashion; and/or

   **c)** Processes were not managed in accordance with University Policy Instruments and had fundamental flaws.

**26.2.** A request for review must be submitted in writing and must set out a description of the grounds of the request consistent with Section 27.1. A request must be submitted to the Office of the Provost within ten (10) Working Days of the date of the Decision.

**26.3.** A Review Officer external to the University with the appropriate skills, training and experience to work with Sexual Violence cases will be appointed by the Provost to determine the outcome of the review.

**26.4.** The Review Officer will receive a copy of the request for review, the Decision letter, the Investigative Report and all materials gathered during the investigation.

**26.5.** The Review Officer will issue a decision within ten (10) Working Days of their appointment. The decision will include an assessment of the investigation process and any steps to be taken to remediate flaws in the process up to and including conducting a hearing. Such a hearing will be held in accordance with the process set out in these Procedures for an appeal hearing or an oral hearing, as applicable.

**27. Appeal**

**27.1.** The Respondent has a right to appeal the decision and/or disciplinary penalties imposed by the Provost's Delegate under one or both of the following grounds:

**a)** New evidence exists that was not available to the Respondent at the time of the original decision (through no fault of their own) that, if considered would likely have altered the outcome of the Decision; or

**b)** There was a fundamental flaw in the investigation or decision making procedures that led to the Decision, resulting in a lack of Administrative Fairness.

**27.2.** A notice of Appeal must be submitted in writing, and must set out the specific grounds on which the appeal is being made and provide a summary of evidence in support of these grounds to the Office of the Provost within ten (10) Working Days of the date of the Decision.

**27.3.** An Appeal Officer external to the University with the appropriate skills, training and experience to work with Sexual Violence cases will be appointed by the Provost to conduct and decide the Appeal.

**27.4.** The Office of the Provost will provide to the Appeal Officer a copy of the notice of Appeal, supporting evidence, the Decision letter, the Investigative Report and all materials gathered during the investigation.

**27.5.** If, after considering the written submissions, the Appeal Officer finds that the case does not meet the grounds for appeal set out in Section 27.1, the Appeal Officer will dismiss the Appeal or Review within five (5) Working Days of receipt of the Appeal. Otherwise an appeal hearing will be conducted.

**28. Appeal Hearing procedure**

**28.1.** Appeal hearings will normally be conducted in writing as follows:

**a)** The Appeal Officer will provide a copy of the notice of appeal and any new supporting evidence to the Provost's delegate.

**b)** The Provost's Delegate will have ten (10) Working Days to provide the Appeal Officer with a written response to the Appeal. A copy of the written response will be provided to the Appellant.

    **c)** The Appellant will have ten (10) Working Days to provide the Appeal Officer with a final written response. A copy of this response will be provided to the Provost's Delegate.

    **d)** The Appeal Officer will normally issue a written decision to the Appellant and the Provost's Delegate within ten (10) Working Days of their receipt of the Appellant's final written response. The decision will provide the reasons in support of the decision.

**28.2.** The time limits specified under these procedures may be extended by the Appeal Officer or Review Officer at the request of the Appellant or the Provost's Delegate, if reasonable grounds are shown for the extension.

**29. Oral Hearing**

**29.1.** At the Appeal Officer's discretion, an appeal may proceed as an oral hearing, or at the Review Officer's discretion, a review may result in an oral hearing, to be conducted in accordance with the University's procedures for conducting oral hearings.

**29.2.** In such cases, the Complainant may be required to participate. If so, arrangements will be made to minimize the potential for traumatization of any party through direct contact with the Respondent or having to re-tell their story. Alternate methods of hearing testimony and asking questions may be used including: providing separate rooms before the meeting; alternate means of participation such as telephone, video, pre-recorded answers and statements; prepared written responses; and/or the opportunity to have access to a Support Worker at the time of the hearing.

**30. Retaliation**

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**30.1.** Any acts of retaliation or reprisal, or express or implied threat of retaliation or reprisal, against any Complainant or any individual participating in an investigation of Sexual Violence are strictly prohibited under this policy, and may result in disciplinary action. However, if an unfounded complaint is made in bad faith, the Complainant may also be subject to discipline.

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**~~29.2.~~30.2.** If at any stage following the receipt of a Report there is evident behaviour or actions of retaliation, or express or implied threat of reprisal against a Complainant, the Case Manager may arrange additional Interim Measures, as appropriate, to protect the Complainant and the reprisal may itself be the subject of a further Report under this Policy.

**MONITORING AND REVIEW**

**~~30.~~31.** This Policy will be reviewed within one year of the first effective date and at least every three years after that. The Advisory Committee on Sexual Violence Prevention and Support, or successor thereof, is responsible for monitoring and reviewing this Policy. Any amendments to this Policy must be approved by the University's Board of Governors.

**RELEVANT LEGISLATION**

*Ministry of Training, Colleges and Universities Act* (Section 17)

Ontario Regulation 131/16 Sexual Violence at Colleges and Universities

*Ontario Human Rights Code*

**RELATED POLICIES, PROCEDURES & DOCUMENTS**

Student Conduct Policy

Fair Processes Policy

Safe Disclosure Policy

Policy against Violence, Harassment and Discrimination in the Workplace

**APPENDIX A - ADVISORY COMMITTEE ON SEXUAL VIOLENCE PREVENTION AND SUPPORT**

**TERMS OF REFERENCE**

The University Advisory Committee on Student Sexual Violence Prevention and Support to 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 University Board of Governors. This training will include the University'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 University members, as required, relating to the effectiveness of university policies on sexual violence;

(f)     Drafting an annual report highlighting data which includes measures outlined above in this section and those outlined in relevant legislation, as well as 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.

**MEMBERSHIP**

The Committee membership is comprised of the following:

• Two University Faculty Members appointed by the Provost (one to serve as the Chair)
• President, UOIT Student Union or delegate
• Six University students appointed through a student-led selection process involving a call for applications and interview process
• An academic advisor
• Two representatives from Student Life
• 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 representation among sexual orientation and gender identity and across the academic programs.

Members serve on a voluntary basis for a two-year term for staff and 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.

**MEETINGS**

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

**APPENDIX B – SUPPPORTS AND ASSISTANCE**

**Services and Assistance on Campus**

**Student Mental Health Services** : Provides professional, short term individual counselling and therapy, referrals for students who require long-term counselling or therapy, wellness activities and initiatives, support groups and mental health consultations for students, staff and faculty.
905.721.3392; studentlifeline@uoit.ca

**Campus Health Centre** : To support a healthy lifestyle, the Campus Health Centre provides confidential health care services, which include a medical clinic, a pharmacy, and alternative health care services.
905.721.3037; healthcare@uoit.ca

**Campus Security** : Campus Security is responsible for the safety and security of all students, university employees and campus property. This service is provided 24 hours per day, 365 days per year by security professionals trained in first aid and CPR.  Contact Campus Security and a security officer will respond immediately and contact emergency services if required.
905.721.8668 ext. 2400; For immediate assistance: 905.721.3211 (24 hours); security@dc-uoit.ca

**Equity and Inclusivity** : a confidential service that acts as the first point of contact for students that have experienced discrimination and/or harassment to provide information, referrals, and support. They will listen to your concerns and help review the options to have your concerns addressed.
905.721.8668 ext. 2324; equity@uoit.ca

**Indigenous Student Services** : The UOIT Baagwating Indigenous Student Centre (UBISC) provides counselling services and promotes indigenous ways of healing.
905.721.8668 ext. 6795; irc@uoit.ca

**UOIT Student Union - Student Rights and Advocacy** : All UOIT students have guaranteed rights and the UOIT Student Union wants to ensure all students are aware of them. The Student Rights and Advocacy Coordinator provides free, confidential advice and offer assistance with petitions, hearings, and complaints.
905.721.1609 ext. 3986; advocacy.uoitsu@uoit.ca

**Services and Assistance in the Community**

For 24/7 support, Good2Talk (1.866.925.5454) is a free confidential helpline for post-secondary students in Ontario which provides professional counselling, information, and referrals on a range of matters, including sexual violence.

**Services for all genders...**

**Distress Centre Durham:** Provides a 24/7 crisis line for anyone to access and operates other services including Prideline Durham which provides emotional support, crisis intervention and community referral information specific to the concerns and issues faced by the LGBTQ community.
1.800.452.0688

**Durham Regional Police:** If you are in immediate danger, call 911.  For all other safety issues please use the number below.
1.888.579.1520 (non-emergency)

**Durham Region Sexual Health Clinics:** Provides a wide variety of sexual health services including, but not limited to, condoms, PAP tests, low cost birth control, pregnancy testing, HIV testing/counselling, free STI treatment and sexual orientation, gender identity and relationship counselling and referrals. Note: No Ontario health card is required to access services. Various locations including Oshawa, Pickering and Port Perry. Visit their web page to find contact information for the location closest to you.

**Lakeridge Health Oshawa – Durham Region Domestic Violence/ Sexual Assault Care Centre:** 24/7 emergency medical services for adult victims of sexual assault up to one week post-assault and for children under 16 years of age up to three days post assault. Also provides counselling for victims over 12 years if age who have been assaulted within the past year as well as safety planning, support and referrals for victims of domestic violence.
905.576.8711 ext. 3286

**Office of the Attorney General – Victim/Witness Assistance Program:** Provides crisis intervention, emotional support, court preparation and orientation information, referrals to community agencies and more to the most vulnerable victims and witnesses of violent crime including, but not limited to, sexual violence. Services begin once police have laid charges and continue until the court case is over.
416.212.1310

**Ontario Coalition of Rape Crisis Centres:** 24-hour phone lines offer someone immediate to talk to, crisis counselling, support and information for support allies (i.e. parents, partners or friends of survivors), safety planning, information on victim police reporting and medical options, and strategies for coping with flashbacks, memories and feelings.  Visit their web page to find the phone number specific to your location.

**Paths of Courage Residential Healing Centre:** One-of-a-kind program, pioneered by the Sexual Assault Centre for Quinte & District. This one-week program is free of cost and provides assault survivors with opportunities to heal, transform and become empowered, while surrounded by nature.
613.476.7000
**The John Howard Society:** Operates the "Sex Trade Housing Support" program that assists male, female, and transgender sex trade workers in the Durham Region who are homeless or at imminent risk of homelessness. It is inclusive of youth, adults, persons with disabilities, persons with addictions, mental health issues, and persons involved with the criminal justice system and victims of domestic violence. An individual who occasionally trades sex for cash, shelter, etc. may not view themselves as "a sex trade worker"; this person is still eligible for the program.
905.244.2602

**If you self-identify as a woman...**

**Assaulted Women's Helpline:** Free, anonymous and confidential counselling, safety planning, emotional support, information, and referrals as well as a helpline available 24/7 in over 200 languages.
416.863.0511; 416.364.8762 (TTY)

**Barbara Schlifer Clinic:** Provides counselling, legal information, interpreters, and referral for women who have been physically or sexually abused.
416.323.9149

**Bethesda House:** Provides temporary safe shelter, woman-centred advocacy, outreach, and other services to women, youth and children, supporting them to live free from domestic abuse.
905.623.6050

**Driven:** Supports women experiencing abuse and/or any form of gender-based violence at one location in North Oshawa by providing coordinated access to a range of specialized services.
905.432.7233

**Durham Rape Crisis Centre:** Provides a 24/7 crisis line, as well as support and counselling for women, 16 years and older, who have experienced sexual assault or abuse recently or in the past. They offer individual and group counselling, police, legal, and medical accompaniment and more.
905.668.9200

**Family Service Toronto:** Provides professional, short-term, individual, couple and family counselling for people who identify as lesbian, gay, bisexual, trans*, queer (LGBTQ+).
416.595.9618

**Fem'Aide:** Offers French-speaking women facing gender-based violence, support, information and referrals to services in their community 24/7. They will also address inquiries from relatives of women victims of violence.
1.877.336.2433

**Herizon House:** Provides free, confidential services 24/7 including temporary shelter, support and advocacy for abused women and their children located in Durham and Clarington Regions.
1.866.437.4066

**Luke's Place:** Devoted to improving the safety and experience of abused women and their children as they proceed through the family law process by offering individual and group support, free Summary Legal Advice Clinics, virtual legal aid clinic for women in remote communities and more.
1.866.516.3116

**Muslim Welfare Centre:** A transitional shelter for Muslim women and their children that provides counselling as well as medical, legal, employment and housing referrals. Also provides three meals per day.
905.665.0424

**The Denise House:** Provides a safe house for women and their children who are fleeing violence. In addition to temporary shelter, they provide counselling, information, referrals, and transitional support. Transportation to Denise House is available when needed from rural areas in the Durham Region.
905.728.7311

**The John Howard Society:** Operates the "Women's Drop-In" program which provides women involved in sex work in the Durham Region nutritious meals, hygiene products, laundry, shower, counselling and

support, safety planning and harm reduction supplies.
905.244.2602

**If you self-identify as a man...**

**One in Six:** Offers outreach, education and services in person and over the web to men who have experienced sexual violence and their support systems. Some services over the web include 24/7 online support and anonymous online support groups.

**Support Services for Male Survivors of Sexual Abuse:** Provides help for male survivors of sexual abuse, both recent and historical. The program is the first of its kind in Canada and is delivered by agencies across the province. Survivors also have access to a 24-hour, multilingual, toll-free phone line for immediate crisis and referral services.
1.866.887.0015

**If you identify as non-binary...**

**Barbara Schlifer Clinic:** Provides counselling, legal information, interpreters, and referral for individuals who have been physically or sexually abused.
416.323.9149

**Toronto Rape Crisis Centre:** offers support for anyone who identifies as a survivor of violence, including trans people, non-binary folks, cisgender men and women, and youth. They offer a 24/7 crisis line, individual and group counselling, court support, support groups, advocacy, and more.
416.597.8808 (24 hour crisis line)

**If you are under the age of 18 or have children who have been abused...**

**Durham Children's Aid Society:** provides services to children under 16 years of age and their families located in Durham Region. Available 24/7 to report any concerns about a child who may be at risk.
905.433.1551

**Sick Kids' Suspected Child Abuse and Neglect (SCAN) Program:** Care, support and assessment to children and teenagers who may have been maltreated, and their families.  The SCAN Program provides a link between SickKids and community doctors and hospitals, Children's Aid Societies, police, schools and other community agencies.
416.813.6275

**The Gatehouse:** The Gatehouse offers support groups for adult survivors of childhood sexual abuse as well as partners.
416.255.5900