

2020-2025 Strategic Mandate Agreement

UNIVERSITY OF WINDSOR

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Signing Page

2020-2025 Strategic Mandate Agreement

Signed Between

University of Windsor

And

Ministry of Colleges and Universities

SIGNED for and on behalf of the Ministry of
Colleges and Universities by:

SIGNED for and on behalf of University of Windsor
by:


Shelley Tapp
Deputy Minister


Dr. Robert Gordon
President and Vice-Chancellor

August 28, 2020
Date

August 31/20
Date

This agreement focuses on performance-based funding associated with the institution's differentiation envelope and enrolment corridor funding. Special purpose/other institutional grants are not included as part of this agreement.

The Government remains committed to SMA3 (2020-25) and implementing the performance-based funding model for colleges and universities approved as part of Budget 2019.

Given the uncertainty regarding future impacts of the COVID-19 outbreak on the SMA3 metrics, the Ministry will delay the planned activation of performance-based funding for two years --Year 1 (2020-21) and Year 2 (2021-22) of SMA3. To determine how to link SMA3 metric performance to institutions' funding beyond Year 2, each year the Ministry will engage institutions through the SMA3 Annual Evaluation process to assess SMA3 metric performance for the current year; and, evaluate potential COVID-19 impacts on the SMA3 metrics for future years. This will include a review of the performance-based funding starting point proportion. Metric data collection, evaluation, and publication will proceed through the SMA3 period as planned.

The agreement may be amended in the event of substantive economic or policy changes that would significantly affect the SMA deliverables. Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

Introduction

Preamble

This Strategic Mandate Agreement between the Ministry of Colleges and Universities and the University of Windsor is a key component of the Ontario government's accountability framework for the postsecondary education system.

The Strategic Mandate Agreement (SMA):

- Outlines provincial government objectives and priority areas for the postsecondary education system
- Describes the elements of Ontario's performance-based funding mechanism, including the university's annual performance-based funding notional allocation for the five-year SMA3 period
- Establishes the corridor midpoint that will form the basis of enrolment-related funding over the five-year SMA3 period
- Supports transparency and accountability objectives, and
- Establishes allowable performance targets for 10 metrics upon which institutional performance will be assessed.

This SMA is for the fiscal period from April 1, 2020 to March 31, 2025.

Ontario's Objectives

SMA3s are bilateral agreements between the ministry and the province's publicly-assisted colleges and universities and are a key component of the Ontario government's accountability framework for the postsecondary education system. This cycle of agreements is focused on promoting accountability through transparency and a focus on performance outcomes. The following objectives underline SMA3:

- Increasing trust and accountability through transparency and improved performance outcomes in Ontario's postsecondary education system
- Reducing red tape by striking an appropriate balance between accountability and reporting through streamlined processes and a reduced number of metrics
- Incentivizing colleges and universities to redirect resources and invest in initiatives that result in positive economic outcomes
- Encouraging alignment of postsecondary education with labour market outcomes, and
- Incentivizing differentiation and specialization to support increased efficiencies.

Institutional Profile

The ministry recognizes the importance of supporting a differentiated system, and recognizing institutional specializations, as a means of enhancing efficiencies in the postsecondary education sector.

The Institutional Profile is intended to describe how the university's institutional mission and strategic goals support the priority areas of the Ontario government, as identified in this agreement. Institutions may also wish to include narrative related to the post-COVID-19 context for the institution.

The University of Windsor is a regionally focused, globally connected comprehensive university. Annually, approximately 16,000 students pursue their educational and personal goals across a greater range of undergraduate, graduate, and professionally accredited programs than at comparably sized universities. The University is important in addressing a unique combination of regional dynamics:

- **Windsor-Detroit's highly integrated cross-border economy.** Bilateral trade relations generate prosperity, but also greater economic volatility, necessitating a versatile, learning-oriented workforce.
- **Competitiveness as a centre of advanced manufacturing.** Industrial leadership and employees must stay ahead of the curve on rapid technological innovation.
- **Regionally critical economic diversification.** A highly skilled, diversely educated workforce attracts, stabilizes, and enhances existing and evolving industries, contributing to regional and provincial prosperity.
- **Quality of life and cultural vibrancy.** Attracting and retaining new industry and highly qualified personnel and their families is crucial to regional prosperity.
- **Adaptability to change.** Windsor-Essex's **active, well-informed citizenry and civic leadership** promote equity, a healthy environment, access to opportunity, openness to innovation, and creative cultural engagement.

The University of Windsor is an engine of labour force stability, economic diversification, and urban and regional vitality, and a catalyst for change and innovation. The stakeholder value is profound: access to world-class scholarship and creative activity, expertise, and globally informed partnership in regional innovation, knowledge creation, and capacity building.

Our regional role is indispensable to work-readiness and opportunity. There is no other Canadian university within a two-hour drive. Seventy-one percent of our first-year intake of students come from the Windsor- Essex region. Eighty percent of our students identify financial pressures as obstacles to success. They work more, and spend more time shouldering family-care responsibilities, than peers elsewhere (NSSE, 2017). For many, studying locally is a necessity: one which we successfully transform into life-changing opportunities for civic and global engagement.

COVID-19 Implications

As the only Ontario region remaining in stage 2 through mid-August 2020, the Windsor-Essex recovery trajectory is anomalous, involving regional economic factors different from provincial norms. The sensitivity of the regional economy to the border and its reliance on automotive manufacturing and agri-food industries have historically meant the potential for more severe recessionary trends, frequently lasting longer than elsewhere in Ontario. International student engagement, dependent on global health and economic conditions, is uncertain and expected to remain so for the foreseeable future. The University's role in ensuring a robust health care sector here has gained greater urgency. Given the challenging conditions Windsor-Essex will face in coming years, the University's contributions to regional recovery, to economic and social well being, and to regional innovation and capacity building are more important than ever.

Institutional Priorities

With a newly appointed president, fresh consultation and strategic planning are underway. Overall, our strategic areas of emphasis continue to include:

- Evidence-based, high-impact educational practices supporting student persistence, learning outcomes, and timely graduation;
- Continued investment in career development services, experiential learning, and work-related skills development;
- Strategic enrolment management, taking into account institutional goals within and beyond the SMA;
- Further expansion of mentorship, network development, and infrastructure to enhance high-impact research productivity;
- Community-engaged programming, research, innovation, and partnership development; and
- Internationalization strategy situating global outreach and integration within overall mission.

Weighting

We are committed to transparency and accountability in our stewardship of public funds, emphasizing appropriate efficiencies and risk-management strategies to support positive, globally informed change in the Windsor-Essex region. Given the target-setting algorithms of SMA3, we have elected to manage risk by most heavily weighting stable and predictable metrics, as well as those where we have more control over outcomes. Relative weightings are therefore not necessarily a measure of the significance or value of an activity to our institution or region.

Performance-Based Funding

Notional Annual Allocation

For the 2020-2025 SMA cycle, the University of Windsor’s annual allocation of performance-based funding has been calculated by the ministry in accordance with the university funding model and Ontario’s Performance-based Funding Technical Manual. The University of Windsor’s notional allocations will not be impacted by previous year performance, and will follow a graduated activation plan as follows:

	2020-21*	2021-22*	2022-23	2023-24	2024-25
Differentiation Envelope	\$29,263,602	\$38,353,574	\$47,443,816	\$56,534,059	\$61,079,180
Performance-based Grant	\$23,566,925	\$32,993,695	\$42,420,464	\$51,847,234	\$56,560,619

* Activation of performance-based funding will not be in place for 2020-21 and 2021-22. Thereafter, activation for the following years will be determined through the SMA3 Annual Evaluation process.

**Further details on calculations are available in Ontario’s Performance-based Funding Technical Manual. The Performance-based Grant has been capped at the system-average annual proportion and residual funding remains part of the Differentiation Envelope. Notional allocation represents the Performance-based Portion of the Differentiation Envelope capped to the system-wide average.

***The notional allocations presented above are estimates based on 2019-20 final operating grant totals.

Institutional Weighting Strategy

The performance-based funding mechanism in this SMA enables institutions to assign metric weightings to reflect institutional strengths and differentiated roles in the postsecondary education system. Assigned metric weightings will impact performance-based funding on a metric-by-metric basis per the table below. Metric details are described in the following section.

Metric	Institutional Assigned Weightings & Notional Performance-based Funding									
	2020-21		2021-22		2022-23		2023-24		2024-25	
	Max 35%, Min 10%		Max 30%, Min 5%		Max 25%, Min 5%		Max 25%, Min 5%		Max 25%, Min 5%	
	(%)	(\$)	(%)	(\$)	(%)	(\$)	(%)	(\$)	(%)	(\$)
1. Graduate Employment Rate in a Related Field	10%	\$2,356,692	5%	\$1,649,685	5%	\$2,121,023	5%	\$2,592,362	5%	\$2,828,031
2. Institutional Strength/Focus	25%	\$5,891,731	20%	\$6,598,739	20%	\$8,484,093	20%	\$10,369,447	20%	\$11,312,124
3. Graduation Rate	10%	\$2,356,692	5%	\$1,649,685	5%	\$2,121,023	5%	\$2,592,362	5%	\$2,828,031
4. Community/Local Impact – Student Enrolment	35%	\$8,248,424	30%	\$9,898,108	25%	\$10,605,116	25%	\$12,961,809	25%	\$14,140,155
5. Economic Impact (Institution-specific)	10%	\$2,356,692	20%	\$6,598,739	20%	\$8,484,093	20%	\$10,369,447	20%	\$11,312,124
6. Research Funding & Capacity: Federal Tri-Agency Funding Secured	10%	\$2,356,692	5%	\$1,649,685	5%	\$2,121,023	5%	\$2,592,362	5%	\$2,828,031
7. Experiential Learning	--	--	5%	\$1,649,685	5%	\$2,121,023	5%	\$2,592,362	5%	\$2,828,031
8. Research Revenue Attracted from Private Sector Sources	--	--	5%	\$1,649,685	5%	\$2,121,023	5%	\$2,592,362	5%	\$2,828,031
9. Graduate Employment Earnings	--	--	5%	\$1,649,685	5%	\$2,121,023	5%	\$2,592,362	5%	\$2,828,031
10. Skills & Competencies	--	--	--	--	5%	\$2,121,023	5%	\$2,592,362	5%	\$2,828,031

Priority Areas and Performance Metrics

Summary

To support improved performance in key areas aligned with the Ontario government's priorities and objectives, the allowable performance targets will be set against metrics that measure institutions' effectiveness in addressing the evolving needs of the labour market, enhancing the skills and competencies of our students, and supporting a postsecondary education system that strengthens Ontario's economic competitiveness.

The combination of established targets and assigned metric weightings will be used for institutional assessment of performance through the SMA3 Annual Evaluation process.

Skills & Job Outcomes

This priority area seeks to measure and evaluate the university's role in supporting student and graduate outcomes and alignment with Ontario's economy. Metrics measure institutional commitment to areas of strength and specialization; students' preparation with the skills essential for employment; experiential learning opportunities; graduation; and positive labour-market outcomes for graduates, through the following performance indicators:

- Graduate Employment Rate in a Related Field
- Institutional Strength/Focus
- Graduation Rate
- Graduate Employment Earnings
- Experiential Learning
- Skills & Competencies

Economic & Community Impact

This priority area seeks to measure and evaluate the university's role in supporting Ontario's economy. Metrics measure the attraction of federal research funding; funding from private sector sources; the positive economic impact on local economies brought by students at an institution, and the differentiated ways institutions demonstrate economic impact, through the following performance indicators:

- Community/Local Impact of Student Enrolment
- Economic Impact (Institution-specific)
- Research Funding & Capacity: Federal Tri-Agency Funding Secured
- Research Revenue Attracted from Private Sector Sources

Productivity, Accountability & Transparency

To support the Ontario Government's objective of enhanced transparency and accountability, institutions will provide reporting data in the following areas which will not be tied to performance funding:

- Faculty Activity
- Faculty Compensation

Skills & Job Outcomes

Performance Metrics: Narrative

Metrics will be initiated over three years as new data is collected and validated. For 2020-21, allowable performance targets are calculated using historical data as per the Performance-based Funding Technical Manual.

For the remainder of the SMA3 cycle, allowable performance targets will be calculated annually as per the Performance-based Funding Technical Manual using the most recent historical data available for the University of Windsor and included as part of the SMA3 Annual Evaluation process for performance-based funding. See appendix for details regarding historical data and annual allowable performance targets.

For the Skills and Competencies metric being initiated for performance-based funding in 2022-23, the Ministry of Colleges and Universities will apply a ‘participation weighting’ of 5% of annual performance-based funding notional allocation for all institutions. Institutional targets will not be set for this metric in SMA3. Participation will be validated and included as part of the SMA3 Annual Evaluation process for performance-based funding.

Graduate Employment Rate in a Related Field

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

Metric initiated in 2020-21

Narrative

The University of Windsor helps all students prepare for their futures through a balanced employment strategy that incorporates alignment of program outcomes, professional accreditation standards, and labour market needs; extensive co-curricular and experiential programming; and multi-level career development support. This approach is implemented with a broad responsiveness to the diverse interests and changing needs of students, employers, and the broader community.

Our students pursue studies in over 280 programs across eight academic faculties, with 57% enrolled in professional programs. Labour-market studies and community consultations increasingly emphasize demand for “human skills” in both entry- and mid-level positions – communications, collaboration, problem solving, analysis, adaptability (Business Council of Canada, 2018; Deloitte, 2018; RBC, 2018) – particularly combined with technological literacy (Collegiate Employment Research Institute, 2019). These skills are critical to employability, but may be less obvious to recent graduates reporting on whether current employment requires practices and skills “closely” related to university programs. That is a level of professional and personal awareness we intend to enhance moving forward.

Current Initiatives

- **Student transferable skills awareness:**
 - Launched in 2013, our **e-portfolio program** supports portfolio development among roughly a third of our student population as part of core programming;
 - Work-Integrated Learning programming has been re-designed to **systematize and enhance documentation of career-related learning**.
- Experiential and work-integrated learning:
 - See *Experiential Learning* section.
- Development of **value-added in-course certificate programs and experiential learning courses** that

provide students with opportunities to **refine and apply their disciplinary expertise in industry-specific areas** (e.g., conservation biology, greenhouse science, statistical consulting, etc.);

- **Systematic expansion in career services programming and outreach** (e.g., 474% increase in workshop attendance since 2015); and
- Investment in **data-driven curriculum development and curriculum re-design** to identify areas of cutting-edge disciplinary knowledge that respond to employer needs (e.g., engineering management, health and biomedical sciences, and integrated business and social sciences programs).

Next Steps

- Increase student awareness of **transferable skill development** through expanded and coordinated approach to portfolio development and co-curricular transcripts;
- Improve **tracking of experiential learning** in curricular and co-curricular settings for planning purposes;
- Explore potential mechanisms for **industry-partnered micro-credential development** and maintain focus on flexible opportunities for students to **fine-tune their programs to reach their employment goals**;
- Enhance departmental and faculty access to market- and labour-demand data and enhance infrastructure to support **increasingly strategic program development**.

Weighting

While graduate employment is a critical priority for us, the historic volatility of the regional economy and the outsized impact of international trade and policy on local employability are factors that are beyond our control. Survey response rates from year to year can also impact the degree to which they can be relied on as an accurate representation of graduate employment. We are therefore limiting our emphasis on this target.

Source: Ministry of Colleges and Universities - Ontario University Graduate Survey

Institutional Strength/Focus

Institutional Strength/Focus: Business, Communication, Media and Film, Electrical Engineering, Health Sciences, Law, and Psychology

Proportion of enrolment (FTEs, domestic and international, all terms for undergraduate students and Summer and Fall terms for graduate students) in an institution's program area(s) of strength

Metric initiated in 2020-21

Narrative

The University of Windsor is a comprehensive university serving critical regional roles as a **catalyst for change** and an **engine of labour-force stability, economic diversification, and urban vitality**. Global perspectives, opportunities, networks, and expertise are fundamental building blocks we bring to regional partnership. Our identified institutional strength/focus clusters around three key priorities:

Diversification

- Leading **knowledge creation, applied research, innovation, and skilled workforce development** in key areas of regional economic strength;
- Expanding the **region's capacity and reputation as an attractive setting for new investment and entrepreneurial activity** in fields such as artificial intelligence, automation, industrial and automotive engineering, materials science, logistics, agricultural science, the green economy, the creative economy, and applied technologies.

Labour-Force Stability

- **Attracting and retaining qualified personnel**, including internationally trained personnel, in high- demand, high-skills areas such as health care, financial services, law, education, and sector-specific applied

technologies;

- Providing entry-level professionals with ongoing opportunities for **reskilling, upskilling, and professional development**.

Quality of Life and Urban Vitality

- Contributing to **the quality of life and cultural and creative energy** critical to urban and regional renewal and to attracting new employers, industries, investors, and families to the region;
- Fostering **the leadership skills and civic engagement** of new generations of change-resilient, socially responsible, and critically engaged Windsor-Essex citizens.

At the core of this cluster are skills honed through broadly based university education, particularly when paired with experiential learning opportunities; technical expertise; strong communication and interpersonal skills; adaptability; resilience; and the readiness to absorb, assess, adapt, and apply new knowledge and ideas in response to changing conditions.

Selection Strategy

In identifying program mix, we have sought to integrate the priorities above with the predictability and long-term enrolment manageability necessary to manage and meet targets. Based on enrolment and academic data, campus discussions, community consultations, review of regional strategic planning documents, consideration of provincial policy, and regional employment projections, a range of possible combinations were modelled and assessed using the following criteria:

- Consistency with Provincial government priorities for post-secondary education and for addressing regional economic disparities;
- Program balance and breadth;
- Critical regional priorities and needs;
- Enrolment stability and manageability;
- Capacity for growth; and
- Limitation and mitigation of risk factors.

Six areas of undergraduate and graduate programming, constituting about 34% of our student population, are included:

- Business
- Communication, Media and Film
- Electrical Engineering
- Health Sciences
- Law
- Psychology

This program cluster provides a strong representative sample of our regionally responsive, globally oriented focus. It captures a relatively stable and significant proportion of enrolment across a range of regionally significant fields, and foregrounds programs with a focus on community- and partner-engaged experiential and work-integrated learning opportunities. The programs collectively encompass a local/global emphasis involving programming drawing on our border setting and international emphasis. We anticipate an annual increase of 1% in the number of students in the cohort (approximately 50 more students per year).

Source: Provided by Institutions, validated by University Statistical Enrolment Report (USER)/Ministry of Colleges and Universities

Graduation Rate

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

Metric initiated in 2020-21

Narrative

The University of Windsor successfully serves a more diverse and less affluent student population than many other Ontario institutions. We rank third highest in the percentage of OSAP recipients relative to full-time cohort (2017-18 data). A significantly higher proportion of our students work compared to their Ontario peers (NSSE, 2017), and approximately 80% identify financial barriers or work obligations as obstacles to their academic progress.

We are proud of our role in creating opportunities and opening career pathways for hard-working students who might not otherwise pursue or complete post-secondary education. The University continues to prioritize student progression to graduation through evidence-based and persistence-oriented programs such as:

- All first-entry undergraduates have access to **formal peer mentorship programs** at the faculty level
- **Mental health strategy implementation:** approximately \$600,000 (\$240,000 in base) invested in preventative mental health initiatives and centrally located and faculty-embedded mental health services
- Highly **successful first-year transition and support programs**, including Bounce Back, which provides empirically proven training in study skills, resilience, and self-management for students at risk of non-completion; a fully re-designed Welcome Week; and supplementary instruction programs to boost success in large-enrolment quantitative courses
- Faculty-based initiatives including **online and proactive advising, integrated mental health and academic advising, faculty-specific student success programming, and co-curricular student-led cohort programs**
- Expanded student engagement opportunities in **leadership, co-curricular programming, and high-impact practices**, all associated with improved student perseverance
- **Data-driven course re-design initiative** focused on critical, large-enrolment first-year courses with previously high failure rates
- Expansion of **online courses and programs**, enabling more flexible degree completion

Planned initiatives focused on student success include:

- Development of **academic data dashboards** for data-driven retention and persistence planning;
- Integrated **retention strategy planning** and implementation;
- Improved integration of **advising, financial services, and registrar and transitional** programming support and communications;
- Targeted **professional development programming** for faculty and staff, focused on promoting perseverance; and
- **International student success programming** as an element of internationalization strategy development.

Weighting

The students tracked in this year's data began their studies in 2012, and most have already graduated. Current efforts and initiatives therefore primarily impact graduation rates over the longer term. The projects focused on above emphasize supporting students at risk of non-completion at all levels, and enhancing students' overall experience and engagement, which is strongly linked to student persistence. The impact of these projects can be assessed in the shorter term by looking at data such as students' year-to-year perseverance. Our student perseverance data reflects positive trends, while long-term graduation rates, which better account

for small year-to-year variations, suggest relative steady outcomes.

Source: University Graduation Rate Data Collections

Graduate Employment Earnings

Median employment earnings of university graduates, two years after graduation

Metric initiated in 2021-22

Narrative

University education enhances the lives and opportunities of students and significantly increases their lifetime earning power compared to both high school and college graduates (Finnie et al, 2016). Graduates of Ontario universities earn approximately \$37,000 more per year than Canadian high-school graduates (Council of Ontario Universities, 2019). Compared to a college diploma, completing a Bachelor’s degree results in a significant earning advantage: women employed full-time in Canada with bachelor’s degrees earn 43% more than women with college diplomas, while men earn 27% more (StatsCan, 2016).

Access-oriented universities like the University of Windsor enable many students to earn degrees who would otherwise not be able to do so, positively impacting their employability, social mobility, and economic outcomes. The University of Windsor significantly changes the future economic picture for many students and their families.

- **Approximately one in five children in the Windsor metropolitan area – more than 18,000 children – live in low-income households**, the highest urban child poverty rate in Canada. The University’s extensive professional program offerings, [experiential education programming](#), and [high-quality transitional programming](#) enhance opportunities for students who might otherwise not complete university.
- As the fourth-most diverse city in Canada, **more than a quarter of Windsor’s citizens are first-generation Canadians**. As participation in post-secondary education is strongly associated with improved labour-market outcomes among new Canadians (Anisef et al., 2010), the University of Windsor plays an important role in newcomers’ economic integration.

We are strongly committed to fostering graduates’ excellence, employability, and capacity to forge the professional pathways they choose. With that in mind, we emphasize programs that support student success; opportunities for experiential, community- and industry-engaged learning; and the self-awareness, goal-setting, and transferable and profession-specific skills to successfully pursue a wide range of career goals (see *Graduate Employment Rate, Graduation Rate, and Experiential Learning*).

Weighting

Because of the economic volatility of our region and the potential impact of cross-border trade issues, median employment earnings may be less stable in our region than elsewhere. For example, the 2008 economic downturn began earlier in Windsor, lasted longer, and was more severe than in many other regions (Lafleur & Eisen, 2017). Year-to-year comparisons of matched income data are also a new practice: we are studying the method and overall trends to assess its implications and predictability. As a result, we have placed less weight on this metric for the time being.

Source: Educational and Labour Market Longitudinal Platform/Statistics Canada

Experiential Learning

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

Metric initiated in 2021-22

Narrative

In 2017, 80% of final-year University of Windsor students reported participation in a high-impact practice (i.e., service learning, research with faculty, field placement or internship, capstone, study abroad, or working in a learning community). This number includes both curricular and co-curricular engagement, and reflects our strong and growing emphasis on experiential learning, and in particular service learning, where overall rates of in-course participation are 10% higher than provincial comparators. Our students learn on the job, contributing well over 1.25 million hours to the community annually.¹ Program-required co-op and paid internship placements, managed through the Office of Experiential Learning, have increased by 33% since 2016. As a preliminary baseline, roughly 38% of our students graduate from programs with a required course-based experiential component; more comprehensive tracking of course-based experiential learning is now underway, which will enable us to capture student participation in non-required courses with an experiential focus.

Regional capacity to absorb new work-integrated placements is not unlimited, and there is growing competition for these placements from other post-secondary institutions. Given the financial challenges that many of our students face, there is also limited appetite for out-of-region placements, despite active promotion of these opportunities. Our growth strategy therefore incorporates diversified partnership development, facilitation of curriculum re-design to incorporate experiential learning, faculty engagement in scalable experiential learning pedagogies and in advocacy for student participation, and systematic tracking and assessment of both infrastructure and institutional progress on this metric.

Current Initiatives

- Cross-institution experiential learning **course tagging** initiative;
- **Strategic cross-functional partnership development** initiative;
- Expansion of **flexible opportunities to earn credit for experiential learning**; Re-design of **work-integrated learning programs** to improve student skill development and reflection on their experiences

Next Steps

- Expand course-base experiential learning through **leadership in promoting, supporting, and incentivizing scalable, cost-effective approaches to EL** across campus;
- **Support and diversify employer and community partnership development** to improve student-employer interaction and engagement; and
- Identify and implement **experiential learning expansion strategies that enhance sustainable work-integrated learning** within a context of a saturating regional internship market with a volatile economy.

Weighting

Highly committed University of Windsor staff and faculty have successfully grown student access to experiential learning across a range of fields and approaches over the past decade. Self-report and preliminary tagging data suggest that student participation overall is on par with comparator universities across Ontario. Vulnerability of regional placements to economic factors, market saturation, and policy decisions potentially

¹ This is a conservative calculation, submitted as part of SMA2, based on students' formal, program-related co-curricular and curricular activities

affecting discipline- specific enrolment, particularly in professional programs, impact the stability and predictability of our placement growth trajectory, necessitating the adoption of multiple viable models of experiential learning expansion.

As our own experiential learning tracking infrastructure becomes more robust, we will be able to more clearly determine long-term trends and stability in our achievement of this target.

Source: Institutions

Skills & Competencies

Education and Skills Online: Random sample of students (domestic and international)

Metric initiated in 2022-23

Narrative

We are strongly committed to ensuring that students develop strong, sophisticated, and transferable skills. These include critical thinking, problem solving, numeracy and literacy, communications, teamwork and interpersonal skills, adaptability and resilience, and the ability to explore and learn from experience. A number of recent campus programs and initiatives reflect this commitment:

- Expansion of programs and new investment in **communications instruction in STEM** fields;
- Re-design of **Effective Writing courses** in conjunction with expanded and re-designed **writing support services**;
- **Course re-design initiative** focused on critical first-year large enrolment courses, particularly those with a quantitative focus, emphasizing supplemental instruction and flexible learning technologies;
- Enhanced focus on **transitional support and study skills programming** for first-year students; and
- Increased investments in **experiential learning**, and re-design of work-integrated learning programs to emphasize reflective practice.

The challenges of deriving satisfactory evidence of student learning or diagnostic information from single-source test results at the post-secondary level are well documented (UK Office for Students, 2019). At the University of Windsor, many practices contribute to the complex process of assessing student skill development, for example:

- Written assessment, from traditional essays to social media and website development;
- Critical and applied numeracy assessment through assignments and applied practice;
- Public performances and presentations;
- Work and learning portfolios;
- Team-based, peer- and self-assessment;
- Capstone projects;
- Field studies;
- Simulations and case studies; and
- Employer and community member assessment of projects and workplace skills.

While these practices are often informed by disciplinary requirements, evaluation of assessment alignment with intended learning outcomes forms an important part of new and cyclical program review. In many fields, discipline- specific credentialing examinations reflect high levels of student success. Both the Centre for Teaching and Learning and the Office of Open Learning offer extensive support for the development of expertise in assessment design.

Weighting

We are committed to participating in the [Education and Skills Online Assessment tool](#) (ESO) for the public reporting of results. The ESO is designed to provide individual-level results linked to the OECD Survey of Adult Skills (PIACC) measures of literacy, numeracy, and problem-solving in technology-rich environments, and is intended for use by institutions and organizations to assess the skills of particular populations for training or for research purposes (OECD, nd). The Skills & Competencies metric for all institutions will be weighted at 5% starting in year 2022-23 for participation and public posting of results.

Source: Education and Skills Online Assessment, Organisation for Economic Co-operation and Development (OECD)

Economic & Community Impact

Performance Metrics: Narrative

Metrics will be initiated over three years as new data is collected and validated. For 2020-21, allowable performance targets are calculated using historical data as per the Performance-based Funding Technical Manual.

For the remainder of the SMA3 cycle, allowable performance targets will be calculated annually as per the Performance-based Funding Technical Manual using the most recent historical data available for the University of Windsor and included as part of the SMA3 Annual Evaluation process for performance-based funding. See appendix for details regarding historical data and annual allowable performance targets.

Community/Local Impact of Student Enrolment

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

Metric initiated in 2020-21

Narrative

Nearly 20,000 people work and study at the University of Windsor, the largest employer in this city of about 217,000 (WEEDC, 2015). This significant footprint in Windsor and the Windsor-Essex region creates ripple effects in everything from local spending and employment patterns to access to technology, expertise, psychological services, health care, bus routes, and even indie films. The University of Windsor is an **anchor institution** – a key generator of the human and innovative capacity necessary in increasingly knowledge-based economies, playing integral roles in community vitality and economic wellbeing (Harris & Holley, 2016).

With a long history as a regional collaborative hub, we work shoulder-to-shoulder with industry; business; government; NGOs, and a range of arts, health, community, and environmental organizations. For example:

- **University-led institutes**, such as the [Great Lakes Institute for Environmental Research](#), the [Institute for Diagnostic Imaging](#), the [Cross-Border Institute](#), and the [World Health Innovation Network](#), are portals to community engagement with innovation, international networks, and industry partners.
- **Cross-sectoral and public-private partnerships**, such as the [Automotive Research and Development Centre](#), [Windsor Health Institute \(WE-SPARK\)](#), [EPICentre](#), and the [Windsor International Film Festival](#), generate local and far-reaching intellectual, social, economic, and environmental benefits.
- **Outreach and educational programming** through the [Centre for Continuing Education](#) and programs such as [Canterbury-ElderCollege](#) at our affiliated institutions.
- **Regional cross-sectoral initiatives** improve the efficiency of public sector spending, focusing on data-driven and coordinated intervention to improve child and youth outcomes (e.g., [ProsperUs](#), [On Track to Success](#)) targeting low-income neighbourhoods and students at risk of non-completion.
- **Through hundreds of employers and organizational partners**, students contribute over 1.25 million hours of service to the economy and community, in high-demand areas such as psychological and physical assessment, legal assistance, health education, entrepreneur mentorship, and youth leadership.
- **Enriching international networks**: 26% of faculty are international/overseas in origin.

We are an important leader and partner in infrastructure development projects that are enhancing the city's sense of place, energizing the downtown core, creating new locales for collaboration, and enabling

opportunities for resource sharing, for example:

- **\$75-million award-winning re-conceptualizations of downtown heritage buildings**, bringing over 500 students, faculty and staff into the downtown core daily, and providing shared community-use spaces for a cultural and social purposes;
- **Construction of the \$30-million Essex Centre of Research (CoRe)**, accommodating researchers, research labs, state-of-the-art instrumentation, and meeting spaces to advance research undertaken within and between academic and industrial partners;
- **Support for the transit system** through a bus-pass agreement enabled by student alliance partnership with the City of Windsor; and
- **Construction of the \$73-million Lancer Sport and Recreation Centre** for use by students, academics, and the community.

Weighting

We are profoundly committed to our continually evolving mandate as a key partner in innovation and knowledge creation, prosperity, and community wellbeing in the Windsor-Essex region. We play an important and reciprocal role in envisioning and implementing a thriving future in this cross-border region.

Given local demographics and projected enrolments, we also anticipate that this metric, as calculated, is likely to show stable growth, and we are therefore weighting it heavily.

Source: University Statistical Enrolment Report (USER), Ministry of Colleges and Universities, Census Data/Statistics Canada

Economic Impact (Institution-specific)

Non-Local Student Spending in the Windsor-Essex Region

The economic impact of non-local students as a result of expenditures in the local economy

Metric initiated in 2020-21

Narrative

From educating students and fostering the talent necessary for twenty-first century work, to developing innovation and entrepreneurial ecosystems, to enhancing community development, to its role as a major employer in Windsor-Essex, the University of Windsor is a partner and leader in stimulating and enabling the innovation, networks, resilience, and the diversity of talent and vision critical to a flourishing and evolving regional and provincial economy. As a regional partner, we play important roles in optimizing the value of the Province's current and planned investments in addressing regional economic disparities.

The University plays a critical direct role in regional prosperity:

- Windsor's largest employer (WEEDC, 2015);
- \$252.3 million in salaries and benefits injected into the local economy annually (2017 data);
- Capital investments of over \$350M since 2008, with outstanding commitments for another \$103M in development in the coming two years;
- Based on an estimated annual salary premium for university graduates of \$37,397 (Council of Ontario Universities, 2019), Windsor's 2018 graduates are set to earn \$186.7 million more, annually, than if they had not attended university.

The University is an engine of economic advancement:

- \$26-million in **research funding** annually, supporting innovation, highly qualified personnel

development, infrastructure investment, and local employment (2017);

- Extensive support for **entrepreneurial education and start-up development** through EPICentre, which in 2018-19 hosted 131 programs for 4,500 students, supporting 108 startups and student ventures in collaboration with an extensive network of regional partners;
- **Innovation-driving private-public collaborations** in fields such as [automotive engineering and automation](#), [environmental analysis and restoration](#), [translational health research](#), [health industry innovation](#), [materials science](#), and [diagnostic imaging technologies](#);
- Development of **local, national, and global networks that connect our region to the world**, for example in [cross-border transportation policy](#), [international intellectual property law](#), the [film industry](#), [international educational practice](#), [health-related simulation pedagogies](#), [freshwater restoration](#), the [prevention of sexual violence](#), [interdisciplinary arts](#), and [alternatives to animal testing](#);
- A globally engaged university, we draw **23% of our students from other countries**: this continually evolving network enables an international footprint that parallels and enhances our regional impact.

Institutional Economic Impact Metric

Non-local students represent an important element of our efforts to attract and retain qualified, globally oriented people to the region: more than 7,000 such students, who make up about 45% of our enrolment, live and study here annually. This regular influx has significant implications for the local economy, as well. In 2019, the University contracted with KPMG to conduct a study of our economic impact. As part of this study, KPMG assessed non-local students' total expenditures in the local economy, which, in 2018-19, amounted to approximately \$133 million. We have chosen this as our economic impact metric, as it reflects a tangible and sustained contribution to our region that is not reflected through other aspects of this agreement.

Weighting

This is a stable metric with important strategic and economic significance. We are weighting this metric heavily.

Source: KPMG Study

Research Funding & Capacity: Federal Tri-Agency Funding Secured

Amount and proportion of funding received by institution from federal research granting agencies (SSHRC, NSERC, CIHR) in total Tri-Agency funding received by Ontario universities

Metric initiated in 2020-21

Narrative

Researchers at the University of Windsor pursue globally relevant research agendas with significant economic and community impact, attracting an average of \$26 million in local, provincial, federal, and international research funding annually. Committed to the cross-transfer of knowledge, technology, and expertise among academia, industry, and the community, our researchers cultivate collaborations with institutional, government, and industry stakeholders. These partnerships inform the direction, scope and application of new knowledge, cutting-edge approaches, and innovative technologies in our region and beyond. Key areas of research strength with significant community and economic impact include the Great Lakes ecosystems and economies; automotive and industrial manufacturing; materials science; cross-border issues; local and international community-based research; community-engaged health research; prevention of sexual violence; viable, healthy, and safe communities; and multi-disciplinary creative practice. Only one third of institutional research funding and capacity is captured by this metric: for example, the \$16 million secured to establish the [CFI Real-time Aquatic Observation Network \(RAEON\)](#) in freshwater ecosystems in 2018, and a \$9.1 million investment from Genome Canada and Agriculture and Agrifood Canada for [environmental freshwater DNA](#)

[research](#) are not from Tri-Council agencies.

Over the last three years, a major faculty renewal initiative has attracted a new generation of research leaders and change agents in significant, cutting-edge fields. We are in a capacity-building phase: these early-career researchers are successfully establishing the long-term research agendas, initial grants, track records, and networks to secure research funding for the kinds of globally significant, high-impact research that retiring senior colleagues also achieved. In line with this transition, and necessary adjustments to research programs resulting from the 2016 conclusion of the NCE AUTO21 (which in 2014 accounted for 94% of our NCE funding), 2017-18 saw solid preliminary evidence of positive movement in NSERC funding, while SSHRC funding remained essentially steady.

Strategic Initiatives

- Strategic investment of research support funds, institutional funds and research overheads to enhance Faculty-driven leadership in Tri-Council programs and support;
- Enhanced support for grant development in all Tri-Council programs, as well as infrastructure to support and expand CIHR and other health-related research opportunities;
- Expansion of systematic research mentorship and research network development;
- Community engagement in inquiry, knowledge creation, and knowledge mobilization, to broaden and deepen regional research integration and orientation; and
- Leveraging partner collaborative research with Tri-Council funding.

Weighting

Research success is fundamental to our mission and to our contributions to economic prosperity and community well-being in Windsor-Essex and beyond. Securing research funding from the Tri-Council is a key priority for the University: resource allocations must optimize research capacity development across the full range of funding sources available to researchers, and support impactful research regardless of funding status. We have weighted this metric based on the degree of volatility involved, rather than the importance of research funding in our institution, and will continue to systematically pursue success in Tri-Council and other funding.

Source: Tri-Agency Institutional Programs Secretariat

Research Revenue Attracted from Private Sector Sources

Research revenue attracted from private sector sources

Metric initiated in 2021-22

Narrative

University of Windsor researchers actively pursue funding from industry, the private sector and other partners. These collaborations contribute significantly to the development and application of innovative ideas, technologies, and approaches in a wide range of fields. Partnerships support competitiveness, profitability and leadership in the private sector, as well as workforce readiness and prosperity through the training of highly qualified personnel. Centralized support for research partnership development on campus occurs primarily through the Office of Research and Innovation Services (ORIS), which facilitates interactions between industry and researchers through extensive networking and partnership matching programs, commercialization strategy support, business development opportunities, and coordination of resource sharing to meet private sector research and infrastructure needs. In addition to ORIS, the Entrepreneurship, Practice and Innovation Centre (EPICentre), Office of Experiential Learning, and Centre for Continuing Education are currently integrating partnership outreach infrastructure in order to provide more systematic, seamless access to prospective partners across their range of research and work-integrated learning interests, with a goal of

significantly enhancing the breadth, depth, and efficiency of our partnership practices.

One longstanding example of such an integrated approach to engaging the private sector is our relationship with Fiat-Chrysler Automotive in Windsor, through the collaborative Automotive Research and Development Centre (ARDC) which supports a variety of research programs, co-operative education placements, research internships and continuing education opportunities. This partnership has been in place for over 25 years and has resulted in over 250 co-operative education placements and millions of dollars of funding for research in the Windsor-Essex region. Recent establishment of an Industrial Research Chair in X-Ray Diffraction and Crystalline Materials, based on a sustained partnership with Proto Manufacturing and supported by \$3.7 million in funding from NSERC, Proto, and the University, exemplifies the success of our researchers and industry partners in collaboratively developing new technologies and new materials and training a new generation of highly skilled scientists and employees.

Strategic Initiatives

- Expand partnership development efforts, improve partner access pathways, and partnership engagement;
- Enhance industry liaison infrastructure to engage industry on a broader scale; and
- Collaborate with local economic development organizations and community college to identify and expand on regional economic development collaborative efforts that engage private sector partners on a broader scale.

Weighting

Research revenue from private sector sources has shown solid growth at the University since 2012, with a three-year rolling average through fiscal year-end 2019 of \$5.135 million, putting us slightly above target on this metric. However, this funding can be volatile, as a small number of large contracts can significantly increase annual amounts. Private sector research and development commitments are also significantly impacted by economic downturns at the regional and provincial level. We are systematically working to increase our partnerships (both private sector and not-for-profit) and their value, and have chosen to allow for volatility in annual agreements as much as possible in selecting a lower weight for this metric.

Source: Council of Ontario Finance Officers (COFO)

Productivity, Accountability and Transparency

Reporting Metrics – Attestation

This priority area of the Ontario government supports the government’s goal of increasing trust and accountability through transparency and improved performance outcomes in Ontario’s postsecondary education system.

These metrics are not tied to funding, and are used to measure and report on the following indicators:

- *Faculty Activity*
- *Faculty Compensation*

Faculty Activity

Information regarding University of Windsor Faculty Activity will be made publicly available in Year 3 (2022-23).

Faculty Compensation

Information regarding University of Windsor Faculty Compensation will be made publicly available in Year 3 (2022-23).

Enrolment Profile

In addition to the performance-based funding outlined in sections above, institutions will receive enrolment-related funding through a funded corridor 'midpoint' to provide funding predictability to institutions. These enrolment corridor midpoints for universities were established as part of the 2017-20 Strategic Mandate Agreements (SMA2), and account for adjustments related to graduate expansion and teacher education achieved targets.

Corridor Midpoint

For funding purposes **27,046.24** Weighted Grant Units (WGUs) will be the corridor midpoint value for the five-year period from 2020-25 for the University of Windsor. Enrolment-related funding will be distributed consistent with this level of enrolment and subject to the funding framework set out in the *Ontario University Funding Formula Reform Technical Manual, May 2017, Version 1.0*. Funding eligible enrolments are defined by the *Ontario Operating Funds Distribution Manual*.

2019-20 Midpoint (A)*	2019-20 Funded Graduate Growth (Master's) (B)	2019-20 Funded Graduate Growth (Doctoral) (C)	2019-20 Teacher Education Growth (D)	2020-25 SMA3 Midpoint (A+B+C+D)
26,542.33	316.57	-	187.34	27,046.24

*Windsor's 2019-20 midpoint includes 761.63 Teacher Education WGUs rolled in from 2018-19.

Note: The midpoints presented in this table were established using final 2019-20 enrolment data.

Projected Funding-Eligible Enrolments

Below is the University of Windsor's projection of funding-eligible enrolments as of March 31, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Undergraduate FFTE	11,180	11,470	11,625	11,710	11,725
Master's FFTE	1,150	1,140	1,135	1,140	1,140
Doctoral FFTE	190	195	195	205	210
Total FFTE	12,520	12,805	12,955	13,055	13,075

Note: This table reports on Fiscal Full-Time Equivalents. These include all terms for undergraduate students and Fall and Summer terms for graduate students.

Projected International Enrolment

Below is the University of Windsor's projection of funding-ineligible international student enrolments as of March 31, 2020.

	2020-21	2021-22	2022-23	2023-24	2024-25
Undergraduate FFTE	920	930	940	950	955
Master's FFTE	3,340	3,360	3,270	3,180	3,180
Doctoral FFTE	100	105	120	120	121
Total FFTE	4,360	4,395	4,330	4,250	4,256

Note: This table reports on Fiscal Full-Time Equivalents. These include all terms for undergraduate students and Fall and Summer terms for graduate students.

Appendix: Historical Data, Targets and Results

The following table will be refreshed annually by the ministry to display results from SMA3 Annual Evaluation process and update Allowable Performance Targets (APT) for the current year. The SMA3 Evaluation will occur every year in the Fall-Winter and the updated appendix will be made publicly available the following Spring. Please note that greyed out fields indicate metrics that will be initiated in later years of SMA3.

It should be noted that historical data reflects pre-COVID-19 context. Actual values achieved during the SMA3 period may include COVID-19 pandemic impacts.

University of Windsor													
SMA3 Metric	Historical Data			SMA3 Performance									
				2020-21		2021-22		2022-23		2023-24		2024-25	
				APT	Actual	APT	Actual	APT	Actual	APT	Actual	APT	Actual
1. Graduate Employment in a Related Field	2016-17	2017-18	2018-19	84.96%									
	89.49%	88.45%	83.20%										
2. Institutional Strength/ Focus	2016-17	2017-18	2018-19	32.65%									
	33.48%	33.64%	34.01%										
3. Graduation Rate	2016-17	2017-18	2018-19	74.43%									
	75.68%	74.48%	73.23%										
4. Community/ Local Impact of Student Enrolment	2016-17	2017-18	2018-19	11.04%									
	10.86%	11.07%	11.38%										
5. Economic Impact (Institution-specific)	2016-17	2017-18	2018-19	\$118,271,406									
	\$110,028,827	\$120,384,827	\$133,586,282										
6. Research Funding & Capacity: Federal Tri-Agency Funding Secured	2016-17	2017-18	2018-19										
	\$9,367,507	\$8,892,127	\$8,788,232										
	1.47%	1.34%	1.29%	1.32%									
7. Experiential Learning	2016-17	2017-18	2018-19										
	#	#	#										
	%	%	%										
8. Research Revenue Attracted from Private Sector Sources	2016-17	2017-18	2018-19										
	\$	\$	\$										
9. Graduate Employment Earnings	2016-17	2017-18	2018-19										
	\$	\$	\$										
10. Skills & Competencies							Survey initiated	E.g. Yes					