



NOTICE OF MEETING

There will be a meeting of the
ACADEMIC POLICY COMMITTEE
Wednesday, February 11, 2026 at 9:00am-10:30am
Location: Room 209 ASSUMPTION HALL or via MS Teams

AGENDA

- 1 Approval of Agenda**
- 2 Minutes of meeting of January 15, 2026**
- 3 Business arising from the minutes**
- 4 Outstanding business**
- 5 Reports/New Business**
 - 5.1 Strategic Enrolment Management (SEM) Annual Report (2024-2025)**
(includes Global Engagement activities)
(Lead Reader: Adam Mulcaster) **Chris Busch-Information**
APC260211-5.1
 - 5.2 Exam Administration and Academic Integrity Controls** **Ahmed Sakr-Discussion**
APC260211-5.2
 - *5.3 BFA in Film Production – Revision to Policy on Standing Required
for Continuation in Programs and For Graduation** **Asquith-Approval**
APC260211-5.3
 - *5.4 Policy on Grading and Calculation of Averages – Graduate Revisions** **Weir-Approval**
APC260211-5.4
 - *5.5 Grading and Calculation of Averages for Thesis/Major Paper and
Dissertation Courses – Revisions** **Weir-Approval**
APC260211-5.5
 - *5.6 Graduate Committee Membership – Revisions** **Weir-Approval**
APC260211-5.6
- 6 Question period/Other business/Open Discussion**
- 7 Adjournment**

Please carefully review the 'starred' (*) agenda items. As per the June 3, 2004 Senate meeting, 'starred' items will not be discussed during a scheduled meeting unless a member specifically requests that a 'starred' agenda item be 'unstarred', and therefore open for discussion/debate. This can be done any time before (by forwarding the request to the secretary) or during the meeting. By the end of the meeting, agenda items which remain 'starred' (*) will be deemed approved or received.

**University of Windsor
Academic Policy Committee**

5.1: **Strategic Enrolment Management (SEM) Annual Report (2024-2025)**
(includes Global Engagement activities)

Item for: **Information**

Submitted by: **Chris Busch, Associate Vice President, Enrolment Management**

See attached.

Strategic Enrolment Management (SEM) Annual Report (2024-2025) to the Academic Policy Committee

Introduction

This annual report is submitted to the Academic Policy Committee (APC) of the Senate as part of UWindsor's commitment to transparent, collaborative, and academically grounded strategic enrolment management. As outlined in *Aspire for Student Success: Strategic Enrolment Management Plan 2024–29*, the report provides a concise update on progress against the Plan, highlights key challenges and lessons learned, and outlines priority goals for the year ahead.

The activities summarized in this report reflect the University's recruitment and enrolment management efforts carried out between May 1, 2024, and September 1, 2025, in line with the annual recruitment cycle. During the latter part of this reporting period, the President outlined an enrolment growth pillar, which has since been shared with the Senate and now guides future planning rather than focusing on past performance.

The report reinforces enrolment management as an institution-wide responsibility that directly affects academic quality, student success, and resource planning. It also highlights the Senate and, specifically, faculty engagement as essential partners in the ongoing development and success of the SEM Plan. The Challenges and Next Steps sections look ahead to the upcoming reporting period (May 1, 2025, to September 1, 2026), outlining how SEM implementation will develop in line with this institutional direction through a phased, evidence-based, and governance-aligned approach.

Area's Goals and Objectives of the Reporting Year and the University's Strategic Plan

I. Addressing Foundational Commitments:

1. Establishing and Implementing an Institutional Data Strategy

Aligned with *Aspire for Student Success* and the SEM Plan, this year's progress concentrated on enhancing the institutional data infrastructure essential for deliberate, student-focused, and evidence-based enrolment and student success decisions throughout the entire lifecycle.

Progress this year: The University enhanced the quality, consistency, and shared use of enrolment and student success data across recruitment, admissions, and enrolment services. Efforts were directed at improving data definitions, reporting consistency, and access to decision-support information to facilitate more effective planning and forecasting.

In collaboration with the Registrar's Office, ITS, and Institutional Analysis, enhancements to the admissions and recruitment data ecosystem increased visibility across the enrolment funnel. Yield analysis, from application to registration, was introduced and refined, improving forecasting accuracy; Fall 2025 registration outcomes closely matched projected yields. Admissions funnel reporting was strengthened through closer coordination between Institutional Analysis, Enrolment, the Registrar's Office, and ITS.

International recruitment further enhanced performance measurement by implementing standardized funnel tracking, clearer lead definitions, consistent reporting schedules, and real-time dashboards that support accountability and prompt decision-making.

Data alignment also supported service-hub implementation by enhancing handoffs between recruitment, advising, and student services, laying the foundation for more coordinated, student-first support.

Challenges/risks: Fragmented systems, inconsistent data definitions and coding, and capacity constraints continue to limit data comparability, dashboard accuracy, and the pace of implementation, hindering timely, consistent decision-making.

Next steps (12 months): Confirm governance for enrolment data standards; prioritize a small number of “institutional truth” dashboards (e.g., applications-to-registration, retention, capacity); replace manual weekly funnel reporting with automated dashboards aligned to recruitment cycles; and establish a regular data-sharing cadence with academic leadership and Senate committees.

2. Foster Resilience and Institutional Learning through Connection, Reconnection and Collaboration

This work reflects Aspire’s emphasis on shared responsibility and collaboration as foundational to student success, institutional learning, and sustainable enrolment management.

Progress this year: Enhanced cross-unit collaboration among Faculties, Central Recruitment, Advising, and the Registrar’s Office to better align recruitment, academic planning, and student decision points. The University Recruitment Coordinating Committee (URCC) was utilized to strengthen strategic alignment between faculty-based and central recruitment efforts.

Central Recruitment collaborated with Central Advising during key student decision periods (Plan Ahead and Plan Your Program) to support informed academic planning and persistence. These initiatives align with service-hub implementation goals by strengthening pathways, coordinating supports, and establishing shared responsibility across units.

The appointment of Dr. Gregg French as Special Advisor to the Provost for Faculty Engagement in Domestic Recruitment enhanced faculty involvement in recruitment, academic storytelling, and discipline-specific engagement. Collaboration with the Registrar’s Office improved clarity, timeliness, and coordination in applicant communications and offer processes.

International Recruitment worked closely with the Faculty, Admissions, Awards, Residence, and the International Student Centre to support program positioning, scholarship implementation, onboarding, and regulatory compliance.

Challenges/risks: Competing priorities and limited capacity can constrain sustained engagement and shared accountability.

Next steps (12 months): Formalize structured collaboration touchpoints; document lessons learned from recruitment and retention cycles; and expand faculty and frontline feedback mechanisms to support continuous improvement and alignment with market demand.

3. Continue to Foster and Build Welcoming, Inclusive and Engaging Physical and Virtual Spaces

This work advances Aspire’s commitment to a student-first experience by reducing friction, improving clarity, and strengthening access across physical and virtual touchpoints.

Progress this year: Focused on clearer information, more consistent communications, and improved access to supports throughout recruitment, onboarding, and transition points. Digital and service-delivery improvements aligned with service-hub goals to reduce navigation barriers and enhance responsiveness.

International recruitment strengthened virtual engagement through standardized webinars, improved pre-departure programming, and early academic and language-readiness supports, enhancing student preparedness and transition.

Challenges/risks: Ensuring consistency across all units and platforms remains challenging, especially when resources and tools vary by area.

Next steps (12 months): Identify priority “high-impact” spaces (web, advising pathways, recruitment/student service points), set service standards, and track improvements using student feedback and basic performance indicators (e.g., response times, satisfaction), including the adoption of AI within the enrolment ecosystem

Plan to work with the International Student Centre (ISC) and other service areas to support the return of in-person orientation, enhancing the on-campus student experience and strengthening students' sense of belonging. In-country recruiters (ICRs) can align their annual training during this period to help ease students' transition from incoming applicants to new UWindsor students.

4. Ensuring that Faculty and Staff Have the Skills and Support to Maximize Impact, Growth, and Engagement

Capacity-building for faculty and staff supports *Aspire for Student Success* by enabling integrated, student-centred enrolment practices and strengthening the foundations for holistic advising, early alert, and consistent student support across the lifecycle.

Progress this year: Faculty and staff engagement in enrolment and recruitment activities was enhanced through better coordination, clearer reporting, and targeted training supports. Collaboration between Faculties and Central Recruitment was strengthened via the University Recruitment Coordinating Committee (URCC), aligning faculty-based and central recruitment efforts. Recruitment also partnered with Central Advising during key student decision points (Plan Ahead and Plan Your Program), providing coordinated, timely support that encourages informed academic planning and student persistence.

In international recruitment, academic units were actively engaged in recruitment and marketing initiatives, supported by faculty-specific reporting on outcomes from international call campaigns. In-country recruitment teams were granted access to UWinsite Student, improving visibility into applicant status and strengthening advising and follow-up.

Staff capacity was further enhanced through structured training initiatives, including the 2025 FAM Tour, which brought in-country recruiters from India, Nigeria, and Vietnam to campus for intensive familiarization with UWindsor programs, services, and facilities. A standardized training framework for new in-country recruiters was also developed, supported by a centralized training portal consolidating SOPs, resources, and reference materials.

Challenges/risks: Variation in tools, system access, and capacity across units can limit consistency and scalability.

Next steps (12 months): Further align training, reporting, and system access with high-impact enrolment and advising functions; identify priority high-impact touchpoints (web, advising pathways, recruitment and student-service points) and establish service standards; and track improvement using student feedback and basic performance indicators (e.g., response times, satisfaction). Enhance in-country recruiter capability through targeted training on UWinsite Student to better support applicants, agents, and families throughout the admissions process.

5. Telling Our Stories and Sharing Our Knowledge

Strengthening institutional storytelling supports *Aspire for Student Success* by improving clarity, confidence, and engagement across the student lifecycle, and by reinforcing UWindsor's academic value, experiential learning, and student outcomes for diverse audiences.

Progress this year: Efforts were made to improve how UWindsor's value proposition is communicated academically, experientially, and through student outcomes across recruitment, community, and partner audiences. In international marketing and recruitment, this involved creating targeted digital assets that highlight student experiences, program strengths, and regional advantages; utilizing agent communications to showcase UWindsor's research strengths and institutional achievements; and organizing international missions led by senior leadership and faculty to promote direct engagement and tell the institution's story amid a complex global policy environment. International alumni events also reinforced the value of studying at UWindsor, with alumni success stories boosting prospective students' confidence.

Challenges/Risks: Institutional stories and proof points remain distributed across units, limiting coherence and consistency of messaging. Rapid changes in visa and immigration policy, extended processing timelines, and negative narratives circulating through social and informal channels have further eroded confidence in Canada as a study destination in several international markets.

Next steps (12 months): Establish a structured annual cycle for collecting and curating impact stories (student success, research, and community partnerships); align messaging with priority audiences; strengthen internal mechanisms for sharing effective practices and assets; and continue to reinforce existing international relationships while developing new partnerships and collaborative initiatives aligned with institutional priorities.

6. **Improving Institutional Processes and Coordination of Services**

Process and service coordination improvements enhance *Aspire for Student Success* by integrating academic and student services throughout the student journey, reducing friction, and boosting clarity, consistency, and accountability in the student experience. This work supports the SEM Plan's student-first commitments and establishes the operational foundation for holistic advising and early-alert approaches.

Progress this year: The University introduced a centralized enrolment service hub operating within the existing physical space, establishing a coordinated model for enrolment-related services. The hub implemented a tiered support framework that offers integrated, front-line access to enrolment services, with coordinated escalation and comprehensive support from Enrolment, Student Accounts, and Awards and Financial Aid. This approach enhances navigation, clarifies ownership, and reduces handoffs for students during key decision and transition points.

Simultaneously, efforts continued to identify and resolve high-impact process friction points affecting applicants and students, with a focus on clearer handoffs across recruitment, admissions, advising, and financial support. These improvements promote consistency in service delivery and enable more timely, student-centred responses.

Challenges/Risks: Legacy processes, system limitations, and capacity constraints continue to affect scalability and consistency across service areas.

Next steps (12 months): Stabilize and refine the service-hub model; clarify service ownership and escalation pathways within the tiered framework; prioritize a small set of high-impact process improvements (e.g., admissions-to-registration handoffs, financial support workflows); and monitor effectiveness using simple service indicators (e.g., cycle time, volume, satisfaction).

II. **Advancing Strategic Priorities:**

1. **Advancing Bold, Impactful Research, Scholarship, and Creative Activity**

SEM implementation supports *Aspire* by aligning enrolment planning with the University's academic mission and research strengths, and by integrating academic, financial, and student-service considerations to support institutional sustainability.

Progress this year: Enrolment planning continued to align with areas of academic and research strength, supporting sustainable program demand and research engagement. This work was supported through active oversight and guidance from the SEM Executive Committee, which provided an institutional forum to review enrolment assumptions, capacity considerations, and risk signals, and to strengthen alignment between recruitment activity, academic priorities, and resource planning. Recruitment and admissions planning increasingly reflected program-level capacity to ensure coherence between enrolment activity and academic impact.

Challenges/Risks: Balancing enrolment growth with faculty capacity, supervisory resources, and academic quality remains a key consideration.

Next steps (12 months): Strengthen alignment between recruitment, graduate growth planning, and research priorities; continue leveraging the SEM Executive Committee to support evidence-informed enrolment planning; identify programs where targeted investment will generate high impact; and ensure enrolment planning reflects faculty capacity and student success supports.

2. Advancing the Journey toward Truth and Reconciliation

This work aligns with the SEM Plan's commitment to an inclusive, student-first environment and recognizes reconciliation as an institution-wide responsibility reflected in access, experience, and persistence.

Progress this year:

Recruitment enhanced alignment with institutional equity and reconciliation priorities by involving the Director of Recruitment as a guest member of the Indigenous Engagement Committee (IEC). Recruitment staff and student ambassadors took part in Indigenous-led training delivered by the Indigenous Recruitment Advisor, fostering cultural awareness and capacity. Additionally, Indigenous perspectives and content were further embedded into campus tours to offer a more inclusive and representative introduction to the University.

Challenges/Risks: Meaningful progress requires sustained engagement, appropriate resourcing, and accountability, guided by Indigenous partners and communities.

Next steps (12 months): Identify specific SEM-related actions that support Indigenous learners (e.g., access pathways, wraparound supports, culturally safe services) and report progress using measures co-developed with Indigenous leadership.

3. Becoming an Increasingly Equitable, Diverse, Inclusive and Just University

Equity, Diversity, and Inclusion are central to the SEM Plan's approach to diversifying enrolment, improving access, and fostering a welcoming and inclusive student experience.

Progress this year:

Efforts concentrated on removing barriers to access and enhancing inclusive recruitment and engagement practices. International recruitment promoted equity through new scholarship programs and increased access to the student information system. Recruitment collaborated with campus and faculty partners to host the African Diaspora event and deliver the *Success Beyond Limits* visit, inviting a large group of Black students to campus during March Break. Targeted outreach supported first-generation students and their families with tailored online programs that simplified the university experience and pathways to success. Francophone student engagement was maintained through ongoing participation in the French Open-Door event and the French Spelling Bee. Financial obstacles were further lowered by providing OUAC voucher codes to students for whom application fees were a barrier.

Challenges/Risks: Equity-focused work requires consistent data, sustained leadership attention, and coordinated action across units.

Next steps (12 months): Strengthen equity-informed analysis in SEM reporting (access, persistence, outcomes); expand targeted supports where gaps are identified; and embed inclusive practices within service standards and communications.

4. Ensuring High Quality, Relevant, and Just Teaching, Learning, and Student Experience for Everyone

This priority is advanced through SEM's student-first focus, including holistic advising, proactive supports, and early-alert foundations that strengthen retention and graduation outcomes.

Progress this year: SEM implementation focused on program fit, academic quality, and providing timely support throughout the student journey. International recruitment offered personalised follow-up for undergraduate and graduate applicants from the prospect stage through to arrival and enrolment, using

funnel-stage reporting to customize guidance. Close collaboration with parents, agents, and counsellors helped ensure a smoother and more supportive transition UWindsor.

Challenges/Risks: Enrolment growth can strain course capacity and student services if not carefully planned and resourced. Cultural expectations for post-enrolment support exceed the current scope of international recruitment, and system access limitations restrict in-country recruiters' ability to provide comprehensive, one-stop guidance.

Next steps (12 months): Integrate capacity planning, particularly for upper-year courses, into enrolment targets; strengthen early-alert and advising supports; monitor retention and progression by program; and assess opportunities to expand appropriate system access to support student-centred advising.

5. Fostering an Engaged, Healthy, Safe, and Environmentally Sustainable Campus

Under the SEM lens, student engagement and well-being are core contributors to persistence, academic success, and a cohesive educational journey, advancing *Aspire for Student Success* through a student-first approach.

Progress this year: Recruitment and transition activities enhanced early engagement, preparedness, and help-seeking behaviours. Student Ambassador-led engagement supported applicants and admitted students through genuine peer interactions, including videos, blogs, and virtual outreach, that highlighted academic expectations, campus life, and available supports, fostering early belonging and confidence during the transition. Recruitment-supported *Plan Ahead* programming provided incoming students with realistic previews of their first semester, covering academic expectations, time management, and campus resources, helping reduce anxiety and boost preparedness.

Recruitment events and communications deliberately introduced advising, wellness, and academic support services early in the student journey, reinforcing awareness of available supports and contributing to stronger first-year persistence.

Challenges/Risks: Demand for wellbeing and engagement supports continues to grow, requiring coordinated pathways and clear navigation to services.

Next steps (12 months): Improve visibility and navigation of student supports; track engagement indicators linked to persistence; and continue cross-unit collaboration to support a healthy, inclusive, and sustainable campus environment.

6. Generating Local and Global Impact through Partnership and Community Engagement

This priority supports *Aspire for Student Success* and the SEM Plan by strengthening enrolment sustainability through partnerships that advance academic quality, access, and global engagement. It directly supports future enrolment growth by diversifying enrolment sources and expanding pathways beyond traditional domestic recruitment alone.

Progress this year:

The University continued to strengthen partnerships that improve learning opportunities, experiential education, and community impact, reinforcing UWindsor's role as a locally engaged and globally connected institution. Domestically, partnership activities increased engagement in Essex/Lambton/Kent and the broader Ontario market, aligning enrolment efforts with regional workforce and community needs.

Internationally, recruitment contributed to the Global Engagement portfolio by identifying and exploring potential partner institutions in priority markets such as India and China. Active engagement with a diverse range of international stakeholders, such as government agencies, NGOs, recruitment partners, educational institutions, and individuals, enhanced UWindsor's visibility and credibility as a partner in research collaboration, academic delivery, and student mobility. This work builds important relationship capital and lays the groundwork for future transnational education (TNE) and partnership-driven enrolment growth.

Challenges/Risks: Partnership development requires sustained coordination, clear governance, and appropriate resourcing to ensure agreements are academically aligned, operationally viable, and capable of contributing meaningfully to enrolment growth. Without clear prioritization and sequencing, partnership activity risks becoming diffuse and disconnected from enrolment and capacity planning.

Next steps (12 months): Develop clearer partnership management practices, including well-defined pipelines, due diligence processes, and performance indicators aligned with enrolment, academic quality, and student outcomes. Prioritize partnerships that align with our academic strengths and have the potential to drive enrolment growth, such as pathway, mobility, and transnational education (TNE) models. Ensure partnership planning is integrated with SEM governance and enrolment forecasting so that growth driven by partnerships systematically supports the President's enrolment target and the institution's long-term sustainability.

III. Challenges:

Implementing *Aspire for Student Success* (SEM Plan 2024–29) in the current Canadian higher education context presents increasing structural and strategic challenges. Policy volatility, heightened domestic and international competition, resource constraints, uneven data readiness, and rising student price sensitivity complicate the delivery of SEM as an integrated, lifecycle approach across academic, financial, and student-service functions.

These pressures are intensified by an enrolment growth agenda targeting 5,000 additional students over five years. Achieving this growth will require a re-examination of how domestic (Canadian) recruitment is organized and delivered going forward, including expansion beyond traditional Windsor-Essex and Ontario markets, closer alignment with international and transnational education (TNE) growth, and stronger engagement with non-traditional learners. This environment places greater emphasis on unified recruitment and admissions structures that enable domestic and international recruitment, student recruitment marketing, and admissions to operate as a coordinated, end-to-end enrolment function capable of responding to global competition.

The current context also highlights the need to reassess key enrolment levers. Undergraduate scholarship frameworks must be reviewed to ensure they continue to serve as effective enrolment drivers in a more competitive, price-sensitive market. Similarly, tuition and pricing strategies in international and offshore contexts require closer examination to ensure alignment with market realities, institutional sustainability, and student value.

At the same time, limitations in enrolment data integration and transparency constrain the institution's ability to assess ROI, cost per conversion, and pipeline performance across markets. Advancing a renewed enrolment data strategy, including exploration of a next-generation CRM (e.g., Slate), is increasingly necessary to support pan-institutional engagement, shared accountability, and evidence-informed decision-making. These challenges intersect with the need for a refreshed international and global engagement strategy that clarifies the role of partnerships, mobility, and TNE within the overall enrolment growth mix.

In this context, a focused SEM refresh (*not a restart*) is advisable to ensure the Plan remains a living, adaptive roadmap aligned with the President's strategic direction. This refresh should re-validate assumptions, update targets and sequencing, and strengthen governance and reporting while preserving the SEM Plan's core ethos of being intentional, data-driven, student-focused, and collaborative.

Future Actions/Initiatives

Over the next 12–18 months, the University will undertake a targeted SEM refresh (not a restart) to translate the President's enrolment growth direction into an updated, staged, and measurable implementation roadmap. This work will ensure that enrolment growth, academic quality, student success, and institutional capacity remain aligned as the University pursues a more diversified and competitive enrolment mix.

1. Clarify the Enrolment Growth Mix and Sequencing

Confirm the institution's enrolment growth mix and sequencing across domestic, international, transnational education (TNE), and non-traditional learners. This will include:

- Defining the relative contribution of expanded domestic recruitment beyond Windsor-Essex and Ontario, international recruitment, partnership-based pathways, and TNE activity;
- Ensuring growth assumptions are aligned with academic capacity, service readiness, and student success supports; and
- Using the SEM Executive Committee as a central governance forum to review assumptions, risks, and sequencing before implementation.

2. Strengthen End-to-End Enrolment Structure and Coordination

Examine how domestic and international recruitment, student recruitment marketing, and admissions are structured and coordinated to support growth in an increasingly competitive environment. The objective is to enable these functions to operate as a unified enrolment enterprise, improving responsiveness, consistency, and accountability across markets while maintaining appropriate governance boundaries.

3. Modernize Enrolment Data, Systems, and Transparency

Advance a renewed enrolment data strategy to support pan-institutional engagement and evidence-informed decision-making. This will include:

- Defining a small set of institution-wide KPIs and cost-per-conversion/ROI measures;
- Prioritizing “institutional truth” enrolment dashboards that integrate recruitment, admissions, registration, and retention data; and
- Exploring a next-generation CRM (e.g., Slate) to improve transparency, workflow integration, and cross-unit visibility into the enrolment pipeline.

4. Reassess Key Enrolment Levers: Scholarships and Pricing

Review undergraduate scholarship frameworks to ensure they effectively drive enrolment in a more price-sensitive, competitive domestic and international market. In parallel, assess tuition and pricing approaches in international and offshore contexts to ensure alignment with market realities, institutional sustainability, and student value.

5. Build Operational Readiness for Partnership-Based and TNE Growth

Establish service, data, and governance readiness for partnership-based enrolment growth, including mobility, pathway, and TNE models. This will include:

- Clarifying service ownership, escalation pathways, and system requirements for non-traditional enrolment streams;
- Integrating partnership planning with SEM governance and enrolment forecasting; and
- Ensuring partnership-based growth is academically aligned, operationally viable, and supportive of student success.

6. Reinforce Student-First Supports at Scale

Ensure that service-hub implementation, advising models, and early alert foundations are refined to support enrolment growth without increasing friction for students. This includes aligning service standards, capacity planning, and student-experience metrics with anticipated growth across enrolment sources.

7. Strengthen Governance, Reporting, and Senate Engagement

Update SEM governance, accountabilities, and reporting cadence to support staged implementation aligned with enrolment cycles. Senate and APC will continue to play a key oversight role, with future initiatives involving academic policy, program delivery, or credentialing brought forward for review as appropriate.

Recommendations for Senate consideration (if any)

Currently, no academic policy considerations are proposed that require Senate review or action arising from this report. Any future initiatives with academic policy implications will be identified and brought forward to APC/Senate as appropriate.

Appendix A: Data

Table 1. First-Year Full-Time Undergraduate Headcount: SEMP Targets vs. Actuals (Fall 2025)

Undergraduate (Type A)	SEMP 2025		Actual		Variance	
	Domestic	International	Domestic	International	Domestic	International
FAHSS	700	10	656	9	(44)	(1)
Business	216	3	216	3	-	-
Engineering	303	5	304	13	1	8
Human Kinetics	206	2	197	1	(9)	(1)
Nursing	206	2	200	4	(6)	2
Science	185	2	441	9	256	7
Total Type A	1,816	24	2,014	39	198	15
Undergraduate (Type B)	SEMP		Actual		Variance	
	Domestic	International	Domestic	International	Domestic	International
FAHSS	120	25	112	16	(8)	(9)
Business	27	4	27	4	-	-
Engineering	22	20	29	15	7	(5)
Human Kinetics	20	1	17	1	(3)	-
Nursing	20	1	24	-	4	(1)
Science	20	3	53	22	33	19
Total Type B	229	54	262	58	33	4
Total UG	2,045	78	2,276	97	231	19

- **Note:** This table compares the Strategic Enrolment Management Plan (SEMP) Fall 2025 targets with the actual first-year full-time undergraduate headcount by Faculty and student type.
- Type A reflects direct-entry first-year undergraduate students from Ontario High Schools, while Type B reflects non-direct-entry first-year students (e.g., transfers, second-degree, international applicants, or other approved admission categories).
- Variance reflects the difference between actual enrolment and SEMP targets, disaggregated by domestic and international students.

Table 2. Second-Entry Undergraduate Headcount: SEMP Targets vs. Actuals (Fall 2025)

Second Entry	SEMP	Actual	Variance
Law	200	206	6
Dual JD	85	91	6
All Education	490	470	-20
Total Second Entry	775	767	-8

Note: This table presents second-entry undergraduate enrolment (e.g., professional or post-baccalaureate entry programs) compared to SEMP 2025 targets. Variance reflects the difference between actual enrolment and planned targets.

Table 3. International Course-Based Master's (ICBM) Enrolment: SEMP Targets, Revised Targets, and Actuals (Three-Term Intake)

ICBM	SEMP (3 Terms; all student groups)	Revised Target	Actual (3 Terms; S25, F25, W26)			Variance
			Domestic	International	Total	
Business	350	260	21	248	269	9
Engineering	1,550	300	34	265	299	(1)
Science	560	343	40	266	306	(37)
Total ICBM	2,460	903	95	779	874	(29)

Note: Original SEMP targets reflect three-term planned enrolment across all student groups. Revised targets were established through faculty consultation in response to evolving market conditions and external policy factors, including changes to federal immigration and study permit policies. Actual enrolment reflects combined Spring 2025, Fall 2025, and Winter 2026 intakes, disaggregated by domestic and international students. Variance is calculated against revised targets.

Table 4. Research Master's Enrolment: SEMP Targets, Revised Targets, and Actuals (Three-Term Intake)

Research Masters	SEMP (3 Terms; all student groups)	Revised Target	Actual (3 Terms; S25, F25, W26)			Variance
			Domestic	International	Total	
FAHSS	332	294	280	10	290	(4)
Business	98	61	86	4	90	29
Engineering	118	86	30	32	62	(24)
Human Kinetics	41	32	23	6	29	(3)
Science	180	88	54	22	76	(12)
Nursing	59	70	63	0	63	(7)
Law	6	3	3	0	3	-
Education	120	134	56	65	121	(13)
Total Research	954	768	595	139	734	(34)

Note: Original SEMP targets reflect planned three-term enrolment across all student groups. Revised targets were established through faculty consultation in response to program capacity, supervisory availability, and changing market and policy conditions. Actual enrolment reflects combined Spring 2025, Fall 2025, and Winter 2026 intakes, disaggregated by domestic and international students. Variance is calculated against revised targets.

Table 5. PhD Enrolment: SEMP Targets Compared to Actuals (Three-Term Intake)

PhD	SEMP (3 Terms; all student groups)	Actual (3 Terms; S25, F25, W26)			Variance
		Domestic	International	Total	
FAHSS	14	12	2	14	-
Engineering	24	11	15	26	2
Human Kinetics	4	2	0	2	(2)
Science	20	14	11	25	5
Nursing	4	5	0	5	1
Education	8	5	1	6	(2)
Total PhD	74	49	29	78	4

Note: This table presents doctoral (PhD) enrolment against SEMP three-term targets for Spring 2025, Fall 2025, and Winter 2026 intakes. Actual enrolment is disaggregated by domestic and international students. Variance reflects the difference between actual enrolment and SEMP targets.

Fall 2025 data is based on the FINAL (November 14, 2025) instance.

Winter 2026 data is based on the Add/Drop (January 19, 2026) instance.

**University of Windsor
Academic Policy Committee**

5.2: Exam Administration and Academic Integrity Controls

Item for: **Information**

Submitted by: **Ahmed Hamdi Sakr, Senator**

Background:

There is a need for clear, campus-wide minimum standards for invigilation and integrity controls in exam settings, especially when exams are administered in large overflow rooms.

Topics may include staffing/invigilation expectations, phone/bag control procedures, washroom access and supervision protocols during breaks, incident logging, and record retention.

The intent is to ensure consistent, defensible integrity safeguards while respecting students' rights (eg, SAS accommodations, religious accommodations, washroom breaks), and to clarify roles and escalation pathways under Senate policy.

***Note:** While academic policies, including the Senate Policy on Conduct of Exams, fall under the purview of the Academic Policy Committee, any resource requirements fall outside Senate's purview, which makes this complicated and something that requires the attention of multiple offices.

Link to [Senate Policy on Conduct of Exams](#) (includes Appendix C: Procedures in Cases of Suspected Possession or Use of Unauthorized Aids)

Link to [Bylaw 31: Academic Integrity](#)

University of Windsor
Academic Policy Committee

*5.3: **BFA in Film Production – Revision to Policy on Standing Required For Continuation in Programs and For Graduation**

Item for: **Approval**

Forwarded by: **Faculty of Arts, Humanities and Social Sciences**

MOTION: That the proposed revisions to the Policy on Standing Required for Continuation in Programs and for Graduation (for the BFA in Film Production) be approved.

Proposed Revisions:

[revisions are in **bold** and ~~strikethrough~~]

Standing Required for Continuation in Programs

	Cumulative Average Requirement	Major Average Requirement
BFA in Film Production	70% 60%	70%

Standing Required for Graduation in Programs

	Cumulative Average Requirement	Major Average Requirement
BFA in Film Production	70% 60%	70%

Rationale/Approvals:

- The proposal was approved by the Department of Communication, Media and Film Council (November 7, 2025) and the Faculty of Arts, Humanities, and Social Science Council (FAHSS) (December 2025).
- The proposed revisions align the BFA in Film Production's academic standing requirement with other BFA programs on campus and the Communication, Media, and Film Honours program within the same AAU.
- Changing the cumulative average requirement from 70% to 60% ensures greater fairness and consistency with comparable programs.

University of Windsor
Academic Policy Committee

*5.4: **Policy on Grading and Calculation of Averages – Graduate Revisions**

Item for: **Approval**

Forwarded by: **Faculty of Graduate Studies**

MOTION: **That the proposed revisions to the Policy on Grading and Calculation of Averages be approved.**

Proposed Revisions

[revisions are in bold.]

[...]

The Faculty of Graduate Studies requires that students maintain, at minimum, a cumulative average of 70%. **Students whose averages fall below 70% will normally be placed on probation for one academic term. Failure to increase the average to 70% may result in the student being required to withdraw.**

[...]

Rationale:

- The policy on grading and calculation of averages makes no mention of what happens if a student holds a cumulative average below 70%.
- There are two programs in the Graduate Calendar that indicate students in their program would be placed on probation for one term (MEng, MSc. Computer Science). In essence these programs have standards that are “more lenient” than the policy, as currently written.
- Placing students on academic probation for one term has become standard practice at academic standing, and it is important that the policy and practice align.
- The proposed changes were approved by Graduate Studies Council on March 24, 2025.

University of Windsor
Academic Policy Committee

*5.5: **Grading and Calculation of Averages for Thesis/Major Paper and Dissertation Courses – Revisions**

Item for: **Approval**

Forwarded by: **Faculty of Graduate Studies**

MOTION: That the proposed revisions to the Policy on Grading and Calculation of Averages and to the regulations for the Dissertation for the Degree of Doctor and Philosophy and Thesis or Major Paper for the Master's degree be approved.

Proposed Revisions

[revisions are in bold and strikethrough.]

Policy on Grading and Calculation of Averages

[...]

~~Numeric grades~~ **Grades** of Satisfactory/Unsatisfactory (S/U) ~~may~~ **will** be assigned for theses, dissertations, and major papers, ~~depending on program policy.~~

~~Theses and major papers, for which a numeric grade is assigned, must be graded 70% or better to receive credit~~

Graduate Calendar

The Dissertation for the Degree of Doctor of Philosophy

[...]

The minimum basis for acceptance of a PhD dissertation shall be positive unanimity less one vote providing the dissenting vote is not by an external examiner who is present at the defence, and the chair of the defence determines that the examination by the external examiner has been fair to the candidate. Unless an examining committee is unanimously negative, a candidate may resubmit the dissertation once, after a minimum period of three months and before a maximum period of twelve months. The second decision shall be final. **Grades of Satisfactory/Unsatisfactory will be assigned for dissertations.**

Thesis or Major Paper for the Master's Degree

[...]

The regulations of individual programs should also be consulted for details of their thesis or major paper/project requirements. ~~Numerical grades or~~ **A grade of** Satisfactory/Unsatisfactory ~~may~~ **will** be assigned for theses, and major papers/projects, ~~depending on program policy.~~

Rationale/Approvals

- It is difficult to objectively grade a comprehensive research document, as evidenced by instances where a designation of "pass with major changes" has still resulted in a grade exceeding 90%.
- Adopting a more inclusive equitable practice would help avoid the artificial increase or decrease of academic averages.
- The proposal was approved by Graduate Studies Council on January 23, 2026.

**University of Windsor
Academic Policy Committee**

*5.6: **Graduate Committee Membership – Revisions**

Item for: **Approval**

Forwarded by: **Faculty of Graduate Studies**

MOTION: That the proposed revisions to the membership for Doctoral and Masters graduate committees be approved.

Proposed Revisions

[revisions are in bold and strikethrough.]

Doctoral

The majority of the ~~the committee members of an advisory committee~~ must have graduate faculty status, **including the Supervisor and one program reader** and the supervisor must have full graduate faculty status. In the case of co-supervision one of the co-supervisors must have full graduate faculty status, see Senate Policy on Graduate Faculty Designation.

Masters

Additional members may be added with the approval of the program and the Faculty of Graduate Studies. The majority of the ~~the committee members of an advisory committee~~ must have graduate faculty status, **including the Supervisor and one other reader**. See Senate Policy on Graduate Faculty Designation.

Rationale/Approval:

- There have been an increased number of committees being submitted where only one member holds “full graduate faculty status”, the rest hold affiliate or no-status.
- While the committee meets the standard as outlined in the Graduate Calendar, the committees do not appear to be structured for student success (e.g., members with few to no publications, outside the area of expertise, little experience supervising etc.).
- A committee structure where the majority of members hold full graduate faculty status preserves research integrity, committee expertise and experience, and most importantly supports student experience and development.
- A majority is 50% plus one. For Example: A Master’s committee has a minimum of three members, which means two members are required to have graduate faculty status. A doctoral committee has a minimum of four members (prior to the additional of the external examiner) so three members would be required to have graduate faculty status.
- The proposed revision was approved by the Faculty of Graduate Studies Council on January 23, 2026.