



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

June 20, 2024
2:00 p.m. to 4:30 p.m.
[Videoconference](#)
+1 289-336-9919 PIN: 307 898 290#

Members: Lynne Zucker (Chair), Eric Agius (Vice-Chair), Ahmad Barari, Laura Elliott, Mitch Frazer, Matthew Mackenzie, Lisa McBride, Steven Murphy, Hannah Scott, Kim Slade, Michael Watterworth

Staff: Kirstie Ayotte, James Barnett, Krista Hester, Les Jacobs, Lori Livingston, Brad Maclsaac, Sarah Thrush

AGENDA

No.	Topic	Lead	Allocated Time	Suggested Start Time
PUBLIC SESSION				
1	Call to Order	Chair	5	2:00 pm
2	Agenda (M)	Chair		
3	Conflict of Interest Declaration	Chair		
4	Chair's Remarks	Chair	5	2:05 pm
5	President's Remarks	Steven Murphy	10	2:10 pm
6	Strategy			
6.1	Strategic Discussion: Sustainability and Energy Management* (D)	Brad Maclsaac	30	2:20 pm
6.2	Integrated Academic Research Plan and SMA 2023-2024 Metrics Annual Report* (U)	Lori Livingston/ Sarah Thrush	15	2:50 p.m.
6.3	Annual Programs Update* (U) (a) 2023-2024 Quality Assurance Process & Programs Annual Report (b) 2023-2024 Continuous Learning Annual Report	Lori Livingston	10	3:05 p.m.

6.4	International Strategy Update (IRCC)* (U)	Lori Livingston/ Joe Stokes	10	3:15 p.m.
7	Significant Project & Contract Oversight			
7.1	Subcritical Nuclear Assembly* (U)	Les Jacobs	10	3:25 p.m.
8	Consent Agenda* (M)			
8.1	Minutes of Public Session of Meeting of April 3, 2024	Chair	5	3:35 p.m.
8.2	S&P Annual Report			
9	Adjournment (M)	Chair		3:40 p.m.
BREAK – 10 minutes				
NON-PUBLIC SESSION (material not publicly available)				
10	Call to Order	Chair	5	3:50 p.m.
11	Conflict of Interest Declaration			
12	President’s Remarks	Steven Murphy	10	3:55 p.m.
13	Advancement Update* (U)	James Barnett	10	4:05 p.m.
14	Consent Agenda (M)	Chair	5	4:15 pm
14.1	Minutes of Non-Public Session of Meeting of April 3, 2024*			
14.2	2023-2024 Work Plan*			
14.3	S&P Action Points*			
15	<i>In Camera</i> Session	Chair	10	4:20 pm
16	Termination (M)	Chair		4:30 pm

Krista Hester, Interim University Secretary

COMMITTEE REPORT

SESSION:

Public
Non-Public

ACTION REQUESTED:

Decision
Discussion/Direction
Information

TO: Strategy & Planning

DATE: June 20, 2024

PRESENTED BY: Brad Maclsaac, Vice-President, Administration

SUBJECT: Sustainability – Enabling Plan

COMMITTEE/BOARD MANDATE:

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

This board report and associated presentation are provided to inform the committee of the current desired outcomes and actions being undertaken to enable the Sustainability portion of the [2023–2028 Integrated Academic Research Plan](#) (IARP).

Management is asking the committee to re-affirm their commitment to the 2030 and 2050 decarbonization targets.

BACKGROUND/CONTEXT & RATIONALE:

The imperative for global emissions reduction has been ratified through various international agreements and legislations, and subsequently adopted in Canada’s national priorities. This has translated an economical shift to prioritize the decarbonization of existing and new buildings across private and public sectors through measures such as electrification, renewable energy, and building system efficiencies.

Ontario Tech, a leader in this domain, is well positioned to accelerate decarbonization efforts, illustrated through a recent detailed Enervolve study completed by Blackstone Energy Services. The objective of the Enervolve Strategic Study was to identify existing measures and devise a future decarbonization roadmap to reduce the University’s emissions by 30% by 2030 and significantly cut them by 2050. As identified through the study, the university could reduce its total annual CO₂ emissions by 44% (baseline of 2022), with a total project cost of \$28 million and annual operating savings of \$640,000 by 2050. Additionally, the team has identified an opportunity to secure innovative decarbonization financing to inject up to \$28 million self-sustaining capital, paid through project energy savings.

The implementation of GHG reduction measures presents the university with two viable options:

- 1) The first option follows the conventional path of self-funding, representing the "business as usual" scenario.
- 2) An alternative is presented through the partnership between Blackstone Energy, Enbridge Sustain, and Canada Infrastructure Bank (CIB). This collaboration offers a substantial capital injection, with the potential to meet or even exceed the projected expense of \$28 million, significantly mitigating the financial burden on the University.

Partnering with Enbridge Sustain & CIB provides access to lower-cost, long-term debt financing for retrofit projects, featuring favorable terms extending up to 20 years with an interest rate ranging from 2% to 4.25%.

Ontario Tech has a strategic opportunity to meet its decarbonization targets, address deferred maintenance backlogs, and reinforce its position as a technical leader in the market – all while leveraging low-cost, innovative capital aimed at decarbonization.

As a next step, Blackstone recommends the university act on the following:

- a. Assuming the above, to work within the multi-year budget process to secure funding to elevate the highest priority measure(s) to Investment Grade status and expedite the university's procurement process. This includes a staged Action Plan to achieve 2030 and 2050 targets, or
- b. Schedule all 17 suggested measures for expedited implementation as part of a comprehensive Greenhouse Gas Reduction Action Plan. If commenced in fall 2024, considering time required for Approvals, Detailed Engineering/Design, Construction, and Commissioning could be anticipated to complete in approximately 26 months allowing Ontario Tech the potential distinction and notoriety of being the FIRST university in Canada to achieve accomplishments of a Nearly Zero Carbon Energy campus.

Financing this approach could be facilitated through Blackstone's exclusive partnership with the Enbridge Sustain and the Canada Infrastructure Bank. Noting we have to explore the risks and opportunities further, this unique arrangement avails the following benefits:

- Energy as a Service (EaaS) model is Turn-Key, from design through to installation and commissioning.
- No upfront costs for easy adoption by providing the upfront capital and packaging it in a long-term payment plan.
- Support and maintenance, 24/7 support after installation through the stable utility services agreement.

SUPPORTING REFERENCE MATERIALS:

- presentation entitled "Previewing Decarbonization Progress"



Previewing Decarbonization Progress



Bruce Manwaring

Senior Client Advisor

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blackstone
energy services

Introduction

The urgency to address climate change is emphasized by a network of international agreements and legislations, from the Paris Agreement to the UAE Consensus at COP 28, where the global community committed to tripling renewable energy capacity and doubling energy efficiency by 2030. Canadian legislation reflects these imperatives, with frameworks like the 2030 Emissions Reduction Plan (ERP) aimed at reducing greenhouse gas emissions by 40 to 45% by 2030.

Ontario, as a significant player in Canada's climate action landscape, has enacted the Ontario Community Climate Action Plan 2022 to reduce GHG emissions to 40% below 1990 levels by 2030. It advocates for various measures such as building electrification and the adoption of solar rooftop energy systems. Within this context, universities hold a crucial role in advancing sustainability efforts. Ontario Tech University has historically been a leader in this domain, achieving the gold rating from AASHE's Sustainability Tracking, Assessment and Rating System (STARS).

To fully realize its potential as a post-secondary leader and demonstrate market leadership and social responsibility, the university is well positioned to accelerate decarbonization efforts. Your membership with the Global Universities Partnership on Environmental Sustainability (GUPES) and the Canadian Association of University Business Officers (CAUBO) underscores the importance of reaffirming your 2030 targets, aiming for at least a 30% reduction in Scope 1 and 2 emissions.

Blackstone Energy Services (Blackstone)'s recommendation, based on a detailed Enervolve study, aligns with provincial decarbonization measures, and builds on strategies identified within Ontario Tech University (Ontario Tech)'s Strategic Sustainability Plan. Blackstone's recommended decarbonization measures specifically contribute towards Ontario Tech's Goal 1.4 of identifying opportunities to reduce energy consumption by optimizing lighting controls and Goal 2.3 of building and renovating facilities following energy efficiency and sustainability principles through monitoring building system performance, implementing upgrades and retrofits, and expanding renewable energy capacity.

Furthermore, Blackstone presents the opportunity to attain these objectives without necessitating annual budget increments. Through potential partnerships with Enbridge Sustain and the Canada Infrastructure Bank, it accelerates the feasibility of Ontario Tech's decarbonization journey.

Enervolve Strategic Study Results

The objective of the Enervolve Strategic Study was to identify existing measures and devise a future decarbonization roadmap to reduce the University's emissions by 30% by 2030 and significantly cut them by 2050, all without increasing the operating budget. The following table summarizes the 17 identified priority measures, grouped into five categories:






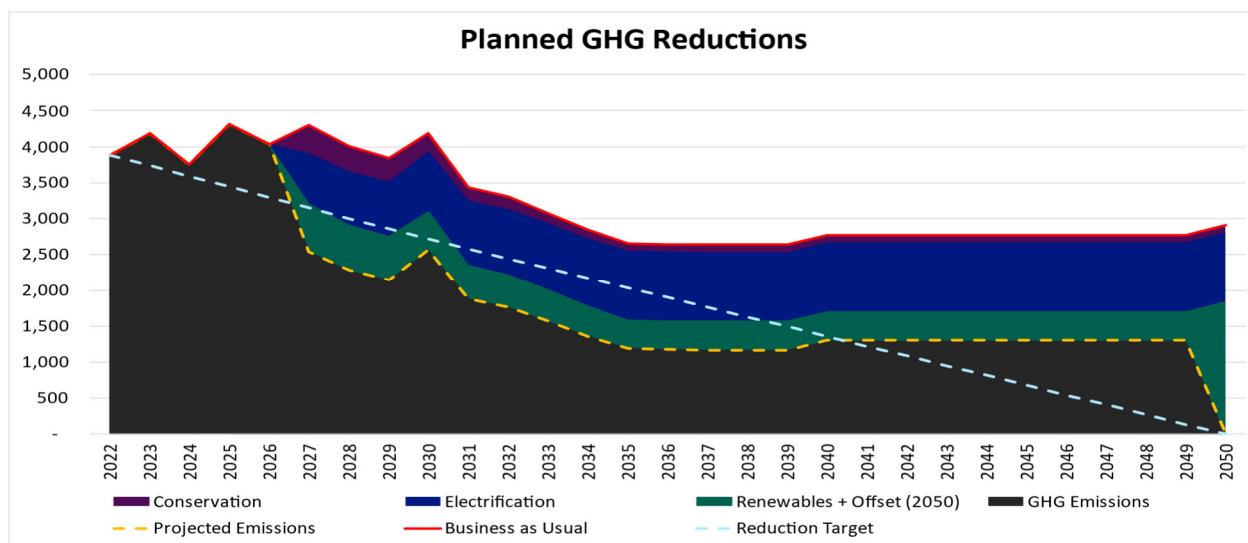
	Category	Decarbonization Measures
	Lighting Efficiency & Automation	Upgrading lighting quality and efficiency, including controls and Building Automation System (BAS) re-commissioning
	Heating System Optimization	Reducing fossil fuel-fired boilers demand for space heating and domestic hot water by using high-temperature heat pumps.
	HVAC System Upgrades	Replacing scheduled end-of-life gas-fired RTUs (Rooftop HVAC units) and air handlers with heat pumps
	Energy Management	Implementing a strategy to monitor and control plug loads across the campus
	Renewable Energy Integration	Installing rooftop, structure-top, and ground-mounted solar photovoltaic systems

Table 1: Identified decarbonization measures by Enervolve Strategic Study.

Project Phase	Project Cost	Annual Cost Savings	Annual GHG Reduction in 2030 (tCO ₂ e)	GHG Reduction % in 2030	Annual GHG Reduction in 2050 (tCO ₂ e)	GHG Reduction % in 2050
Proposed Measures	\$28,456,687	\$635,678	1,320	34%	2,436	63%
Carbon Offsets	\$43,350	N/A	0	0%	1,445	37%

Table 2: Anticipated costs and savings

Furthermore, the graph below illustrates the potential impact of implementing all measures identified in the Enervolve study. Beginning with an Investment Grade Feasibility Audit the university could reduce its total annual CO₂e emissions by 63%, with a cost of \$28 million and annual operating savings of \$640,000 by 2050. Carbon offsets can be utilized for last mile greenhouse gas reduction once all available measures have been exhausted.



Funding Ontario Tech's Decarbonization Initiative

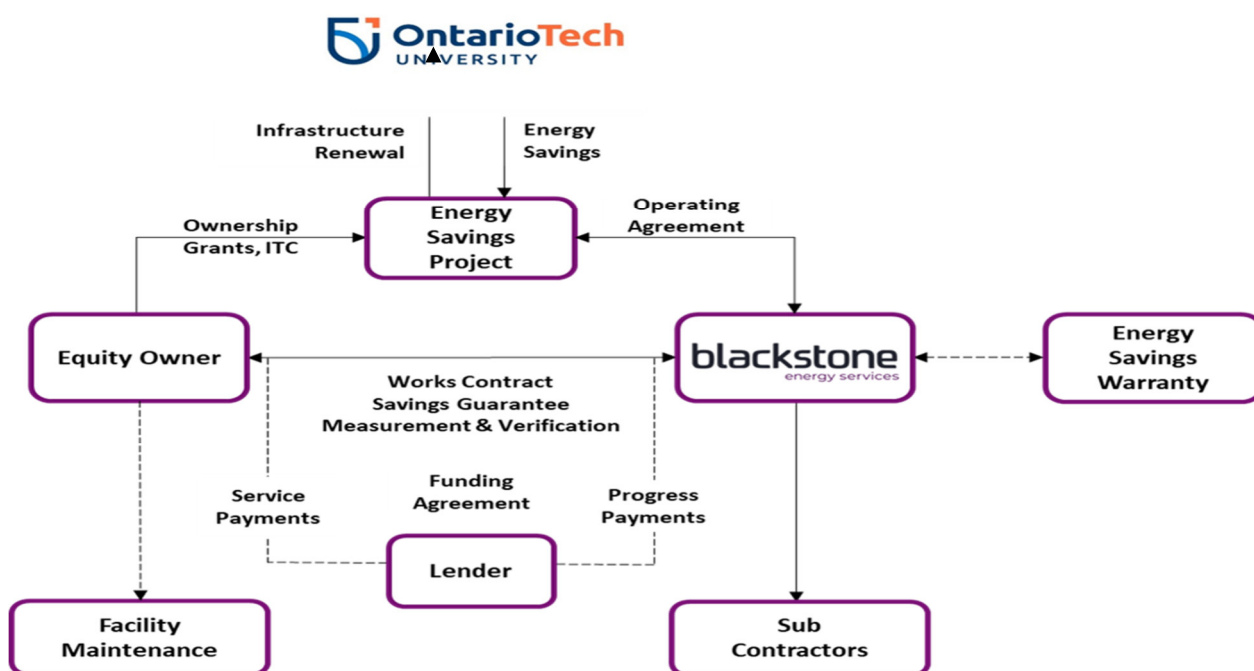
The Strategic Enervolve Study has identified key measures crucial for reducing the University's emissions and achieving its decarbonization goals. The implementation of GHG reduction measures, costing approximately \$28 million, presents Ontario Tech with two viable options.

OPTION 1: follows the conventional path of self-funding, representing the "business as usual" scenario.

OPTION 2: An alternative is presented through the exclusive partnership between Blackstone Energy, Enbridge Sustain and Canada Infrastructure Bank (CIB). This collaboration offers a substantial capital injection, with the potential to meet or even exceed the projected expense of \$28 million, significantly mitigating the financial burden on the University. There are 3 key elements to this capital partnership:

- i. Partnering with Enbridge Sustain & CIB provides access to lower-cost, long-term debt financing for retrofit projects, extending **up to 20 years** with an **interest rate ranging from 2% to 4.25%**.
- ii. To qualify for this funding, projects must achieve a **minimum 30% reduction in GHG emissions**, aligning perfectly with provincial and Ontario Tech's 2030 objectives.
- iii. Enbridge Sustain introduces an additional, optional pathway within this partnership, guaranteeing stability in energy costs through utility services agreements. The Energy-as-a-Service (EaaS) model, underscored in this collaboration, emphasizes long-term operational savings, harmonizing seamlessly with the University's carbon, energy, and cost reduction targets.

The installed assets would belong to Enbridge, who would operate and maintain them. The University would pay for the monthly energy delivered by the assets from the operating budget as a utility bill and the monthly Energy-as-a-Service bills are covered by the energy cost savings realized by the decarbonization project.



Transitioning energy projects from capital to operational expenses ensures financial predictability and certainty regarding operational savings. Additionally, it mitigates financial risks associated with project development and maintenance. With Blackstone's profound understanding of the University's sustainability vision and expertise in green infrastructure solutions, Ontario Tech is poised to achieve its financial and carbon reduction objectives. This partnership underscores and amplifies the University's commitment to sustainability and innovation, reinforcing its position as a leading technical educational institution.

Next Steps

The imperative for global emissions reduction has been ratified through various international agreements and legislations, and subsequently adopted in Canada's national priorities. This has translated an economical shift to prioritize the decarbonization of existing and new buildings across private and public sectors through measures such as electrification, renewable energy, and building system efficiencies.

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As a next step, Blackstone recommends the university act on the following:

1. Request that the Board re-affirm their commitment to the 2030 and 2050 decarbonization targets.

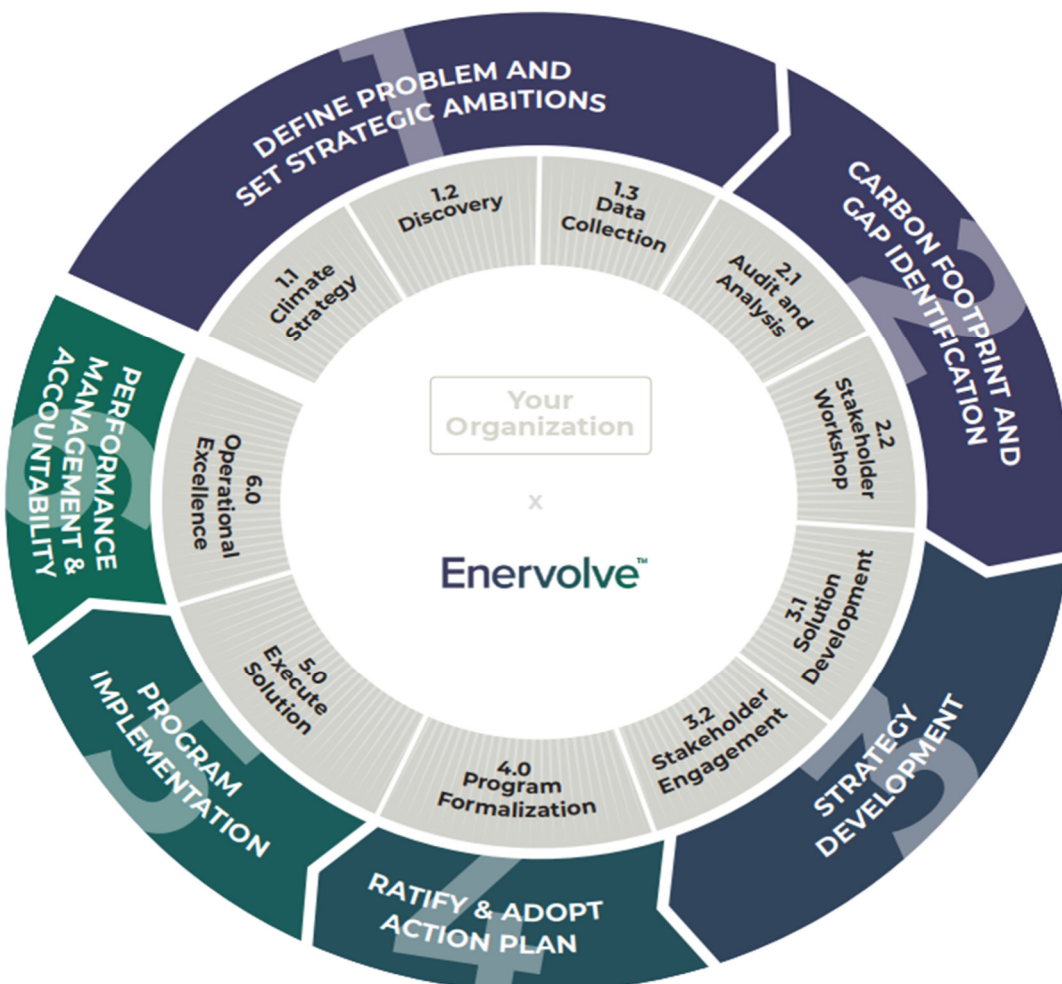
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Appendix A: Enervolve Decarbonization Program



COMMITTEE REPORT

SESSION:

Public
Non-Public

ACTION REQUESTED:

Decision
Discussion/Direction
Information

TO: Board Strategy and Planning

DATE: June 20, 2024

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

SUBJECT: Institutional and SMA3 Metrics Annual Report

BACKGROUND/CONTEXT & RATIONALE:

The 2023-2028 Integrated Academic and Research Plan outlined a commitment to continuously evolve our integrated planning processes through an Institutional Metrics report. This report has two components; a qualitative summary of the year's successes and challenges as identified in Faculty and unit integrated plan evaluations, and a quantitative data dashboard that illustrates performance against target for each metric (as approved by the Board in 2022). The metrics report card provides the institution with opportunities to reflect on the successes and challenges that impact our collective progress.

In addition to the Institutional Metrics Annual report, the Strategic Mandate Agreement 2020-2024 (SMA3) annual report is included to demonstrate the University's achievement to target on the Ministry of Colleges and University's performance metrics. Each year the University validates the data, assesses risks for each of the metrics, and adjusts where necessary any of the metric weightings for future years to minimize any potential funding loss. The 2023-2024 year marks year 4 of 5 in the SMA3 reporting cycle. Performance funding gains or losses for years 1, 2 and 3 of SMA3 were notional in nature as MCU decoupled target achievement and performance funding due to the impact of the pandemic. For the current year 4 and the final year 5 reporting, performance funding has been recoupled and any funding loss or gains through the annual evaluation process will impact the University's performance grant funding envelope. We are pleased to note that Ontario Tech exceeded all of its performance targets in years 4 of the SMA3 reporting period and received an additional \$18,896 in performance funding.

We are pleased to present to Academic Council the qualitative summary report and the 2023-2024 Institutional Metrics dashboard, and the SMA3 Metrics Annual report dashboards to illustrate progress towards our 2023-2028 Integrated Academic and Research Plan and our year 4 achievement of our SMA3 targets as reported to the MCU, respectively.

CONSULTATION:

Academic Council will be provided with the Institutional Metric and SMA3 Annual reports at their June meeting.

NEXT STEPS:

The Board will be provided this report at its June meeting.

SUPPORTING REFERENCE MATERIALS:

2023-24 Integrated Planning Report_Summary June 2024.docx

2023-2024 Institutional Metrics Report Dashboard_final.pdf

SMA3Overview_2023-2024.pdf

2023-2024 Integrated Planning Annual Evaluation and Report

The 2023-2028 Integrated Academic Research Plan (IARP) established Ontario Tech's priorities for the next five years. It serves as a guide for Units and Faculties as they create goals and strategies to move the institution forward through the Integrated Planning process. With the release of this latest version of the IARP, the timeline of the Integrated Planning cycle was adjusted to better align with existing annual planning and reporting periods.

Faculty- and Unit-specific Integrated Plans were adjusted to be three-year rolling plans of action, with a yearly report back on key milestones and objectives occurring at the end of the Winter term. Faculties and Units were asked to outline their area's high-level, long-range strategies and, looking three years out at a time, articulate the major milestones for each year. Milestones and/or deliverables were encouraged to be structured in a way that allowed them to be easily aligned with IARP priorities and assessed for the annual report-back timeline.

For the 2023-2024 academic year, a combination of more than 300 Unit- and Faculty-level milestones were established over the four IARP Priority areas. During the annual evaluation and report back period (September to May), 81% of indicated milestones were reported as "Completed" or "On Track", with 18% being "Behind Target" or "Amended." Only 1% of all the identified milestones were classified as "Terminated". Faculties and Units were also asked to report on any "unplanned" accomplishments from 2023-2024, as well as note any challenges encountered and comment upon unfulfilled objectives.

The Faculties and Units Annual Evaluation Reports underscore the University's continued forward momentum in advancing our institutional priorities. Highlights of progress and key accomplishments in the priority areas include:

Tech with a Conscience:

- The University marked the first-ever naming of an Ontario Tech Faculty – the Mitch and Leslie Frazer Faculty of Education. This significant milestone celebrates the Frazer's philanthropic support of research and outreach activities addressing the challenges within teaching and learning, through the establishment of the Centre for Digital Innovation in Education.
- In response to governmental changes to international undergraduate admissions, the Office of the Registrar and I.T. Services partnered in the development a new process for distributing provincially mandated attestation letters. Intentionally built with as much automation as possible, this streamlined process was rolled out in a two-week timeframe, and ensures swift identification of international applicants in need of a ministry-generated letter. Letters are issued in a timely manner, while the process allows the University to ensure we are maximizing our PAL cap, with only students who require a letter receiving one.
- Partnering with the Advancement team, Communications and Marketing created VR/360 videos showcasing technology in an accessible way to prospective donors. This included a student-guided tour showing and discussing key research labs and locations around the university in an immersive, 360/VR environment. Communication & Marketing hopes to expand this project to similar videos for use in recruitment.
- IT Services moved forward on the University's Enterprise Resource Planning (ERP) Transformation initiative, examining Ontario Tech's current and future data management needs.
- A generous donation from long-time supporters of Ontario Tech, the Hann-Kelly family, saw the establishment of a new research chair in the Institute for Disability and Rehabilitation Research, aptly named the Hann-Kelly Family Chair in Disability and Rehabilitation Research.
- Faculty members within the Faculty of Engineering and Applied Science established the Aerodynamic and Climatic Adaptation Research Center. The center will be a research hub focused on developing innovative technologies and strategies to improve the performance and efficiency of buildings, vehicles, and other structures in various aerodynamic and climatic conditions.

Learning Reimagined:

- The Office of Continuous Learning launched a new Alumni Scholarship, which allows three Ontario Tech Alumni to take Continuous Learning courses each semester. The new scholarship opportunity is being advertised in the Alumni Newsletter, allowing for greater engagement with our past grads.
- The Bachelor of Science in Nursing was successfully renewed as an accredited program by the Canadian Association of Schools of Nursing (CASN) for a seven-year term.
- Brilliant Catalyst continues to expand programming and solidify its reputation as a leading entrepreneurship hub in Canada. This past year saw 97 new international start-up companies supported through the Start-Up Visa Program (SUV), 50 new students and alumni joined the Brilliant Incubator program forming 20 start-up teams, and 199 paid experiential learning placements delivered through the Experience Ventures program, included 98 hackathon placements, 48 innovation challenge placements, and 81 project-based Work-Integrated-Learning experiences.
- The Library undertook an internal process review, which provided an opportunity to reevaluate existing initiatives, streamline processes, and right-size its service offerings, all to ensure student success in navigating the complex landscape of resources and platforms. Enhancements, including extended opening hours and improvements to technology services such as 3D printing, have provided students with more opportunities to engage with the Library as a place of learning.
- The Faculty of Social Science and Humanities and the Mitch and Leslie Frazer Faculty of Education launched the Creators4Change studio, a new podcast room in Charles Hall. The Studio supports emerging podcasters, streamers and influencers, and cultivates a community of creators.
- The university's commitment and focus on experiential learning was reinforced with the establishment of the Office of Co-operative Education, Experiential Learning, and Career Development (CEELCD).
- Faculties continue to examine their program offerings, with a focus on strategic-enrolment and differentiated growth, including the development of micro-credentials and professional programs.
 - The Faculty of Social Sciences and Humanities launched new specializations in their Communications and Digital Media Studies, Political Science, Psychology and Liberal studies programs, which resulted in a small uptick in applications for Fall 2024. The Faculty has also submitted new program proposals for a Bachelor of Arts in Sociology, and a one-year professional Master of Arts in Online Creators: Professional Communications for Social Change.
 - The Faculty of Health Sciences is currently assessing the Master in Health Science for possible program revisions to include a course-based option, and are examining options for a 2nd pathway into the Bachelor of Science in Nursing Program.
 - NOIs are currently under development for the following new programs;
 - Bachelor of Arts in Health Studies
 - Bachelor of Arts Educational Psychology
 - Master in Science & PhD in Translational and Computational Neuroscience

Creating a Sticky Campus:

- The collaborative Campus Wayfinding project between the Office of Campus Infrastructure and Sustainability (OCIS), and Communications & Marketing, has made significant strides in enhancing navigability on campus, with the completion this year of four additional buildings; Charles Hall, ERC, SIRC, and ACE/ENG/CERL. The project team also designed and launched a communications plan to engage the community along the journey.
- The Office of Student Life expanded their Student Voices digital community program, which uses Peer to Peer active storytelling to support retention, student engagement, and persistence. Student Voices is a storytelling space run by students for students, geared to support the everyday life of Ontario Tech students. Through their revived efforts, the program has seen an increase in readership and engagement, with the number of new users reaching 17.3K and page views up by 236.3%.
- The Tech with a Conscience fundraising campaign, the most ambitious in Ontario Tech history, had its internal launch through an energizing campus community event aimed at building the culture of philanthropy amongst staff, faculty and administration, and encourage giving.

- Faculties and Units continue their collaborative focus on student engagement, wellness, and success:
 - Under the umbrella of the newly founded CEELCD, Career Services had a record number of one-on-one student appointments, and utilized technology to get students thinking about employment and skill building in a new Dungeons & Dragons workshop.
 - The School of Graduate and Postdoctoral Studies (SGPS) rebranded graduate, postdoctoral, and supervisor engagement as BaseCamp, and has strengthened its offerings of events and opportunities, including a Supervisor Series, which is been well received by participants.
 - The Faculty of Engineering and Applied Science expanded their Student Design Concept Lab, providing additional space for student design teams to meet and collaborate.
 - Academic Advising is moving forward on the implementation and roll out of an Early Alert system, and had a number of successful initiatives and campaigns, such as “Protect your GPA” a program aimed to educate students around their ability to be strategic with course selection/continuation in order to avoid negative academic consequences.
 - The Faculty of Health Science continued to champion student wellness by moving its Peer-Wellness Mentor Program from a pilot to a full program. The program supported the OTSU Period Project by creating a new social media marketing campaign and are advancing access to wellness resources through a variety of initiatives.
 - The Student Athlete Mentor program grew by 12%, and reached new heights with 37% of Ontario Tech student athletes actively engaged in peer mentorship.
 - The Test Center prioritized integrating its operations across the university, and by engaging stakeholders, has gathered a better understanding on how processes and policies may affect interactions. The Test Center and Student Accessibility Services teams are now working towards a more unified approach to implementing and supporting exam processes.
 - Student Mental Health expanded the offering of Mental Health Peer Supports through doubling of the number of peer mentors. This allowed for an 81% (YoY) growth in the number of sessions offered, and allowed the program to support 72% more student mentees per month.
- Varsity sports continues to expand its campus/community touch points to enhance spirit, outreach and engagement. With 15 new athletics community touch points this year, all sports are now engaged in supporting local sport teams through helping run practices and provide mentorships. Ontario Tech now offers a marquee game in all of the three “big” sports, with 2023-2024 seeing all new highs in attendance. New this year, the Carriage Cup (hockey) had 2300 fans in attendance, while returning events, the Campus Clash (basketball) and the Campus Cup (soccer) ballooned to 750 and 1600, respectively.

Partnerships:

- The Office of Continuous Learning established agreements with a series of external partners to deliver training aligned with the University’s internal market needs. This includes the launch of the Introduction to Higher Education Management (IHEM) certificate program, through a partnership with Durham College, Trent University, and Ontario Tech’s Faculty of Business and IT.
- The Faculty of Health Science hosted representatives from Rosario University (Colombia) exploring possible research collaborations between Nursing faculty members. The Nursing programs at both institutions also jointly hosted a virtual course and conference for students and faculty, focusing on Nursing Education in Canada and Columbia.
- The Office of Research Services (ORS), in partnership with the Office of Diversity, Equity and Belonging, continued to support Ontario Tech’s Women in Research Council (WIRC). The Council’s mandate of advancing gender equity in research, teaching and beyond, is supported through funding from the NSERC EDI capacity building grant. Key accomplishments included the development of the “Building EDI Knowledge in Research” funding grant pilot, and subsequent funding of nine faculty awards, as well as creating “Women’s Wednesday” as part of Women’s History Month, which highlighted 67 Ontario Tech women faculty, post-docs, and grad students.

- At the end of April, the Mitch and Leslie Frazer Faculty of Education hosted a conference on “AI in Education”. This fully online conference was open to K-12 educators and administrators, and focused on the key areas of AI literacy, AI tools, ethical issues, key subject areas, and teaching and learning.
- Collaborations have been established between Ontario Tech Athletics and Oshawa Community Hockey as a grassroots partnership aimed at encouraging physical activity, development, fair play and fun in youth.
- In its first year, the CEELCD worked to enhanced partnerships in support of student learning and career development, with a renewed focus on developing and re-engaging with employer and campus partners. The revitalized efforts saw an increased engagement with Reversed Career Fair, the launch of the new Get Experience Fair, and the strengthening of CEELCD ties to campus stakeholders like the Student Enrichment Program and Women for STEM.
- The School of Graduate and Postdoctoral Studies and the Advancement Office have established a strong partnership, particularly with the Student Experience Project (SEP). During the 2023-2024 academic year, the two Units partnered in support of Graduate Student Orientation, Research Day, and the 3MT competition which saw a 50% increase in graduate student participation.

Challenges:

Throughout 2023-2024 academic year, Faculties and Units have navigated a range of challenges, with staffing constraints being chief among them. Higher-than-usual staff turnover rates, leaves of absence, and extended vacancies have required significant team rebuilding in several areas, resulting in continuous recruitment and training efforts. These constraints have, in some cases, led to service reductions and delays in implementing new initiatives and programs. However, impacted areas have recognized the importance of team cohesion to overall morale and effectiveness, and have conscientiously reconfigured their strategic objectives and timelines to create the necessary bandwidth for fully realizing their key initiatives and plans. For example, the School of Graduate and Postdoctoral Studies faced setbacks in advancing its strategic objective of establishing Faculty laddering opportunities (i.e., augmenting programs/degrees with additional credentials) due to ongoing staff vacancies. Nevertheless, the unit remains committed to the overarching goal, and plans to progress the strategy through alternative avenues.

Careful consideration has also been given to strategies affected by budgetary constraints, leading to judicious amendments to milestones in response to changes in the post-secondary financial landscape. Modifications to scope and timelines, alongside thorough analyses and factfinding, have enabled Faculties and Units to maintain overarching strategies while efficiently allocating available resources. For example, the Office of the Registrar has temporarily paused plans to transition the institution’s scheduling software to a web-based alternative due to budget limitations. Instead, the strategy has been revised to explore the feasibility of adopting a centralized scheduling model, involving internal consultations and benchmarking practices system-wide. Similar adaptations have occurred within the Faculties. The Faculty of Science has adjusted its strategic objective of expanding its “Clusters of Excellence”, which includes the establishment of a Materials Science Center and the expansion the BioMETRIC facility. Both initiatives have now been integrated into Advancement Fundraising priorities, and the Faculty aims to restructure milestones around this internal partnership.

Technological challenges were identified, and have been approached with thoughtfulness and consideration, ensuring the effective use of resources as well as informing IT investments and leadership needs, including a new Executive Director and CTO, Chief Transformation Officer.

Space on campus continues to be at a premium. Scarcity of available student activity space, classrooms, and informal gathering areas impacts the Faculties’ and Units’ capacity to explore and expand upon programming. For example, the campus is nearing full capacity of student participation in recreational activities, including at the FLEX Fitness Centre. The protracted timelines and budget requirements for constructing new engagement and academic spaces may affect the progression of future initiatives, and necessitates creativity in thinking about alternative ways to engage in non-space dependent ways (e.g.,

expanded use of online and outdoor spaces). Additional, external factors continue to demand that Faculties and Units adjust their plans to address unforeseen obstacles. For instance, the Office of Continuous Learning developed seven post-graduate certificates aimed at attracting international students, which are presently stalled due to the restrictions on international enrolment. In collaboration with the International Office, the team is instead exploring the possibility of exporting the certificate programs abroad.

Next Steps in the Integrated Planning Process

The experiences of the past academic year underscore the ongoing importance of agile and adaptable strategic planning. The multi-year nature of the Integrated Planning process has proven instrumental in supporting Unit and Faculty planning, particularly in establishing measurable annual milestones. The year-over-year reporting and rolling planning structure has enabled areas to effectively manage their progression and adjust their internal plans and outcomes as necessary. Feedback received during the planning cycle will inform small adjustments to planning templates and timelines, with the aim of better supporting the internal consultation process within Faculties and Units, and improving ease of use. By aligning strategies to their impact on Unit/Faculty or University performance and, where feasible, to Institutional and/or SMA metrics, areas of growth and improvement have become more easily identifiable. Despite the challenges and unexpected pressures of the last academic year, the Faculties and Units have continued to rise to the occasion, seeking ways to advance their internal strategies and consequently, the Integrated Academic Research Plan. As the institution moves into the second year of the IARP, strategic enrollment, differentiated growth, and student success will continue to be areas of emphasis.



2023-24 Report on Institutional Metrics

June 2024

Ontario Tech University Metrics

Integrated Academic-Research Plan – Strategic Priorities

Tech with a conscience:

Innovating to improve lives and the planet by incorporating technology-enhanced learning strategies, and promoting the ethical development and use of technology for good through intensive research and inquiry.



Learning re-imagined:

Co-creating knowledge by adapting to the ever-changing educational landscape through the provision of flexible and dynamic learning and research opportunities.



Creating a sticky campus:

Cultivating student- and community-centric engagement opportunities by encouraging an inclusive culture for our institution through online and on-campus activities.







Partnerships:

Uncovering innovative solutions for their most pressing problems through purposeful research and collaboration with industry, community, government and academic partners especially as it relates to all facets of global sustainability and well-being.



Ontario Tech University Metrics

		IARP Priority Alignment			
		Tech with a Conscience	Learning Re-Imagined	Sticky Campus	Partnerships
					
Comprehensive Access Institution		Status			
Student mix (Actual and Proportion)	●		●	●	●
Enrolment Targets to Actuals	●		●	●	
Demographics of our community	●	●		●	
Transfer students from universities and colleges	●		●		
Student retention rates	●			●	
Student participation in Transition activities	●		●	●	
LEAP participation	●		●	●	
Employee Retention (Academic and Non-Academic)	●			●	
Transformational Education & Research Excellence					
Student Participation in Work Integrated Learning Opportunities	●		●		●
Partnerships supporting Work Integrated Learning	●		●		●
Students graduating with courses on Ethics or Impact	●	●	●		
Courses taught by Full-time faculty	●			●	
Student: Faculty ratios	●		●	●	
NSSE results: overall student satisfaction	●		●	●	
NASM/FTE ratio in instructional categories	●		●	●	
Flexible course formats offered (online or hybrid)	●		●		
Research Chairs & Institutes	●	●			●
Research Sponsorship	●				●
Alumni Engagement	●			●	●
Economic Stewardship					
Net Income/Loss Ratio	●				
Viability Ratio	●				
Primary Reserve Ratio	●				
Net Operating Revenues Ratio	●				
Credit Rating	●				

Legend:

- - On Track/Meeting Target
- - Progressing towards target
- - Behind/Below target
- - Aligned with Strategic Priority

Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Student Mix - Overall**

Definition: Number and proportion of official student enrolment as reported by Ontario Tech University to the Ministry of Colleges and Universities. Overall Enrolment numbers include GR, PR and UG.

Data Source: University Statistical and Enrolment Report (USER) (Fall Report)

Target: Proportion of Graduate Students: between 8-10%
 Proportion of Female Students: 50%
 Proportion of International Students: 13-17% (15% by end of SMA)
 Proportion of Part-Time Students: 7-10%



Ontario Tech University Metrics

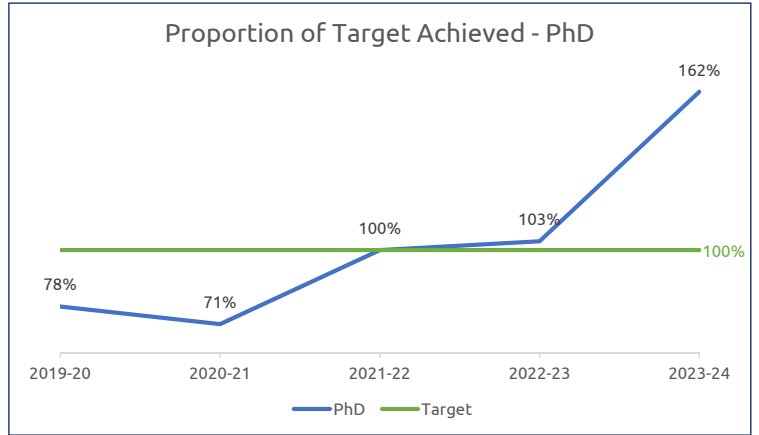
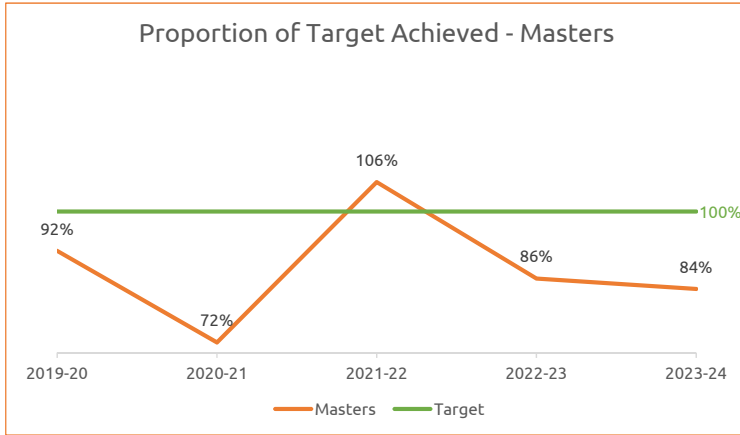
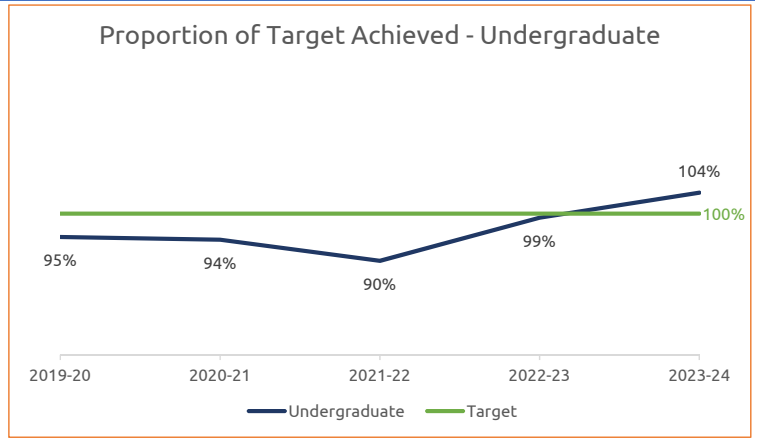
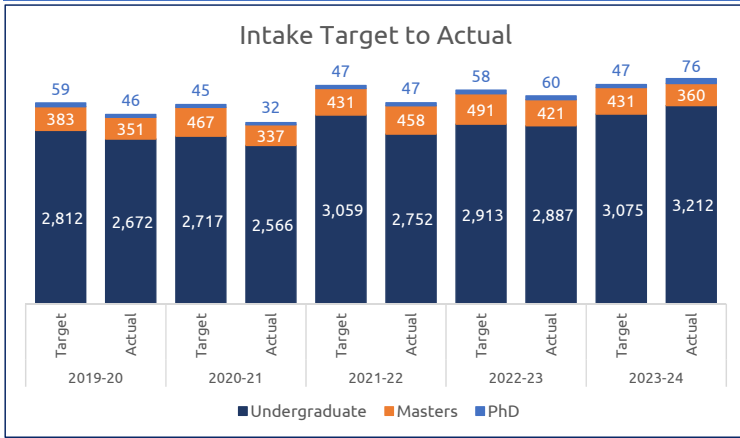
[Return to Metrics Listing](#)

Metric: **Enrolment Targets to Actuals**

Definition: Comparison of the established Day 10 Enrolment Targets with the Day 10 Actual Enrolment, presenting the proportion of target achieved for Undergraduate, Masters, and PhD enrolment.

Data Source: Enrolment Targets, and Day 10 Enrolment Reports (UG: Fall, GR: Annual).

Target: 100% of Enrolment Targets Achieved



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Demographics of our Community**

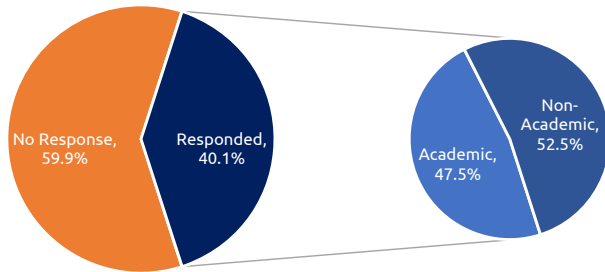
Definition: Response rates to internal EDI Self-ID Survey, from active Graduate and Undergraduate Students (as of Official Fall Count Date, November 1), and active Full-time Continuing and Limited-Term academic and non-academic employees (as of Official Count Date, October 1) .

Data Source: EDI Self-ID Survey Data (internal)

Target: 30% or higher response rate per campus population (reporting threshold)



Full-time Continuing Employee EDI Self-ID Survey Response Rates



Report shows response rates to EDI Self-ID Survey from active Full-time Continuing academic and non-academic employees. The data presented covers all currently available data. However, it only includes responses from employees who were active on the 2023-2024 official count date (October 1, 2023).

Response rates for students and limited term employees (academic and non-academic) did not meet target threshold of 30% required to reporting.

Strategies to improve response rates for all groups, with particular attention to students and contractual employees, are being developed and will be implemented in the 2024-25 academic year.

Relevant Self-ID data reporting details that align with the Diversity, Inclusion and Belonging Strategic Plan will be included in the 2024-25 reporting cycle.

Ontario Tech University Metrics

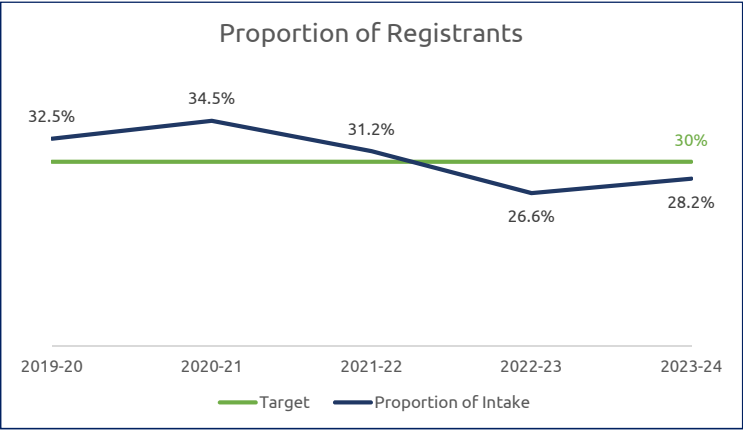
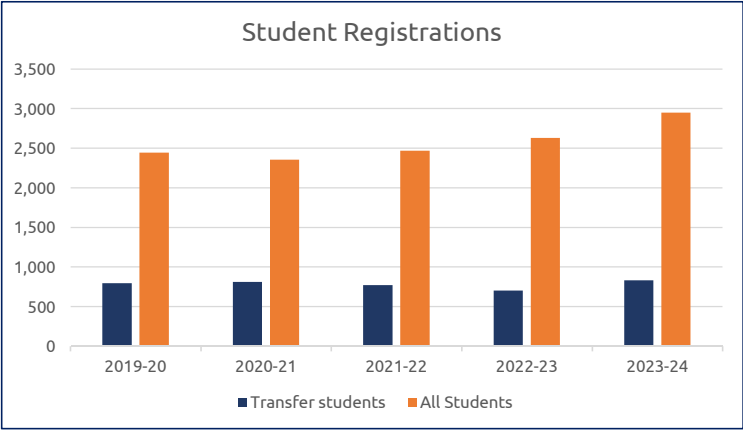
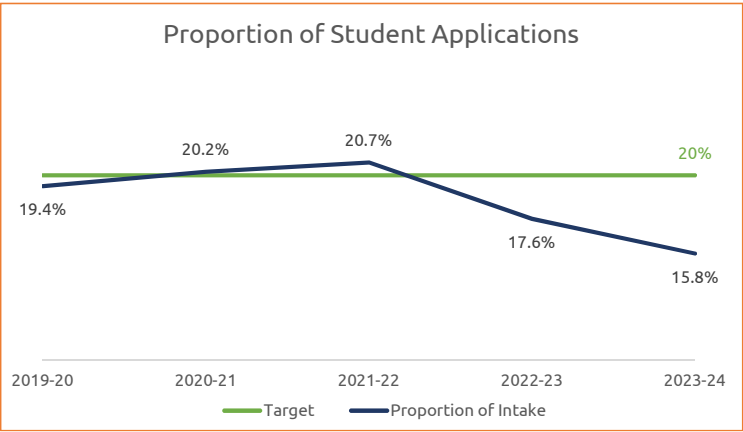
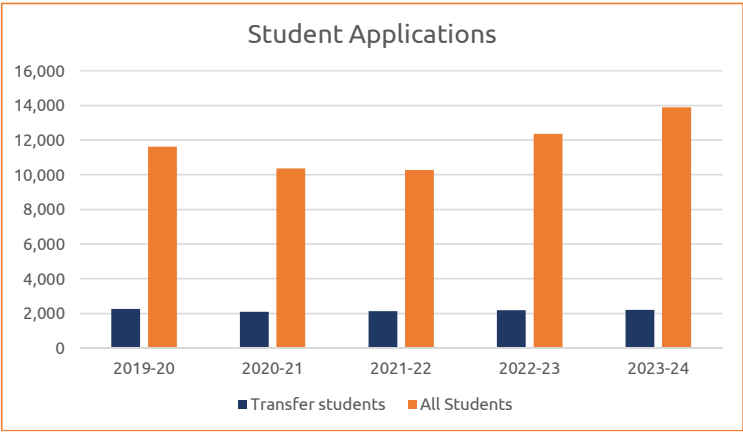
[Return to Metrics Listing](#)

Metric: Transfer students from universities and colleges

Definition: Number and proportion of UG transfer student applicants (from either another university or college) to overall new UG applicants.
 Number and proportion of UG transfer student registrants (from either another university or college) to overall UG registrants.

Data Source: Day 10 Applicant Tracking Report and Official Fall USER report

Target: Maintain 30% of applications and 20% of registrations



Ontario Tech University Metrics

[Return to Metrics Listing](#)

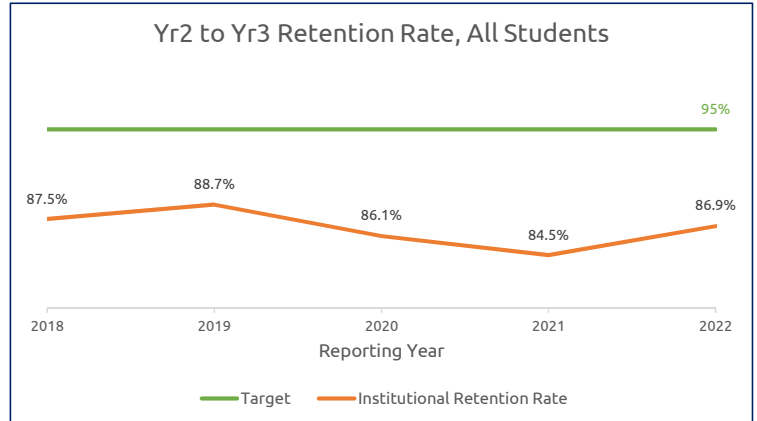
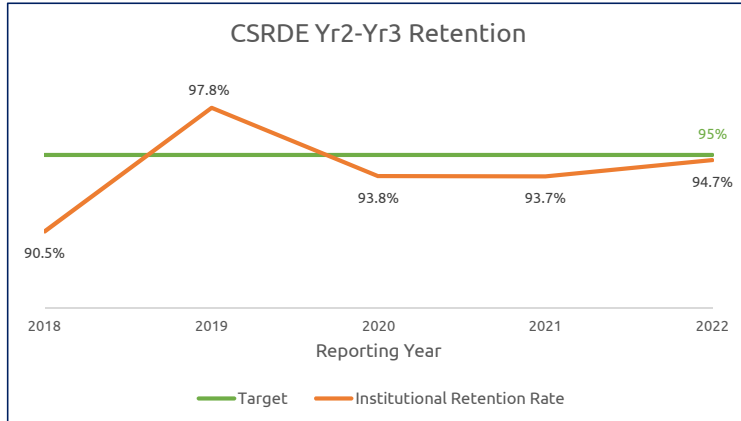
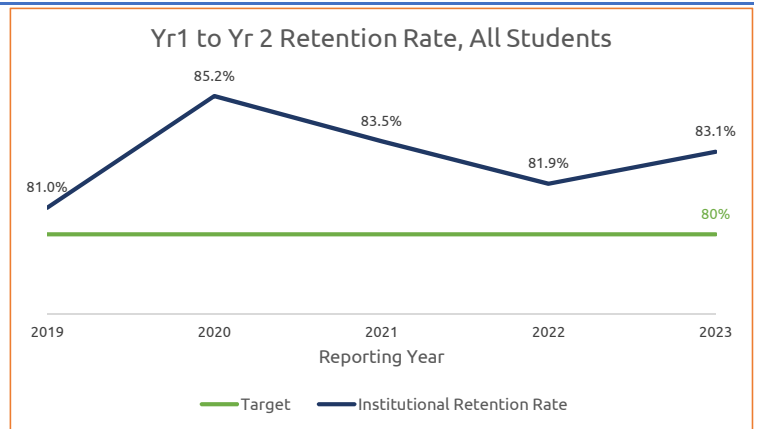
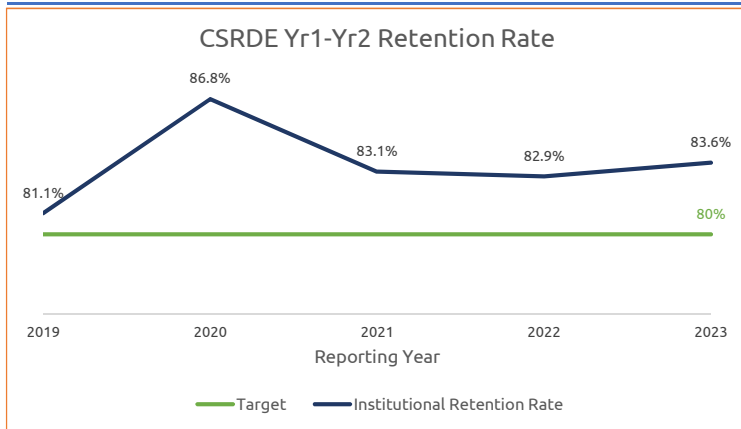
Metric: Student Retention Rates

Definition: Percentage of students who study in a given Fall term and have continued to study at the same institution in the next Fall term.

- CSRDE Year 1 to Year 2 Retention rates are based on first-time, full-time undergraduate students who commenced studies in the previous year and have continued to study at the same institution in the reporting year.
- All Year 1 to Year 2 Retention rates are based on all incoming Year 1 students who commenced studies in the previous year and have continued to study in the same institution in the reporting year.
- Applicable methodology applied to Year 2 to Year 3 Retention rates.

Data Source: Official Fall USER Reports

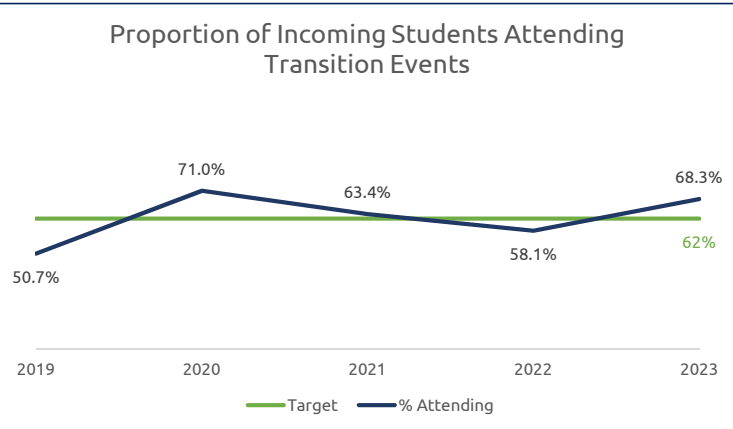
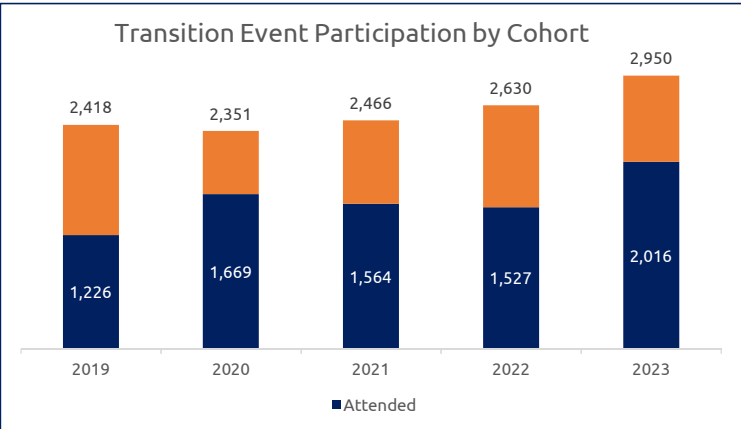
Target: CSRDE Year 1 to Year 2 Retention Rate: 80% or above
CSRDE Year 2 to Year 3 Retention Rate: 95%



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: Student Participation in Transition Events
Definition: Distinct count and proportion of incoming UG students who attended one or more Transition Events (include Ridgeback Orientation, Ridgeback U, & MyStart)
Data Source: Students Life event attendance tracking reports, and overall new UG student counts (Fall USER)
Target: Proportion of Incoming Students (cohort) attending one or more Transition Events: 62% or above



MyStart is a series of online modules and live workshops that provide new students with a head start (both academically and an orientation to services and supports) in their university career. The program is offered throughout July and August to help students prepare for classes in September.

Ridgeback Orientation is the university's largest transition program specifically geared toward students who are beginning classes in September. This is a chance for students to connect with other new students, get familiar with their academic program, and get to know their way around campus. Scheduled activities provide fun and exciting opportunities for all incoming students to learn about the university's vibrant campus culture.

Ridgeback U is a yearly event that happens in July for incoming first year students that provides them and their supporters with the opportunity to experience the Ontario Tech community and prepare for September.

Notes:
 2019 and prior: Orientation and MyStart were held fully in-person only.
 2020: Orientation and MyStart were held fully online only.
 2021 onwards: Orientation and MyStart were hybrid, with events held virtually & in-person.

Ontario Tech University Metrics

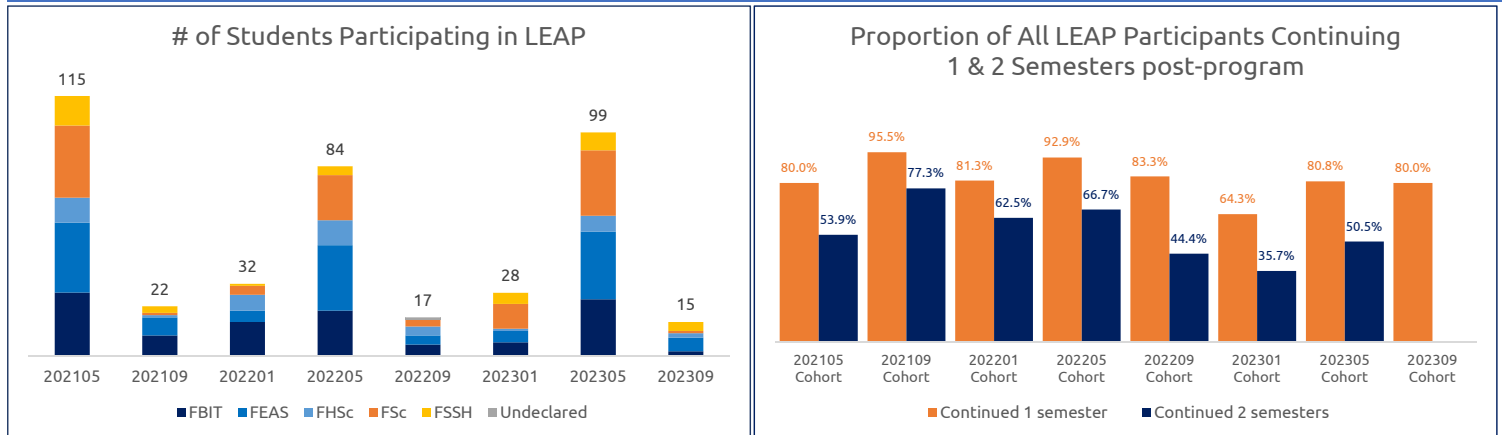
[Return to Metrics Listing](#)

Metric: **LEAP participation**

Definition: Post-program continuation of students who participated in and completed the LEAP program (count and proportion) term over term (one and two terms after program participation).

Data Source: LEAP course registration/grades and Annual USER data

Target: Target will be set during 2024-25 in collaboration with the Teaching and Learning Centre



The Learner Engagement Academic Program (LEAP) program is a not-for-credit course aimed at giving students who have been suspended or dismissed the tools needed to successfully re-integrate into their program of study. LEAP combines the innovative principles of Burnett & Evans (2016) Designing Your Life with Covey's (2019) 7 Habits of Highly Effective People. The highly interactive curriculum includes, but is not limited to, design thinking processes, learning opportunities specifically designed to provide participants with skills to ensure a successful transition back into our university community and beyond. Additionally, participants are expected to apply in-class hands-on activities with external experiential learning opportunities that include interactions with guest professionals, individual mentoring, and academic support. All of these components are delivered using multiple modalities that emulate those used in typical academic courses.

The program runs for 12 weeks and the content is delivered using a hybrid model (combination of in-person and virtual meetings, asynchronous material), as well as meeting with an academic coach. Successful completion of the program (i.e. achieving 70 per cent overall, successfully passing all components) is necessary in order to be re-admitted to the university.

Ontario Tech University Metrics

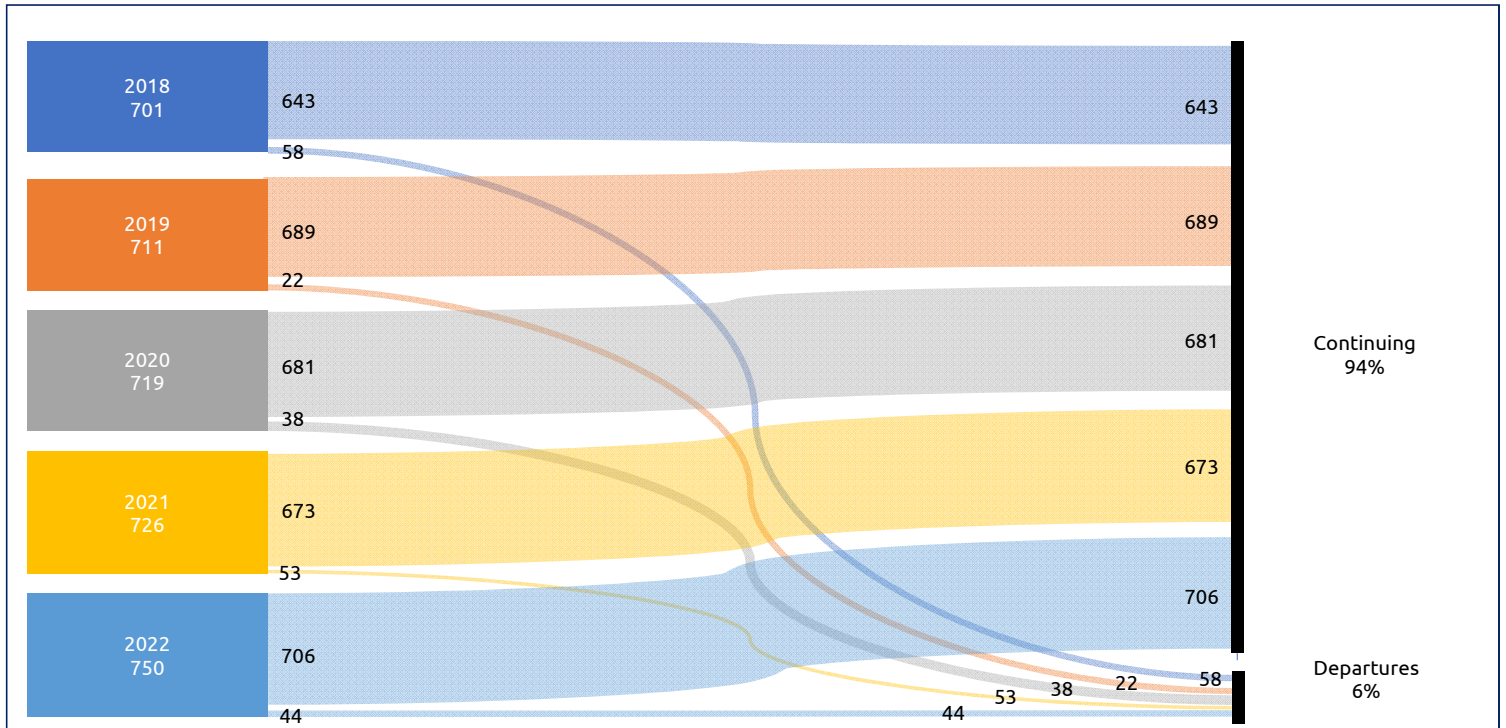
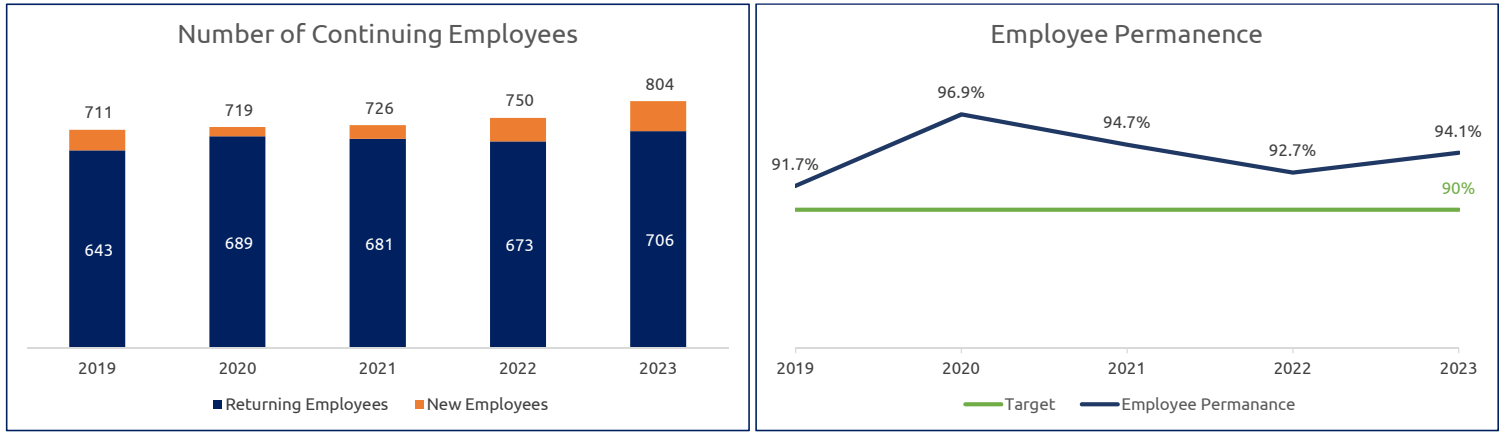
[Return to Metrics Listing](#)

Metric: **Employee Retention (Academic and Non-Academic)**

Definition: Number and proportion of full-time continuing employees that remain at Ontario Tech University from the previous year.

Data Source: Official Employee Counts made on October 1 of each year.

Target: Employee Permanence: above 90%



Ontario Tech University Metrics

[Return to Metrics Listing](#)

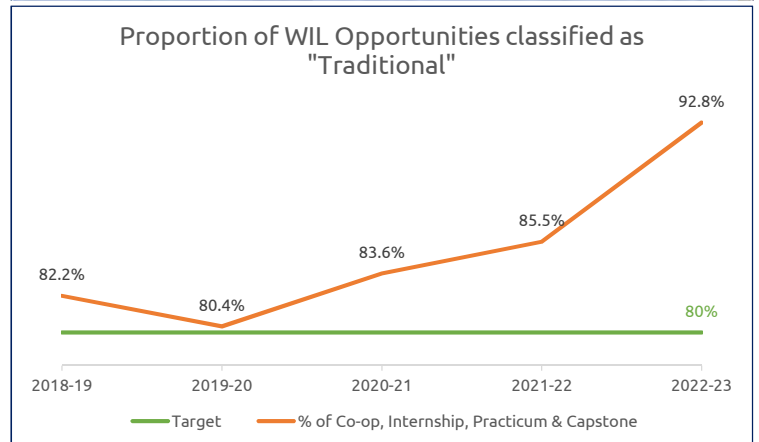
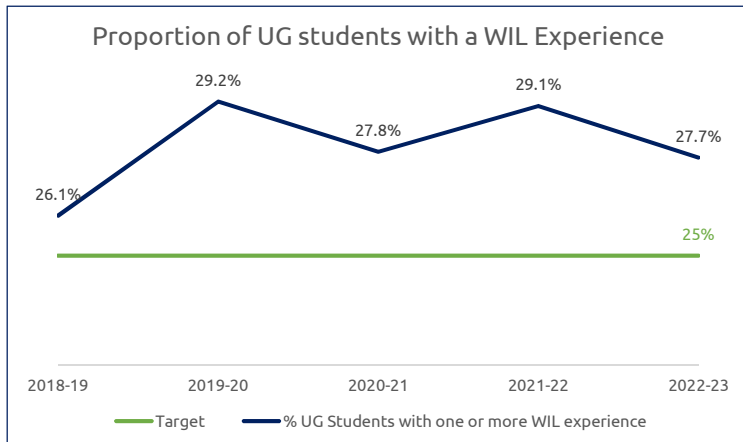
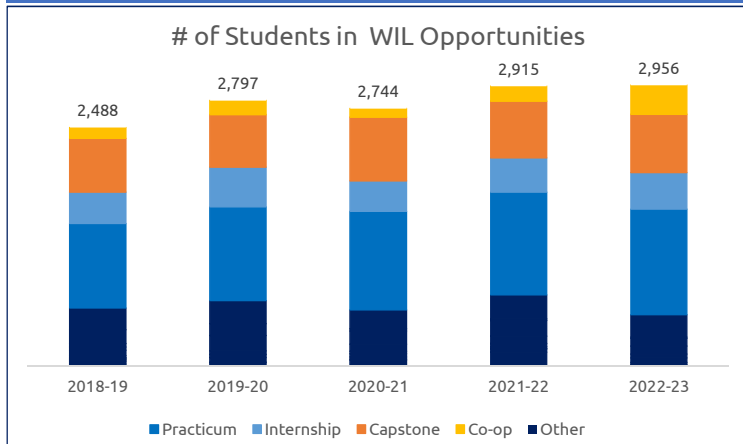
Metric: Student Participation in Working Intergated Learning (WIL) opportunities.

Definition: Distinct Count and Proportion of undergraduate students enrolled in one or more WIL opportunity including, but not limited to, the traditional experiences of Co-operative Education, Internships, Practicums, and Capstone Projects, reported for the Ministry Reporting year.

Data Source: Experiential Learning Database housed in the Office of Institutional Research and Analysis (OIRA).



Target: Proportion of Undergraduate Students participating in at least one WIL opportunity: 25% or higher
Proportion of all WIL opportunities classified as a "Traditional WIL experience"(Co-op, Internship, Practicum, and Capstone): 80%



Ontario Tech University Metrics

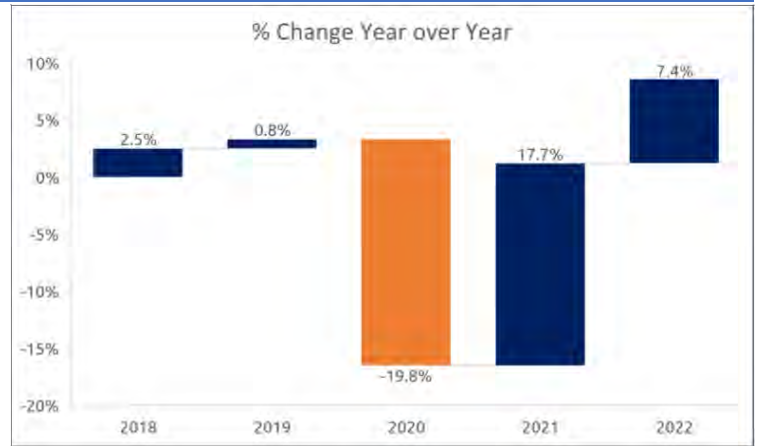
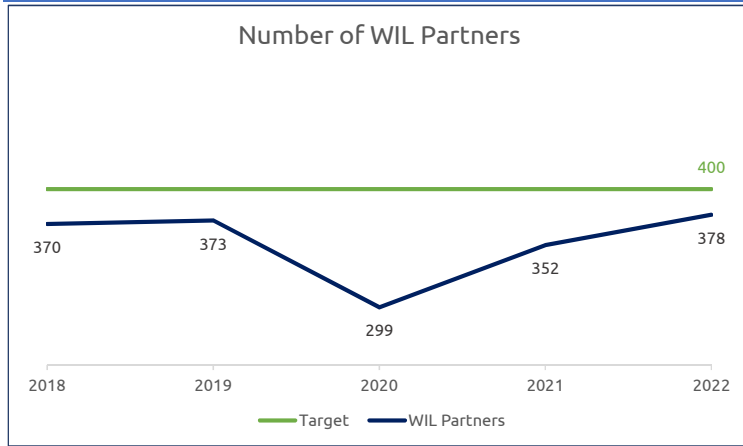
[Return to Metrics Listing](#)

Metric: **Partnerships supporting Work Integrated Learning**

Definition: Distinct Count of partners supporting Work Integrated Learning included, but not limited to, Co-operative Education, Practicums, Internships, and Capstone projects. Note: Partner may have more than one project supporting WIL opportunities recorded for the Ministry Reporting year.

Data Source: Experiential Learning Database housed in the Office of Institutional Research and Analysis (OIRA).

Target: Number of Partners supporting WIL: 400



Ontario Tech University Metrics

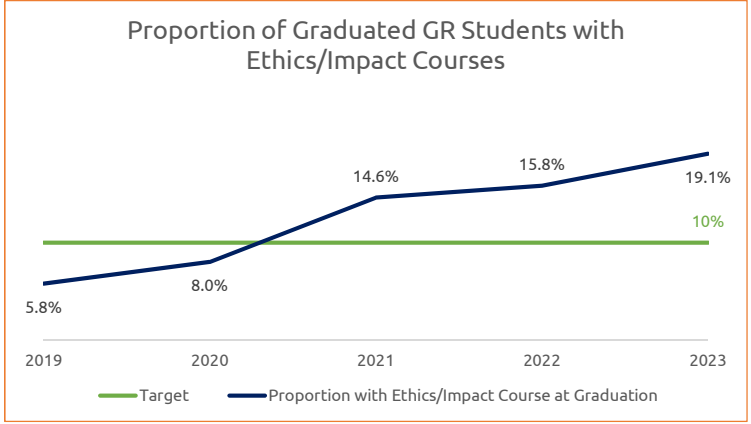
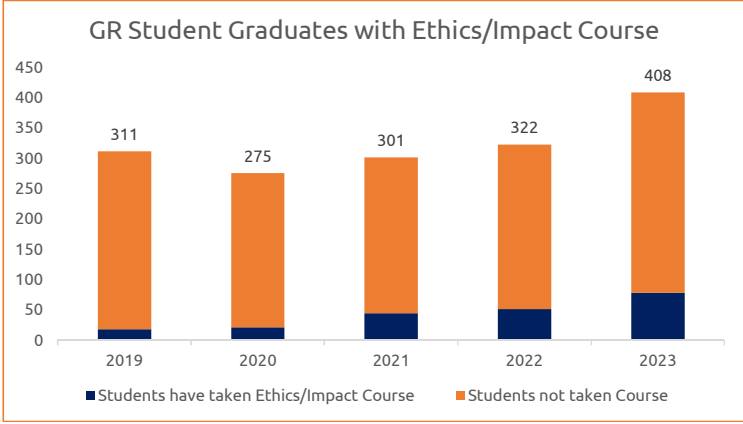
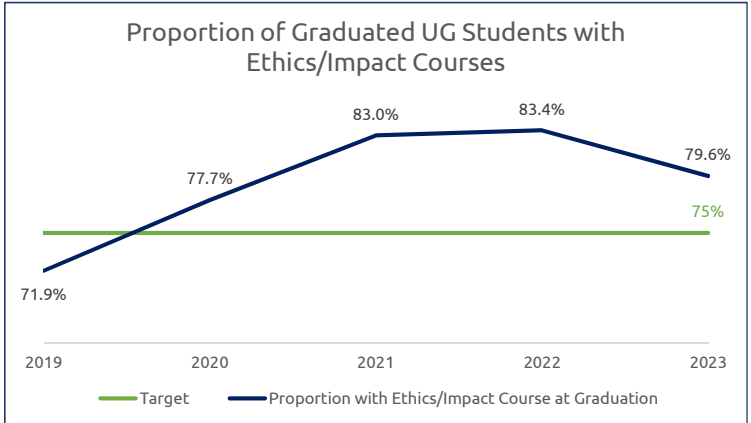
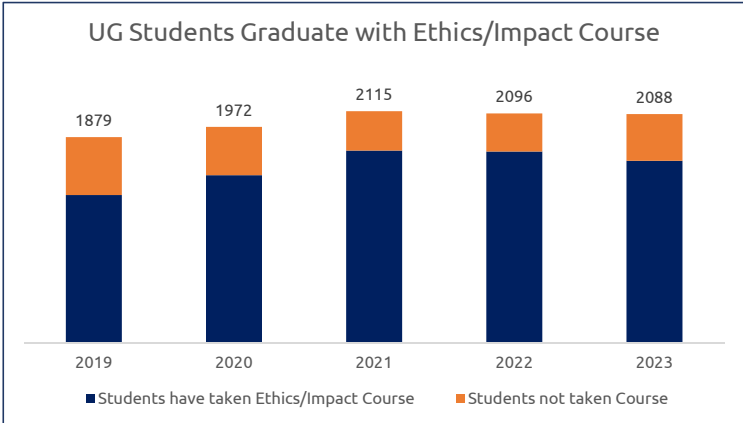
[Return to Metrics Listing](#)

Metric: Students graduating with courses on Ethics or Impact

Definition: Count and proportion of students, at time of graduation, who have taken in a course that has an ethical or impact component listed (indicated in course title within the Academic Calendar).

Data Source: Annual (Calendar Year) Graduation Census report, Student Registration Data Report

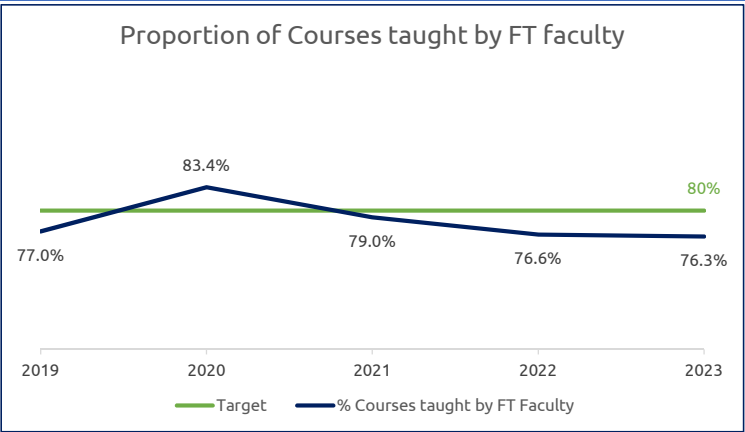
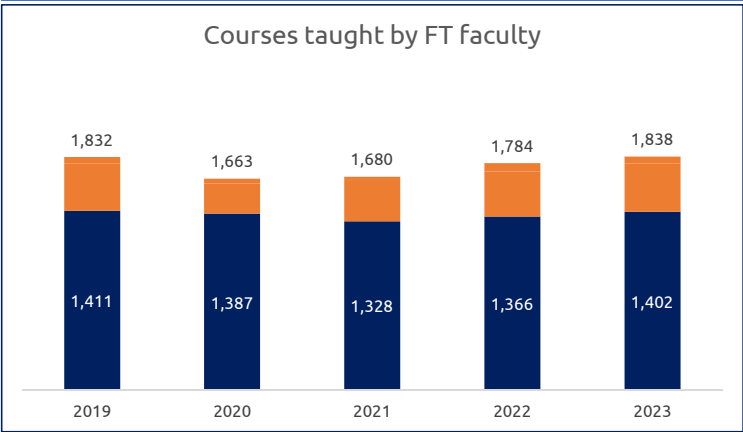
Target: Proportion of Undergraduate students graduating with at least one course with an Ethics or Impact component: 75%
Proportion of Graduate students graduating with at least one course with an Ethics or Impact component: 10%



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Courses taught by Full-time faculty**
Definition: Count and proportion of courses (CRN with credit hour weighting) taught by FT faculty members (Includes TTT, TF and Limited Term Faculty Members), per Ministry Reporting year.
Data Source: Course data and enrolment reports
Draft Target: Proportion of Courses taught by FT faculty members: 80%



Ontario Tech University Metrics

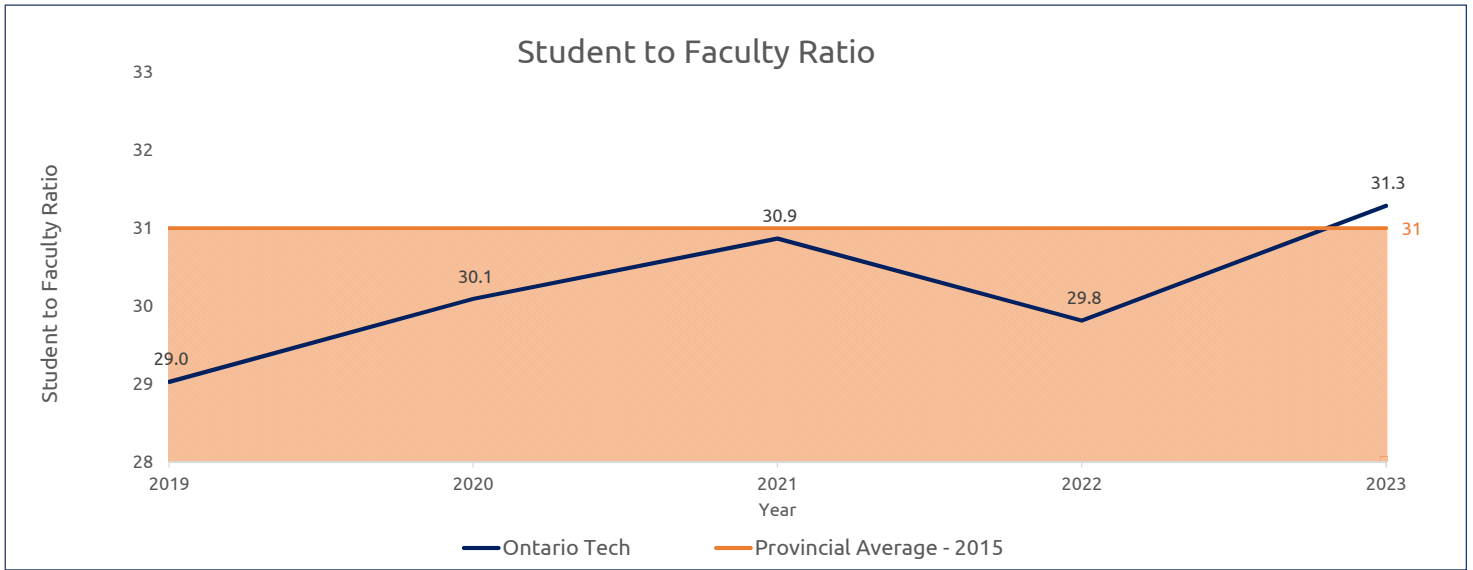
[Return to Metrics Listing](#)

Metric: **Student: Faculty ratios**

Definition: The ratio of students taught to number of academic teaching staff (TTT & TF). (Measure of FTE to FTE)

Data Source: Annual USER data and Official Human Resources counts as of October 1st of each year.

Target: 31 to 1 or better (2015 Provincial Average)



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: NSSE results: Overall Student Satisfaction

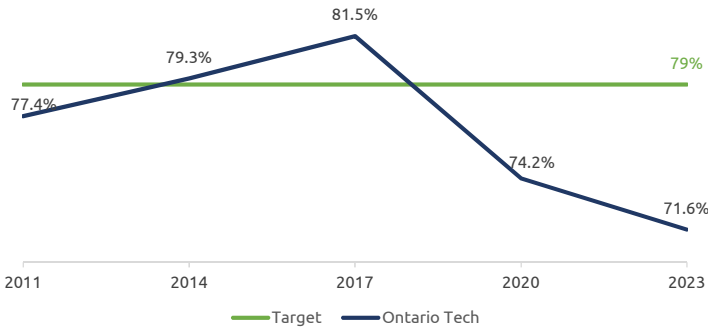
Definition: Reponse to NSSE questions on entire educational experience (% "good" or excellent" respondents) at Year 1 and Year 4
Data Source: National Survey of Student Engagement (NSSE); administered every 3 years to Year 1 and 4 Undergraduate students

Target: Question 1 - Year 1: 79%, Year 4: 77%
 Question 2 - Year 1: 83%, Year 4: 76% (based on Provincial Averages)

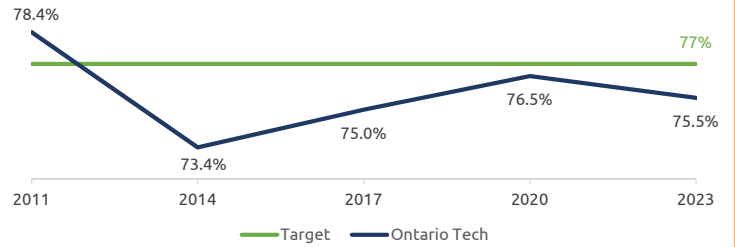


Question: How would you evaluate your entire educational experience at this institution?

% of Good/Excellent Respondents - Year 1

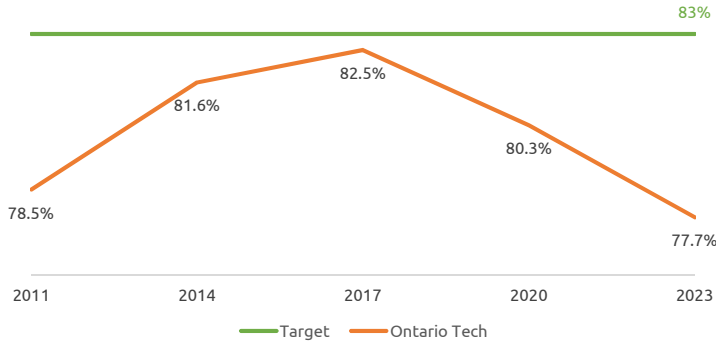


% of Good/Excellent Respondents - Year 4

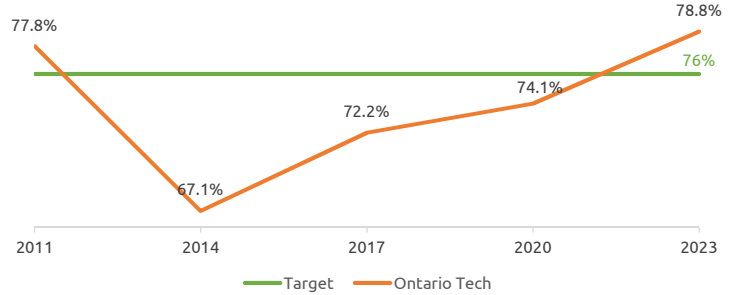


Question: If you could start over again, would you go to the same institution you are now attending?

% of Good/Excellent Respondents - Year 1



% of Good/Excellent Respondents - Year 4



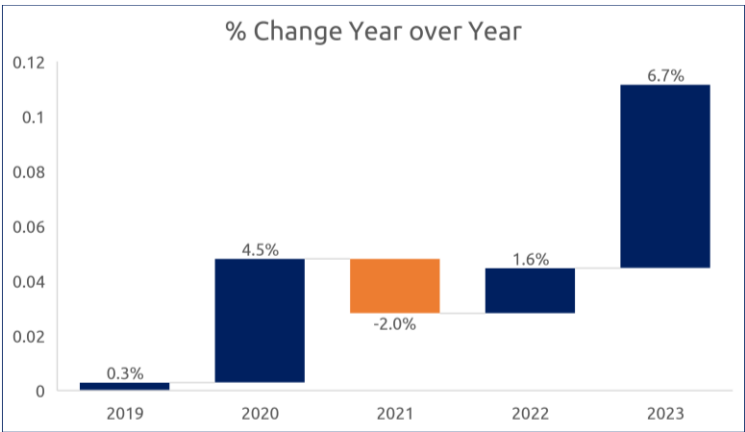
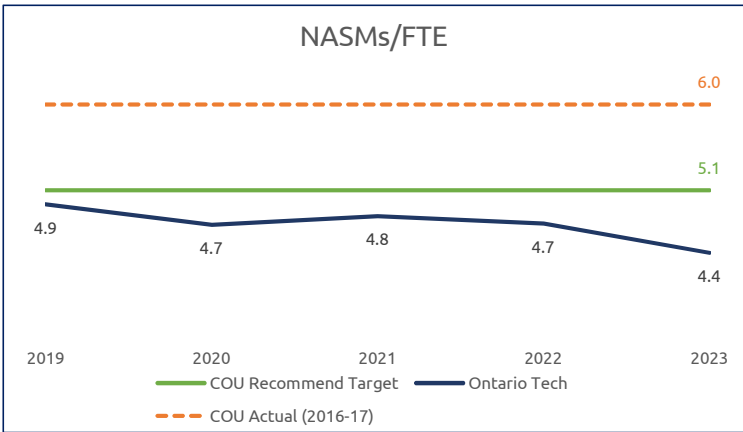
Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **NASM/FTE ratio in instructional categories**
Definition: Ratio of Net Assignable Square Meters (NASM) of instructional space to Overall Student FTEs (COU methodology used)
Data Source: Official space database (OCIS), Annual USER data



Target: COU Recommended Target of 5.1



Ontario Tech University Metrics

[Return to Metrics Listing](#)

Metric: **Flexible course formats offered (online or hybrid)**

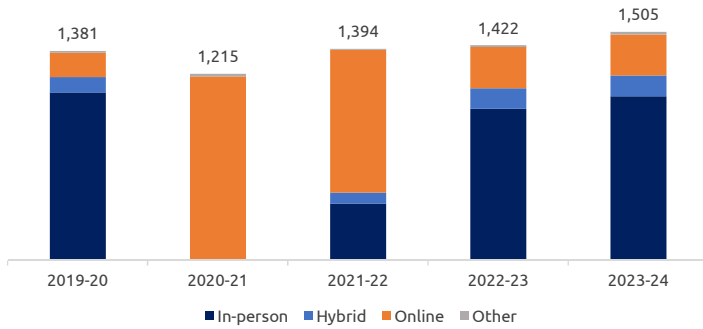
Definition: Count of In-person, Hybrid, Online, and Other undergraduate course offerings (*Other includes "Offsite, Independent Study, N/A"). Proportion of undergraduate e-learning course offerings (hybrid/online).

Data Source: Official course scheduling and enrolment data (Ministry Reporting year)

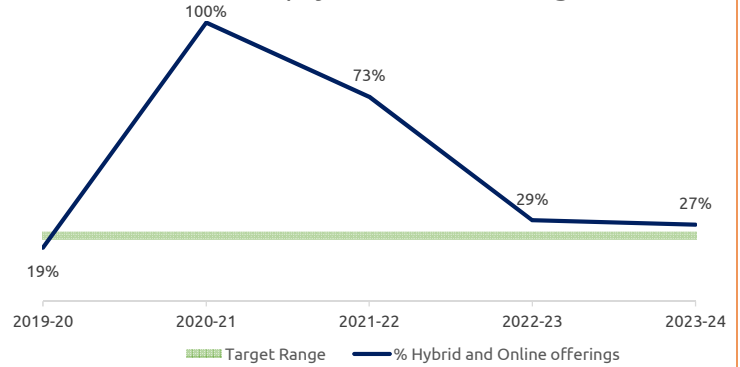
Target: Proportion of online/hybrid undergraduate course offerings: between 22-25%



Course Offerings by Instructional Method



% of Online/Hybrid Course Offerings



Ontario Tech University Metrics

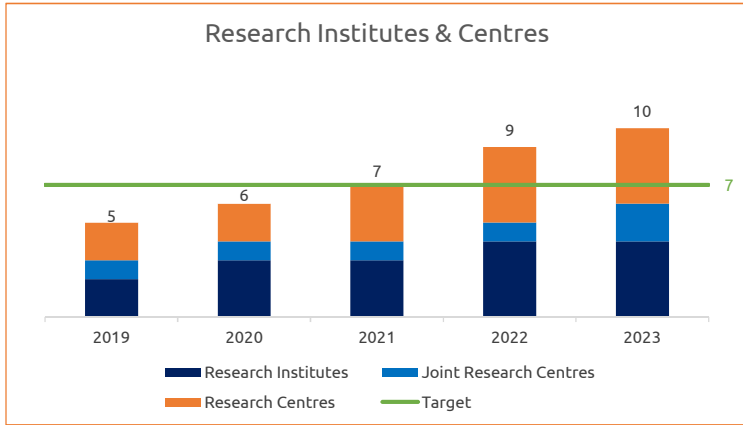
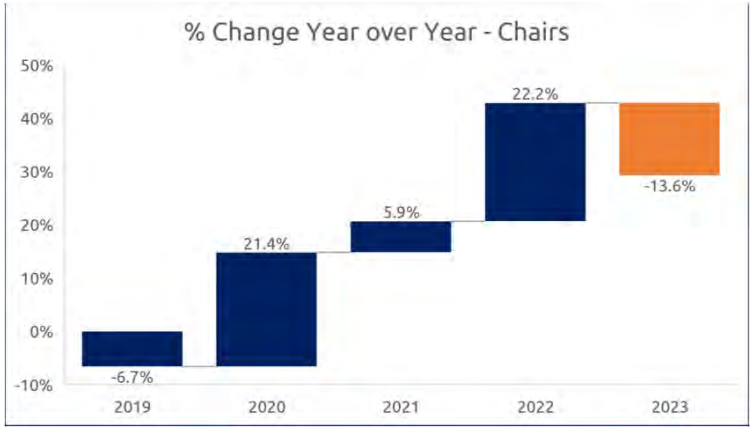
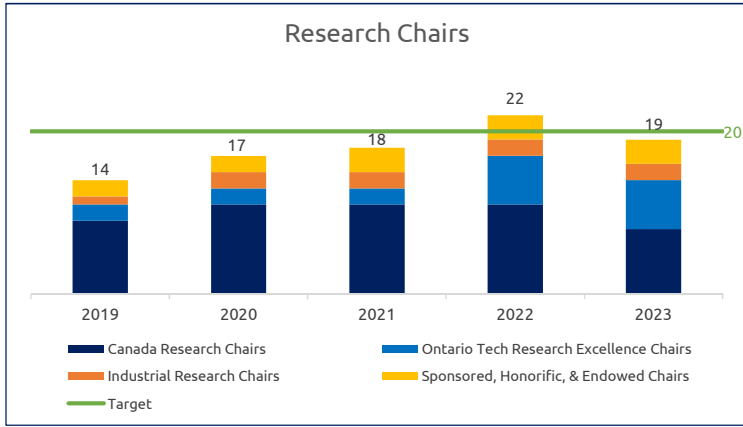
[Return to Metrics Listing](#)

Metric: **Research Chairs & Institutes**

Definition: Count of Research Chairs, Institutes, and Centres, by year. Includes internal, CRC, and industry chairs.

Data Source: Office of Research Services

Draft Target: Count of Research Chairs: 20
Count of Research Institutes and Centres: 7



Ontario Tech University Metrics

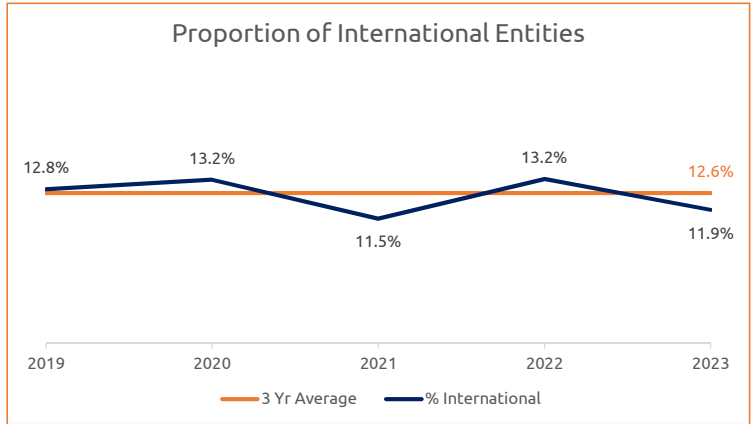
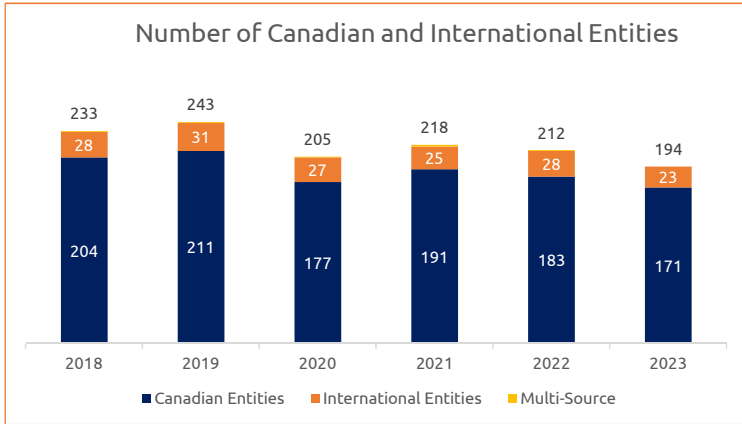
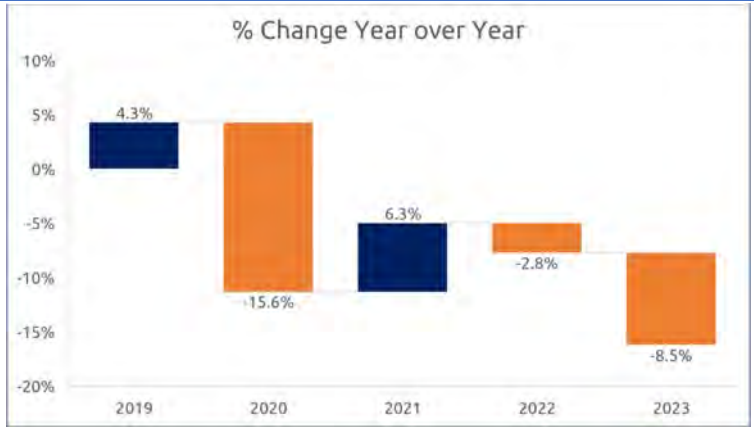
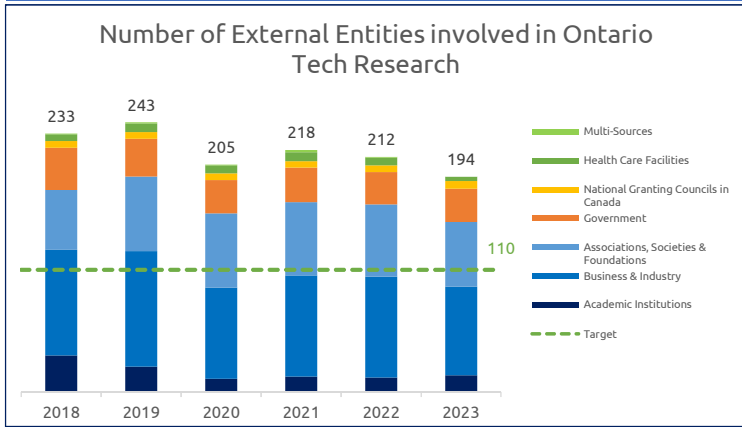
[Return to Metrics Listing](#)

Metric: **Research Sponsorship**

Definition: Count of external entities involved in sponsored research with Ontario Tech U. per fiscal year. Each entity is shown only once per year, regardless of how many projects they are involved in. However, an entity can be repeated in more than one fiscal year if they disbursed in more than one fiscal year.

Data Source: Office of Research Services

Target: Number of external entities involved in sponsored research: 110



Ontario Tech University Metrics

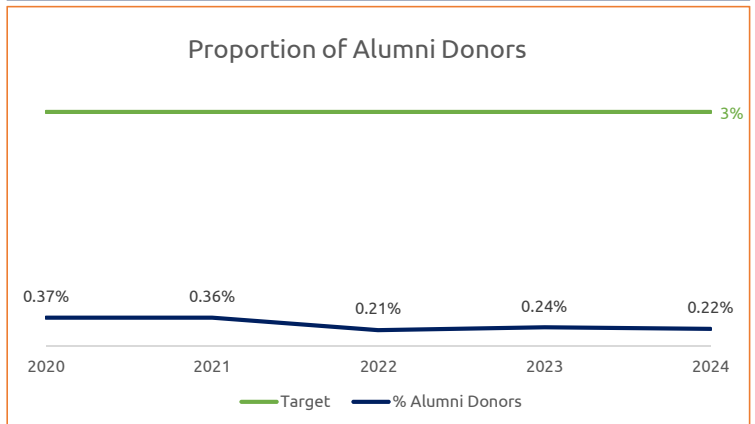
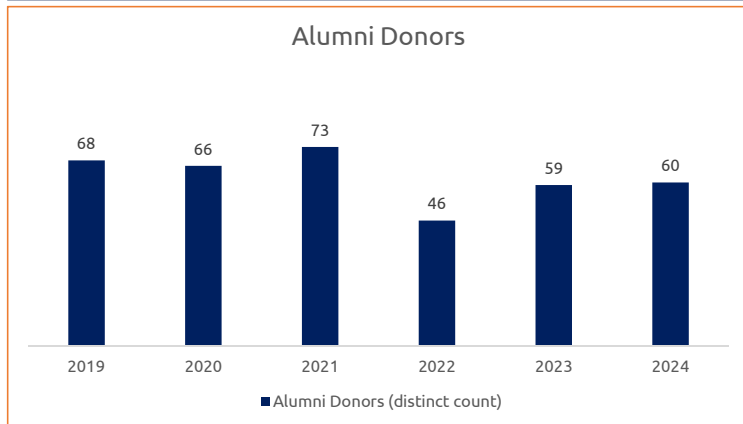
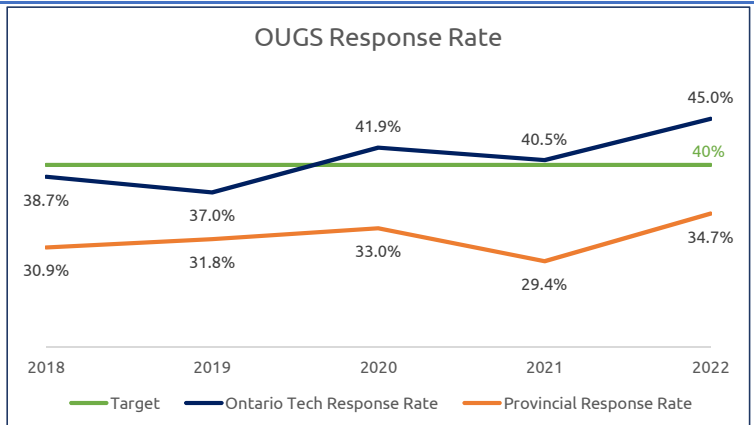
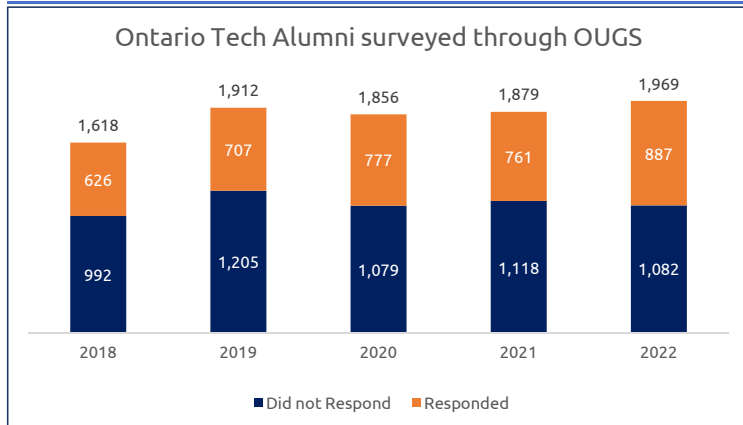
[Return to Metrics Listing](#)

Metric: **Alumni Engagement**

Definition: Proportion of eligible alumni who responded to Ontario University Graduate Survey (OUGS) (administered two years after graduating from an undergraduate or first professional degree program). Proportion of alumni donors per fiscal year (unique donors against rolling distinct count of total alumni).

Data Source: OUGS survey response data, Student Graduation Reports, donor records maintained by the Advancement and Alumni Office

Target: Engagement rate on OUGS: 40%
Engagement rate on Alumni donors: 3%



Ontario Tech University Metrics

[Return to Metrics Listing](#)

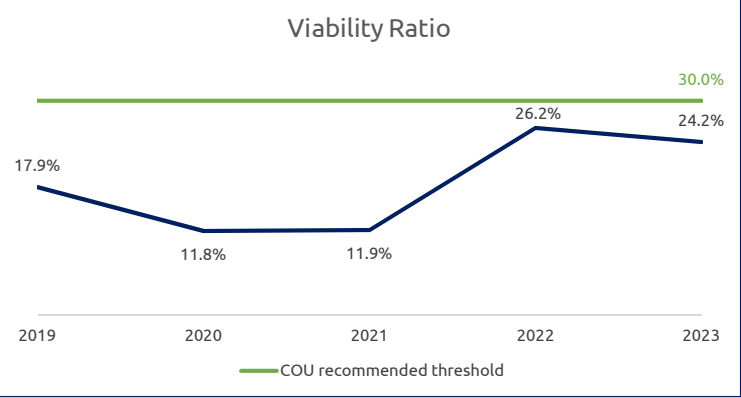
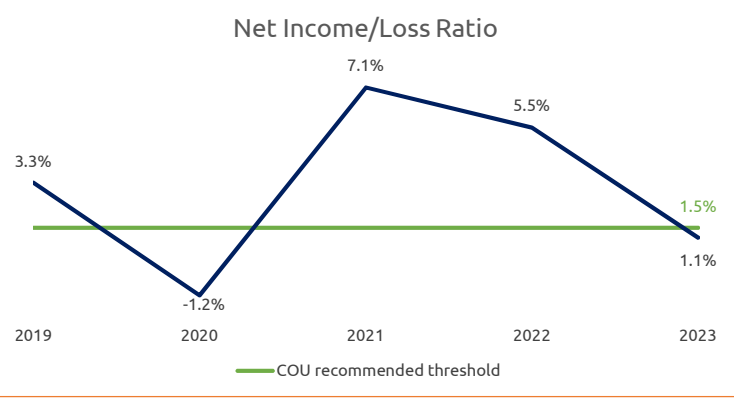
Metric: **Economic Stewardship**
 Definition: As provided below
 Data Source: Finance

Target: COU recommended thresholds.
 Net Income/Loss Ratio: 1.5%
 Primary Reserve Ratio: 30

Viability Ratio: 30%
 Net Operating Revenues Ratio: 2.0%

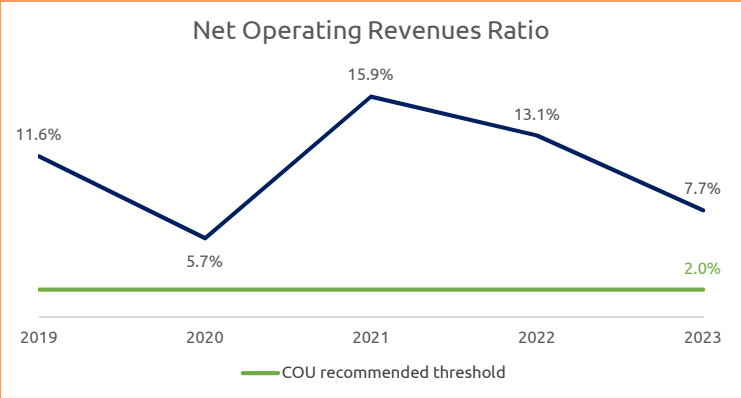
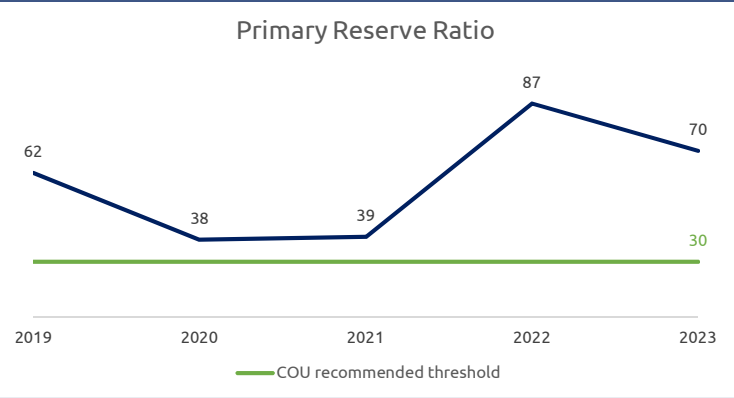
The Net Income/Loss Ratio measures the percentage of revenues that contributes to net assets. The objective of this ratio is to track trends in net earnings.

The Viability Ratio is a basic determinant of an institution's financial health, as it provides an indication of the funds on hand that can be used should an institution need to settle its long-term obligations.



The Primary Reserve Ratio is a measure of financial viability that compares expendable net assets to total expenses by determining how many days an institution could function using only its financial resources that can be

The Net Operating Revenues Ratio is a financial performance metric that provides an indication of the extent to which institutions are generating positive cash flows in the long run to be financially sustainable.



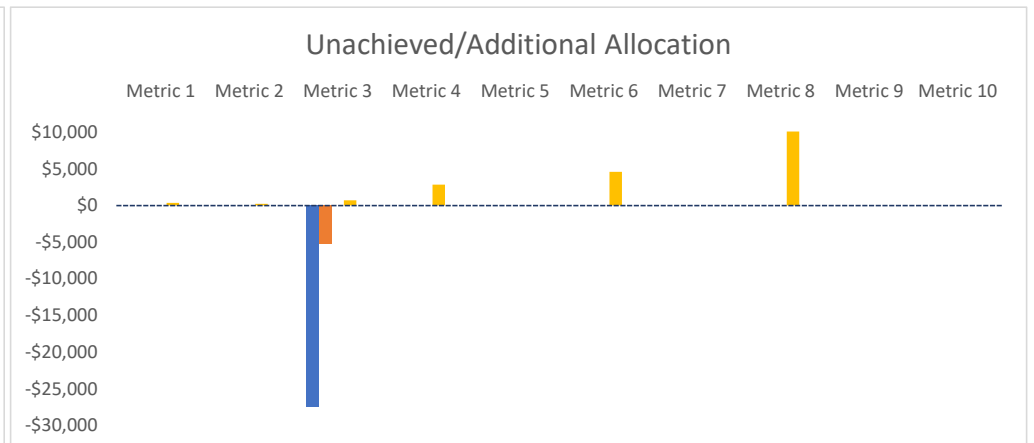
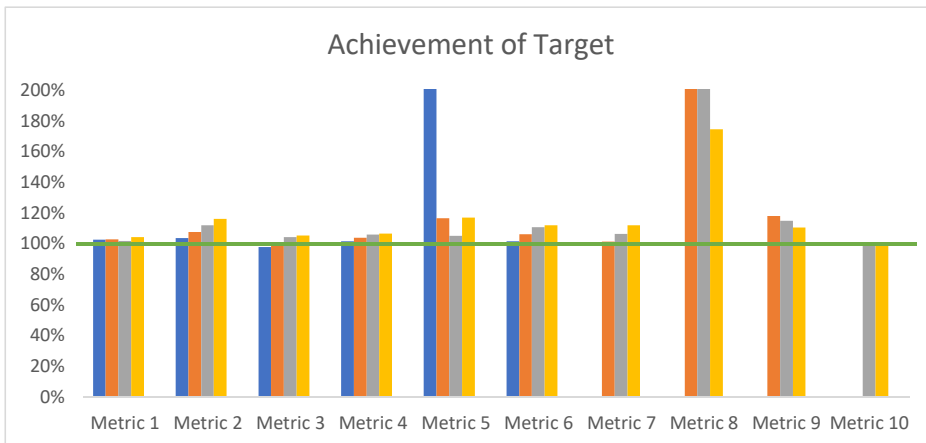
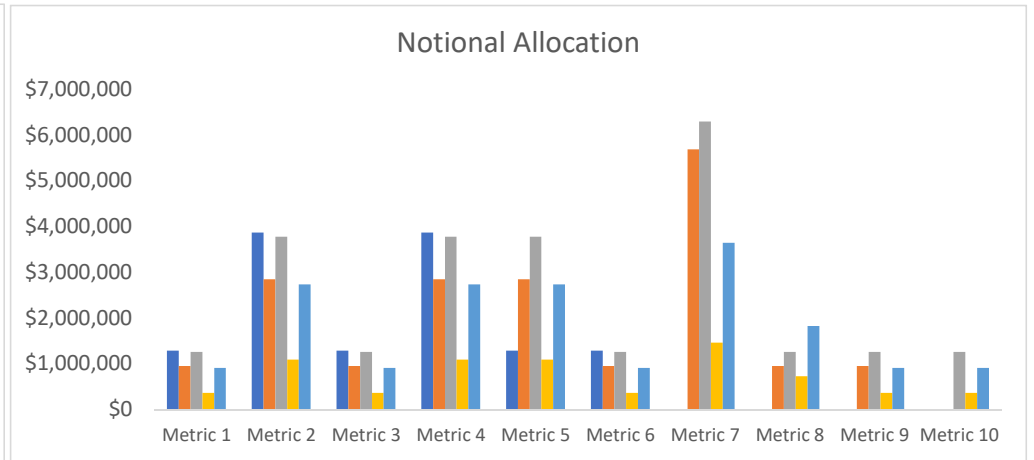
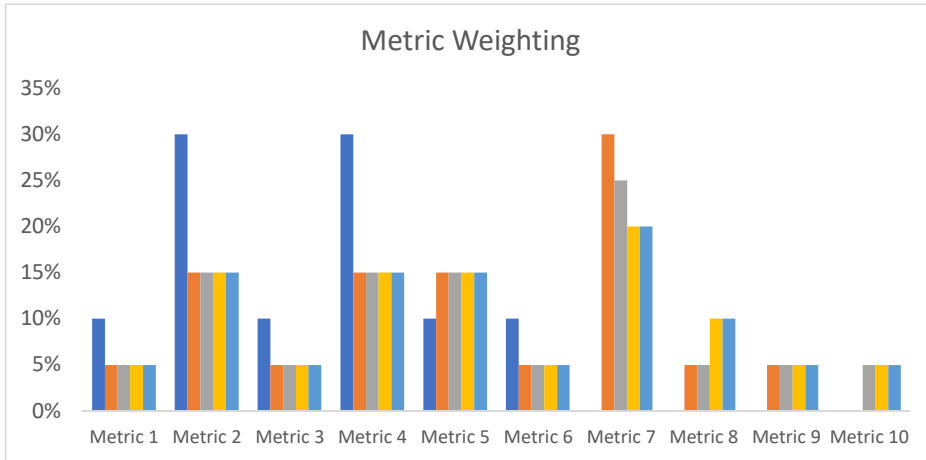
Credit Rating	Moody's	DBRS
2019	A1 Stable	A(low) Stable
2020	A1 Stable	A(low) Stable
2021	A1 Stable	A(low) Stable
2022	A1 Stable	A(low) Stable
2023	A1 Stable	A Stable

SMA Dashboard - Year 4 Reporting

■ 2020-21
 ■ 2021-22
 ■ 2022-23
 ■ 2023-24
 ■ 2024-25

- Metric 1: Graduate Employment Rate in a Related Field**
- Metric 2: Institutional Strength/Focus**
- Metric 3: Graduation Rate**
- Metric 4: Community/Local Impact of Student Enrolment**
- Metric 5: Economic Impact (Institution-specific)**

- Metric 6: Research Funding and Capacity: Federal Tri-Agency Funding Secured**
- Metric 7: Experiential Learning**
- Metric 8: Research Revenue Attracted from Private Sources**
- Metric 9: Graduate Employment Earnings**
- Metric 10: Skills and Competencies**



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

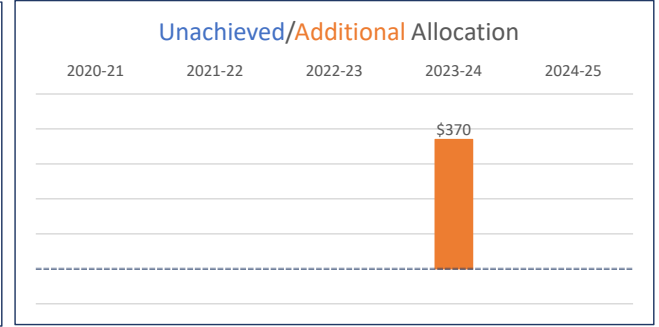
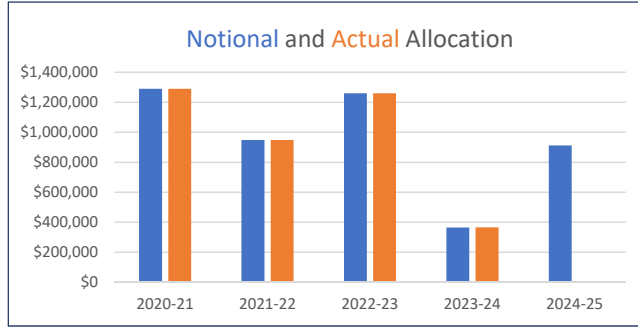
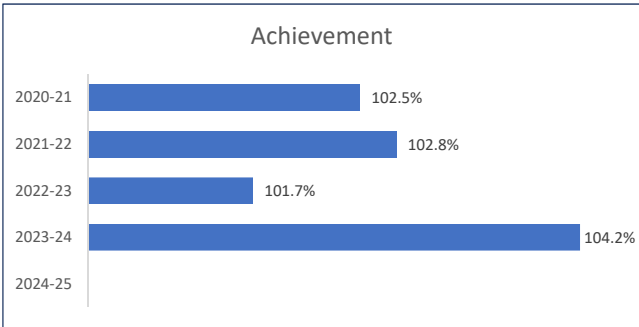
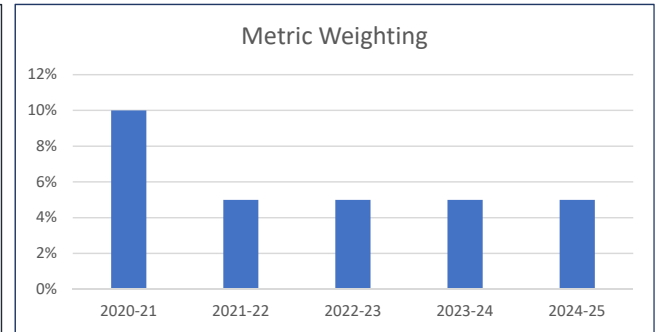
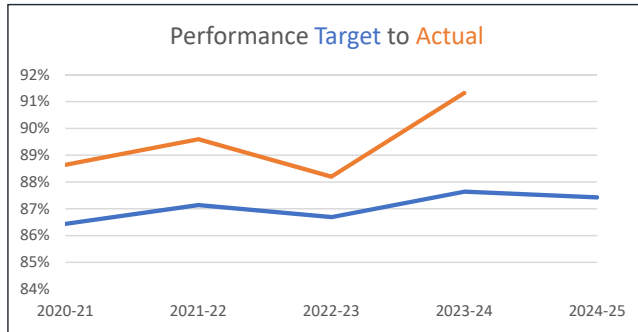
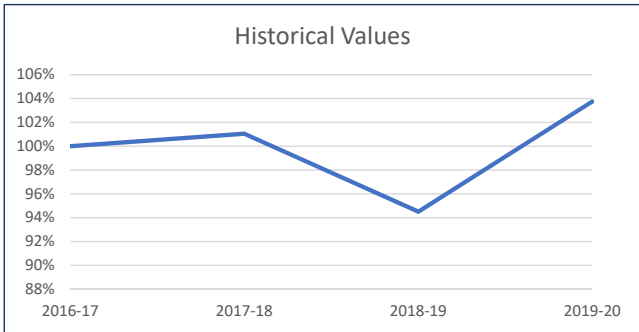
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources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

Definition

Proportion of graduates of undergraduate (bachelor or first professional degree) programs employed full-time who consider their jobs either “closely” or “somewhat” related to the skills they developed in their university program, two years after graduation.

Data Source

MCU Ontario University Graduate Survey (OUGS)



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

SMA Dashboard - Metric 2

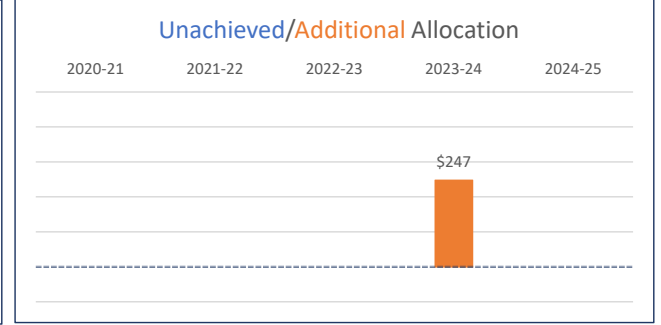
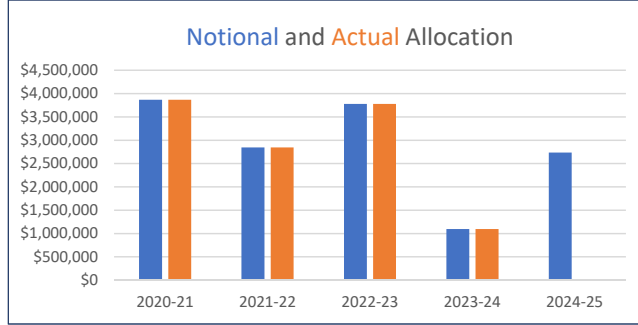
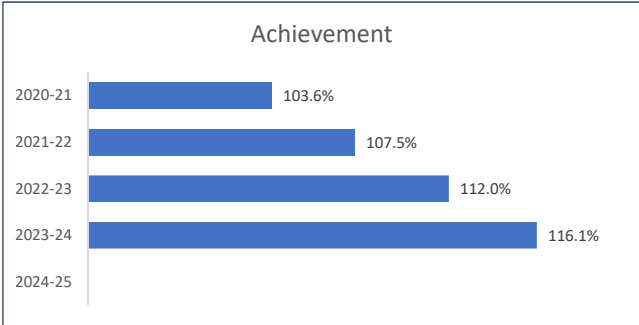
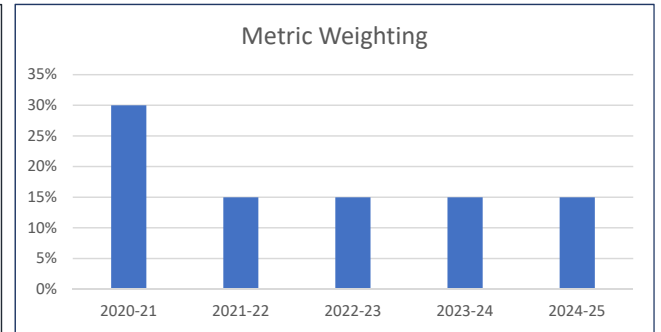
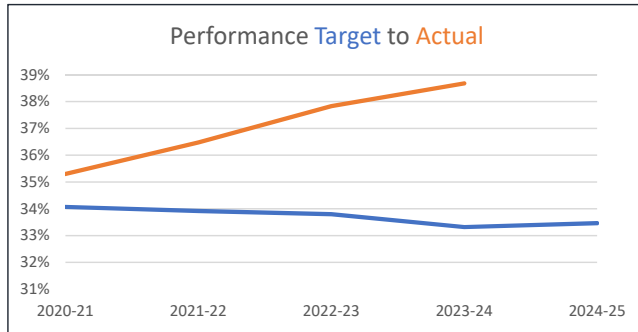
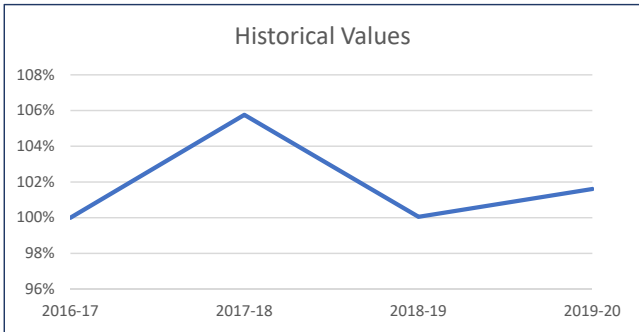
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources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

Definition

Proportion of enrolment in an institution's program area(s) of strength.

Data Source

University Statistical and Enrolment Report (USER), Enrolment data collection



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

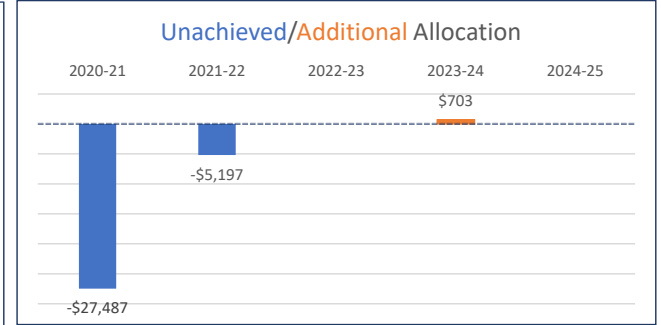
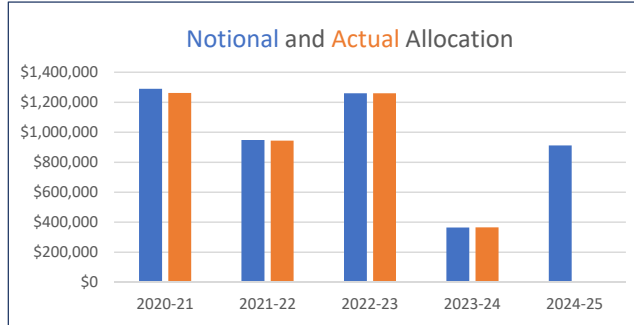
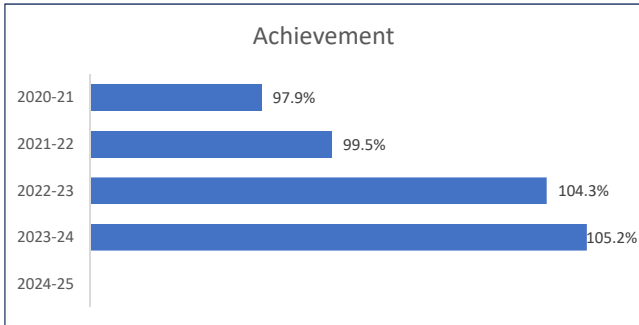
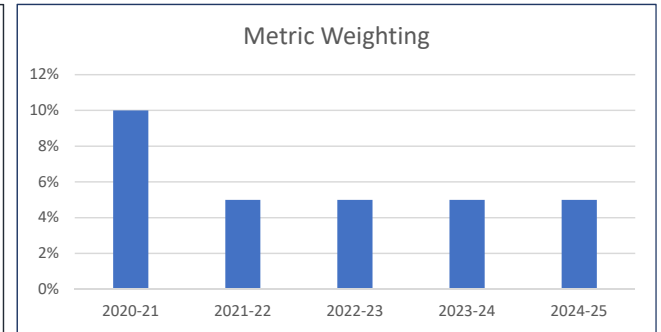
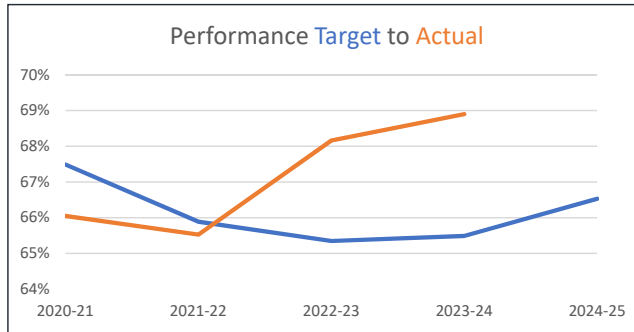
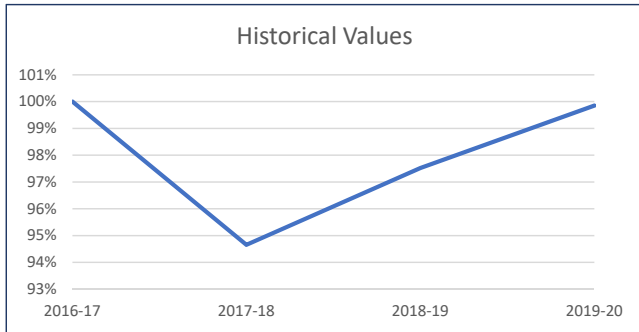
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources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

Definition

Proportion of all new, full-time, year one university students of undergraduate (bachelor or first professional degree) programs who commenced their study in a given fall term and graduated from the same institution within 7 years.

Data Source

University Statistical and Enrolment Report (USER) - Enrolment and Degrees Awarded data collections



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

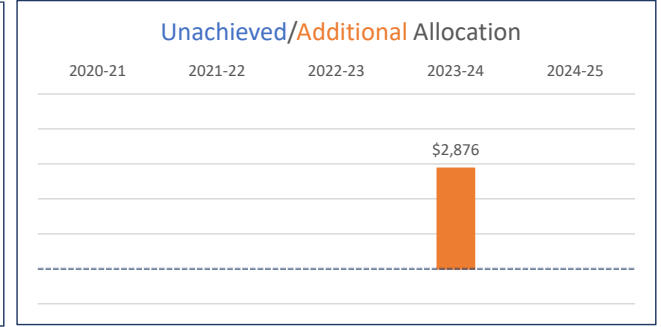
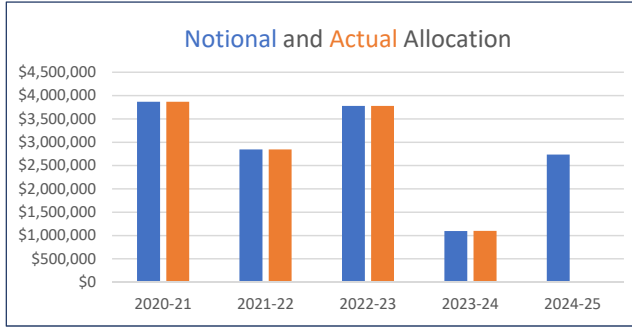
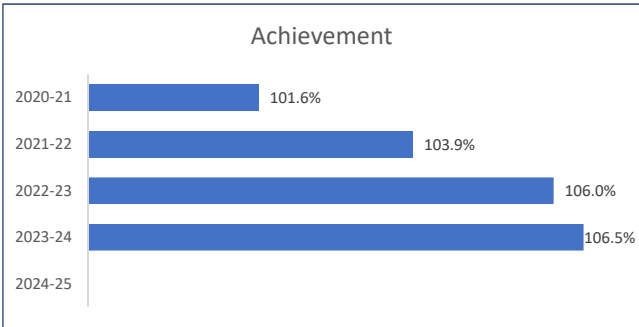
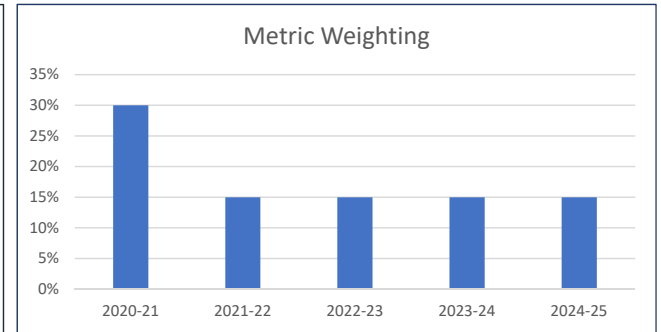
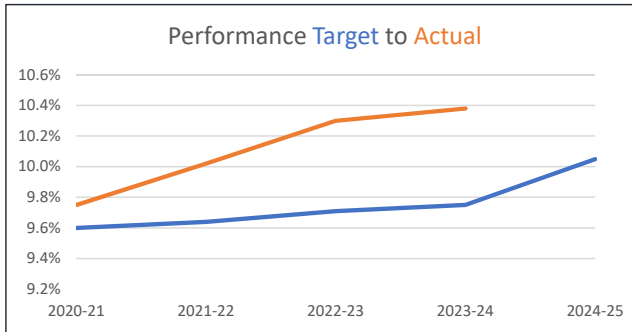
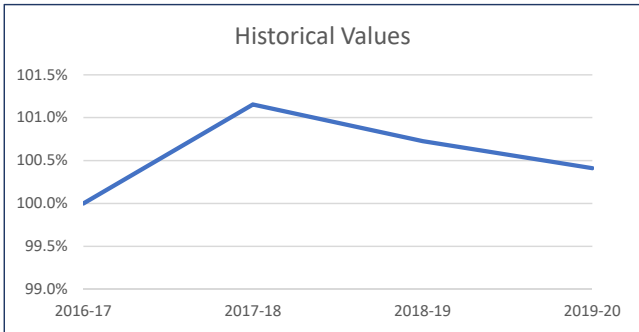
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources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

Definition

Institutional enrolment share in the population of the city (cities)/town(s) in which the institution is located.

Data Source

University Statistical Enrolment Report (USER), Enrolment data collection; Census Data (Statistics Canada)



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

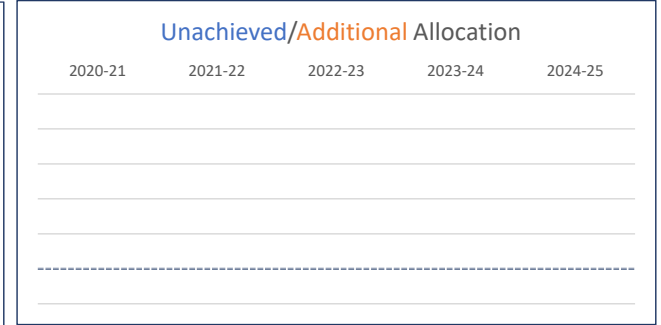
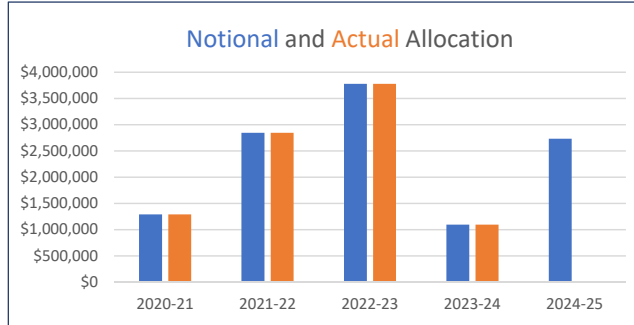
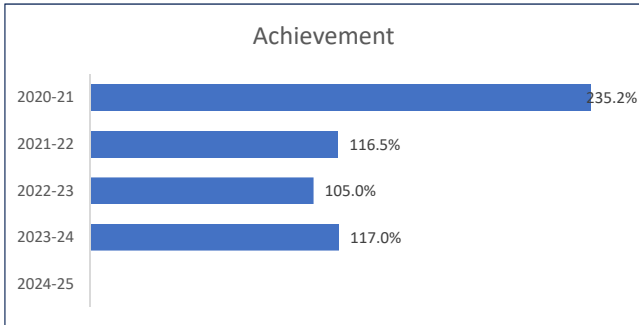
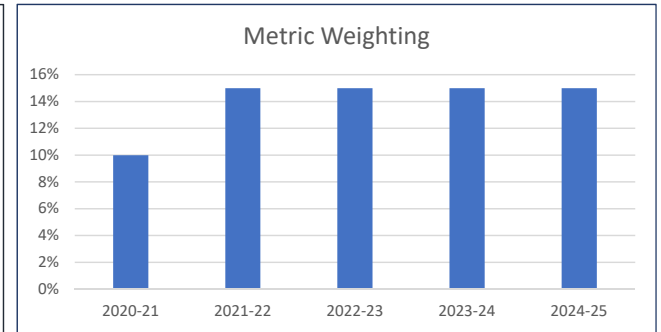
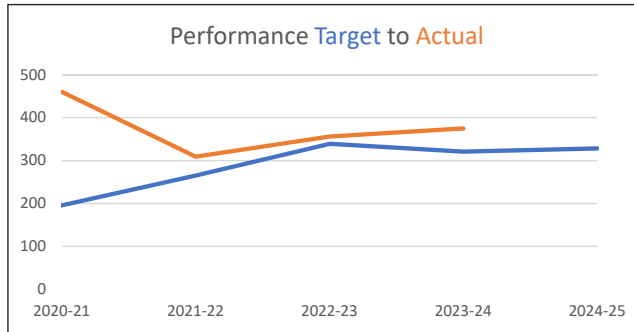
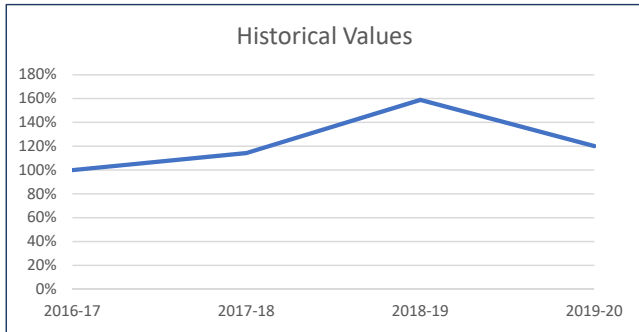
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources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

Definition

The number of assessment-based student work-related placements in Durham/Northumberland Region.

Data Source

Institutional Experiential Learning Database



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

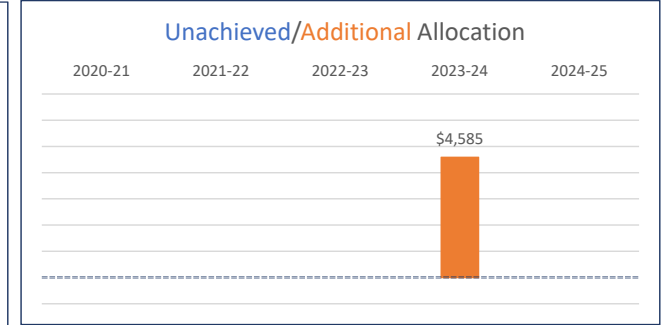
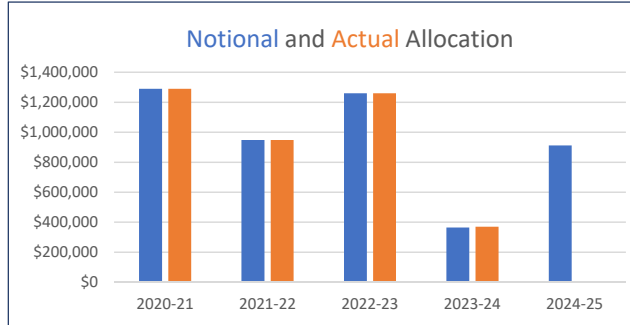
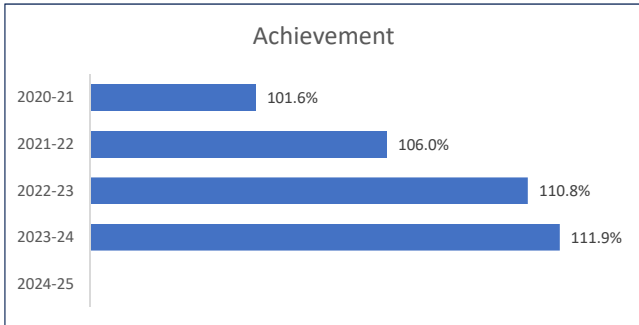
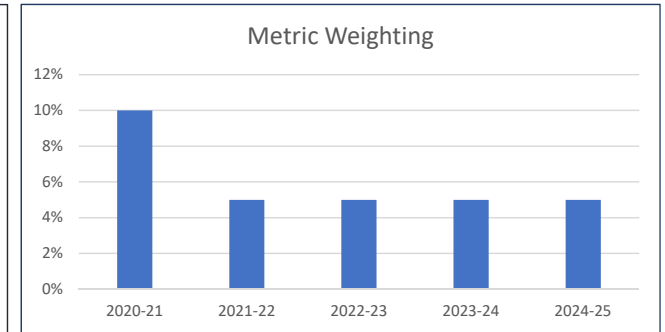
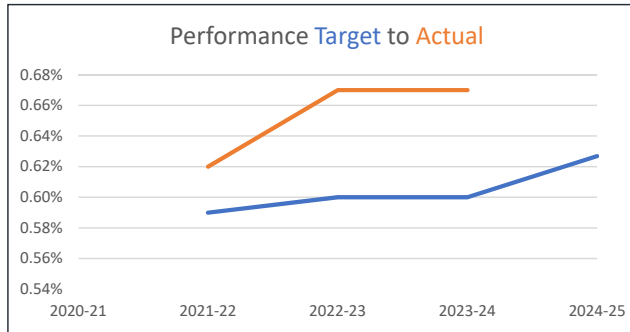
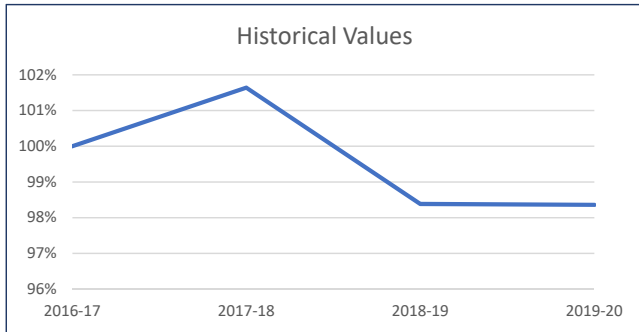
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources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

Definition

Amount of funding received by university from federal research granting agencies and proportion of total Tri-Agency funding received by Ontario universities.

Data Source

Research Support Program, The Tri-Agency Institutional Programs Secretariat (TIPS)



Note: Metrics 1-6 active during Year 1 (2020-21)
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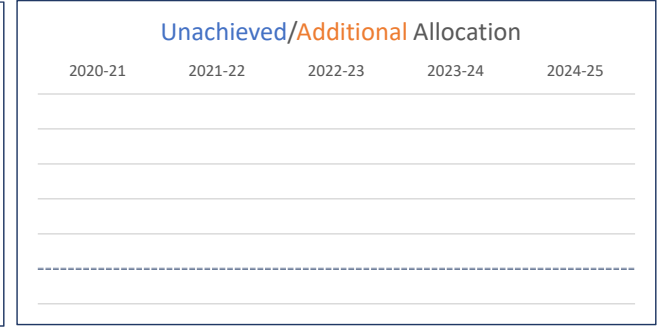
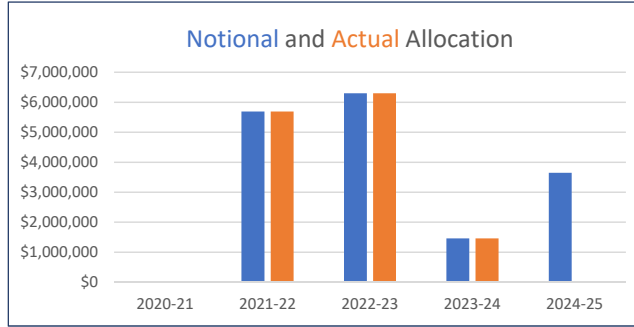
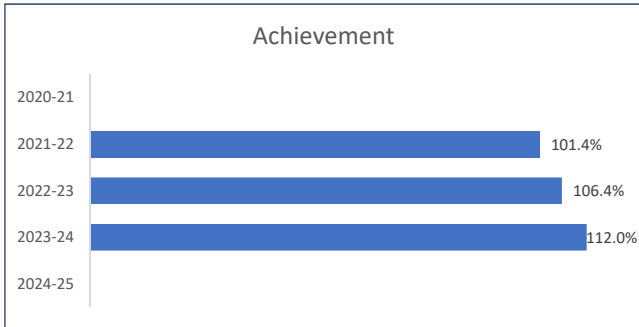
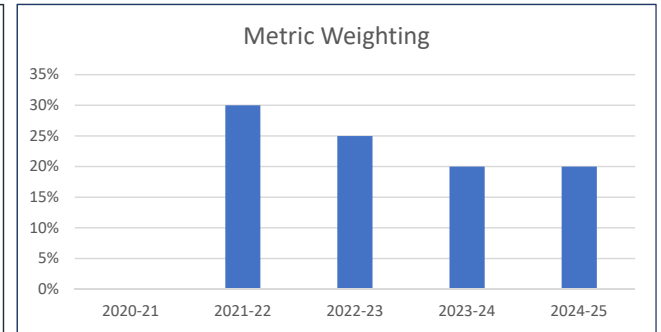
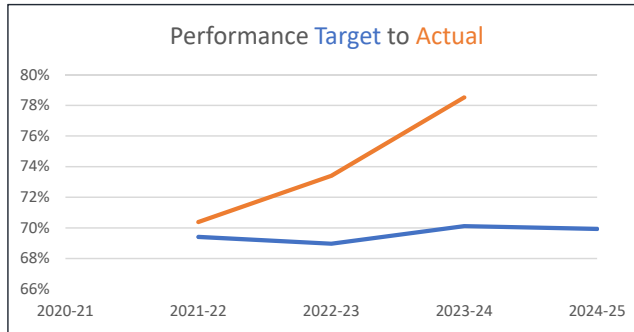
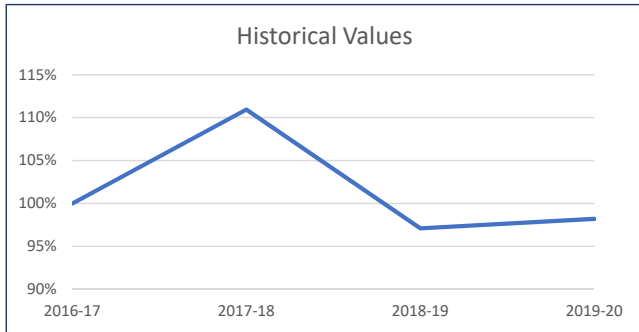
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

Definition

Number and proportion of graduates in undergraduate programs, who participated in at least one course with required Experiential Learning (EL) component(s).

Data Source

Institutional data



Note: Metrics 1-6 active during Year 1 (2020-21)
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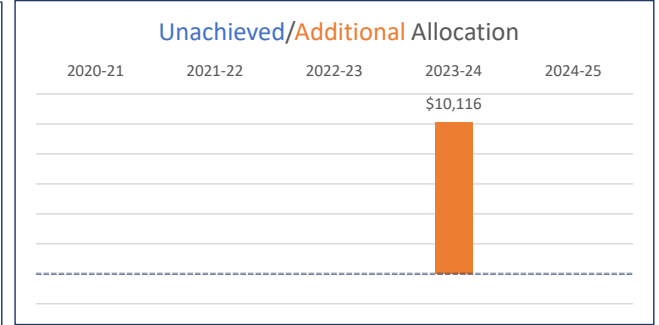
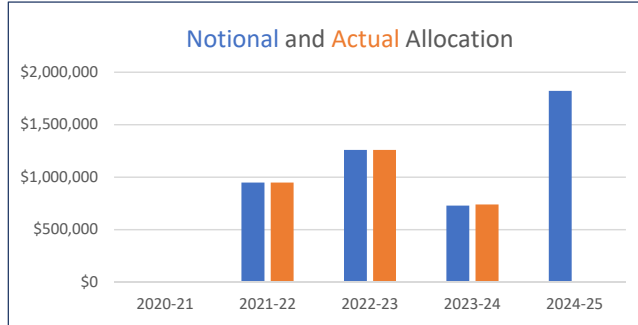
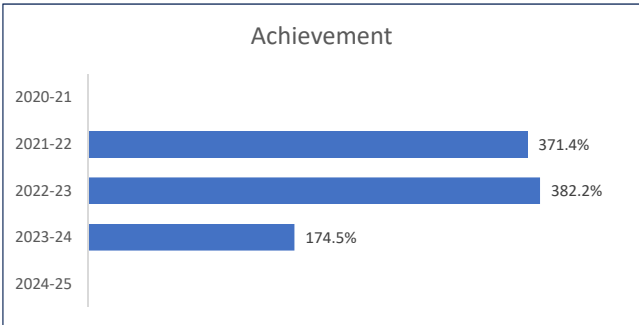
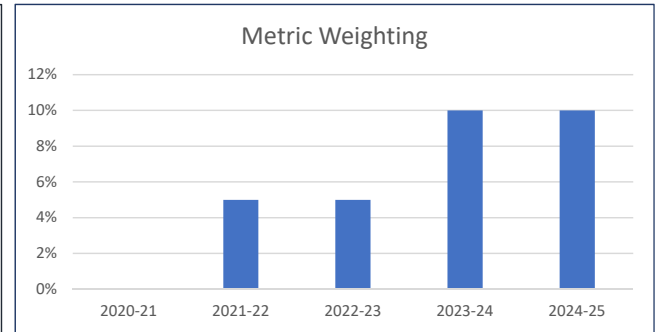
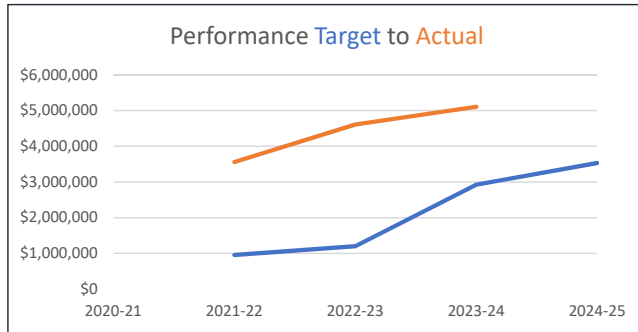
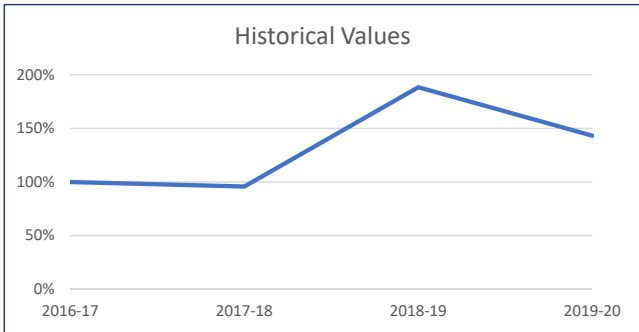
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources
Graduate Employment Earnings	Skills & Competencies (Institution-specific)

Definition

Total research revenue attracted from private sector and not-for-profit sources

Data Source

Council of Ontario Finance Officers (COFO)



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

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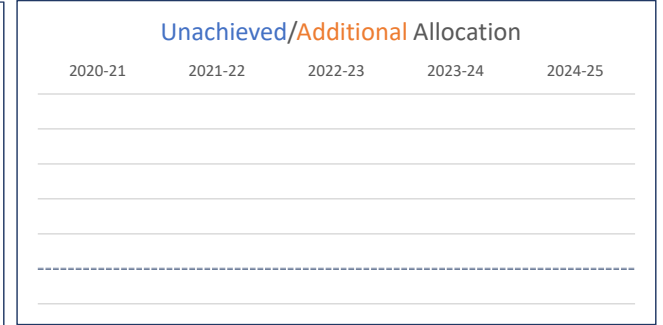
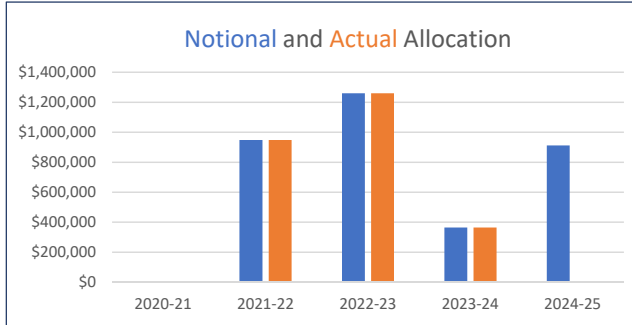
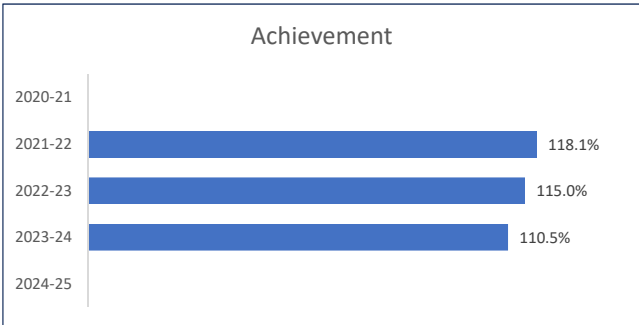
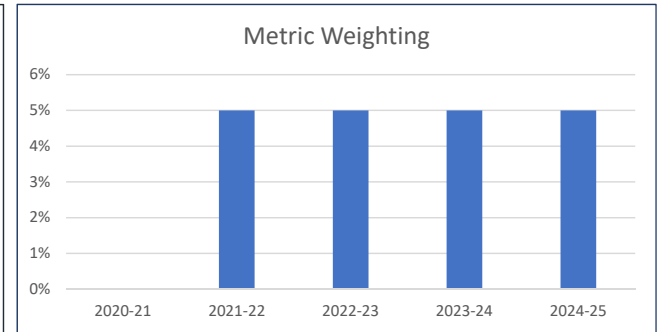
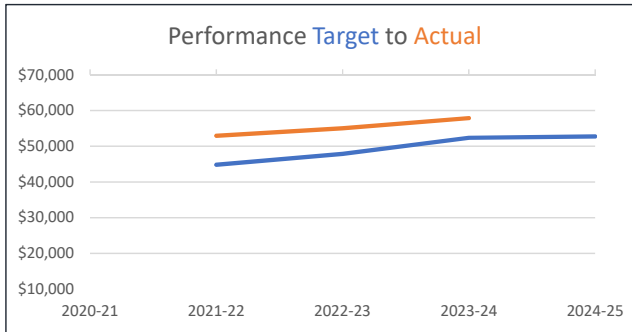
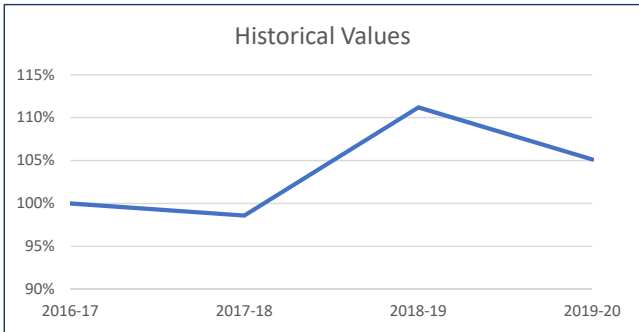
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources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

Definition

Median employment earnings of university graduates, two years after graduation.

Data Source

Education and Labour Market Longitudinal Platform (ELMLP), Statistics Canada



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward

Data not appearing indicates full allocation achieved

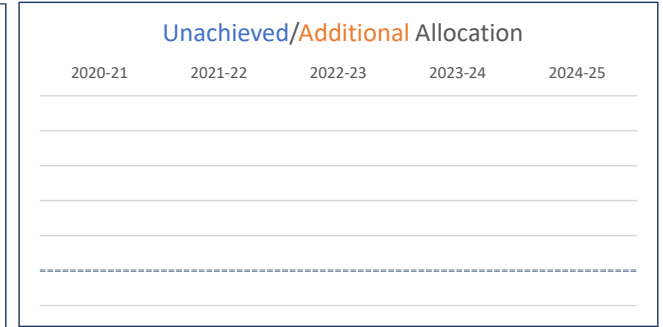
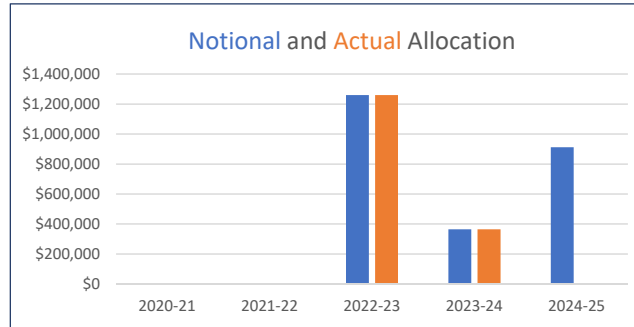
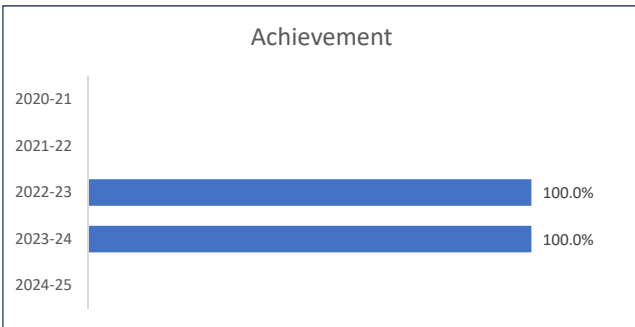
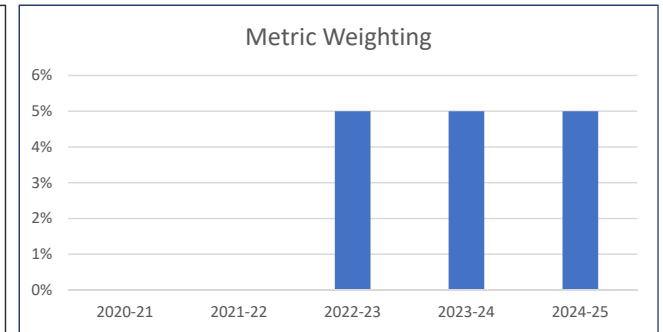
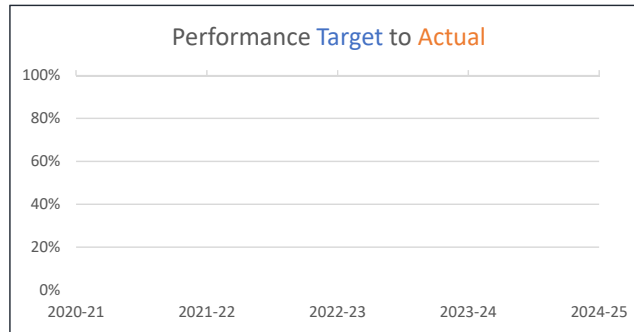
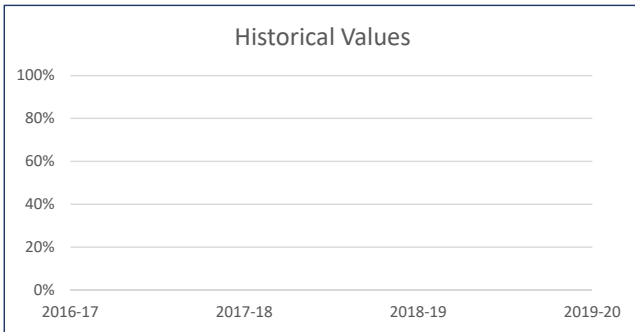
Graduate Employment Rate in a Related Field	Institutional Strength/Focus
Graduation Rate	Community/Local Impact of Student Enrolment
Economic Impact (Institution-specific)	Research Funding and Capacity: Federal Tri-Agency Funding Secured
Experiential Learning	Research Revenue Attracted from Private Sources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

Definition

Proportion of graduates of undergraduate (bachelor or first professional degree) programs who consider the skills they developed to be, “Quite a bit” or “Very much” attributed to their university program.

Data Source

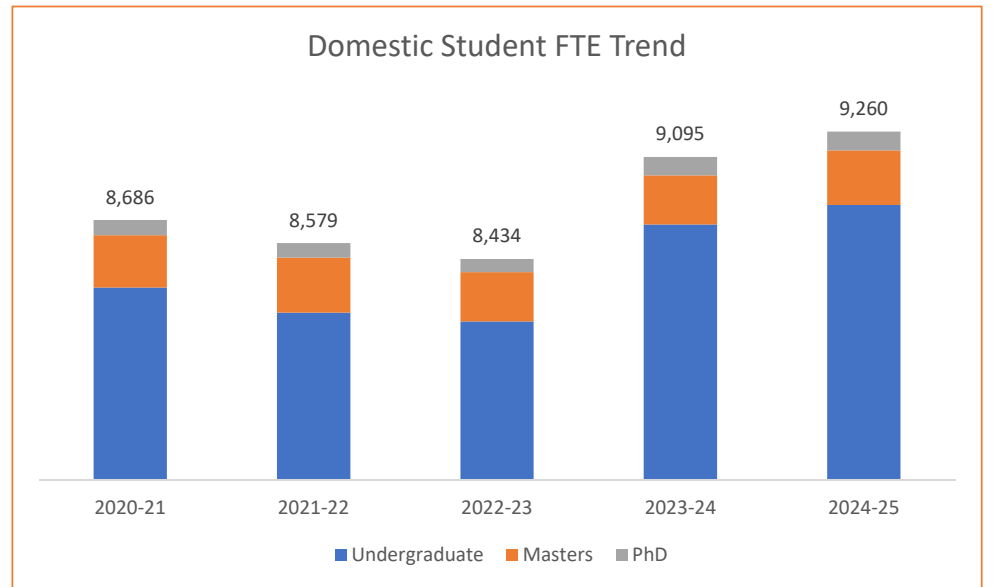
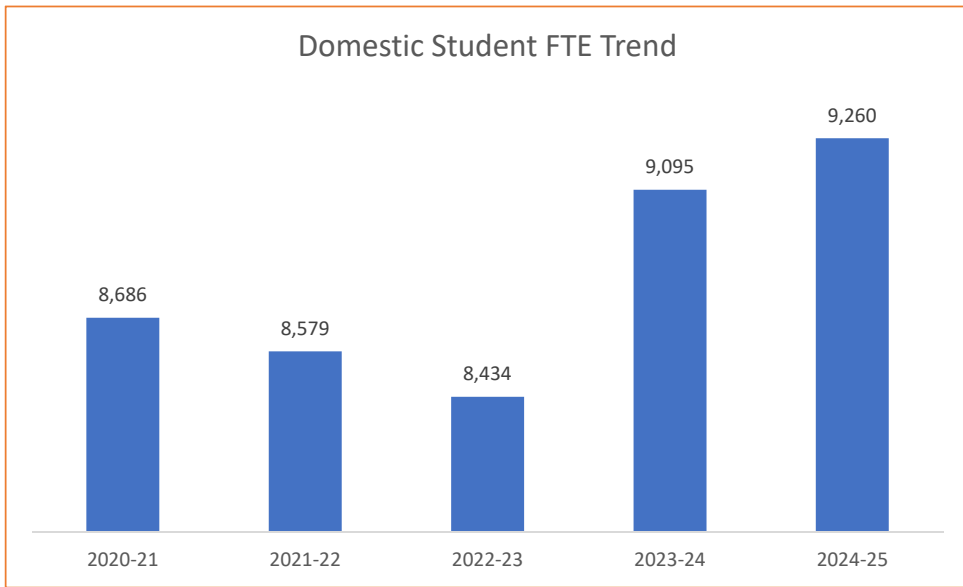
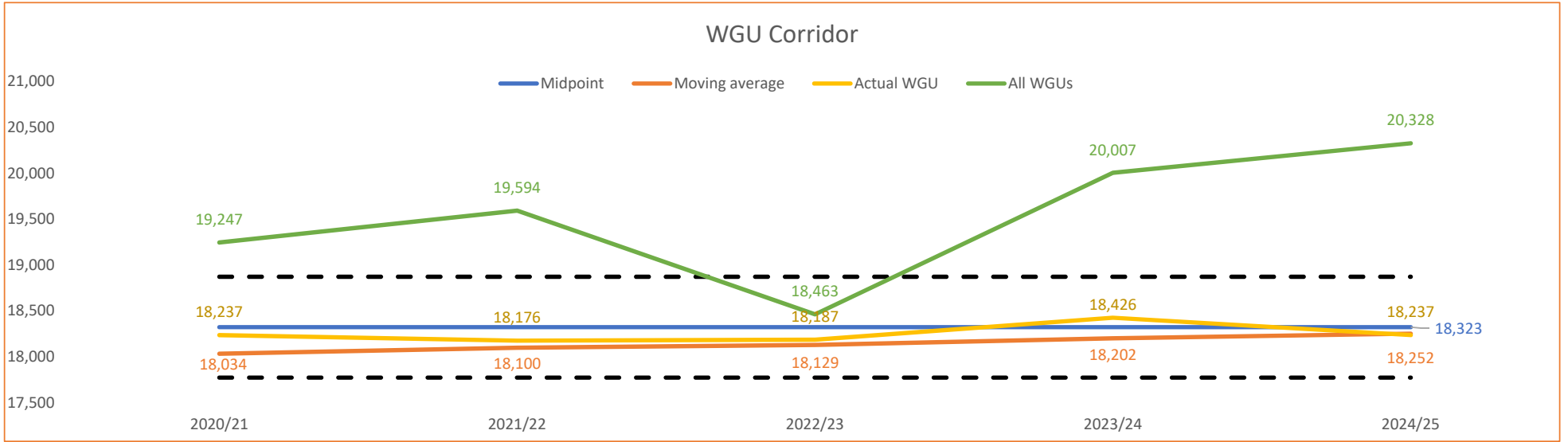
2023 NSSE Q18 (Senior Year Students) for SMA3 Yr4, Internal Graduation Survey Q1 for SMA3 Yr5



Note: Metrics 1-6 active during Year 1 (2020-21)
 Metrics 1-9 active during Year 2 (2021-22)
 Metrics 1-10 active during Year 3 (2022-23) and forward
 (Metrics 10: Skills & Competencies metric began in Fall 2022, as such there is no data prior to this year to report.)

Data not appearing indicates full allocation achieved

MCU Enroment Based - Corridor Funding



COMMITTEE REPORT

SESSION:

Public
Non-Public

ACTION REQUESTED:

Decision
Discussion/Direction
Information

TO: Board Strategy and Planning Committee

DATE: June 20, 2024

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

SUBJECT: 2023-24 Quality Assurance Process & Program Annual Report

BACKGROUND/CONTEXT & RATIONALE:

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

The attached Quality Assurance Process and Program Annual Report outlines the quality assurance process and activities that have occurred over the past year that align our internal Quality Assurance processes with the Province's Quality Assurance principles and Framework.

IMPLICATIONS:

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

ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:

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

SUPPORTING REFERENCE MATERIALS:

2023-24 Quality Assurance Process & Program Annual Report



Quality Assurance Process and Program Annual Report

April 2023 – March 2024

Centre for Institutional Quality Enhancement (CIQE)

Summary: Quality Assurance Process

The Provost is responsible for overseeing the implementation and administration of the quality assurance process. The day-to-day management of the process resides with the Centre for Institutional Quality Enhancement (CIQE). The CIQE office along with the Deans and academic units implement the procedures that are outlined by the Quality Council's [Quality Assurance Framework](#) and Ontario Tech's [Institutional Quality Assurance Process](#) (IQAP).

As part of the annual reporting process, CIQE submits a report to Academic Council and the Board of Governors for information that provides a snapshot of quality frameworks and enhancements, academic program development, and a summary of the status of Ministry approvals of Ontario Tech programs.

The following report outlines the academic program additions and changes related to the quality assurance process that occurred from April 2023 to March 2024.

Contents

1	Internal University Process	2
1.1	Notice of Intent	2
1.2	Minor Curricular Changes	2
1.3	Minor Program Adjustments	2
2	Quality Council Approval Process	3
2.1	New Program Approvals	3
2.2	Expedited Reviews	3
2.3	Major Modifications (Program Renewal and Significant Change)	3
2.4	Cyclical Program Reviews	4
2.5	Cyclical Audit	6
3	Follow-Up Process	6
3.1	New Program Monitoring	6
3.2	18-month reports	7
4	Ministry of Colleges and Universities Approvals	Error! Bookmark not defined.
5	Summary	8

1 Internal University Processes

1.1 Notice of Intent

For all new diploma and degree programs a Notice of Intent (NOI) must be submitted to the Provost for approval prior to development of a full program proposal.

This year, there were three new Notices of Intent submitted.

Table 1.1 Notice of Intent Internal Progress

Program	Notice of Intent Approved
BA – Sociology	Sept-23
Master of Arts - Online Creators: Professional Communications for Social Change	Dec-23
BA – Educational Psychology	Jan-24

Submission of the full new program proposal to Academic Council must be completed within two years of the NOI approval. Further information about the new program development process is available [here](#).

1.2 Minor Curricular Changes

Minor curricular changes are changes at the course level only and do not impact overall program requirements. These include changes in elective offerings, course titles, descriptions, course delivery, or credit weighting of elective courses. For the reporting timeframe there were a total of 300 minor curricular changes, these are provided by Faculty in Table 1.2.

Table 1.2 Minor Curricular Changes by Faculty

Faculty	Minor Curricular Changes
Faculty of Business and Information Technology	49
Faculty of Education	84
Faculty of Engineering and Applied Science	38
Faculty of Health Sciences	36
Faculty of Science	30
Faculty of Social Science and Humanities	63

Adjustments to course mode of delivery accounted for a significant portion of the changes submitted to allow for greater flexibility in course offerings should the need arise.

1.3 Minor Program Adjustments

Minor program adjustments impact overall program requirements but do not greatly impact the program learning outcomes. These include the introduction of new required courses, deletion of required courses, editorial changes to degree requirements or program learning outcomes, or changes or additions to new academic requirements. For the reporting timeframe there were a total 27 minor program adjustments, shown in Table 1.3.

Table 1.3 Minor Program Adjustments by Faculty

Faculty	Minor Program Adjustments
Faculty of Business and Information Technology	4
Faculty of Education	2
Faculty of Engineering and Applied Science	10
Faculty of Health Sciences	4
Faculty of Science	3
Faculty of Social Sciences and Humanities	4

2 Quality Council Approval Processes

2.1 New Program Approvals

This applies to both new undergraduate and graduate degree programs and is used to secure the academic standards of new programs and to assure their ongoing improvement. The Quality Council reviews the programs and has the final authority to approve or decline new programs. This year there were two programs submitted to the Quality Council.

Table 2.1 New Programs Submitted to the Quality Council

Program	Academic Council Approval Date	Quality Council Submission Date	Quality Council Approval Date
MASc/MEng – Mechatronics	Nov-23	Jan-24	Feb-24
BASC – Sustainability	Mar-24	Apr-24	Pending

Brief descriptions of all previously [approved programs](#) from the Quality Council can be found on the Quality Council's website.

2.2 Expedited Reviews

This applies to graduate diplomas and may apply to undergraduate diplomas. The Quality Council can also request this type of review for a new field in a graduate program, or request based on proposed major modifications of an existing program.

There were no programs submitted to the Quality Council for expedited review approval during the annual reporting timeframe.

2.3 Major Modifications (Program Renewal and Significant Change)

Major program modifications result in substantive changes to the nomenclature, program requirements, and/or program learning outcomes. These include significant changes to the learning outcomes, faculty engaged in the delivery of the program, or the addition of a new field to an existing graduate program. Table 2.2 below presents by Faculty all major modifications completed during the reporting period. A report of all major modifications is provided to the Quality Council annually in July.

Table 2.2 Major Modifications Governance Progress

Faculty	Program	Faculty Council	USC/GSC	Academic Council
Faculty of Business and Information Technology	Information Technology Security, MITS	Nov-23	Feb-24	Mar-24
Faculty of Education	MA, MEd, UG and GR Diploma, Education	Nov-23	Jan-24	Feb-24
	B.ED (PJ/IS)	Dec-23	Jan-24	Feb-24
	BA, Educational Studies	Dec-23	Jan-24	Feb-24
Faculty of Engineering and Applied Science	BEng, Manufacturing Engineering	Dec-22	Sept-23	Oct-23
	BEng, Mechanical Engineering	Nov -23	Jan-24	Feb-24
	BEng, Mechatronics Engineering	Nov-23	Jan-24	Feb-24
Faculty of Health Sciences	Kinesiology	Dec-23	Jan-24	Feb-24
Faculty of Science	Biological Science – Biomedical Science specialization	Jun-23	Sept-23	Oct-23
	Computer Science	Dec-23	Jan-24	Jan-24
	Neuroscience	Oct-23	Oct-23	Nov-23
	Physics – Nanophysics	Jan-24	Jan-24	Feb-24
Faculty of Social Sciences and Humanities	Criminology and Justice	Dec-23	Jan-24	Feb-24
	Liberal Studies	Nov-23	Dec-23	Jan-24
	Sociology minor	Nov-23	Dec-23	Jan-24
	BA/BSc – Psychology	Dec-23	Jan-24	Feb-24

2.4 Cyclical Program Reviews

As set by the Quality Council, all existing undergraduate and graduate degree and diploma programs are subject to review once every eight years.

The cyclical program review allows for an in-depth, critical look at the program and follows an [internal two-year timeframe](#). The review involves the following six components:

- Review and enhancement of program learning outcomes;
- Development of a self-study brief;
- External evaluation to provide recommendations on program quality improvement;
- Internal responses to the external review and recommendations;
- Preparation and approval of a [Final Assessment Report \(FAR\)](#) and implementation plan; and
- Subsequent reporting on the implementation of recommendations (18-Month reports discussed under Follow-Up Process, Section 3.2 below).

Table 2.3 presents the number of programs at each significant step of the review process presented by Faculty and degree/diploma level. The [program review schedule](#) is posted on the CIQE website for reference at any time.

Table 2.3 Cyclical Program Review Process Stage Summary

Level/Faculty	Self-Study	External Review	Total
Undergraduate	9	2	11
Faculty of Business and Information Technology	1	2	3
Faculty of Education			
Faculty of Engineering and Applied Science	4		4
Faculty of Health Sciences	1		1
Faculty of Science	1		1
Faculty of Social Science and Humanities	2		2
Graduate	8	3	11
Faculty of Business and Information Technology	1	1	2
Faculty of Education			
Faculty of Engineering and Applied Science	4		4
Faculty of Health Sciences	1		1
Faculty of Science		2	2
Faculty of Social Science and Humanities	2		2

Programs that have finalized their internal portions of the process and have now submitted their FAR to University governance are listed in Table 2.4 below. Once all of the university governing bodies have been provided the report for information, it is then submitted to the Quality Council.

Table 2.4 Cyclical Program Review Governance Progress

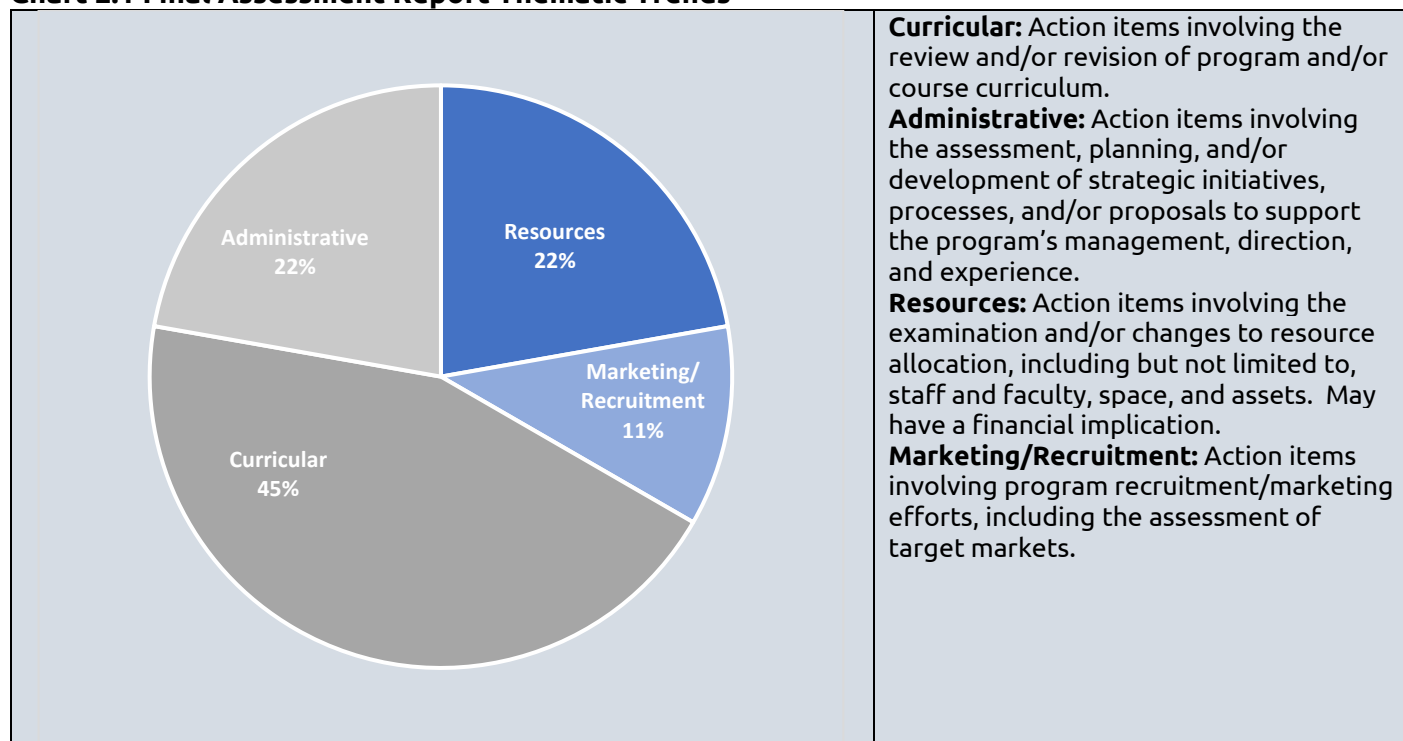
Program	Faculty Council	Academic Resource Committee	CPRC/USC/GSC	Academic Council	Board of Governors
<ul style="list-style-type: none"> Bachelor of Health Science – Medical Laboratory Science 	Oct-23	Sept-23	Nov-23	Jan-24	Feb-24
<ul style="list-style-type: none"> Master of Health Science 	Oct-23	Aug-23	Oct-23	Nov-23	Feb-24
<ul style="list-style-type: none"> Bachelor of Arts – Legal Studies 	Aug-23	Oct-23	Nov-23	Jan-24	Feb-24

A breakdown of the FAR thematic trends is outlined in Chart 2.1 below.

A total of 17 action items were reported at both the program and course level. A sample of action items are:

- Identify areas where clinical partnerships need to be cultivated to better avail students of a greater breadth of placement opportunities.
- Inventory curriculum regarding Equity, Diversity, Inclusion and Accessibility (EDIA) opportunities.
- Revise current required courses to reduce overlap and reflect broader overview of research process etc.
- Explore the development of a course-based Masters’ degree with a capstone experience/practicum requirement [vs. research project pathway].
- Create a taskforce to identify the challenges advanced entry students face, develop a plan to address the challenges, and monitor/report on the results.

Chart 2.1 Final Assessment Report Thematic Trends



2.5 Cyclical Audit

The Quality Council approves each university's [IQAP](#) and conducts a periodic audit of how the IQAP is administered to ensure that the manner in which each university facilitates curricular change and its program reviews conforms both to the university's IQAP and the Quality Assurance Framework. Ontario Tech had its last audit in the [winter of 2019-20](#), and we are scheduled to have our next audit in the winter of 2029-30.

3 Follow-Up Processes

3.1 New Program Monitoring

In the first year of intake and one year after the launch of a program, a report is prepared for the Academic Resource Committee (ARC) that will review enrolment data, admission averages, and other key metrics to assess the new program's effectiveness.

In 2023-2024 intake reports were received from the following programs:

- Bachelor of Engineering – Energy Engineering
- Bachelor of Engineering – Industrial Engineering
- Master of Applied Science/Master of Engineering – Software Engineering
- Master of Arts – Social Practice and Innovation
- Master of Financial Data Analytics
- Graduate Diploma – Police Leadership
- Undergraduate Diploma - Public Policy

One-year follow-up reports were received for the following programs:

- Doctor of Education
- Master of Business Analytics and AI
- Bachelor of Health Administration
 - ARC has requested further monitoring of intake to be completed in one year.

3.2 18-month Reports

Eighteen-month follow-up reports comment on the completion of action items outlined in the implementation plans resulting from the cyclical program reviews. ARC reviews these reports to gain insight into how many actions have been completed and, if not, for what reasons.

Reviewing the completion level assists the Committee in resource planning how to support current programs under review not yet at the 18-month mark. It also allows for discussions with the program about the feasibility of action items outlined at the FAR stage of the review to ensure success 18-months later.

For 2023-2024, there were seven 18-month follow-up reports as part of the cyclical program review process:

- [Bachelor of Allied Health Science](#)
- [Master of Health Sciences](#)
- [Bachelor of Arts in Educational Studies and Digital Technology; Designing Adult Learning for the Digital Age undergraduate diploma](#)
- [Bachelor of Engineering in Automotive Engineering](#)
- [Bachelor of Engineering in Electrical Engineering](#)
- [Bachelor of Engineering in Nuclear Engineering](#)
- [Bachelor of Engineering in Software Engineering](#)

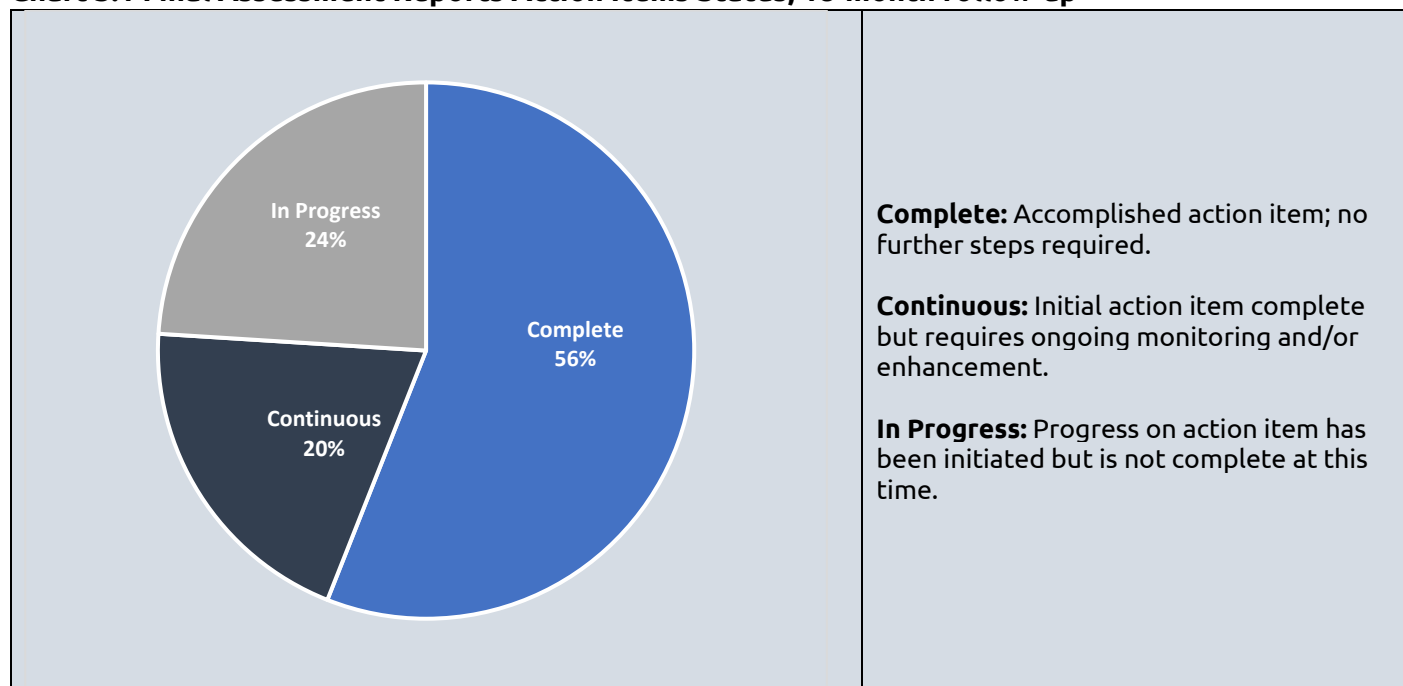
A copy of all [18-month reports](#) are available on the CIQE website for reference.

Upon reviewing the follow-up reports, the majority of action items are in progress or require continuous monitoring following the 18-month time frame. A selection of these items is outlined below.

- Investigate the program's student retention, particularly students choosing to switch into another program.
- Review the program map and consider increasing program flexibility to give students more options to tailor their degree program according to their interests while maintaining the core competencies and satisfying the accreditation requirements.
- Introduction of a mandatory TA training session.
- Improve student feedback process; meet with students at a townhall to gather feedback; improve mechanisms for students to raise issues with the program.
- Develop internship course(s) including research-based placements.
- Undertake a review of current assessment practices across required courses to determine whether there is opportunity for more reflective learning integrating "work" experiential learning.

The following chart outlines the overall progress of the 86 action items found in these reports.

Chart 3.1 Final Assessment Reports Action Items Status, 18-month follow-up



It falls to the Faculty to indicate when an action item has been completed and these are reported at the Academic Resource Committee (ARC). After the 18-month review the Faculty Dean and the Provost discuss any outstanding or in progress items to be updated within the CIQE files.

4 Ministry of Colleges and Universities Approvals

While a program can be offered once the Quality Council has provided approval, receiving Ministry of Colleges and Universities (Ministry) approval allows for the students taking these programs to be eligible for OSAP funding and allows the institution to report domestic students towards our enrolment grant corridor.

One program, the MEng/MASc in Mechatronics Engineering, was submitted for Ministry approval during the 2023-2024 reporting year.

5 Summary

Amidst a challenging financial climate for the post-secondary sector, this year saw a high volume of activity in the development of innovative new programs and strategic curricular change to support Ontario Tech's differentiated growth strategy.

New programs and changes to individual programs also highlighted a strong commitment to collaboration amongst Faculties to create opportunities for students to diversify their academic experience. CIQE will continue to provide guidance and support to Faculties as they bring these initiatives to fruition.

With an ongoing high volume of activity related to cyclical program review, CIQE will also continue to enhance supports and resources and to create greater efficiencies within quality assurance processes to assist faculties in meeting program review goals and milestones.

COMMITTEE/BOARD REPORT

SESSION:

Public

Non-Public

ACTION REQUESTED:

Decision

Discussion/Direction

Information

TO: Board Strategy and Planning Committee

DATE: June 20, 2024

PRESENTED BY: Lori Livingston, Provost and Vice President, Academic

SUBJECT: 2023/2024 Continuous Learning Annual Report

BACKGROUND/CONTEXT & RATIONALE:

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

The Micro-credentials and Continuous Learning Committee annual report to Academic Council is included in this package.

IMPLICATIONS:

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

ALIGNMENT WITH MISSION, VISION, VALUES & STRATEGIC PLAN:

As Continuous Learning expands its program offerings and partnerships, we can provide the community with more flexible and accessible training options while also generating alternative sources of revenue for the University. Our programming and outreach specifically align with the Learning Re-imagined and Partnerships priorities of the IARP.

SUPPORTING REFERENCE MATERIALS:

2023/2024 Continuous Learning Annual Report

Continuous Learning Annual Report 2023-2024

STRATEGY AND PLANNING

PREPARED BY: CONTINUOUS LEARNING

Background

Established in 2019, Ontario Tech University's Continuous Learning department is the hub for not-for-credit and non-degree programming. Working with Faculties across campus, Continuous Learning builds and houses certificate programs, micro-credentials and other learning opportunities that support lifelong learning.

Continuous Learning promotes and facilitates non-degree learning initiatives independently and in collaboration with Faculties that align with the university's strategic priorities of re-imagining learning, developing partnerships and differentiated growth. In 2023-2024, Continuous Learning's offerings experienced significant growth through the development of new program offerings through partnerships with Faculties and faculty members.

In an effort to streamline governance processes for micro-credential and non-credit offerings, Continuous Learning spearheaded the merger of two University policies and two committees. The Micro-credentials policy and the Policy on Continuing Education Programs were updated and merged to form the Policy on Micro-credentials and Continuous Learning Offerings. This new policy also merges the Micro-credentials Committee and Continuing Education Programs Committee into the Micro-credentials and Continuous Learning Committee. This new policy was approved by the Academic Council at its November 28, 2023 meeting, and the Terms of Reference of the new committee were approved by the Board at its November 30, 2023 meeting.

Committee Activity

Before merging with the Micro-credentials Committee, the Continuing Education Programs Committee met and approved the following (September 25, 2023):

Program Revisions

- a) Professional Management University Certificate: Renamed to Leadership and Management Essentials.
- b) Professional Communication University Certificate: Renamed to Strategic and Innovative Leadership
- c) Leadership and Management Essentials vertically stacks with Strategic and Innovative Leadership. Learners who complete both receive the Advanced Leadership and Management – Post Graduate Certificate

New Program Approvals

Continuous Learning received approval for these new non-credit, University Certificate and Post-Graduate Certificate programs. Several of these have been launched and others are in preparation for launch:

Launched

- a) Interprofessional Education for Medical Laboratory Professionals – University Certificate
- b) Artificial Intelligence for Teaching and Learning – University Certificate
- c) Generative AI for Leaders – University Certificate

Preparation for Launch

- d) Data Analytics, Artificial Intelligence Design and Implementation – Post Graduate Certificate
- e) Data Analytics, Artificial Intelligence Design, Implementation and Management – Post Graduate Certificate.
- f) Healthcare Administration – Post Graduate Certificate
- g) Healthcare Administration and Management – Post Graduate Certificate
- h) International Business – Post Graduate Certificate
- i) International Business and Management – Post Graduate Certificate

The newly formed **Micro-credentials and Continuous Learning Committee** met on January 31, 2024 and April 4, 2024, and approved the following:

New Programs

- Dementia Care for Healthcare Providers – University Certificate, comprised of stacked Micro-credentials.
- Field Experience Learning Community Online (FELCO) 2.0 – Micro-credential
- Forensic Entomology Technician, in partnership with the Faculty of Science – Micro-credential
- Friction Ridge Analysis Micro-credential, in partnership with the Faculty of Science – Micro-credential
- AI in K-12 Education: Transforming Teaching and Learning in the Classroom, in partnership with the Mitch and Leslie Fraser Faculty of Education – Certificate of Completion

2023-2024 Activity

Open Enrolment

From April 2023 to March 2024, Continuous Learning recorded 561 open enrollment program registrations with 215 program completions, representing a 90 % increase in registrations over the previous year. ¹

New program launched:

Certain camps run more than once resulting in the number of unique camp offerings (48) being lower than the total number of camps run (57).

- a) Interprofessional Education for Medical Laboratory Professionals – University Certificate
- b) Artificial Intelligence for Teaching and Learning – University Certificate
- c) Generative AI for Leaders – University Certificate
- d) CPR for Healthcare Providers
- e) NCLEX – RN Exam review

Corporate Training

Significant growth was achieved in Corporate Training initiatives with 10 new corporate programs (Total of 48 courses) delivered for 9 organizations. We issued 120 individual program certificates in leadership development and other custom training programs. Our expertise in leadership development was expanded to include specific industry focus areas in Early Childhood Education, Police Leadership, and Healthcare Change Management. This adds to our considerable expertise in nuclear operations (through our partnership with the Faculty of Engineering and Applied Science and the Director of Industry Training Programs) and notable developments in our capacity to deliver training in specific focus areas including CANDU decommissioning, Small Modular Reactors (SMR), and more.

- **New Sustainable Agreements**
 - Durham Regional Police Services
 - The Regional Municipality of Durham (Generative AI)

Corporate Training Business Development Financial Goals

- 2023/24 Fiscal Year - The Corporate Training portfolio consisted of our Masters Certificate Program in Public Sector Management, our new series of OPG courses, and a handful of Leadership Programs (Port Hope, Ontario Shores, Fairy Glen, DRPS, and the Durham Region)

Business Development - New Partnership Programs

- LEAN Belts (Leading Edge New Partnership agreement)
 - The updated agreement allows LEAN Belts to be offered as part of our Corporate Training portfolio.

Micro-credentials

Continuous Learning finalized the development of and launched eCampus Ontario Virtual Learning Strategy-funded micro-credentials. This includes Dementia Care for Health Care Workers modules and Interprofessional Communication for Medical Laboratory Professionals.

The TD Micro-credentials grant ended in 2023-2024 and funded development ceased. Continuous Learning is taking over these micro-credentials and, in 2024-2025, will integrate them into our leadership development offerings. Learners in traditional Certificate-level courses will have the opportunity to complete course-integrated micro-credentials. By completing the micro-credentials, learners can demonstrate the competencies they acquired during the leadership courses and obtain digital badges attesting to those competencies.

Alumni Scholarship

The Continuous Learning Alumni Scholarship was launched to foster alumni engagement and interest in our professional development programming. Each semester, we offer 3 scholarships to Ontario Tech graduates to take one of our professional development offerings. 3 scholarships were awarded in 2023-2024.

Summer Camps

The Summer Camps program, offered in partnership with the Mitch and Leslie Fraser Faculty of Education and the Faculty of Engineering and Applied Science, provides fun, hands-on opportunities for children ages six to seventeen to learn and explore their curiosity in a positive, safe environment. The program runs annually for eight consecutive weeks—from July to August.

2023 Summer Camp Offerings by Camp Type

Total Camps Offered	Unique camp offerings	In-person (week-long)	Virtual (week-long)	Family (one-day camp)
57	48 ²	45	7	5

2023 Active records = 1358 (individual campers)
Active camp registrations by type (considering No. Campers)

Certain camps run more than once resulting in the number of unique camp offerings (48) being lower than the total number of camps run (57).

Type/Status	Number camp experiences			Grand Total
	Family	Multi-Camper	Single	
Paid	34	10	1552	1596
In-person			1461	1461
Family	34			34
Virtual		10	91	101
Waived			110	110
In-person			107	107
Virtual			3	3
Grand Total	34	10	1662	1706

(Waived fees are possible through OPG, GM, and other scholarship/grant programs)

A listing of all Continuous Learning opportunities and the number of registrants during the year is provided in Appendix A.

APPENDIX A: Continuous Learning

Summary of Continuous Learning activities for April 2023 to March 2024. Only activities that grant an official certificate or letter of completion have been included below. ★ = new this year


Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
Continuous Learning	University Preparatory Program: A specialized certificate program designed to prepare high school graduates for the academic demands of university consisting of three (3) pillars: numeracy, literacy and academic success.	3 months (1 Semester)	158 offers sent, 43 registrants	34
Continuous Learning	Leadership and Management Essentials: A certificate program consisting of five (5) courses designed to develop essential leadership skills, master team management, and excel in negotiations and conflict resolution. (previously Professional Management)	30 hours	57	9
Continuous Learning	Not-for-Profit Leadership: A certificate program consisting of five (5) courses designed to meet the unique challenges faced by managers in the Not-for-Profit sector.	30 hours	23	8
Continuous Learning	Strategic and Innovative Leadership: Consists of five (5) courses designed to equip you with advanced leadership skills essential for success in today's	30 Hours	9	3

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
	dynamic business world. (Formerly Professional Communications)			
Continuous Learning	Digital Marketing and Social Management: A re-designed social media program. This four-course program is designed for those who need to take action and launch a Social Media strategy they can implement right away so that they can obtain a successful return on investment for their organization.	18 hours	20	13
Continuous Learning	Master's Certificate in Public Sector Management: A certificate program consisting of fifteen (15) courses that requires application and approved admission designed for managers and executives with diverse educational backgrounds who are experienced in a public sector/government or related organization.	90 hours <i>* *84 hours-participants are eligible to miss one course</i>	30	30
Continuous Learning	LEAN Green Belt: A certificate program offered in partnership with Leading Edge Group focused on the lean management approach.	N/A	N/A (courses taken with Leading Edge group)	6
Continuous Learning	Introduction to Higher Education Management: Asynchronous course designed	6 Hours (Asynchronous)	16	6

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
	for anyone employed (or looking to be employed) with a post-secondary educational facility looking to enhance their administrative skills.			
Continuous Learning	<p>★ Generative AI for Leaders: This program equips learners with the knowledge and skills necessary to identify potential use cases, understand ethical considerations and prepare teams and organizations for the adoption of Generative AI technologies, implement Generative AI technologies in the workplace, and effectively lead their teams through the change process. In the final module, learners will create a comprehensive implementation plan for Generative AI technologies and reflect on their learning journey.</p>	36 hours (Synchronous)	7	7
Continuous Learning	<p>★ Artificial Intelligence for Teaching and Learning: The Artificial Intelligence in Teaching and Learning Certificate program at Ontario Tech University is designed for educators and professionals who want to integrate artificial intelligence into educational settings.</p>	24 hours (online, synchronous)	11 in full program 7 in an individual module	11

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
Continuous Learning	<p>★ Healthcare Provide CPR: Continuous Learning is now the provider of CPR certification and recertification for Healthcare Providers (HCP) for Nursing students and Healthcare practitioners.</p>	4 hours	228	N/A
	<p>★ Interprofessional Education for Medical Laboratory Professionals Certificate Program: Interprofessional education (IPE) supports professional development that is based on the establishment of learning goals, self-reflection, and competency evaluation. In addition, IPE provides training for skills that employers look for to ensure that new learners and the existing workforce are prepared to work with other providers to support quality patient outcomes. *This program is currently under evaluation by the Canadian Society for Medical Lab Science official CPD</p>	self-paced	6	0
Continuous Learning	<p>★ NCLEX – RN Exam Review This program supports Nursing graduates who wish to prepare for their NCLEX certification exam.</p>	self-paced and instructor-led options	3	N/A



Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
Continuous Learning	<p>Full-stack Developer Program The Full Stack Developer Program with Ontario Tech University includes virtual instruction and practical hands-on lessons delivered using an interactive learning system powered by RoboGarden.</p>	450 hours - 22 weeks	1	0
Continuous Learning	<p>AQ/ABQ Program: AQ custom courses deepen the knowledge/skills needed to design, deliver, and assess programs in a specific discipline, field and/or division. Offered in one (1) to three (3) sessions, courses expand to offer a specific focus on leadership skills within the discipline or division. ABQ custom courses qualify Ontario College of Teachers (OCT) members to teach in specific divisions in addition to current division qualifications. At Intermediate and Senior levels, qualification is based on specific subjects: Math, Science, English, Philosophy and Social Sciences. AQ/AQB courses are available to OTC members only.</p>	125 hours; 12 (twelve) course offerings	81	81 <i>Note: Certificate recorded by OCT.</i>
Continuous Learning	Charles H. Best Type 1 Diabetes Educator Program 11 asynchronous modules	Self-paced <i>the eleventh module</i>	13	1





Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
		<i>was added in the Winter term</i>		
Continuous Learning	 Nuclear-Renewable Hybrid Energy Systems (N-R HES)	2-day course consisting of 16 learning hours; August 2023	6	6
Custom Courses/Programs				
Continuous Learning / Faculty of Engineering and Applied Sciences	CANDU Station System Design and Operation – Custom courses for Canadian Nuclear Safety Commission (CNSC): Nuclear Power Plant Operations Training for Regulators.	8 x 1-week courses; Each 1-week course contains 35 learning hours; 280 hours total for all 8 courses	19 in 2021/22 cohort <i>30 in 2023/24 cohort</i>	136 module certificates issued September 2023 through March 2024
Continuous Learning / Faculty of	Custom course for Canadian Nuclear Safety Commission	Standalone 1-week course	26	22

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
Engineering and Applied Sciences	★ (CNSC): Nuclear Decommissioning.	consisting of 35 learning hours; Inaugural delivery (February 2024)		
Continuous Learning / Faculty of Engineering and Applied Sciences	★ Custom course for BWX Technologies Inc. (BWXT): Small Modular Reactor (SMR) Design.	1-week course consisting of 35 learning hours; June 2023	22	22
Continuous Learning / Faculty of Engineering and Applied Sciences	★ Custom course for OPG, Delsan Aim, Hatch, Atkinrealis: Nuclear Decommissioning.	Course consisting of 40 learning hours scheduled over 4 in-class offerings and 3 practice sessions; Inaugural delivery September 2023 through November 2023	20	20

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
Continuous Learning	Ontario Shores Custom Leadership Program (2023) – (Peterborough Regional Health and Northumberland Hills Hospital/Ontario Shores): A custom certificate program consisting of five (5) courses designed to develop strategies and insight related to change management specific to healthcare-based organizations.	30 hours	21	20
Continuous Learning	Certificate in Leadership Excellence – Custom program for Durham Region: A custom certificate program consisting of eight (8) leadership excellence courses aligned with Durham Region’s core values. Graduates move on to take the Master’s Certificate in Public Sector Management program.	60 hours; one (1) to two (2) cohorts per year	20	14
Continuous Learning	Certificate in Police Leadership – Custom program for Durham Regional Police Services (DRPS): A certificate program designed to develop leadership strategies aligned with DRPS core competencies. The program consists of three (3) modules, each with four (4) weeks of online content and one (1) half-day, in-class workshop.	Three (3) months; 1 cohort	25	15
Continuous Learning / Faculty of	Advanced Operations Overview for Managers (AOOM) – Custom Program for Ontario	20 weeks total; 6 hours	8	6 in 2023

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
Engineering and Applied Science	<p>Power Generation (OPG): Development and delivery of training to operational managers in the nuclear industry.</p>	<p>lecture time per day; 18 days for self-study, and 3 field tours. Approximately 445 lecture hours total. Additional guided and self-guided field tours and self-study days not counted towards total lecture hours.</p>		<p><i>Note: 2023 program concludes May 2024.</i></p>
Continuous Learning	<p>Organizational Development & Performance Improvement (PEL 77863)– Custom program for OPG: Under a five (5) year agreement (2018-2023), course offerings may run multiple times each quarter (based on OPG scheduling).</p>	<p>One (1) course offering (6 Hours)</p>	<p>40</p>	<p>N/A</p>

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
Continuous Learning	Stakeholder and Change Management (PEL 77870) – Custom program for OPG: Under a five (5) year agreement (2018-2023), course offerings may run multiple times each quarter (based on OPG scheduling).	One (1) course offering (6 Hours)	60	N/A
Continuous Learning	Oversight Execution: Conflict Resolution, Negotiation and Communication Skills (PEL 70705) – Custom program for OPG: Under a five (5) year agreement (2018-2023), course offerings may run multiple times each quarter (based on OPG scheduling).	One (1) course offering (6 Hours)	40	N/A
Continuous Learning	Effective Written Communication in a Project Environment (PEL 77801) – Custom program for OPG: Under a five (5) year agreement (2018-2023), course offerings may run multiple times each quarter (based on OPG scheduling).	One (1) course offering (6 Hours)	20	N/A
Continuous Learning	 Custom Leadership Program: Municipality of Port Hope	30 Hours	25	N/A
Continuous Learning	 Custom Leadership Program: City of Peterborough	36 Hours	25	20

Faculty or Non-academic Unit	Brief Description of Offering	Number of Hours or Length of Offering	Number of registrants**	Number of certificates awarded
Continuous Learning	 Custom Leadership Program: Five Counties (* <i>Early Childhood Educators Program</i> *) - We also have 2 new programs beginning this fiscal year with <u>Five Counties</u> and another with the <u>Early Years Group</u> all designed for ECE's and Educators.	36 Hours	25	7
Continuous Learning	 Custom Police Leadership Program: Cobourg Police Services - A certificate program designed to develop leadership strategies aligned with Cobourg Police core competencies. The program consists of three (3) modules, each with four (4) weeks of online content and one (1) half-day, in-class workshop.	36 Hours	25	22
Continuous Learning	 Custom Leadership Program Fairy Glen and PRYDE - Leadership Excellence	6 hours per course (5-course program)	40	0
Continuous Learning	 John Howard Society Leadership Development	6 hours (3-course program)	18	0

**Some Continuous Learning certificate programs allow individuals to sign up for courses individually without completing the full certificate program. The number of registrants refers to the number of individuals who registered for any course(s) offered in this program. All certificates were counted once, regardless of the number of individual course registrations in the certificate

program they registered for. An “N/A” in this appendix means that individual courses in this certificate program were custom programs, not open to the general public for registration or is a stand-alone course without certification.



International Strategy Update: Immigration Refugees Citizenship Canada (IRCC) Policy Implications



This update is intended to provide an overview of the recent IRCC policy changes, the implications for the university and HE sector more broadly, and a summary of the strategies implemented to mitigate risks and impact on our International strategy.



Background

In January the Federal Government announced a cap on inbound international students coming to Canada. The implications for provinces was uneven. For Ontario this policy had the following effects:

- A 50% reduction from 2023 levels in international students across the post-secondary sector for 2024.
- A mandated Provincial Attestation Letter (PAL) system to be in place by March 31, 2024 for all new inbound off-shore international students for study permit applications for undergraduate programs.
- The elimination of Post Graduate Work Permit Program (PGWPP) eligibility for students enrolled in the Public-Private Toronto branch campuses of Ontario Colleges. This has effectively caused the dissolution of these campuses after their required teach-out periods, affecting ~70,000 international College enrolments province-wide.
- Graduate Students at universities are exempt from the cap.



Sector Impacts

Reputation

- The decision and associated media had an immediate impact on Canada's reputation as a study destination.
- Canada fell from the #1 or 2 spot for most desirable study destination to a distant 4th of the big 4 English study destinations.

Applications

- International caps further weakened international applications to Canada compounding the negative impacts resulting from foreign policy tensions with the Indian and Chinese governments.
- To-date Ontario universities have only given out 50% of their allocated PALs because of reduced applications.

IRCC Backlog

- With the PAL process putting study permit applications on hold for 10 weeks, IRCC has been inundated with new visa applications once the PAL process was rolled out.
- They currently sit at a 13+ week approval time for completed applications

Further Policy Measures Impacting Study Permit Processing

- The federal government has announced that it intends to initiate more measures to curb temporary residents including:
- A further reduction of ~800,000 Temporary Resident Visas (TRV) which will have a further reduction impact on study permit allocations (TBD).
- The government has announced further measures which will tie study permit approval rates to discipline specific enrolment that is perceived as “in-demand” by the Canadian economy. At this time they have specifically reference trades and construction as in-demand for Canada.
- Speculation is that a government change would see a double down on these measures.

Recognized Institution Framework

- IRCC is implementing a Recognized Institution Framework (RIF) that could see recognized institutions benefit from expedited Visa processing, (8 weeks vs. 13-15 weeks currently).
- The RIF program will likely harm the college sector and for this reason the province will likely be against the program.
- The criteria to become a RIF school is extensive and Ontario Tech is positioned to respond to the governments criteria when notified.

Institutional Strategies

- The university is actively pivoting in response to federal and provincial policies on the international file and implementing strategies to mitigate as best as it can the negative impacts this has on our enrolment targets to the extent possible.
 - Differentiated growth strategies for a longer-term pivot to international graduate enrolment.
 - New program development for new course-based masters programs
 - Responding to IRCC backlogs by expediting immigration reviews by partnering with Border Pass, an immigration crosswalk between students and IRCC
 - Expedited admissions processing at the undergrad and grad levels
 - An innovative international scholarship program that has seen initial success.
- Leadership at the provincial working groups for internationalization and PAL development provides proactive input into policy development



“The end of cap free international education in Canada is over”

-Marc Miller, Minister of Immigration, Refugees and Citizenship Canada, May 2024.



BOARD REPORT

SESSION:

Public

ACTION REQUESTED:

Decision
Discussion/Direction

TO: Strategy and Planning Committee

DATE: June 20, 2024

FROM: Les Jacobs, Vice-President, Research & Innovation

SUBJECT: Subcritical Nuclear Assembly Update

BACKGROUND/CONTEXT:

The Strategy and Planning Committee made the Board aware on December 1, 2022, of a project that will enhance the nuclear labs by adding a new nuclear engineering research and teaching facility: Subcritical Nuclear Assembly. The public announcement of the Project was made at the Canadian Nuclear Association 2023 conference in Ottawa.

The subcritical assembly is a type of nuclear research reactor, based on the same science as larger reactors that generate electricity. It's much smaller in size and it cannot generate any power or electricity. Its inherent distinct design features make it ideal for teaching, education, and research. The proposed addition of a subcritical assembly would deliver an exciting expansion of Ontario Tech University's nuclear laboratory facilities, and enhance the teaching and research activities of our Nuclear Engineering program and Health Physics & Radiation Science program.

Ontario Tech requires a licence from the Canadian Nuclear Safety Commission (CNSC) in order to move forward. The application is being led by the Office of the Vice-President, Research and Innovation. The university expects to submit its licence application Fall of 2024. The Project team has been meeting monthly with the CNSC to discuss licencing topics. The CNSC has indicated a simpler graded approach to the Class 1A Nuclear Facility licencing process due to the simplistic inherent design characteristics of a subcritical assembly. Collaborators on the licence application have been enthusiastic in getting involved.

UPDATES:

- License application: **In progress**
 - Anticipated submission date fall 2024
 - Preliminary design has been developed
- Indigenous Engagement: **In progress**
 - Local Indigenous engagement consulting company has been hired to facilitate engagement/consultation process.

- Radiation Safety Officer and ED ORS engaging in consultation and training.
- Radiation Safety Officer participating in outreach activities in local Indigenous Communities.
- **Public Consultation: In progress**
 - Consultation with interest groups commenced in early 2023. Interest groups were identified through consultation and advice from a subject matter expert (former OPG employee). Consultation efforts will continue through 2024 and early 2025.
- **Acquisition of Funding: In progress**
 - Grants, donors, and other funding opportunities being explored with Advancement, VPRI, and FEAS.

Challenges

- **Indigenous Consultation & Engagement:**
 - Limited internal resources within Ontario Tech to facilitate Indigenous engagement with local Indigenous communities.
 - External assistance is required to navigate the consultation process: A local Indigenous consulting services has finally been retained after over a year of efforts trying to find a service.
 - Ontario Tech has limited internal expertise in meeting the requirements of Section 35 – Duty to Consult. To this end, internal capacity needed to be built to consult with local Indigenous communities authentically and appropriately. An Indigenous Consultation & Engagement Plan was drafted by the licensing team and team members are completing Indigenous-centred training to support the consultation process.
- The CNSC Class 1 Project Team has indicated that after the licence application is submitted (target Fall 2024) there is the potential for an 18-month backlog before the CNSC Commission is able to hold a public hearing.
- Project funding is limited and heavily reliant on grant funding and donations.

Next Steps

- Continue on-going public engagement and consultation.
- Indigenous Consultation to continue with the assistance of the external Indigenous Consultation Services.
- Continue to finalize the facility design.
- Prepare license application, documenting safety, environmental and technical details for submission.



BOARD OF GOVERNORS

Strategy & Planning Committee

Minutes of the Public Session of the Meeting of April 3, 2024 1:00 p.m. to 2:17 p.m. via Hybrid – videoconference & 5th Floor Boardroom

Members: Lynne Zucker (Chair), Eric Agius (Vice-Chair), Frank Carnevale, Laura Elliott, Matthew Mackenzie, Steven Murphy, Michael Rencheck, Hannah Scott, Kim Slade, Michael Watterworth

Regrets: Ahmad Barari, Mitch Frazer, Lisa McBride

Staff: Kirstie Ayotte, Disha Gupta, Barbara Hamilton, Krista Hester, Les Jacobs, Lori Livingston, Brad MacIsaac, Sarah Thrush

Guests: Chelsea Bauer, Frank Carnevale, Celine, Jahan, Ade Oyemade, Dale MacMilan, Joanne Nickel, Kim Slade, Dwight Thompson

1. Call to Order

The Chair called the meeting to order at 1:00 p.m. and read aloud the land acknowledgment.

2. Agenda

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

3. Conflict of Interest Declaration

No conflicts were declared.

4. Minutes of the Public Session of the Meeting of February 8, 2024

Upon a motion duly made by F. Carnevale and seconded by M. Rencheck, the Minutes were approved as presented.

5. Chair's Remarks

The Chair welcomed members to the Strategy & Planning Committee (S&P) meeting, expressing gratitude to those involved with the productive PD Retreat that took place

earlier in the day. She highlighted the session's emphasis on diversity, inclusion, and belonging (DIB), underlining the importance of fostering diverse perspectives while addressing social tensions. She encouraged ongoing discussions among governors to propel the University's strategy forward, aligning it with key pillars such as Tech with a Conscience and Partnerships. Additionally, she proposed monitoring progress on these fronts and collaborating with senior leadership to drive further development.

6. President's Remarks

The President echoed the Chair's sentiments regarding the DIB Retreat, expressing appreciation for the governors' engagement. He then reflected on the upcoming end of term, extending gratitude to the academic and administrative staff as well as celebrating the achievements of the various university varsity teams. He discussed efforts to determine the University's share of the recently announced government funding noting that despite the uncertainty surrounding future government support, there is a commitment to prudent financial management including consideration for reserves. Additionally, he addressed the challenges with international student recruitment noting allocation for undergraduate international students remains static, however, despite recruitment delays and bureaucratic hurdles, the focus remains on maintaining high-quality education and students.

7. Strategy

7.1. Strategic Discussion: Information Technology

B. Maclsaac opened the strategic discussion by introducing Ade Oyemade as the newly appointed Executive Director of Information Technology at the University, highlighting her experience and approaches to digital innovation. He noted Ade's promotion from within the University demonstrating a commitment to internal administrative development and highlighted her notable achievements including orchestrating digital transformation initiatives and enhancing operational efficiency and student experiences.

B. Maclsaac and A. Oyemade presented the S&P Digital Strategy report providing an overview of the highlights from the past year. They advised efforts were focused on enhancing student engagement and experience, with several notable achievements including implementation of digital access for students, allowing 24/7 online support accessing transcripts, extension of the elements used to employee training and mobile learning, automation of back-office processes to streamline operations and improvements to security systems including multifactor authentication and system upgrades. Moving forward, plans include enhancing advisor efficiency through innovative technologies, monitoring and addressing gaps in AI tool usage on campus, continuation of self-service options for students and pursuing Enterprise Resource Planning (ERP) transformation for administrative systems. A. Oyemade advised the Committee that the current Banner systems setup shared with Durham College is no longer feasible due to frequent, expensive updates and customizations, leading to inefficiencies. Consequently, it was decided to separate from Durham College. While

many networking infrastructures will remain shared, the enterprise side will be separated. The top priority will be to automate tasks and streamline business processes to reduce manual technical requirements and minimize customization costs associated with upgrades. A. Oyemade stressed the complexity of the transition, outlining a projected timeline and emphasizing the need for thorough testing before any implementation is announced.

In response to a question regarding the financial implications and the potential cost savings over time, B. MacIsaac acknowledged that moving to the cloud may not completely offset costs, it will lead to efficiencies and changes in resource needs. The transition may result in both reduced and increased expenses, but the overall benefit lies in improved speed and responsiveness to the University's specific needs. Additionally, he emphasized the importance of project contingency planning, establishing governance structures for scope management, and employing lean techniques to maximize cost savings. The IT Team is currently finalizing the Request for Proposal (RFP) process which will focus on technical expertise for transition. An option within the RFP will offer companies to bid on governance and change management support. The collaboration will include aligning processes with industry standards for program assurance, technical expertise and project planning.

Referring to a question raised regarding research requirements and safety concerns of cloud computing, A. Oyemade highlighted the benefits of cloud technology, citing increased protection and the need for constant updates in on-premises systems. She also noted the cloud technology being considered would be fully Canadian based.

Responding to a question regarding software lifecycle, A. Oyemade confirmed the current provider is moving towards cloud-based solutions and expecting all users to migrate within the next two to three years.

7.2. Research Strategy

L. Jacobs brought attention to the upcoming completion of the University's five-year strategic research plan, which is crucial for compliance with federal and provincial research funding requirements. He outlined the forthcoming comprehensive consultation process, aiming for inclusive representation across Faculties noting the plan aims to strengthen key areas and foster innovation in adjacent ones to enhance the university's research profile. He stressed the process of plan development and its importance to define the University's uniqueness, particularly as a tech-focused and research-intensive university and urged the Committee to brainstorm key themes or ideas for the next strategic plan that will highlight areas underdeveloped in the current plan like internationalization, skills development and talent retention, while also addressing the need to differentiate the university from others, being mindful of crowded research spaces, and focusing on applied research.

8. Adjournment

There being no other business, the meeting adjourned at 2:17 p.m.

Krista Hester, Interim University Secretary

DRAFT

Strategy & Planning Committee (S&P)

2023-2024 Annual Report

2023-2024 Work Plan

MANDATE-DRIVEN PRIORITIES

Strategic & Planning Oversight

- Integrated Academic Research Plan
- Strategic priorities
- Student success
- International strategy
- Research strategy
- Standard & strategic indicators
- Academic programming
- Board Retreat planning

Advancement

- Matching Fund; New Campaign
- Campaign oversight
- Alumni engagement strategy

Major Projects Oversight

- Campus Master Plan
- Capital Project Tracking
- Subcritical Nuclear Assembly

Accomplishments

STRATEGIC OVERSIGHT

- Annual review Committee Terms of Reference and Work Plan
- Oversight of University's strategic planning metrics
- Oversight of student-centric initiatives, including discussions on the following:
 - Enrolment
 - Recruitment
 - Student success
 - Academic programs
 - International strategy
- Oversight of Board of Governors Retreat
 - Retreat was held on April 3, 2024

Accomplishments

PLANNING OVERSIGHT

- Oversight of progress on the Integrated Academic Research Plan, including establishing targets for metrics

PROJECT OVERSIGHT

- Ongoing efforts to advance the Campus Master Plan
- Capital Project Tracking Sheets
- Subcritical Nuclear Assembly

ADVANCEMENT

- Oversight of planning for Advancement Campaign
- Worked with Advancement to identify and open doors to major gift prospects

In Progress

Strategy & Planning

- Continued oversight of the Integrated Academic Research Plan

Major Projects

- Continued oversight of Campus Master Plan

Advancement

- Continued oversight of new campaign
- Continue to develop major gift prospects

Future Planning

Planning Oversight

- Integrated Academic Research Plan 2023-2028
- Oversight of Integrated Academic Research Plan – performance against targets

2025 Board Retreat

- Scheduled for April 3, 2025