



NOTICE OF MEETING

There will be a meeting of the Senate on Friday, December 9, 2022, at 2:30pm Location: Room 203 Anthony P. Toldo Health and Education Centre

AGENDA

Land Acknowledgement

- 1 Approval of Agenda (Unstarring agenda items)
2 Minutes of the meeting of November 11, 2022 Approval S221111M
3 Business arising from the minutes
4 Outstanding Business/Action Items
5 Reports/New Business
5.1 Program Development Committee
*5.1.1 Program/Course Changes Lionel Walsh-Approval S221209-5.1.1a
(a) Business (Minor in Entrepreneurship) – Minor Program Changes (Form C)
*5.1.2 Sociology and Anthropology – Course Learning Outcomes Lionel Walsh-Information S221209-5.1.2
5.2 Academic Policy Committee
*5.2.1 Student Awards and Financial Aid Annual Report (2021-2022) Isabelle Barrette-Ng-Information S221209-5.2.1
*5.2.2 Computer Science – Admission Requirements Isabelle Barrette-Ng-Approval S221209-5.2.2
5.3 Senate Governance Committee
*5.3.1 Proposed Revisions to Bylaw 3 Dixon-Approval S221209-5.3.1
5.3.2 Bylaw 2 Revision – Virtual Attendance Provisions for Committees of Senate Dixon-Approval S221209-5.3.2
5.3.3 Programs, Faculty Complement, Enrolments, and Recruitment Initiatives Report Gordon-Information S221209-5.3.3
5.3.4 Report on Renewal, Tenure, and Promotion Gordon-Information S221209-5.3.4

5.4	Senate Student Caucus	Dave Andrews-Information
5.5	Report from the Student Presidents	UWSA/GSS/OPUS-Information
5.6	Report of the Academic Colleague	Philip Dutton
5.7	Report of the President	Robert Gordon-Information
	5.7.1 Institutional and Research Data	Berg/Houser/Zanutto S221209-5.7.1
5.8	Report of the Provost	Patti Weir-Information S221209-5.8
	5.8.1 Enrolment Management Update	Chris Busch-Information S221209-5.8.1
5.9	Report of Vice-President, Equity, Diversity, and Inclusion	Clinton Beckford-Information S221209-5.9
5.10	Report of Vice-President, Research, and Innovation	Chris Houser-Information S221209-5.10
6	Question Period/Other Business	
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
Senate**

*5.1.1a: **Business (Minor in Entrepreneurship) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the requirements for Minor in Entrepreneurship be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Approvals:

- The changes have been approved by the Odette School of Business Council and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the November 16, 2022 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.1.

**University of Windsor
Senate**

*5.1.2: **Sociology and Anthropology – Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

This package includes the following course learning outcomes:

SACR-1100. Foundations of Social Life
SACR-2040. Sociology of Families
SACR-2050. Sociology of Sexualities
SACR-2160. Education and Society
SACR-2170. Religion and Society
SACR-2220. Morals, Markets, and Myths
SACR-2270. Globalization, Development and Social Change
SACR-2280. Class, Wealth and Power in Canada
SACR-2400. Introduction to Race and Ethnicity
SACR-2910. Theorizing Social Life
SACR-3010. Sociology of Childhood
SACR-3050. Sexuality and Health
SACR-3330. Crimes of the State: Genocide, War Crimes and Ethnic Cleansing
SACR-3380. Stuff: Seeing Culture through 'Things'
SACR-3610. Youth and Conflict with the Law
SACR-3620. Victimology
SACR-3650. Green Criminology
SACR-3670. White Collar Crime
SACR-3680. Policing and Security
SACR-3700. Selected Topics in Criminology
SACR-3710. Drugs and Society
SACR-3740. Crime, Media and Culture
SACR-3820. Surveillance and Society
SACR-3900. Qualitative Approaches to Social and Cultural Research

SACR-1100. Foundations of Social Life

Learning Outcomes Last Updated: December 15, 2017 (PDC171215-5.9)

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Apply concepts, theories and methods of Sociology, specifically social life;</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Recognize important material from verbal and written resources and consult alternative resources;</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Connect and apply basic concepts, theories and methods to real-world ideas, problems and issues in social life using the sociological imagination;</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Read and evaluate research that focuses on select social issues such as discussion of culture, gender, social stratification, race and ethnicity, family, and crime and deviance (also applies to B);</p>	<p>D. literacy and numeracy skills</p>
<p>Reflect critically on personal choices regarding social behaviour and interaction as well as to consider and respond to important social policy and issues;</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Generate discussion and debate by evaluating and constructing arguments to support or counter opinions related to social life (also applies to C);</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

SACR-2040. Sociology of Families

Learning Outcomes Last Updated: April 20, 2017 (PDC170420-5.8)

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
	<p>A. the acquisition, application and integration of knowledge</p>
<p>Locate and evaluate research on cross-cultural variations and change in family forms.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Reflect on and apply basic sociological concepts, theories and methods to real-world problems related to modern and traditional ideas of family life.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Read and evaluate ideas and research by sociologists and others regarding family life.</p>	<p>D. literacy and numeracy skills</p>
<p>Evaluate one’s social and cultural identity and location, power, and privilege within a personal, social, cultural, political, and global context.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Express ideas clearly and persuasively in written and oral form. Discuss and debate issues of social concern, supporting positions with theoretical arguments and empirical evidence, while remaining respectful of other perspectives.</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
<p>Situate sociology of family within the broader field of the social sciences.</p>	<p>I. the ability and desire for continuous learning</p>

SACR-2050. Sociology of Sexualities

Learning Outcomes Last Updated: April 20, 2017 (PDC1704205.8)

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Recognize, define and conceptualize key concepts such as sex, gender, sexuality, sexual orientation, sexual identity, and sexual rights.</p> <p>Describe the history of theoretical and methodological approaches to the study of sexualities.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Evaluate research on the variables that influence the development of sexual knowledge, attitudes, relationships, and behaviours.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Conduct a critical analysis of issues such as sexual differentiation, sex role acquisition, sexual attitudes, sexual behaviour, and the sex structure of Canadian society.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Identify and describe the ways in which a society attempts to regulate sexuality.</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

SACR-2160. Education and Society

Learning Outcomes Last Updated: April 20, 2017 (PDC170420-5.8)

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>A. Identify, describe and apply concepts and theories relevant to the interconnections of education and society.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Evaluate ideas and research by scholars whose work focuses on the interconnections of education and society</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Reflect critically on the role of culture, social relations and/or social structures in the link between education and society.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Construct and articulate arguments clearly and concisely; organize and present evidence coherently.</p>	<p>D. literacy and numeracy skills</p>
<p>E. Adhere to principles of academic integrity.</p>	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

SACR-2170. Religion and Society

Learning Outcomes Last Updated: April 20, 2017 (PDC170420-5.8)

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Define the scope of the sociology of religion.</p> <p>Analyze examples of how forms of social organization affect religious life.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Evaluate ideas and research by scholars whose work focuses on the interconnections of religion and society.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Reflect critically on the role of culture, social relations, social structures in the link between religion and society.</p> <p>Identify how power differentials and competing interests in society affect religious life and vice versa.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Construct and articulate arguments clearly and concisely</p> <p>Organize and present evidence coherently.</p> <p>Assess arguments in sociology and religious studies.</p>	<p>D. literacy and numeracy skills</p>
<p>Adhere to principles of academic integrity.</p> <p>Reflect on how personal choices concerning religious life affect others and are variously affected by concern for others.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Communicate respectfully and professionally both orally and in writing, demonstrating active listening skills.</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
<p>Apply concepts relevant to the sociology of religion to their own social milieu to generate original social scientific insights (also applies to C).</p>	<p>H. creativity and aesthetic appreciation</p>
<p>Reflect on how religious life and institutions reflect debates about human existence and related power struggles in society.</p>	<p>I. the ability and desire for continuous learning</p>

SACR-2220. Morals, Markets, and Myths

Learning Outcomes Last Updated: May 26, 2017 (PDC1704205.8)

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Define the scope of the field of economic sociology.</p> <p>Analyze examples of how forms of social organization affect economic activity.</p> <p>Defend the social scientific pertinence of sociological approaches to economic phenomena and events (also applies to D).</p> <p>Identify and define different theoretical approaches in economic sociology (also applies to C).</p> <p>Provide examples of how morality affects and is affected by economic exchanges.</p> <p>Identify and analyze how mythic forms and popular understandings affect people’s evaluations of economic activity.</p>	<p>A. the acquisition, application, and integration of knowledge</p>
<p>Find and evaluate research in economic sociology (e.g., journals and journal entries; periodicals; web applications; key experts)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Identify, reflect on, and respond to the normative criteria subtending debates about economic activities and their impacts on social policy.</p> <p>Reflect on the impact of social values on society and the economy.</p> <p>Identify how power differentials and competing interests in society affect a variety of economic exchanges and how they are regulated (and not, as the case may be).</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Systematically read, interpret, and summarize in written form appropriate literature in economic sociology.</p> <p>Assess social scientific arguments.</p> <p>Write clearly and concisely.</p>	<p>D. literacy and numeracy skills</p>
<p>Demonstrate adherence to the principles of academic integrity.</p> <p>Reflect on how personal choices concerning work, production, consumption, and planning for the future affect others and are variously affected by concern for others.</p>	<p>E. responsible behaviour to self, others, and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
<p>Apply concepts relevant to the economic sociology to their own social milieu to generate novel social scientific insights.</p>	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

SACR-2270. Globalization, Development and Social Change

Learning Outcomes Last Updated: April 20, 2017 (PDC1704205.8)

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
Articulate the impact of colonialism on global poverty and trade policies. Explain key concepts such as global restructuring, neoliberal policies, global governance, poverty alleviation efforts, cultural resistance, gendered patterns of development, population displacements and popular responses to globalization.	A. the acquisition, application and integration of knowledge
Access and evaluate research on the impact of globalization on the daily lives of people throughout the globe.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Reflect critically on the relationships between globalization and development issues in written work and oral presentations.	C. critical thinking and problem-solving skills
Communicate critical and abstract thinking about globalization, development and social change (also applies to F).	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
Express ideas clearly and persuasively (also applies to D).	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

SACR-2280. Class, Wealth and Power in Canada

Learning Outcomes Last Updated: April 20, 2017 (PDC170425.8)

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Describe key concepts related to social inequality.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Evaluate key theoretical models of social inequality.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Critically reflect on models of inequality and their application to Canadian society and evaluate and recommend various strategies to respond to inequality.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Articulate and explain how class, gender and ethnicity/race Intersect (also applies to F).</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
<p>Express ideas clearly and persuasively in written and oral form (also applies to D).</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

SACR-2400. Introduction to Race and Ethnicity

Learning Outcomes Last Updated: April 20, 2017 (PDC1704205.8)

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Identify and describe key ideas in the study of the history of racialization and racism in Canada and other countries, including indigenous, ethnic and racial identities.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Access and evaluate research on racialization and racism in different regions of the world and anti-racist struggles.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Analyze sociological and anthropological literature for global and Canadian perspectives to race and ethnic relations.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Clearly communicate analysis of race and ethnic relations in writing and oral presentations.</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
<p>Collaborate with peers in order to develop explanations of racialization and racism in different regions.</p>	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

SACR-2910. Theorizing Social Life

Learning Outcomes Last Updated: December 15, 2017 (PDC171215-5.9)

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Describe the historical and ideological basis of social theories. - Describe and evaluate key theoretical concepts.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Compare the strengths and limitations of classical theories of social life. Identify strengths and limitations of key classical theorists.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Critically reflect on the relationship between theory and the social life, social structure and power relationships.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Articulate and explain how social inequality is related to social change (also applies to F).</p>	<p>D. literacy and numeracy skills</p>
<p>Reflect on how social context influences one’s biography</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Express ideas clearly and persuasively in written and oral form (also applies to D).</p>	<p>F. interpersonal and communications skills</p>
<p>Collaborate with peers to develop theoretical explanations of social problems and issues included in written and oral presentations.</p>	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

SACR-3010. Sociology of Childhood

Learning Outcomes Last Updated: June 07, 2013 (PDC130506-5.8)

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Identify and demonstrate the major theoretical approaches to the study of children and childhood and explain the importance of those approaches for policy domains ranging from education to urban planning.</p> <p>Relate the experience of childhood to broader demographic trends in family life.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Explain the unique challenges presented by research into childhood, the consequences of these challenges for knowledge acquisition and dissemination, and various methodological approaches used to overcome these challenges.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Evaluate ideological, scientific, and moral conceptions of childhood, integrate those evaluations through critical appraisal, and apply those appraisals to contemporary issues relating to children and childhood.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Identify basic demographic concepts (i.e. fertility rates) and describe their significance for political and policy debates.</p>	<p>D. literacy and numeracy skills</p>
<p>Explain how childhood contributes to the understanding of an often ‘taken for granted’ class of Canadian citizens and encourages them to support the promotion and protection of children as valued social citizens.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Identify communicational patterns associated with childhood and the methodological difficulties this presents for research.</p>	<p>F. interpersonal and communications skills</p>
<p>Critique and describe the importance of childhood as an area of interest for multiple disciplines.</p>	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

SACR-3050. Sexuality and Health

Learning Outcomes Last Updated: Unknown

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p><u>Identify, define, and conceptualize different key concepts such as sexuality, sexual health, sex, gender, femininity, and masculinity, heteronormativity, sexualization, sexual identity, and sexual rights.</u></p>	<p>A. the acquisition, application and integration of knowledge</p>
<p><u>Assemble and evaluate ideas and scholarly research on sexuality and sexual identities (also relevant to C.)</u></p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
<p><u>Synthesize and integrate academic research on human sexualities and health using supporting theoretical arguments and empirical evidence, while remaining respectful of other perspectives (also relevant to E.)</u></p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
<p><u>Communicate clearly in writing and orally.</u></p>	<p>F. interpersonal and communications skills</p>
<p><u>Collaborate with peers to develop explanations of sexuality and sexual identity issues/problems.</u></p>	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

SACR-3330. Crimes of the State: Genocide, War Crimes and Ethnic Cleansing

Learning Outcomes Last Updated: April 20, 2017 (PDC170420-5.8)

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Identify and explain the possibilities and constraints of international law, geo politics and humanitarian intervention in detecting and preventing genocide and mass atrocities.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Evaluate ideas and research on genocide, war crimes, ethnic cleansing and other state crimes</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Reflect critically on the role of racism, colonialism, social relations and/or social structures in understanding perpetuating genocide, war crimes, ethnic cleansing and other state crimes</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Construct and articulate arguments clearly and concisely and organize and present evidence coherently</p>	<p>D. literacy and numeracy skills</p>
<p>Reflect critically on personal choices regarding ethnic intolerance and interaction and propose and assess humanitarian interventions and other solutions to ethnic conflicts and wars</p>	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
<p>Link concepts related to ethnic cleansing, genocide, and humanitarian intervention to other areas of study</p>	<p>I. the ability and desire for continuous learning</p>

SACR-3380. Stuff: Seeing Culture through ‘Things’

Learning Outcomes Last Updated: May 15, 2017 (PDC1705155.7.5)

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Identify, describe, and apply key theoretical concepts/ideas in the study of the meaning, circulation and production of objects.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Undertake independent research related to the study of the meaning, circulation, production, and use of objects by defining a problem or research question and integrating relevant scholarly literature in the examination of a research topic.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
<p>Persuasively interpret literature in the study of the meaning, circulation and production of objects.</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
<p>Present and examine objects with attention to aesthetic elements (such as creative diagramming; critical use of photographic images).</p>	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

SACR-3610. Youth and Conflict with the Law

Learning Outcomes Last Updated: Unknown

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Identify, describe, integrate, and apply key concepts, theories, and methods relevant to research of youth offending and youth justice. (Also relevant to B.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Explain and differentiate between theoretical perspectives on youth-related crime. (Also relevant to C.) Determine the effectiveness of different crime prevention strategies and policies. (Also relevant to D.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Critically assess and communicate the conceptual and practical possibilities and limits of potential policy directions in Canada. (Also relevant to F.)</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Succinctly communicate how institutional structures, professional cultures, social-legal norms, research evidence and political ideologies impact government and societal responses to youth offending and youth justice in Canada.</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
<p>Effectively communicate the relationships between criminological theories and youth criminal justice policies.</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

SACR-3620. Victimology

Learning Outcomes Last Updated: Unknown

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>A. Identify, describe, integrate and apply key concepts, theories and methods relevant to the study of victims of crime.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Evaluate ideas and research by scholars within the field of victimology and identify strengths and limitations of selected methodological approaches.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Identify and evaluate the merits of research and policy surrounding victims of crime, including the process and aftermath of the victimization experience, the involvement and treatment of victims in the criminal justice system, legal remedies and services available to victims, restorative justice initiatives and victims’ rights.</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
<p>E. Reflect critically on the ways in which criminal victimization is addressed and how victims of crime are treated within/by the criminal justice system, including community services, police, the courts and alternative forms of justice.</p>	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

SACR-3650. Green Criminology

Learning Outcomes Last Updated: October 14, 2011 (PDC110531-5.1)

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
	<p>A. the acquisition, application and integration of knowledge</p>
<p>Define problems of green criminological concern and gather interdisciplinary academic information to analyze these problems.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Critically identify and evaluate harms perpetrated against the environment and non-human animals, and propose potential solutions.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Describe green criminological concepts and the relevant breadth of theoretical understandings of the environment and non-human animals.</p>	<p>D. literacy and numeracy skills</p>
<p>Envision more responsible behaviour towards the environment and non-human animals, as well as articulate how doing so is part of a larger vision of social justice.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Engage in respectful conversations about somewhat contentious issues and communicate ideas clearly in verbal and written form (also applicable to G).</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
<p>Critically analyze our anthropocentric culture and be reflexive about their position in it (also relates to C).</p>	<p>I. the ability and desire for continuous learning</p>

SACR-3670. White Collar Crime

Learning Outcomes Last Updated: Unknown

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Identify, describe, integrate and apply key concepts, theories and methods relevant to the study of white collar crime and crimes of the powerful in Canada and around the world.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Evaluate ideas and research by scholars in criminology broadly, with an attention to white collar crime and crimes of the powerful, and identify strengths and limitations of selected methodological approaches.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Explain the impact of current strategies and programs used to control white collar crime and crimes of the powerful, the limitations of these strategies, and the repercussions for the larger society.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Construct clear, coherent and concise, arguments, supported with evidence.</p>	<p>D. literacy and numeracy skills</p>
<p>Reflect critically on personal choices regarding social behavior and interactions – and the ways in which these reflect social positionality.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Discuss and debate issues of social concern, supporting positions with theoretical arguments and empirical evidence, while remaining respectful of other perspectives.</p>	<p>F. interpersonal and communications skills</p>
<p>Contribute thoughtfully and respectfully to ethical debates related to white collar crime and the crime of the powerful.</p>	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

SACR-3680. Policing and Security

Learning Outcomes Last Updated: May 10, 2019 PDC1904295.29

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Identify, describe, integrate and apply key concepts, theories and methods relevant to the study of policing in Canada.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Evaluate ideas and research by scholars in policing and identify strengths and limitations of selected methodological approaches.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Reflect critically on the organizational culture of police and security agencies and social relations between the public and the police.</p> <p>Explain the impact of current strategies and programs used in policing and security on human rights and democracy.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Construct clear, coherent and concise arguments, supported with evidence (also relevant to F).</p>	<p>D. literacy and numeracy skills</p>
<p>Reflect critically on personal choices regarding social behavior and interactions and propose and assess solutions to social problems in relation to the conduct of policing and security in liberal democracies.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Discuss and debate issues of social concern, supporting positions with theoretical arguments and empirical evidence, while remaining respectful of other perspectives.</p>	<p>F. interpersonal and communications skills</p>
<p>Contribute thoughtfully and respectfully to ethical debates related to policing and security.</p>	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

SACR-3700. Selected Topics in Criminology

Learning Outcomes Last Updated: Unknown

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Identify and apply appropriate theory and research in the field of criminology to select topics.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Recognize important material from verbal and written resources and to consult alternative resources for further information.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Identify and evaluate the merits of research and policy surrounding select topics within criminology. (Also applies to D)</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
<p>Reflect critically on the topic under study with the aim of considering and responding to key issues and debates through informed interventions.</p>	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
<p>Situate select topics within the broader field of criminology and within society more generally.</p>	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

SACR-3710. Drugs and Society

Learning Outcomes Last Updated: Unknown

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Identify and describe key concepts and theory relevant to historical and contemporary attitudes towards drugs and the construction of drug policy. (Also applies to C)</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Clearly articulate the importance of key concepts to the exploration and understanding of drugs and drug policy.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
<p>Construct and articulate arguments clearly and concisely (also see F). Organize and present evidence coherently (also relevant to F). Read, evaluate and synthesize ideas and research by scholars in the area of drugs, their use, and relevant social policy (also relevant to B & C). Express ideas clearly and persuasively in writing (also relevant to F).</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

SACR-3740. Crime, Media and Culture

Learning Outcomes Last Updated: June 06, 2014 (PDC140508-5.4)

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Identify, describe, integrate and apply concepts, theories and methods appropriate to the interplay between media/popular culture and crime/criminal justice</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Identify, gather, synthesize and assess relevant research and scholarship pertaining to the interplay between media/popular culture and crime/criminal justice</p> <p>- Extract important material from oral and written resources and investigate alternative resources for further information relevant to the crime-media interplay</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Reflect critically on the intersection between crime/criminal justice and media/popular culture and its potential influences</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Construct clear, coherent and concise arguments, supported with evidence;</p> <p>Interpret and assess statistics as presented in media.</p>	<p>D. literacy and numeracy skills</p>
<p>Situate and evaluate one’s social and cultural identity and location in relation to the crime-media interplay;</p> <p>Propose policies and practices that take into account potential influences of media/popular culture on crime and criminal justice</p> <p>Adhere to principles of academic integrity</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Express ideas clearly and persuasively in written and oral form;</p> <p>Debate issues relating to the crime-media interplay, while remaining respectful of other perspectives</p>	<p>F. interpersonal and communications skills</p>
<p>Collaborate respectfully and thoughtfully with peers to evaluate issues relevant to the crime – media interplay.</p>	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

SACR-3820. Surveillance and Society

Learning Outcomes Last Updated: June 06, 2014 (PDC140508-5.4)

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Critically analyze the different meanings, uses, and types of surveillance, privacy, and privacy regulation in contemporary and international contexts</p> <p>Identify and describe social problems that intersect with issues of surveillance and privacy</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Synthesize and assess criminological and sociological academic literature relevant to surveillance and privacy</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Critically evaluate surveillance practices and privacy regulation policies</p> <p>Propose and evaluate potential solutions to privacy and inequality issues that arise from surveillance practices</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Construct and articulate arguments clearly and concisely</p> <p>Organize and present evidence coherently</p>	<p>D. literacy and numeracy skills</p>
<p>Develop strategies for responsible behaviours relating to surveillance and privacy within Canadian society</p> <p>Articulate how concerns about surveillance and privacy are part of a larger progressive vision of society</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Debate issues of social concern relating to surveillance and privacy, while remaining respectful of other perspectives</p> <p>Express ideas clearly and persuasively in written and oral form</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
<p>Propose and assess creative alternatives to current surveillance (and privacy) practices</p>	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

SACR-3900. Qualitative Approaches to Social and Cultural Research

Learning Outcomes Last Updated: September 12, 2013 (PDC130912-5.5)

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>Apply sociological and anthropological methods and theories to the design, analysis and practice of a situation or social issue.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Use qualitative research methods to design and conduct research on real world issues.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Analyze and interpret qualitatively oriented data.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Write research reports.</p>	<p>D. literacy and numeracy skills</p>
<p>Reflect on strengths and limits of qualitative approaches to social and cultural research.</p>	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
<p>Combine and integrate field-based research results</p>	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

University of Windsor
Senate

*5.2.1: **Student Awards and Financial Aid Annual Report (2021-2022)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.



2021-22 ANNUAL REPORT

Student Awards & Financial Aid

University of Windsor

Report to the Academic Policy Committee (APC) - November 18, 2022

Version 03 Submitted: November 18, 2022

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Executive Summary

Introduction

The office of Student Awards and Financial Aid's (SAFA) annual report for 2021-22 provides a summary of undergraduate student financial assistance specific to scholarships, bursaries and awards administered for the fiscal period May 1, 2021, to April 30, 2022. In addition, this report will also summarize government student assistance programs administered within the 2021-22 academic year (Fall 2021, Winter 2022, and Summer 2022).

The mandate of SAFA is to support the recruitment and retention of undergraduate students at the University of Windsor through the administration of merit and need-based scholarships and bursaries established by private donors, the University of Windsor, federal and provincial government student aid programs as well as private student assistance programs. SAFA also supports general need-based assistance for graduate students who qualify for government student assistance, i.e., Ontario Student Assistance Program (OSAP). The following are the programs that are currently administered:

- Ontario Student Assistance Program (OSAP)
 - OSAP Full-time
 - OSAP Part-time
 - OSAP Micro-Credentials
- Bursary for Students with Disabilities Program
- Out of Province Student Assistance Programs
- Undergraduate Scholarships (endowments, annual awards, and external awards)
- Need-based bursaries (Graduate and Undergraduate)
- Student Access Guarantee (SAG) program
- US Federal Student Aid (Title IV Direct Loans)
- Private US student loan programs i.e., Sallie Mae

SAFA collaborates with campus and external stakeholders on the administration of undergraduate scholarships and bursaries and educates prospective and current students on the financial aid opportunities that exist at the University of Windsor (UWindsor). Administration includes the following activities that occur throughout the academic year:

- Enrolment reporting and monitoring to maintain interest-free status on prior loans and to authorize the disbursement of new funds.
- Academic progression monitoring.
- Financial hardship reviews for students experiencing financial difficulties.
- Trust account monitoring.
- New award set-up and monitoring on annual allocations.
- Periodic program, policy, and procedural reviews in response to government and/or institutional directives.

This report does not include financial support to undergraduate students with respect to Ignite/Work Study, Outstanding Scholars Research Appointments or Teaching Assistantships.

Goals and Objectives

Provide an exceptional undergraduate experience:

- Continuous reviews of policies and processes to better support students:

- Creation of an on-line summer OSAP extension application for students, replacing a paper-based process. This initiative created many efficiencies for both the student and the administrative staff responsible for the processing of the forms.
 - Creation of an on-line form to support the student refund process and the administrative units responsible for processing these requests.
- Additional complimentary service added specific to witnessing affidavits for students to satisfy government student aid documentation requirements – approximately 135 students supported to date.
- Amending our scholarship policies to support the retention of students:
 - Aligned the financial aid definition of full-time student with the government student aid definition of full-time. Specifically, a full-time student for scholarship and bursary eligibility purposes is defined as a student taking 60% of a full course load or 40% of a full course load for students with a permanent disability.
 - Updating our continuous terms of eligibility policy to allow a student up to 2 periods (can be consecutive) on no enrollment without impacting their scholarship renewal eligibility with no documentation required.
- Continuing to support outreach activities in collaboration with the Office of Enrolment Management and Student Recruitment.
- Continuing to collaborate with campus partners on goals and initiatives that support the financial well-being of students:
 - Alumni and Donor Communications/University Campaign
 - Reviewing processes to enhance and streamline the establishment of new awards and monitoring of existing awards;
 - Faculties
 - Annual review of scholarships and bursaries available to their students with targeted communications to ensure that students are aware of the financial aid opportunities available to them; and
 - Student Recruitment
 - Early assessment of institutional support available to enhance student recruitment efforts.

Pursue strengths in research and graduate education:

- Continue to support the Outstanding Scholar intake program for entering students.
- Continue to support the on-line application process for graduate need-based awarding.

Recruit and retain the best faculty and staff:

- Staff are encouraged to take advantage of professional development opportunities offered by UWindsor and by affiliated associations. This allows staff to engage with colleagues in other jurisdictions on matters that impact financial aid eligibility for students at UWindsor.
- Staff regularly utilize the financial aid forums that exist to collaborate and share ideas with colleagues across the province and across the country. These opportunities allow the staff to be more engaged in the work that they are doing as they navigate the myriad of changing policies and procedures that govern the administration of student financial assistance.
- Staff are encouraged to set aside time during non-peak periods to improve upon a skill by utilizing the various on-line resources and IT training available and enhancing their knowledge by reviewing government resources specific to financial aid administration.
- Open invitations to faculty and staff across campus to attend our on-line financial aid information sessions that support academic advisors working with students experiencing financial challenges.

Engage and build the Windsor and Essex County community through partnerships:

- Participate in Fall and Spring Open House events, the Ontario University Fair, Athletic-Coaches Information Sessions, Applicant Receptions, information events sponsored by local schools and school boards, and other recruitment events sponsored by various departments and faculties at UWindsor.

Promote international engagement:

- Collaborate with campus partners i.e., Enrollment Management – Student Recruitment, Office of the Registrar, IT services, by investigating opportunities to enhance scholarship support and communication to prospective international students in addition to providing more financial support to current international students who may be experiencing financial hardship.
 - Activated the International Student Renewable Scholarship of Excellence (\$5,000 x 4 years)
 - Supported the proposals for the creation of several new awards to support international students:
 - (2022-23) Chitkara University Transfer Scholarship
 - (2022-23) Odette Business Global Leaders Award
 - (2022-23) Go Global Scholarship
 - (2023-24) International Student Global Conflict Relief Bursary

Successes

- Continue to review and refine new functionality available within UWinsite Student to improve administrative efficiencies and enhance student service.
 - Evaluation Management – Deferred to 2024-25
 - Auto-Packaging – Deferred to 2024-25
 - Auto-Attachment Enhancements – Completed in 2021-2022
 - Award Administration Enhancements – Deferred to 2024-25
 - On-Line Form Functionality – In-Progress
- Successfully launched QLess to manage our in-person student queuing needs. QLess allows students to join our service queue virtually, from wherever they are on campus, where their place in line is managed via SMS text messaging. This is collaborative project between the Office of the Registrar and the Student Accounts/Cashiers and is a service that is fully extensible across other areas of the University.
- Added the Service Cloud platform as another option available for students to receive service.
- Improved the process of generating student and donor communication through leveraging automated communication tools from within UWinsite Student.
- A new position was approved in March 2022 to support student awards administration. This new position will focus on our entering student cycle, supporting student recruitment and international student support programs.
- Received approval to update scholarship policies to better support student retention:
 - Aligned the definition of full-time student with the government student aid definition. Specially, a student taking 60% or more of a full course load (or 40% or more of a full course load for students with a permanent disability) is now considered full-time for scholarship and bursary eligibility purposes unless otherwise specified by a donor that the student must be taking a minimum of 80% of a full course load.
 - The average required to renew an entrance scholarship is now based on a student's top 6 courses after year 1, top 12 courses after year 2 and top 18 courses after year 3.
 - Students are now permitted to take a maximum of 2 terms off from full-time study without losing their renewable entrance scholarship eligibility.

Challenges

- A strong commitment to time and resources are still necessary to learn and fully understand the complexities of the UWinsite Student system as well as the enhanced functionality as it relates to student awards and financial aid administration, reporting, communication, and the integration with the other modules (Admissions, Student Records, Student Financials).
- Several new undergraduate awards are activated annually. There are continuous process changes specific to the administration of student aid programs that often require changes to existing SAFA systems and processes with just in time training to support those processes.
- Lack of integration with our Raisers Edge donor management system.
- The need for more robust access to aggregate student award data for Faculties and Major Gift Officers as well as award management information.

Report

1. Institutional Undergraduate Scholarship & Bursary Student Financial Support

The number of awards actively administered by SAFA in 2021-22 totalled 993. Institutional, donor-sponsored, and external scholarships and bursaries support both full-time and part-time undergraduate students, and some graduate students. Most awards (90%) support students taking a minimum of 60% of a full course load. Students taking 60% or more of a full course load (or 40% of a full course load for students with a documented permanent disability) are considered full-time students under the government student assistance program definition of full-time and are therefore considered full-time for need-based bursaries that are intended to support a student's unmet need calculation as determined by the Ontario Student Assistance Program. Effective 2021-22, the University adopted the government's definition of full-time for government student aid eligibility and applied that definition to all institutional and donor-sponsored merit and need-based awards, unless specified specifically by a donor that the student must be taking a minimum of 80% of a full course load to align with the University's definition of full-time for academic purposes.

Table 1.0 2021-22 Awards Administered by SAFA by Award Level Type and Minimum Course Load

Award Level Type	% of Total	Total Distinct Count	Count of Full-time	Count of 60% Min	Count of < 60%	No Min. Specified
Entrance - Undergrad	15.01%	149	18	124	0	7
Entrance - Law	2.11%	21	0	21	0	0
In-Course - Undergrad	59.72%	593	85	438	37	33
In-Course - Law	13.60%	135	14	118	0	3
In-Course - Education	0.40%	4	0	4	0	0
In-Course - Graduate	0.40%	4	0	3	0	1
In-Course - Grad/Undergrad	7.35%	73	5	51	6	11
In-Course - Med School	0.40%	4	0	1	0	3
Graduating Undergrad Student	1.01%	10	0	9	0	1
Total:	100.00%	993	122	769	43	59

Table 1.1 summarizes the 2021-22 awarding cycle and the reason why some awards were not allocated. Of the 993 active award files, 9% were not awarded.

Table 1.1 2021-22 Awarding Status by Awarding Process

Not Allocated Reason	# of Awards	Not Allocated Reason	# of Awards
As Per Donor's Request	6	No Applications Received	28
Competition Not Held	4	No Nomination Received	12
Course Not Offered	4	No Qualified Applicants	24
Donation Not Received by Deadline	3	Non-Consecutive Year Award	4
New Endow Low Expendable	3	Pending Revision of Terms	2
Total:			90

Awarding processes will vary depending on the terms of the award. In all cases, the authorization and disbursement of the award is completed by SAFA although the adjudication, assignment and at times, the administration of an award may be handled directly by the Faculty/Department or external committee. In cases where awards are not assigned over a period of 2 or more years, files are referred to Advancement for review and possible follow-up with donors to review the terms of the award in cases where the terms may appear to be too restrictive.

In 2021-22, 4726 UWindsor students received financial assistance from SAFA, totalling \$12,767,696. Based on the University's overall student population according to Fall 2021 enrolment data¹, 27.42% of enrolled students received scholarship and bursary support from SAFA.

Table 1.2 2021-22 Distribution of Awards by Academic Level

Academic Level	Funding Allocated	# of Awards	# of Distinct Students	% of Awards by Level Compared to # of Awards Overall	Total FT Enrol ¹	% of FT Students Enrolled Receiving Awards from SAFA by Career
Masters	\$500,164	397	342	5.98%	4936	7.50%
Doctoral	\$32,700	32	28	0.48%		
Law Year 1	\$853,526	313	167	4.72%	704	46.45%
Law Year 2	\$788,381	247	128	3.72%		
Law Year 3	\$213,750	66	32	0.99%		
Education	\$84,884	59	44	0.89%	1076	7.62%
Concurrent Educ	\$105,375	44	38	0.66%		
Year 1	\$4,162,350	2150	1484	32.40%	10518	37.54%
Year 2	\$2,407,007	1176	889	17.72%		
Year 3	\$1,756,864	1043	778	15.72%		
Year 4	\$1,857,558	1104	794	16.64%		
Certificate	\$5,136	5	3	0.08%		
Total	\$12,767,696	6636	4726	100.00%	17234	27.42%

¹<https://www.uwindsor.ca/institutional-analysis/307/headcount>

Of the \$12.76 million in scholarship and bursary support, 82.55% supported students in first entry programs, 10.99% supported students in second entry programs (Law and Education) and 6.46% supported graduate students. The funding that supports graduate students was primarily specific to need-based financial support for the graduate students in receipt of government student assistance.

It is important to note that the percentage of graduate students receiving financial support from SAFA is not a true indication as to the institutional support provided to graduate students. SAFA administers a small proportion of financial assistance to graduate students in the form of general need-based aid in addition to a small number of scholarships that are open to both graduate and undergraduate students. The major proportion of graduate student funding is administered by the Faculty of Graduate Studies.

Table 1.3 summarizes the financial support allocated to students by Faculty.

Table 1.3 2021-22 Distribution of Awards by Faculty

Faculty	Funding Allocated	# of Awards	# of Distinct Awards	# of Distinct Students	% of Funding Allocated by Faculty
Arts, Humanities & Social Science	\$2,400,487	1432	317	1051	18.80%
Business	\$1,413,184	736	156	466	11.07%
Education	\$199,759	112	62	90	1.56%
Engineering	\$1,888,656	1197	143	854	14.79%
Human Kinetics	\$653,129	350	71	274	5.12%
Law	\$1,855,957	627	176	328	14.54%
Nursing	\$836,163	424	95	322	6.55%
Science	\$3,520,360	1758	202	1341	27.57%
Total	\$12,767,696	6636	838	4726	100.00%

Table 1.4 summarizes UWindsor undergraduate financial support by funding source. Funding from the UWindsor operating budgets accounted for 71.51% of scholarship and bursary funding allocated to undergraduate and graduate students. Donor sponsored funds (endowment, annual and depleting), departmental, external foundations and external government funding accounted for 28.49% of spending.

With respect to university funded bursary support, 54.22% or \$6.9 million was allocated from the University's scholarship operating budget, 18.31% or \$2.3 million from scholarship endowments, and 17.29% or \$2.2 million was allocated from the University's tuition-set-aside (TSA operating) budget. The tuition-set-aside budget is intended to assist OSAP and other government student aid eligible students who have an identified unmet financial need greater than supports provided through the OSAP program and after other institutional supports have been assigned, under the Student Access Guarantee Program².

² The Student Access Guarantee is a partnership between the Government of Ontario and Ontario Colleges and Universities that ensures post-secondary students in financial need have access to resources to cover the cost of their tuition, books and other mandatory fees - <https://www.ontario.ca/page/how-apply-osap#section-2>

Table 1.4 2021-22 Undergraduate Financial Support by Funding Source

Funding Source	Funding Source Detail	Funding Allocated	# of Awards	# of Distinct Students	% of Total Awards Allocated
Institutional	Funds designated from the University’s operating budget.	\$6,922,544	3646	3293	54.22%
UW Endowment	Private donations received that are endowed.	\$2,337,371	1295	974	18.31%
UW TSA	Operating funds set-aside to support financial need awards.	\$2,207,711	948	771	17.29%
External Awards	Established by external agencies, disbursed by UWindsor.	\$430,699	117	115	3.37%
UW Annual	Private annual donations received – may be continuous.	\$359,772	280	263	2.82%
UW Dept Trust	Private annual donations directed to departments.	\$244,200	185	173	1.91%
UW Provincial	Funding from the provincial government.	\$188,056	122	119	1.47%
UW Depleting	Private one-time donations received – not continuous.	\$45,542	39	39	0.36%
UW Federal	Funding from the federal government.	\$31,800	4	4	0.25%
Total		\$12,767,696	6636	4726*	100.00%

**Total of column is 5751 however the number of overall distinct students remains at 4726 as there will be students who received awards from more than one funding source.*

Students who apply for additional financial support to assist in addressing their financial shortfall who meet the Canadian citizenship eligibility requirement are considered for support through TSA funding and where extenuating financial circumstances are presented and documented. From TSA funds, SAFA assisted a total of 771 of the 1887 students or 41% of students with identified unmet need greater than \$100 as calculated in the 2021-22 OSAP assessment.

In 2020-2021, SAFA administered \$12.1 million in scholarships and bursaries. In comparing 2020-21 data to 2021-22, there is an increase in scholarship allocations of approximately \$660,000. The increased spending from institutional scholarship funding and decreased spending in TSA, need-based bursary spending can be attributed to possibly the following factors:

- More students with financial need are receiving/retaining their entrance scholarship funding due to the scholarship policy changes due to the COVID-19 exemptions in 2021-22.
- Increased unmet need assessments due to the elimination of the OSAP confirmation of income requirement.

Table 1.5 depicts in increase OSAP unmet financial need calculations from 2020-21 to 2021-22. The 62% increase in the institutional SAG obligation over 2020-21 can be attributed to the changes to the SAG policy which came into effect in 2021-22. Historically, as a condition of receiving SAG funding, students were required to confirm their estimated study period income for the academic year. This requirement was removed in 2021-22 therefore increasing our obligations to students. However, the allocation of SAG to first-entry students is no longer mandatory, and requires students to apply for this additional funding. To manage our fiscal spending, an adjustment to our SAG funding allocations was made from 100% funded, to 70% funded. This adjustment assumes that most students are working part-time allowing for the additional 30% of the student’s shortfall is being met by part-time earnings. Students who are not working and who continue to have a shortfall after the 70% SAG bursary is assigned, are able to appeal for additional funding.

Additional policy changes that were implemented in 2021-22 are as follows:

- An aggregate spending rule will be used for all students, whereby each year institutions will spend an amount equivalent to 30% of all prior year tuition/book shortfalls on SAG.
- There will be no distinction between students in first- and second-entry programs (i.e., eliminates 'automatic SAG' for students in first-entry programs).

Table 1.5 Comparison of 2021-22 & 2020-21 Unmet Need Calculations

Faculty	% Increase/Decrease in SAG* in 2021-2022	% Increase/Decrease in Unmet Need* in 2021-2022	Sum of Student Access Guarantee Obligation	Sum of Unmet Need	Distinct # of Students Overall	Sum of Student Access Guarantee Obligation	Sum of Unmet Need	Distinct # of Students Overall
Arts, Hum. & SS	755.23%	98.96%	\$46,764	\$233,162	2236	\$5,468	\$117,192	2490
Business	64.24%	7.57%	\$580,656	\$861,563	577	\$353,536	\$800,932	651
Coop Work Term	-	-	\$0	\$0	103	\$0	\$0	78
Education	349.95%	89.79%	\$28,783	\$88,977	651	\$6,397	\$46,881	684
Engineering	33.96%	1.27%	\$1,014,226	\$1,482,072	625	\$757,129	\$1,463,481	850
Graduate Studies	97.83%	53.00%	\$373,824	\$1,217,684	760	\$188,959	\$795,894	810
Human Kinetics	-	-33.45%	\$663	\$6,483	364	\$1	\$9,741	421
Law	65.46%	10.83%	\$3,650,711	\$4,195,235	502	\$2,206,385	\$3,785,322	567
Nursing	69.58%	156.15%	\$7,750	\$89,621	606	\$4,570	\$34,988	622
Science	69.26%	15.97%	\$458,879	\$691,937	1323	\$271,113	\$596,642	1415
Total	62.44%	15.89%	\$6,162,256	\$8,866,734	7415	\$3,793,557	\$7,651,073	8184

*The Student Access Guarantee obligation value is also included in the Unmet Need calculation.

Table 1.6 summarizes the distribution of undergraduate financial support by citizen status and academic career. Domestic, undergraduate students received 77% of available undergraduate student support. Protected persons and permanent residents are considered domestic students for awarding purposes.

Table 1.6 2021-22 Distribution of Awards by Student Status and Career

Student Status	Funding Allocated	# of Awards	Distinct # of Students	% of Total Funding Allocated
Domestic				
EDUC	\$190,259	103	82	1.49%
GRAD	\$301,014	189	139	2.36%
LAW	\$1,855,657	626	327	14.53%
UGRD	\$9,641,344	5156	3698	75.51%
International				
GRAD	\$231,850	240	231	1.82%
UGRD	\$547,571	322	250	4.29%
Total	\$12,767,696	6636	4726	100.00%

In 2021-22, our undergraduate donor-sponsored student award portfolio grew by 36 awards. The total number of active awards administered by SAFA in 2021-22 increased to 993.

Table 1.7. Growth of SAFA Administered Awards in 2021-22

Academic Year	New Annual Awards Activated	New Endowed Awards Activated	Other Awards Activated (Departmental, Faculty, Institutional, Government)	Total of New Awards Activated	Total SAFA Awards Active at Start of 2020-21*	Total SAFA Awards Inactivated in 2021-22
2019-20	11	22	53	86	933	5
2020-21	12	11	32	55	958	30
2021-22	17	10	9	36	993	1

*Includes only award codes that are disbursed to the student account. Does not include government student aid.

2. Awards for Special Programs

There are several scholarship and bursary opportunities available for specific student groups, specifically Black and Indigenous students as well as scholarships for women. The Ontario Human Rights Commission (OHRC) Policy on Scholarships and Awards sets forth the policy within the Ontario Human Rights Code (the Code) as it relates to the establishment of scholarships and bursaries at colleges and universities.

Criteria such as race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, disability, etc. should not be the basis for deciding who gets a scholarship, unless exceptions apply. The Code does allow for a special program that creates a preference or advantage, even though it is based on grounds that are set out in the Code. Section 14 of the code allows for programs designed to:

- relieve hardship or economic disadvantage
- assist disadvantaged persons or groups to achieve or attempt to achieve equal opportunity
- help eliminate the infringement of rights that are protected under the Code.³

All awards administered by the University of Windsor, that are specific to special student groups qualify under the special program exemption permitted by OHRC.

Table 2.0 Summary of Special Program Awards

Special Program Awards	# of Awards Available in 2021-22
Black Student Scholarships	17
Indigenous Student Scholarships	14
Scholarships for Women	6

Aggregated student level data is not yet available.

It is important to note that unless the terms of reference for an award specify that the award recipient(s) must be from a special programs group, a student's status as a member of a special programs group is not a consideration in the adjudication process.

³ Ontario Human Rights Commission Policy on Scholarships and Awards, ISBN: 0-7778-7171-8, <https://www.ohrc.on.ca/en/policy-scholarships-and-awards>

3. Automatic Undergraduate Entrance Scholarships

No matter which program a student entering directly from secondary school selects, they are automatically considered for a minimum level of scholarship support based on their interim and final entering average. Final scholarship offers are based on a student’s top 6, interim and final 12 U or M level courses (or equivalent) generally available in May. Conditional offers are made at the time of the offer of admission if a student’s offer of admission is based on a student’s final grade 11 (available starting in November) or minimum 3 U or M level courses (generally available in late February).

Average	Amount
95% - 100%	\$16,000 – President’s Level Support - \$4,000 renewable over 4 years
90% - 94.99%	\$10,000 – Dean’s Level Support - \$2,500 renewable over 4 years
85% - 89.99%	\$1,000 – Blue & Gold Level Support - \$1000 Entrance Scholarship

To maintain a renewable entrance scholarship, a student must continue taking a minimum of 60% of a full course load and achieve a minimum of an 85% average based on their top 6 first year courses, by the end of their second semester. Scholarships are guaranteed for a student’s first year of study regardless of their average after semester 1.

Once all donor-sponsored entrance scholarships are allocated, a review of all applicants ensures that our automatic commitments are honoured. Some students may receive donor-sponsored entrance scholarships that equal or exceed institutional entrance scholarships.

Due to the COVID-19 pandemic, several interim policy measures were put in place to accommodate students. Effective 2022-2023, because of the positive feedback received, items 2 through 4 were implemented permanently.

- (1) Students who did not attain the minimum 85% cumulative average requirement at the end of the Winter 2020 term had the ability to raise their cumulative GPA in Fall 2020. Students who were successful in raising their cumulative GPA after Fall 2020 were eligible to have their renewable entrance scholarship reinstated for the Fall 2020 and Winter 2021 semesters.
- (2) The minimum course load requirement for renewable entrance scholarships was reduced to 60% of a full course load.
- (3) Only a student’s top 6 out of a possible 10 courses in first year were used in the average calculation that determined a student’s eligibility for renewal.
- (4) The continuation terms of eligibility policy was amended to allow a student a maximum of 2 terms with a full or partial withdrawal (less than 60% of a full course load) without impacting renewal eligibility.

Table 3.0 Distribution of Entrance Scholarships – By Award and Region (President’s)

Approximately 35% of students offered a President’s Renewable Automatic Entrance Scholarship in 2021-2022 enrolled as a full-time student. The highest percentage of automatic open entrance scholarship recipients came from the Windsor-Essex County region.

President's Renewable Entrance Scholarship (\$4000 x 4 Years)					
Region	Total Offered	Disbursed	Total Value of Offered	Value of Disbursed	Scholarship Yield Rate by Region
Chatham-Kent	16	5	\$64,000	\$20,000	2.60%

Greater Toronto Area	123	5	\$492,000	\$20,000	2.60%
Grey-Bruce-Simcoe-Huron	11	0	\$44,000	\$0	0.00%
London-Waterloo	47	1	\$188,000	\$4,000	0.52%
Niagara-Brant	33	2	\$130,000	\$6,000	0.78%
Northeastern ON	7	0	\$28,000	\$0	0.00%
Northern ON	6	2	\$24,000	\$8,000	1.04%
Northwestern ON	3	0	\$12,000	\$0	0.00%
Out of Country - Domestic	5	1	\$20,000	\$4,000	0.52%
Out of Country - International	25	4	\$96,000	\$12,000	1.56%
Out of Province	3	1	\$12,000	\$4,000	0.52%
Sarnia-Lambton	8	1	\$32,000	\$4,000	0.52%
Windsor - Essex	276	174	\$1,094,000	\$686,000	89.32%
Total	563	196	\$2,236,000	\$768,000	100.00%
Overall Yield %					34.81%

Table 3.1 Distribution of Entrance Scholarships – By Award and Region (Dean’s)

Approximately 32% of students offered a Dean’s Renewable Automatic Entrance Scholarship in 2021-2022 enrolled as a full-time student. The highest percentage of automatic open entrance scholarship recipients came from the Windsor-Essex County region.

Dean's Renewable Entrance Scholarship (\$2500 x 4 Years)					
Region	Total Offered	Disbursed	Total Value of Offered	Value of Disbursed	Scholarship Yield Rate by Region
Chatham-Kent	47	12	\$117,500	\$30,000	2.32%
Greater Toronto Area	449	25	\$1,118,750	\$58,750	4.55%
Grey-Bruce-Simcoe-Huron	47	4	\$117,500	\$10,000	0.77%
London-Waterloo	181	21	\$450,000	\$50,000	3.87%
Niagara-Brant	69	5	\$171,250	\$11,250	0.87%
Northeastern ON	26	1	\$65,000	\$2,500	0.19%
Northern ON	29	3	\$71,250	\$6,250	0.48%
Northwestern ON	18	2	\$45,000	\$5,000	0.39%
Out of Country - Domestic	7	1	\$17,500	\$2,500	0.19%
Out of Country - International	81	10	\$201,250	\$23,750	1.84%
Out of Province	12	5	\$30,000	\$12,500	0.97%
Sarnia-Lambton	28	6	\$68,750	\$13,750	1.06%
Windsor - Essex	669	431	\$1,661,250	\$1,066,250	82.50%
Total	1663	526		\$1,292,500	100.00%
Overall Yield %					31.63%

Table 3.2 Distribution of Entrance Scholarships – By Award and Region (Entrance)

Approximately 29% of students offered the University of Windsor Entrance Scholarship in 2021-2022 enrolled as a full-time student. The highest percentage of automatic open entrance scholarship recipients came from the Windsor-Essex County region.

University of Windsor Entrance Scholarship (\$1000)					
Region	Total Offered	Disbursed	Total Value of Offered	Value of Disbursed	Scholarship Yield Rate by Region
Chatham-Kent	42	16	\$42,000	\$16,000	3.14%
Greater Toronto Area	513	30	\$513,000	\$30,000	5.89%
Grey-Bruce-Simcoe-Huron	42	5	\$42,000	\$5,000	0.98%
London-Waterloo	202	31	\$202,000	\$31,000	6.09%
Niagara-Brant	94	12	\$94,000	\$12,000	2.36%
Northeastern ON	28	5	\$28,000	\$5,000	0.98%
Northern ON	28	4	\$28,000	\$4,000	0.79%
Northwestern ON	21	3	\$21,000	\$3,000	0.59%
Out of Country - Domestic	7	2	\$7,000	\$2,000	0.39%
Out of Country - International	116	11	\$116,000	\$11,000	2.16%
Out of Province	12	3	\$12,000	\$3,000	0.59%
Sarnia-Lambton	24	4	\$24,000	\$4,000	0.79%
Windsor - Essex	650	383	\$650,000	\$383,000	75.25%
Total	1779	509	\$1,779,000	\$509,000	100.00%
Overall Yield %					28.61%

Table 3.3 summarizes the performance of first year students receiving open entrance scholarships after the end of the Winter 2022 term. A student's cumulative average at the end of the Winter semester determines their eligibility to have their scholarship renewed into the next academic year if they have terms of eligibility remaining. Due the impact of COVID-19, only a student's top 6 out of a possible 10 courses in 2021-22 were used in the average calculation to determine a student's eligibility for renewal.

Seventy-six (76%) percent of students receiving the Presidents Renewable Entrance Scholarship attained a cumulative average of 85% or greater after Winter 2022 allowing them to renew their scholarship into Year 2 without having the COVID exception accommodations applied. Nine percent (9%) of students were eligible to renew after applying the COVID exception accommodation. In addition, 32% of students receiving the Deans Renewable Entrance Scholarship attained a cumulative average of 85% or greater after Winter 2022 and 26% were eligible for renewal after the COVID exception accommodation was applied.

Table 3.3 Cumulative Averages of Open Entrance Scholarship Recipients after Winter 2022

Scholarship/Cumulative Average Range - Year 1 Students Only	Count of Disbursed	% of Students/Range
Presidents Renewable Entrance Scholarship \$16,000		
Renewed after Winter 2022	149	76%
Renewed after Winter 2022 (COVID Exception)	18	9%
Not eligible for renewal	29	15%
Total	196	100%
Deans Renewable Entrance Scholarship \$10,000		
Renewed after Winter 2022	168	32%
Renewed after Winter 2022 (COVID Exception)	135	26%
Not eligible for renewal	223	42%

Total	526	100%
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4. Distribution of Government Financial Assistance

Ontario Student Assistance Program – Full-Time

In 2021-22, a total of 7,415 full-time⁴ UWindsor students (a decrease from 8,183 in 2020-21) received \$67.2 million (compared to 81 million in 2020-21) in full-time OSAP assistance. Approximately 59% of the total financial support (compared to 54% in 2020-21), or \$40 million, was provided through non-repayable grant funding.

Table 4.0 2021-2022 Distribution of OSAP Full-time Assistance by Faculty and Account Type

Academic Group	Sum of Total Grant Issued	Sum of Total Loan Issued	Sum of Total Funding Issued	Base Acc.*	Reinstated/ Program Change Account	Total Applications/ Extensions	Head Count UGRD - Domestic	% of Students Receiving OSAP
Arts, Hum & Soc Sci	\$13,356,059	\$5,384,184	\$18,740,243	2047	448	2495	3500	58.49%
Business	\$2,530,282	\$2,019,396	\$4,549,678	567	117	684	1047	54.15%
Education*	\$4,042,226	\$2,292,046	\$6,334,272	651	15	666	698	93.27%
Engineering	\$2,964,847	\$2,590,988	\$5,555,835	613	260	873	1097	55.88%
Human Kinetics	\$1,598,043	\$817,817	\$2,415,860	360	8	368	700	51.43%
Law	\$3,030,428	\$3,336,042	\$6,366,470	495	9	504	691	71.64%
Nursing	\$3,792,309	\$1,734,702	\$5,527,011	605	37	642	863	70.10%
Science	\$6,123,893	\$3,010,734	\$9,134,627	1308	98	1406	2249	58.16%
Graduate Studies	\$2,148,537	\$6,175,166	\$8,323,703	747	373	1120	1320	56.59%
Coop Work Term	\$212,339	\$26,461	\$238,800	22	84	106	-	-
Total	\$39,798,963	\$27,387,536	\$67,186,499	7415	1449	8864	12165	60.95%

*Does not include 1036 closed/inactive accounts.

**Concurrent education from OSAP data is included in the Education faculty.

Table 4.1 2021-2022 Distribution of OSAP Full-time Assistance [Loans & Grants] by Faculty & Level

Year of Study	Sum of Total Loan Issued	Sum of Total Grant Issued	Total Funding Issued by Level	Distint Count of Students	Total Funding Issued by Faculty	% Total Funding Issued by Faculty
Arts, Humanities & Social Science						
1	\$1,270,553	\$2,866,528	\$4,137,081	550	\$18,740,243	27.89%
2	\$1,230,949	\$3,176,801	\$4,407,750	521		
3	\$1,566,181	\$3,814,140	\$5,380,321	628		
4	\$1,316,501	\$3,498,590	\$4,815,091	542		
Business						
1	\$503,662	\$517,035	\$1,020,697	146	\$4,549,678	6.77%
2	\$416,215	\$494,722	\$910,937	121		
3	\$606,730	\$691,182	\$1,297,912	137		
4	\$492,789	\$827,343	\$1,320,132	175		

⁴ Full-time for the Ontario Student Assistance Program (full-time) is defined as a student taking 60% or more of a full course load (40% or more of a full course load for students with a documented permanent disability). A base account is a student initial OSAP application that forms the 'base' of their assessment – minimum number of qualifying weeks must equal at least 12 weeks. If a student elects to return to full-time studies after their base application period, i.e. for the intersession/summer period, an extension to the base account is created to add the additional weeks of eligibility referred to as the reinstatement period.

Coop Work Term						
1	\$5,896	\$2,423	\$8,319	2	\$238,800	0.36%
2	\$5,641	\$34,625	\$40,266	18		
3	\$9,280	\$117,923	\$127,203	55		
4	\$5,644	\$57,368	\$63,012	28		
Education						
1	\$1,196,221	\$1,705,839	\$2,902,060	284	\$6,334,272	9.43%
2	\$637,093	\$1,546,887	\$2,183,980	210		
3	\$198,053	\$299,614	\$497,667	60		
4	\$136,213	\$199,415	\$335,628	50		
5	\$124,466	\$290,471	\$414,937	48		
Engineering						
1	\$647,391	\$691,675	\$1,339,066	147	\$5,555,835	8.27%
2	\$609,267	\$708,662	\$1,317,929	159		
3	\$611,738	\$715,990	\$1,327,728	156		
4	\$722,592	\$848,520	\$1,571,112	169		
Graduate Studies						
1	\$3,214,989	\$1,031,491	\$4,246,480	403	\$8,323,703	12.39%
2	\$1,910,094	\$605,863	\$2,515,957	243		
3	\$673,299	\$254,398	\$927,697	81		
4	\$123,270	\$60,978	\$184,248	14		
5	\$253,514	\$195,807	\$449,321	23		
Human Kinetics						
1	\$159,872	\$285,373	\$445,245	71	\$2,415,860	3.60%
2	\$239,284	\$381,283	\$620,567	91		
3	\$218,304	\$480,636	\$698,940	105		
4	\$194,884	\$444,103	\$638,987	96		
5	\$5,473	\$6,648	\$12,121	1		
Law						
1	\$1,111,746	\$920,468	\$2,032,214	162	\$6,366,470	9.48%
2	\$1,104,589	\$993,563	\$2,098,152	166		
3	\$1,119,707	\$1,116,397	\$2,236,104	174		
Nursing						
1	\$205,353	\$471,634	\$676,987	83	\$5,527,011	8.23%
2	\$181,956	\$447,645	\$629,601	86		
3	\$741,450	\$1,551,599	\$2,293,049	225		
4	\$605,943	\$1,321,431	\$1,927,374	212		
Science						
1	\$803,191	\$1,658,763	\$2,461,954	390	\$9,134,627	13.60%
2	\$792,365	\$1,503,707	\$2,296,072	298		
3	\$783,680	\$1,572,709	\$2,356,389	320		
4	\$624,385	\$1,376,426	\$2,000,811	310		
5	\$7,113	\$12,288	\$19,401	6		
Total	\$27,387,536	\$39,798,963	\$67,186,499	7415	\$67,186,499	100.00%

Ontario Student Assistance Program – Part-time

In 2021-2, a total of 937 part-time⁵ UWindsor students applied for OSAP Part-time assistance (a decrease of 82 from 2020-21). The amount of approved funding totalled \$936,649 (compared to \$990,681 in 2021-

⁵ Part-time for the Ontario Student Assistance Program (part-time) is defined as a student taking 59% or less of a full course load (40% or more of a full course load for students with a documented permanent disability can be defined as either full-time or part-time depending on the student's situation and level of financial support required).

22). Of the 937 applications received, 436 accounts were closed as students did not meet the eligibility criteria to receive OSAP Part-time assistance.

Table 4.2 2021-2022 Distribution of OSAP Part-time Assistance [Loans & Grants] by Faculty

Faculty	Issued		Total of OSAP PT Issued	# of Apps	Distinct # of Students
	OSAP PT Loan	OSAP PT Grant			
Arts, Hum & Soc. Sci.	\$7,892	\$259,274	\$267,166	164	141
Business	\$14,389	\$96,013	\$110,402	48	41
Education	\$0	\$2,003	\$2,003	1	1
Engineering	\$19,394	\$205,282	\$224,676	87	79
Graduate Studies	\$7,606	\$23,536	\$31,142	22	12
Human Kinetics	\$1,657	\$30,107	\$31,764	22	22
Law	\$2,143	\$3,600	\$5,743	1	1
Nursing	\$0	\$47,150	\$47,150	34	34
Science	\$5,286	\$211,317	\$216,603	122	119
Total	\$58,367	\$878,282	\$936,649	501	447

Ontario Student Assistance Program – Micro-Credentials

In 2021-22, the Ontario government introduced a new program under the OSAP suite of programs to provide funding for direct educational costs for students enrolled in approved micro-credential programs. Micro-credentials are rapid training programs offered by postsecondary education institutions across the province that can help individuals get the skills that employers need. Micro-credentials help individuals retrain and upgrade their skills to find new employment.

The University of Windsor offers several approved micro-credential courses, which can be found on the Ontario government’s website⁶. Table 4.3 summarized the total funding allocated to support 77 students enrolled in approved micro-credential courses.

Table 4.3 2021-22 Summary of OSAP for Micro-Credentials Program

OSAP Micro-Credentials Application Status	Sum of MC Loan Issued	Sum of MC Grant Issued	Total MC Funding Issued	Distinct Count of Students
Closed - Assessed	\$0	\$0	\$120,988	10
Closed - No Assessment	\$0	\$0		23
Open	\$71,309	\$49,679		42
Open - No Funds Issued	\$0	\$0		18
Grand Total	\$71,309	\$49,679		77

Out of Province Student Financial Assistance Programs

SAFA supports the administration of the following provincial and territorial student financial assistance programs:

- i. StudentAidBC
- ii. Alberta Student Aid
- iii. Saskatchewan Student Aid

⁶ <https://microlearnontario.ca/mc-search/?k=University+of+Windsor#/?k=University%20of%20Windsor&itemTypes=13&sortCol=1>

- iv. Manitoba Student Aid
- v. Quebec Student Financial Assistance
- vi. Newfoundland Student Aid
- vii. New Brunswick Student Financial Assistance
- viii. Nova Scotia Student Assistance
- ix. Prince Edward Island Student Financial Assistance
- x. Northwest Territories Student Financial Assistance
- xi. Yukon Student Financial Assistance
- xii. Nunavut Financial Assistance for Students

Table 4.4 provides a breakdown of student financial applications received and processed by Province. For students where the funding province is noted as 'Ontario', the actual province of residency was unable to be determined as the student's permanent and mailing address on record was listed as Ontario.

Table 4.4 2021-22 Student Financial Aid Applications by Province

Funding Province	Number of Distinct Students		
	2021-22	2020-21	2019-20
Alberta	36	35	27
British Columbia	20	28	30
Manitoba	3	0	0
New Brunswick	3	2	4
Newfoundland (NL)	2	1	1
Nova Scotia	1	1	1
Prince Edward Island	0	3	1
Saskatchewan	2	3	4
Yukon	1	2	0
Ontario*	36	28	32
Total	104	103	100

Applications received and processed from out-of-province students have remained relatively consistent since 2019-20. Table 4.5 summaries the total funding allocated to students by Faculty.

Table 4.5 2021-22 Out-of-Province Funding by Faculty and Funding Type

Faculty	Grant	Loan	Total Funding	Total # of Unique Students
Arts, Hum. & Soc. Sci.	\$52,470	\$139,012	\$191,482	17
Business	\$14,712	\$23,460	\$38,172	3
Education	\$13,454	\$26,235	\$39,689	2
Engineering	\$85,882	\$192,469	\$278,351	21
Graduate Studies	\$18,423	\$129,422	\$147,845	13
Human Kinetics	\$20,979	\$40,045	\$61,024	5
Law	\$158,662	\$445,275	\$603,937	28
Nursing	\$23,335	\$22,100	\$45,435	3

Science	\$53,281	\$109,942	\$163,223	12
Total	\$441,198	\$11,227,960	\$1,569,158	104

US Federal Student Aid

In 2021-22, 23 students were allocated \$248,668 in Title IV Federal Student Aid and 3 students were approved for \$52,913 in Sallie Mae Smart Option private loan funding (for US students).

5. Financial Aid Summary

The following table provides a summary of all financial aid programs administered by SAFA in 2021-22 with comparing data provided for 2020-21 and 2019-20.

Table 5.0. Summary of Financial Aid Programs Administered by SAFA

Financial Aid Program	2021-22 Total Funding	% Change 2021-22 > 2020-21	2020-21 Total Funding	% Change 2020-21 > 2019- 20	2019-20 Total Funding
OSAP Full-time	\$67,186,499	-17.06%	\$81,008,438	4.39%	\$77,450,234
Scholarships, Bursaries and Awards	\$12,767,696	5.51%	\$12,101,435	-7.51%	\$13,010,631
Out of Province Aid	\$1,569,158	-4.87%	\$1,649,460	22.36%	\$1,280,659
OSAP Part-time	\$969,649	-2.12%	\$990,681	21.94%	\$773,343
US Title IV Federal Student Aid	\$248,668	1.54%	\$244,889	-31.98%	\$323,207
OSAP Micro-Credentials	\$120,988	-	-	-	-
Sallie Mae Smart Option Loans	\$52,913	-15.89%	\$62,909	49.59%	\$31,715
Grand Total:	\$82,915,571	-13.68%	\$96,057,812	3.32%	\$92,869,789

6. Enriched Academy – Promoting Financial Literacy for Students

In 2021-22, SAFA entered into an agreement with Enriched Academy to offer their financial literacy, on-line platform to UWindsor students. The Enriched Academy Award was also created to offer 5 scholarships valued at \$5,000 to students who completed the program and who were able to best articulate how the program has positively impacted their financial well-being.

Currently, there are 461 UWindsor users (students/staff/faculty) registered for Enriched Academy. While the completion rate for registered users is low (29%), the feedback has been positive as users reported that financial literacy knowledge levels increased by 122% with a user satisfaction rate of 94%.

Future Actions & Initiatives

- Continue to encourage staff to take advantage of annual training available through provincial and federal agencies as well as the tools and resources available through various financial aid platforms. In a rapidly changing environment, staff training and monitoring resource levels is essential to maintaining the integrity of our award and financial aid programs to support the students who rely on this funding.
- Continue to review our award management processes towards further simplifying the application process for students and streamlining administration.
- Design and implement a new award administration component to integrate the award application data, adjudication, through to the award disbursement process that is clear and transparent to student applicants.

- Design and implement a new award management dashboard to support Advancement efforts, donor stewardship and faculties and departments as it relates to financial aid summary data.
- Improve communications with academic departments.
- Continue to review the administration of our institutional and donor-sponsored merit and need-based funding to optimize student recruitment efforts.
- Continue to empower students through the promotion of student financial literacy using materials developed by the Enriched Academy Program.
- Continue to improve processes and timing of funding notifications for students experiencing financial hardship early in the academic year.
- Create a process to manage student loan default rates with exit counselling workflow when students withdraw or graduate to ensure that they are aware of their student loan responsibilities and do not enter default.
- Continue to support financial aid proposals targeting under-represented groups students.
- Cross-comparison analysis data among other Ontario universities is currently not available. Approaching other institutions to prepare similar data to compare should be considered.

Conclusion

SAFA continues to work towards sustainment within the Financial Aid module of UWinsite Student. Sustainment involves the continuous review and testing of customizations as well as the review of delivered functionality. Providing continuous training to the functional staff that support all the business processes while maintaining our core deliverables of providing scholarship, bursary, and financial aid services to students as well as faculties and departments is essential to maintaining a model of sustainability. The list of future actions and initiatives are always at the forefront and as time and resources become available, these items continue to be prioritized.

The overall administration of student awards and financial aid is embedded in a complex myriad of many moving parts that requires continuous training and knowledge transfer to ensure that we remain in compliance with institutional and government policies and procedures. Volumes and programming from year to year can be fluid depending on institutional and government priorities and so its important to ensure that we have the right resources in place to be able to react and execute in a seamless manner. The goal and main priority of SAFA is to provide exceptional service to our students, faculties and departments and to provide support to our cross-campus colleagues who rely on those services that we provide.

Recommendation for Senate Consideration

None

Activated Awards in 2021-22

Donor sponsored awards may be financed in 3 ways:

- 1) An annual donation of at least \$1,500 (minimum of a three-year commitment).
- 2) Presentation of a capital sum of at least \$25,000 for investment as an endowment (funds must be invested for one full fiscal year to generate sufficient interest income to support award expenditures).
- 3) A series of smaller donations for up to a period of 5 years to accumulate capital until the minimum \$25,000 endowment level is reached.

The University of Windsor also establishes scholarships funded internally by Faculties and Departments as well as from external government agencies.

The following is a list of awards that were activated in the 2021-22 academic year.

Annual Awards (17 New Awards)

Alexa Translations Scholarship in Law

Number of Awards: 1

Award Value: \$1500

Terms: Awarded to a law student who demonstrates financial need.

Armando & Bianca DeLuca Award in Law

Number of Awards: 1

Award Value: \$1500

Terms: Awarded to a law student who demonstrates academic commitment and leadership and volunteerism in community affairs. Preference will be given to a law student from Windsor/Essex County or with an interest in remaining in Windsor/Essex County to article/practice law. Financial need may be considered.

Black Student Scholarship Annual Award

Number of Awards: 6

Award Value: \$5000

Terms: This scholarship is intended to assist students who self identify as members of the Black or African Diaspora Community. Candidates must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status). The scholarship is open to students studying in any year of any program, however eligible graduate students must have completed an undergraduate degree at the University of Windsor. A minimum cumulative average of 75% is required. Applicants must upload a 250 word reflective statement, which should include why this award is important to them, why they should be considered for this scholarship, and the impact it will have on their academic and personal development. Apply on-line.

Camille Dan Family Scholarship in Nursing

Number of Awards: 1

Award Value: \$5000

Terms: Awarded annually to an undergraduate and graduate student in the Faculty of Nursing who identifies as part of the First Nation, Metis or Inuit community. A minimum cumulative average of 80% is

required. Candidates must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status). Financial need may be considered. Apply on-line.

[Dr. Beverly Jacobs Entrance Award for Indigenous Leadership](#)

Number of Awards: 1

Award Value: \$1500

Terms: Awarded to a full-time Indigenous Law student who has demonstrated leadership qualities and who has made a contribution to the Law school and/or University community to enhance the understanding and respect for Indigenous knowledge, culture and perspectives. Applicants must be in good academic standing and have proven financial need. Apply on-line.

[Enriched Academy Award](#)

Number of Awards: 5

Award Value: \$1000

Terms: 5 awards valued at \$1000 each are available to students who successfully complete the Enriched Academy financial literacy program by the application deadline date. Apply on-line via the UWinAward Profile/Application. Students will be selected based on their application submission and the quality of their response to the application questions. The award is open to all registered UWindsor students, both full-time and part-time.

[International Student Renewable Scholarship of Excellence \(\\$5,000 x 4 years\)](#)

Number of Awards: 4

Award Value: \$5000

Terms: Several renewable entrance scholarships available to international students entering first year, directly from high school, into any first-entry program who exhibit high academic standards and who can demonstrate their commitment to their community and good citizenship. Students must have an entering average of a minimum of 80% and students must maintain a minimum of 75% cumulative average in course in order to renew into years 2, 3 and 4, Additional renewal requirements must be met. Apply on-line.

[Lynn Jean John Memorial Annual Scholarship](#)

Number of Awards: 1

Award Value: \$2500

Terms: One award granted annually to a full-time undergraduate student in their final of the Nursing program with a minimum cumulative average of 80%. Candidates must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status). Preference will be given, but is not exclusive, to a student with an interest in Oncology Nursing or Palliative care. To receive preferential consideration, students must submit a short statement outlining their interest in Oncology Nursing or Palliative care. Financial need may be considered. Apply on-line.

[Royal Canadian Legion Branch12 Award](#)

Number of Awards: 1

Award Value: \$1500

Terms: Awarded to a student in any year of any program, who is a member of any Royal Canadian Legion Branch, or whose parent(s) or grandparent(s) are members. Candidates must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status). To be considered, applicants must

provide a signed verification form from the legion where they or their parent or grandparent is a member. Affiliation Verification Form available for download on Student Awards website https://www.uwindsor.ca/studentawards/awards-forms. Apply on-line. Refer to the uWinAward Application instructions.

[Royal Canadian Legion Branch 12 Women's Auxillary Award](#)

Number of Awards: 1

Award Value: \$1500

Terms: Awarded to a female student, studying in a degree program in STEM (Science, Technology, Engineering and Math) disciplines, who is a member of any Royal Canadian Legion Branch, or whose parent(s) or grandparent(s) are members. A minimum 70% cumulative average is required. Candidates must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status). To be considered, applicants must provide a signed verification form from the legion where they or their parent or grandparent is a member. Affiliation Verification Form available for download on Student Awards website https://www.uwindsor.ca/studentawards/awards-forms. Apply on-line. Refer to the uWinAward Application instructions.

[Steve Ferry Student Success Award](#)

Number of Awards: 2

Award Value: \$1000

Terms: Awarded to upper year students registered in the Odette School of Business who participate in the Odette H.O.U.S.E. program as mentors to their peers during their undergraduate studies. A minimum cumulative average of 80% is required. Candidates must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status). Apply online.

[The Bello Scholarship](#)

Number of Awards: 1

Award Value: \$1500

Terms: One award available to a deserving student who is enrolled as an undergraduate student at the Odette School of Business and is of African descent. The recipient must have completed the STEN-2900 Fundamentals of Entrepreneurship course in order to be considered for the Bello Scholarship. Apply via the UWinAward Profile/Application.

[The Giuseppe and Immacolata Desando First Generation Canadian Business Scholarship](#)

Number of Awards: 1

Award Value: \$5000

Terms: Awarded to a full time student registered in year 2, 3 or 4 of the Business Administration program. The scholarship will be given to a student who is a first generation Canadian and who demonstrates voluntarism or club participation within the Odette School of Business, or in the outside community of the university. Candidates must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status) with proven financial need. Apply on-line.

[The Pinwheel Project Scholarship](#)

Number of Awards: 1

Award Value: \$1500

Terms: Awarded to a year 2, 3 or 4 student registered in the Faculty of Arts, Humanities and Social Science who is living with and/or is personally effected by another individual living with, a mental illness or addiction. Applicants are required to submit a short paragraph sharing their experience with mental wellbeing. Candidates must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status). Financial need may be considered. Apply on-line.

The following annual awards were activated in the 2021-22 academic year for the 2022-23 entrance awarding cycle:

[ELEVATE - UWindsor Black Students in Engineering Entrance Scholarship \(\\$2,500 x 2 terms\)](#)

Number of Awards: 12

Award Value: \$5000

Terms: Up to 12 awards are available to students who self-identify as Black entering into the Faculty of Engineering directly from secondary school. Open to both domestic and international students. Assigned via the on-line entrance application process.

[ELEVATE - UWindsor Indigenous Students in Engineering Scholarship \(\\$2,500 x 2 terms\)](#)

Number of Awards: 0

Award Value: \$5000

Terms: Several awards are available to students who self-identify as Indigenous entering into the Faculty of Engineering directly from secondary school. Open to both domestic and international students. Assigned via the on-line entrance application process.

[ELEVATE - UWindsor Female & Non-Binary Engineering Award \(\\$2,500 x 2 terms\)](#)

Number of Awards: 0

Award Value: \$5000

Terms: Several awards available for female and non-binary identifying gender (e.g., gender fluid, non-binary, trans-man, trans-woman, and two-spirited) students admitted directly from High School to first-year Engineering. Open to international and domestic students. This award can not be held concurrently with the Black Students in Engineering Award or Indigenous Students in Engineering Award. Apply on-line via the UWindsor Profile/Application.

Endowments (10 New Awards)

[Can-Am Urban Native Non Profit Homes \(Windsor\)](#)

Number of Awards: 1

Award Value: \$1000

Terms: Awarded to an indigenous student entering their first year of Law school. Financial need may be considered.

[Economic Summer Research Awards](#)

Number of Awards: 3

Award Value: \$500

Terms: The Economic Summer Research Award will provide opportunities for undergraduate students to acquire research experience under the supervision of a professor during the summer. The experience will deepen their knowledge and interest in many fields in Economics. See special instructions.

[Edith Skidmore Undergraduate Scholarship](#)

Number of Awards: 2

Award Value: \$1500

Terms: Awarded to a year 2, 3 or 4 student registered in the Faculty of Arts, Humanities and Social Science. A minimum cumulative average of 70% is required. Candidates must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status) with proven financial need. Assigned via on-line application process.

[Fred Bartley Memorial Entrance Scholarship for Indigenous Students](#)

Number of Awards: 1

Award Value: \$1500

Terms: Awarded annually to an indigenous student entering their first year of Law school. Applicants must have proven financial need.

[George T. Marshall Award of Excellence in Music Composition](#)

Number of Awards: 1

Award Value: \$1500

Terms: One award available to a student in a music, drama or visual arts degree program and awarded for creative excellence in original music (composition, songwriting, recording, arranging). The award is assigned based upon School of Creative Arts faculty nominations and may be based upon successes current students have attained external to their university coursework where appropriate. Assigned. No application required.

[Krishan Duggal Scholarship for Undergraduate Math Excellence](#)

Number of Awards: 1

Award Value: \$1000

Terms: Awarded to a full-time undergraduate student after the first year of study going into year 2 in any program in the Department of Mathematics and Statistics. Student must have completed all year one required Mathematics courses. Based on academic achievement (minimum 80% cumulative grade point average and major average). Recipient must be Canadian Citizen or Permanent Resident (includes those with Protected Persons status). Assigned. No application required.

[Richard & Kathleen Jones Entrepreneurial Scholarship](#)

Number of Awards: 1

Award Value: \$1000

Terms: Awarded to a student registered in year 2 or 3 of the Business Administration program, who demonstrates their desire and ability to be entrepreneurial in a chosen field, either by academic focus, or co-curricular and community service activities. A minimum cumulative average of 75% is required. Candidates must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status) with proven financial need. Preference will be given to a student who graduated from a Windsor/Essex high school. Apply on-line.

[Richard Chow-Wah & Julie Ho Tseung Engineering Scholarship](#)

Number of Awards: 1

Award Value: \$1000

Terms: Awarded to a year 2, 3 or 4 student registered in the Mechanical, Automotive and Materials Engineering program, with preference given to a student in Industrial Engineering. This scholarship will be based on financial need and diversity, to support students with diverse backgrounds and cultures. Apply on-line.

[UWindsor Student Care Legacy \(UWSCL\) B. Camello Doctor Scholarship](#)

Number of Awards: 4

Award Value: \$2500*

Terms: This award is available to both undergraduate and graduate students and is open to both domestic and international students at any level, who are experiencing financial hardship. Students must be in good academic standing. There will be 3 awards available to full-time students and one award available to a part-time student. This scholarship was established in 2020. This award may not be combined with any other OPUS awards. Apply on-line. Refer to the uWinAward Application instructions.

*This award was created as an annual award for 2021-22 however has converted to an endowment effective 2022-23 with the number of awards and award value being adjusted to 2 awards at \$1500.

[Women's & Gender Studies In-Course Bursary](#)

Number of Awards: 0

Award Value: \$0

Terms: One award available to a second year student registered in the Women's & Gender Studies program or any other combined program with Women's and Gender studies. The student with the highest average and documented financial need will receive the award. Assigned, no application required.

Other (9 New Awards)

[Black or Indigenous Heritage Student-Athlete \(BIHS\) Bursary](#)

Number of Awards: 0

Award Value: \$0

Terms: Need based assistance up to a maximum of \$2000 available to full-time undergraduate student athletes who are Canadian Citizens, Permanent Residents or Protected Persons currently residing in Ontario, to assist with meeting their degree requirements. Students must apply for and be in receipt of government student aid (eg. OSAP) or otherwise document financial hardship to be considered. Satisfactory academic progress is required. Apply on-line. Refer to the uWinAward Application instructions.

[Brain Bee Faculty of Science Scholarship](#)

Number of Awards: 0

Award Value: \$0

Terms: This award is given to the competition winners of the Brain Bee event who subsequently enroll in a Faculty of Science program.

[FMC Award](#)

Number of Awards: 1

Award Value: \$500

Terms: Awarded to a student in year 2, 3 or 4 of the Mechanical, Automotive and Materials Engineering program who is on, or has previously received, academic probation notice. Good academic standing is not

required. This award is intended to inspire students who are struggling to adjust to the new university environment for various reasons. Apply on-line.

[Go Global Scholarship](#)

Number of Awards: 0

Award Value: \$0

Terms: International faculty-led student mobility programs provide a unique opportunity for participants to increase their global and cultural awareness and leadership skills - all while connecting classroom learning to real-world experiences; however, not all students can easily participate, especially low-income students, students with disabilities, and Indigenous students who often face barriers to participating in international mobility programs.

The Go Global STEPs program provides funding to reduce the financial barriers to participating in short-term faculty-led undergraduate study abroad programs across all faculties.

Recipients are required to apply to the Go Global Program and, if selected, complete pre-and post-departure forms to be eligible to receive financial support from the program. The Go Global program is subject to the terms and conditions of the Global Skills Opportunity Program (Government of Canada).

Recipients must participate in cultural and safety awareness training and pre- and post-reflection activities (as stipulated by the funder).

[Office of Student Experience Survey Prize](#)

Number of Awards: 0

Award Value: \$0

Terms: The invitation to participate in the OSE survey will be sent via the student unions (GSS, UWSA, OPUS) and will be posted on Uwinsite Student. Upon completion of the survey, students will be redirected to a separate survey to enter a draw to win money towards their student fees. There will be one prize of \$500 and seventeen prizes of \$200. Contact information will be stored separately from survey responses.

[Science Academy Scholarship](#)

Number of Awards: 0

Award Value: \$0

Terms: This award is given to selected participants of the Science Academy held in July who subsequently enrol in a Faculty of Science program.

[Stewart Lysaght Dual JD Prize](#)

Number of Awards: 40

Award Value: \$500

Terms: Awards available to the top 40 students entering their first year of study in the Dual JD program. This award is named in honor of the co-founders of the Dual JD Program, Professor George Stewart of the University of Windsor Faculty of Law and Professor Leon Lysaght of the University of Detroit Mercy School of Law. Assigned. No application required.

[Take A Job Campaign Prize](#)

Number of Awards: 24

Award Value: \$500

Terms: Several prizes drawn where participants who have met the eligibility and contest rules, will be randomly selected to win a prize. Take a Job contest rules and eligibility requirements can be found here: <https://www.uwindsor.ca/returntocampus/461/Get-social-to-win>

[WE Vax Tuition Prize Scholarship](#)

Number of Awards: 0

Award Value: \$0

Terms: Tuition scholarship prize supporting the Windsor-Essex Vaccination campaign (WE Vax). \$23192 over 8 semesters. Terms and conditions apply. Assigned. No application required.

Contact Information

Date: November 18, 2022

Prepared by: Marian Doll, Director
Student Awards & Financial Aid

Appendix

Comments/Responses to Questions from APC | 2020-21 Annual Report Feedback

1. Examination of the mix between merit-based scholarships and need-based bursaries.

Award Type	# of Awards with Set #/ Value	Value of Awards with Set #/ Value	# of Awards with Variable #/ Value
Active - Merit-Based	391	\$443,028	122
Active - Need-Based	435	\$689,916	45
Sub-Total	826	\$1,132,944	167
Total			993

The above data was not added to the 2021-22 report because I was concerned at the low, total value of awards shown. This is because we have so many awards that are variable, and the total spending value of those awards is not reflected in total value of awards.

2. Does the reliance on % grades adversely affect students in FAHSS (who tend to have lower averages)? Might a shift to "rank order" be better?

Our system and administrative processes would not currently support a shift to ‘rank order’ for our renewable entrance scholarships. It is hoped that the change to averaging a student’s overall 6 courses after year 1, 12 courses after year 2 and 18 courses after year 3 will mitigate this concern.

3. Do we have data on how bursaries affect retention? Might we need to better consider how bursaries affect retention?

There is no specific data available currently on how bursaries affect retention. The concept of financial need-based bursaries is such that bursaries are assigned to students who have established financial need through the process of applying for government financial aid as the baseline and who are applying for additional support. We have a baseline methodology in place to assign donor-sponsored need-based bursaries (students must have at least \$1 in government financial aid eligibility) and a different methodology for assigning institutionally funded need-based bursaries (students must have a government-calculated unmet need). Financial aid staff, however, have the authority to exercise professional judgement should a student present themselves with documented circumstances that may fall outside of the parameters of our need-assessment methodology.

4. Is there room to add a dissertation completion scholarship for doctoral candidates in FAHSS? e.g., tuition plus the equivalent of a GA ship so they can focus on wrapping up? This might help with timely completion.

This would be a proposal that would need to be put forth to the Faculty of Graduate Studies. If it’s not a need-based initiative, the administration of this type of an award would fall under Graduate Studies.

5. Scholarships, etc., for graduate students in FAHSS seems very low--this might lead to graduate programmes in FAHSS, especially at the doctoral level, being too low to be competitive.

The reporting of graduate student support in this report is only specific to general, need-based support. The Faculty of Graduate Studies administers donor-sponsored need-based support as well as merit-based scholarships for graduate students and would therefore not be included in the SAFA calculations.

- 6. Can we offer a way to smooth funding over the course over 12 months for graduate students (via a summer bursary programme?) so students have consistent and predictable income over the summer as some do not have a GA-ship or RA-ship during the summer months?**

In the summer months, graduate students can apply for government student support to assist with covering their cost of attendance over the summer months. Government student aid eligible students would also then be able to apply for the University of Windsor Graduate Student In-Course Bursary. For merit-based scholarship eligibility, a proposal would need to be put forth to the Faculty of Graduate Studies.

- 7. Can you briefly clarify how SAFA supports help with faculty recruitment and retention?**

SAFA encourages faculty and staff across campus to attend our on-line financial aid information sessions that can support academic advisors working with students experiencing financial challenges.

- 8. Is there a way UWindsor can collect race-based data on SAFA? Connect with the Office of EDI?**

Currently, it's my understanding that this data is not complete and is not available outside of Human Resources. SAFA does however, collect marginalized student data through the self-identification process within the UWinAward Profile that allows the system to match students to awards that are particularly geared to marginalized students. We were able to match that data with award recipients and the data is presented in the 2021-22 report.

University of Windsor
Senate

*5.2.2 **Computer Science – Admission Requirements**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: **That the proposed revisions to the admission requirements for the Bachelor of Computer Science (General) for University Graduates and the Bachelor of Computer Science (Honours Applied Computing) for University Graduates be approved.**

Proposed Revisions:

[revisions are in bold and strikethrough]

Requirements for Bachelor of Computer Science (General) for University Graduates

(i) A three-year General, four-year Major or four-year Honours degree from an accredited University (in a discipline other than Computer Science).

(ii) Ontario Grade 12 “U” Advanced Functions or equivalent. Grade 12 “U” Calculus & Vectors is strongly recommended.

Requirements for Bachelor of Computer Science (Honours Applied Computing) for University Graduates

(i) A three-year General or a four-year Honours Bachelor’s degree from an accredited University (in a discipline other than Computer Science).

(ii) Ontario Grade 12 “U” Advanced Functions or equivalent. Grade 12 “U” Calculus & Vectors is strongly recommended. and ~~Introductory Calculus and Geometry and Discrete Mathematics or equivalent courses.~~

Rationale:

- Recently it was noticed that the admission requirements for this program are inconsistent with requirements in other Computer Science programs, including Bachelor of Computer Science (General). As currently listed, it does not require students to have any math background whereas in the program, they are required to take two math courses and one stats course. If students are allowed to enter without any Math background, they may find it difficult to continue and struggle with the math courses.
- The proposed changes have been approved by the School of Computer Science Council, the Science Program Development Committee (SPDC) as delegated by the Faculty of Science Coordinating Council and the Academic Program Committee.

University of Windsor
Senate

*5.3.1: Proposed Revisions to Bylaw 3

Item for: Approval

Forwarded by: Senate Governance Committee

MOTION: That the proposed revisions Bylaw 3 be approved.

Proposed Revisions
[revisions are in track changes]

Bylaw 3

2.2.1 Senate Student Caucus

2.2.1.1 Membership (The total number of members is twenty-two):

[...]

- eleven students, one of whom shall be elected by the student members of the caucus to serve as co-chair for a maximum of two consecutive terms. The eleven students shall include the following:
 - o two graduate students, two part-time undergraduate students, four full-time undergraduate students, one international student selected by the International Student Society, one residence student selected by the Windsor Inter-Residence Council, and one student selected by the Aboriginal Education Council. The student groups are encouraged to include representatives from multiple student constituencies, including registered student clubs, to reflect the diverse student populations.

Deleted: and from the Native Students' Alliance

Rationale:

- At the October 2022 Senate meeting, members were informed that the Native Students' Alliance (a society ratified under the UWSA) is currently not operational and it is not clear when it may relaunch. In light of this, it was noted that a revision to Senate Student Caucus composition is needed to ensure Indigenous student participation in the Senate Student Caucus.

**University of Windsor
Senate Governance Committee**

5.3.2: **Bylaw 2 Revision – Virtual Attendance Provisions for Committees of Senate**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: That the paragraphs relating to attendance for meetings of Committees of Senate, in Section I of Bylaw 2, be suspended and replaced with the following through to December 31, 2023:

- **Meetings of the Committees of Senate shall be held 100% in-person, unless there is a majority vote of the Committee to hold a meeting or meetings 100% virtually or in hybrid format, subject to the Chair determining that there are the required technology and resources to hold a virtual or hybrid meeting or meetings.**
- **Members are exempted from required in-person meeting attendance where they have an approved registered accommodation through Human Resources or Student Accessibility Services to attend meetings virtually. Other requests relating to in-person attendance will be determined by a majority vote of the Committee on a case by case basis.**
- **Members participating virtually are encouraged to keep their video camera on, as much as possible, for the entirety of the meeting to confirm presence.**

Rationale:

- Bylaw 2 provides for virtual meeting attendance by videoconferencing for Committees of Senate (those created by bylaw of Senate). These are: Academic Policy Committee; Program Development Committee; Senate Governance Committee; Senate Student Caucus; AAU/Faculty Councils, Faculty Coordinating Councils, and Faculty Assemblies; Search Committees; UCAPT; Appointments Committees; and RTP Committees.
- At the October 2022 Senate meeting, there was significant discussion around the proposed 10% restriction for virtual attendance for meetings of Senate Committees. Overall, members suggested greater flexibility for virtual committee meeting attendance than what the initial 10% proposal provided. It was also suggested that any provisions be subject to a trial period.
- At the November 2022 Senate meeting, members requested that the Chair be provided with the discretion to determine whether a meeting could be held in hybrid format.
- It was also noted that there may be other types of requests from members, outside registered accommodation. SGC noted that such requests would need to be considered by the Chair, on a case by case basis.
- A survey of Ontario universities revealed that there is no consistent approach to this and no perfect solution.
- The survey of Ontario universities also confirmed that hybrid meetings are more complex, require a minimum of 2-4 staff to run effectively depending on size of Committee, and raise logistical, implementation, and technical complications.
- The past two years have shown that, from an operational and technical standpoint, 100% in-person and 100% virtual committee meetings are fairly easy to manage.
- SGC noted that the complexities and logistics involved in hybrid meetings make them less of a solution, not to mention the fact that there are limited facilities on campus with the required hybrid/hyflex technology to run hybrid meetings. However, where the facilities have the appropriate technology in place and where there are sufficient

staff resources to oversee the logistics of the meeting and trouble-shoot technical issues, they can provide a viable alternative.

- SGC concurred that committee members should be held to the same standard as students, who are required to attend classes in-person in many cases. This proposal underpins this standard by making in-person committee meetings the default, unless determined otherwise as outlined in the motion. This underscores the University's position that the University is, first and foremost, a face-to-face institution with hybrid or virtual options available in some cases.
- This proposal is being brought forward as a pilot, to be reassessed in Fall 2023.
- Good governance would be to have committee members who are participating virtually keep their cameras on at all times to confirm member presence; though it is understood that bandwidth and other issues may not make this possible in all cases, or for the entirety of the meeting.
- This proposal relates to Committees of Senate only. Under Bylaw 2, Senate meets in-person in room 203 Toldo.

**University of Windsor
Senate**

5.3.3: **Programs, Faculty Complement, Enrolments, and Recruitment Initiatives Report**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

At its June 2022 meeting, Senate requested a report in Fall 2022 on the five-year historical trends and future projections for (i) enrolment targets and outcomes, (ii) recruitment practices and investments, and (iii) faculty complement associated with program delivery including (iv) the identification of any program that relies on a single permanent member of the instructional community that would otherwise be discontinued or collapsed. In response to a clarification sought regarding what constitutes a program, Senate noted this includes single major and double major degrees, but does not include certificates (8-10 courses) or minors (6 courses), consistent with the Ontario Universities Quality Assurance Framework (QAF) and the University of Windsor's Institutional Quality Assurance Process (IQAP).

Five-year historical enrolments and faculty complement are provided in the attached, as are recruitment activities and initiatives. A listing of programs by department is also attached. There are no programs that rely on a single permanent member of the instructional community consistent with the QAF cyclical program review final assessment reports (<https://www.uwindsor.ca/qualityassurance/803/final-assessment-reports>).

Overall projected enrolment targets for Fall 2023 will be provided, with the presentation of the budget to Senate in Winter 2023.

Enrolment and number of faculty by Faculty/AAU

Notes and Definitions

Senate

MOTION: Whereas the Senate is the body of governance uniquely responsible for the fulfillment, stewardship, and maintenance of the academic mission of the Institution, be it resolved that the Senate receive a presentation of academic health, including the five-year historical trends and future projections for (i) enrolment targets and outcomes, (ii) recruitment practices and investments, and (iii) faculty complement associated with program delivery including (iv) the identification of any program that relies on a single permanent member of the instructional community that would otherwise be discontinued or collapsed.

In response to the data requested in this motion: five-year historical trends for (i) enrolment targets and outcomes and (iii) faculty complement associated with program delivery; the following has been provided:

- A) Five years of full and part time Fall headcount by Faculty/AAU and
- B) Five years of faculty within in each Faculty/AAU.

Enrolment Data Definitions:

Enrolment numbers are based on the University Statistical Enrolment Reports (USER) submitted to the Ontario Ministry of Colleges and Universities (MCU). Enrolment count date for Fall is November 1st. Enrolment data is available at: <https://www.uwindsor.ca/institutional-analysis/>

Counting Combined Majors and Joint Programs

Students are allocated to faculties/departments based on their programs. Students in single majors are allocated 100% to their home faculty, while those in combined majors and joint programs are allocated proportionally to the faculty/department of each major. For example, a student in Combined Psychology and Forensics is allocated 50% to the Faculty of Arts, Humanities and Social Sciences (FAHSS) and 50% to the Faculty of Science. A student in the joint program, Honours Mathematics and Computer Science, is allocated 50% to Faculty of Science/Mathematics and Statistics and 50% to Faculty of Science/Computer Science. Please note this allocation method provides partial head counts in some of the reports.

Counting Double Degrees

Double degrees are allocated proportionally to each degree. MSW/JD is allocated 100% to the first degree, with students registering in either the MSW (FAHSS/Social Work) or the JD (Law) portion in different terms. Concurrent Education is allocated based on the student's program for example: BA Psych (General)/BEd/ECE: 50% FAHSS and 50% Educ; BA/BEd: 60% FAHSS and 40% Educ. Please note this allocation method provides partial head counts in some of the reports.

Faculty Data Definitions

Count of faculty is as of September 1st

Included	Excluded
Professor Associate Professor, Assistant Professor Sessional Lecturers AAS Program Co-ordinator	All Sessionals All of Leddy Library (Librarians and AAS) Visiting faculty Provosts Office (AAS in CTL/OOL and Schulich) Letter VII appointments (former CEPE and Con Ed)

These numbers, at this time, faculty are not split among AAUs. We are still working through the issue of cross appointments. The data was taken from the HR system and does not include vacant positions.

University of Windsor
Number of faculty 2017 to 2022

FACULTY	DEPARTMENT	Year					
		2017	2018	2019	2020	2021	2022
FACULTY OF ARTS, HUMANITIES, AND SOCIAL SCIENCES	COMMUNICATION, MEDIA AND FILM	16	17	16	12	14	11
	ENGLISH AND CREATIVE WRITING			20	18	18	17
	ENGLISH LANGUAGE, LITERATURE & CREATIVE WRITING	18	18				
	FACULTY OF ARTS, HUMANITIES, AND SOCIAL SCIENCES	6	6	4	3	3	3
	HISTORY	12	12	11	11	10	10
	LANGUAGES, LITERATURES & CULTURES	15	15	15	15	15	15
	PHILOSOPHY	13	13	13	12	11	10
	POLITICAL SCIENCE	14	15	15	15	17	18
	PSYCHOLOGY	30	32	34	33	34	32
	SCHOOL OF CREATIVE ARTS	19	22	21	21	21	20
	SCHOOL OF DRAMATIC ART	11	11	11	11	11	10
	SCHOOL OF SOCIAL WORK	28	30	34	33	30	33
	SOCIOLOGY, ANTHROPOLOGY AND CRIMINOLOGY	22	22	20	21	17	17
FACULTY OF ARTS, HUMANITIES, AND SOCIAL SCIENCES Total		204	213	214	205	201	196
FACULTY OF EDUCATION	FACULTY OF EDUCATION	28	25	26	25	26	24
FACULTY OF EDUCATION Total		28	25	26	25	26	24
FACULTY OF ENGINEERING	CIVIL & ENVIRONMENTAL ENGINEERING	17	19	20	20	19	19
	ELECTRICAL & COMPUTER ENGINEERING	20	21	22	24	25	25
	FACULTY OF ENGINEERING	8	7	7	7	7	6
	MECHANICAL, AUTOMOTIVE & MATERIALS ENGINEERING	44	46	47	46	44	44
FACULTY OF ENGINEERING Total		89	93	96	97	95	94
FACULTY OF HUMAN KINETICS	KINESIOLOGY	26	27	27	27	27	26
FACULTY OF HUMAN KINETICS Total		26	27	27	27	27	26
FACULTY OF LAW	FACULTY OF LAW	33	34	36	34	33	33
FACULTY OF LAW Total		33	34	36	34	33	33
FACULTY OF NURSING	FACULTY OF NURSING	25	27	26	26	27	29
FACULTY OF NURSING Total		25	27	26	26	27	29
FACULTY OF SCIENCE	BIOLOGICAL SCIENCES	28	27				
	BIOMEDICAL SCIENCES			11	12	12	12
	CHEMISTRY & BIOCHEMISTRY	24	25	25	28	28	27
	EARTH & ENVIRONMENTAL SCIENCES	15	17				
	ECONOMICS	12	13	12	11	11	12
	FACULTY OF SCIENCE	2	2				
	GREAT LAKES INSTITUTE	8	8	7	5	7	6
	INTEGRATIVE BIOLOGY			16	16	16	17
	MATHEMATICS & STATISTICS	14	14	16	16	16	17
	PHYSICS	7	8	9	9	8	9
	SCHOOL OF COMPUTER SCIENCE	22	22	22	26	31	33
	SCHOOL OF THE ENVIRONMENT			22	21	22	20
FACULTY OF SCIENCE Total		132	136	140	144	151	153
ODETTE SCHOOL OF BUSINESS	ODETTE SCHOOL OF BUSINESS	63	70	64	64	65	62
ODETTE SCHOOL OF BUSINESS Total		63	70	64	64	65	62
Grand Total		600	625	629	622	625	617

University of Windsor
Fall Full and Part Time Headcount

FACULTY		BAU		UNDERGRADUATE											
				Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022*	
				Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
FAHSS	Arts, Humanities, Social Science	444	169	409	158	359	128	295	118	215	103	172	104		
	Communication, Media and Film	239	42	241	45	222	42	190	40	194	32	177	41		
	Dramatic Art	183	23	154	17	149	12	138	20	110	12	104	4		
	English Language and Literature	200	33	191	36	209	39	185	42	174	42	176	33		
	History	133	21	128	23	130	22	131	29	121	35	116	19		
	Languages, Literature and Culture	152	33	147	20	137	27	143	27	143	22	118	30		
	Philisophy	20	14	19	10	22	5	21	7	24	6	23	6		
	Political Science	295	53	301	54	299	41	278	52	261	48	240	35		
	Psychology	822	193	817	184	877	140	884	197	914	199	874	171		
	Sociology, Anthropology, Criminology	702	95	697	124	697	115	675	118	610	123	551	109		
	Creative Arts	197	44	227	38	220	33	213	40	200	38	186	46		
	Social Work	394	65	376	55	407	78	395	81	373	65	330	62		
Total FAHSS	Total FAHSS	3,780	783	3,706	762	3,728	679	3,546	768	3,338	723	3,067	659		
Business	Business	1,100	218	1,036	259	1,002	224	981	211	960	210	893	193		
Total Business	Total Business	1,100	218	1,036	259	1,002	224	981	211	960	210	893	193		
Education	Education	325	0	435	0	554	3	660	4	693	6	723	5		
Total Education	Total Education	325	0	435	0	554	3	660	4	693	6	723	5		
Engineering	Civil and Environmental Engineering	183	49	170	38	143	46	127	62	155	39	145	42		
	Electrical Engineering	265	72	266	83	238	78	245	81	239	81	205	88		
	Engineering	82	3	116	17	111	17	130	33	104	23	92	11		
	Engineering Materials	-	-	-	-	-	-	-	-	-	-	-	-		
	Industrial Engineering	-	-	-	-	-	-	-	-	-	-	-	-		
	Mechanical, Automotive, and Materials Engineering	650	155	637	158	586	180	489	164	447	153	363	163		
Total Engineering	Total Engineering	1,180	279	1,189	296	1,078	321	991	340	945	296	805	304		
Human Kinetics	Human Kinetics	708	56	692	55	693	56	698	56	685	66	669	60		
Total Human Kinetics	Total Human Kinetics	708	56	692	55	693	56	698	56	685	66	669	60		
Law	Law	709	4	709	3	732	4	722	-	703	1	712	2		
Total Law	Total Law	709	4	709	3	732	4	722	-	703	1	712	2		
Nursing	Nursing	891	44	909	24	883	45	905	17	893	29	934	32		
Total Nursing	Total Nursing	891	44	909	24	883	45	905	17	893	29	934	32		
Science	Biology	607	88	604	72	591	65	461	67	465	59	447	53		
	Chemistry	333	44	310	46	332	45	195	35	177	41	159	31		
	Earth and Environmental Science	97	18	95	10	96	23	98	20	113	16	117	16		
	Economics	103	27	93	15	84	22	78	30	88	23	68	14		
	Mathematics and Statistics	70	13	89	17	94	13	120	11	105	16	109	14		
	Physics	62	4	58	4	59	6	64	9	54	11	55	11		
	Science	121	15	124	13	145	14	190	14	180	19	184	22		
	Computer Science	456	107	524	137	646	122	709	178	738	175	771	199		
	BIOMEDICAL	-	-	-	-	-	-	356	9	456	17	485	25		
Total Science	Total Science	1,849	314	1,896	312	2,047	309	2,270	372	2,375	376	2,394	384		
GRAND TOTAL		10,542	1,697	10,572	1,711	10,716	1,640	10,772	1,768	10,591	1,707	10,196	1,638		

*Fall 2022 is still under review

University of Windsor

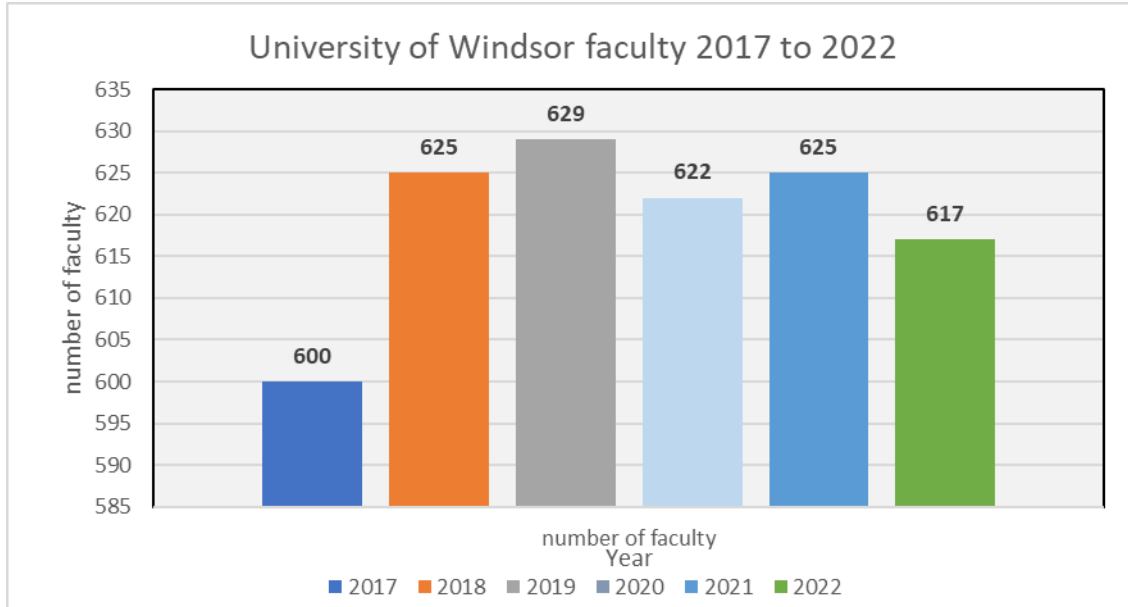
Fall Full and Part Time Headcount

FACULTY		BAU		GRADUATE											
				Fall 2017		Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022*	
				Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
FAHSS	Arts, Humanities, Social Science	4	1	6	-	8	-	10	-	11	1	15	1		
	Communication, Media and Film	15	-	12	-	13	-	14	-	12	-	7	-		
	Dramatic Art	-	-	-	-	-	-	-	-	-	-	-	-		
	English Language and Literature	14	1	19	2	23	-	15	1	20	-	16	2		
	History	20	-	14	-	16	-	20	-	17	-	16	-		
	Languages, Literature and Culture	-	-	-	-	-	-	-	-	-	-	-	-		
	Philosophy	12	1	13	1	13	1	11	-	8	-	10	-		
	Political Science	35	-	30	-	25	-	28	-	34	-	40	1		
	Psychology	97	-	95	-	85	1	90	-	96	1	98	-		
	Sociology, Anthropology, Criminology	46	-	47	-	51	-	36	-	43	-	43	2		
	Creative Arts	18	-	18	-	22	-	13	-	10	-	11	-		
	Social Work	411	-	381	-	433	-	481	1	495	-	479	3		
Total FAHSS	Total FAHSS	672	3	635	3	689	2	718	2	746	2	735	9		
Business	Business	465	-	447	-	444	-	456	3	568	-	837	-		
Total Business	Total Business	465	-	447	-	444	-	456	3	568	-	837	-		
Education	Education	128	35	126	38	155	33	152	32	196	6	188	41		
Total Education	Total Education	128	35	126	38	155	33	152	32	196	6	188	41		
Engineering	Civil and Environmental Engineering	159	6	208	10	213	7	280	3	360	-	497	2		
	Electrical Engineering	404	4	559	5	532	6	611	9	766	-	739	5		
	Engineering	24	-	22	-	29	-	16	-	39	-	51	-		
	Engineering Materials	32	2	41	1	33	3	25	1	-	-	-	-		
	Industrial Engineering	-	-	-	-	23	2	18	1	-	-	-	-		
	Mechanical, Automotive, and Materials Engineering	789	6	954	7	940	3	1,000	3	1,061	2	1,251	3		
Total Engineering	Total Engineering	1,408	18	1,784	23	1,770	21	1,950	17	2,226	2	2,538	10		
Human Kinetics	Human Kinetics	81	-	69	-	78	-	70	-	79	-	74	1		
Total Human Kinetics	Total Human Kinetics	81	-	69	-	78	-	70	-	79	-	74	1		
Law	Law	4	-	5	-	5	-	10	-	8	-	4	-		
Total Law	Total Law	4	-	5	-	5	-	10	-	8	-	4	-		
Nursing	Nursing	84	43	77	39	90	24	75	16	104	1	85	22		
Total Nursing	Total Nursing	84	43	77	39	90	24	75	16	104	1	85	22		
Science	Biology	43	1	63	1	74	1	75	1	68	-	71	-		
	Chemistry	156	-	188	-	194	-	231	-	261	-	262	-		
	Earth and Environmental Science	12	-	17	-	14	-	15	-	14	-	15	-		
	Economics	101	-	98	-	72	-	63	-	56	-	59	-		
	Mathematics and Statistics	72	-	74	-	68	-	57	-	58	-	47	-		
	Physics	13	-	12	-	8	-	9	-	13	-	8	-		
	Science	48	-	37	-	36	-	35	-	31	-	26	-		
	Computer Science	249	2	303	-	357	1	388	7	497	-	787	-		
	BIOMEDICAL	-	-	-	-	-	-	-	-	-	-	22	-		
Total Science	Total Science	694	3	792	1	823	2	873	8	998	-	1,297	-		
GRAND TOTAL		3,536	102	3,934	104	4,053	82	4,304	78	4,925	11	5,757	83		

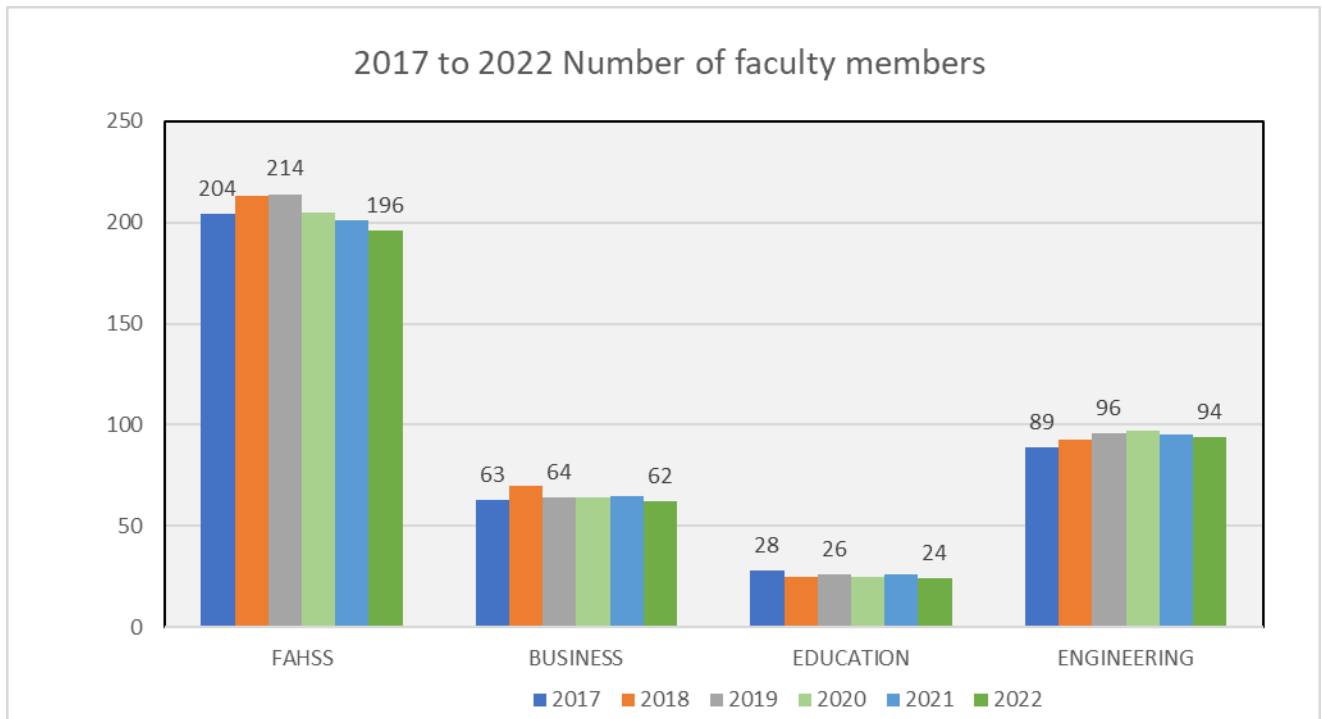
*Fall 2022 is still under review

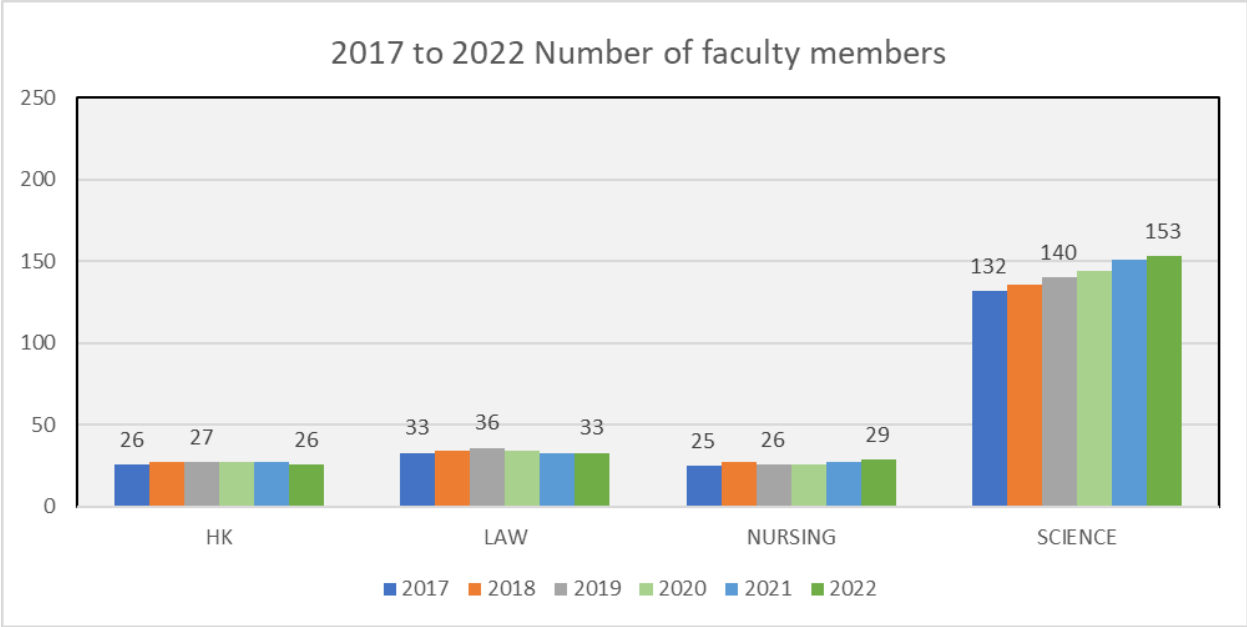
University of Windsor
Enrolments and faculty counts

Overall

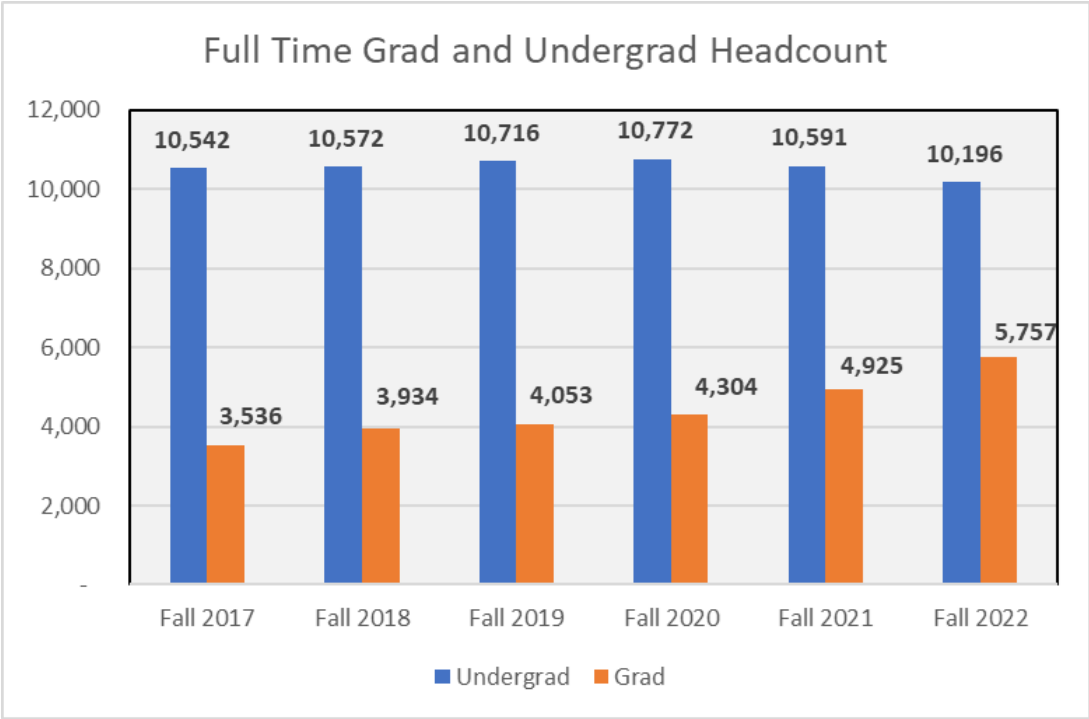


By Faculty

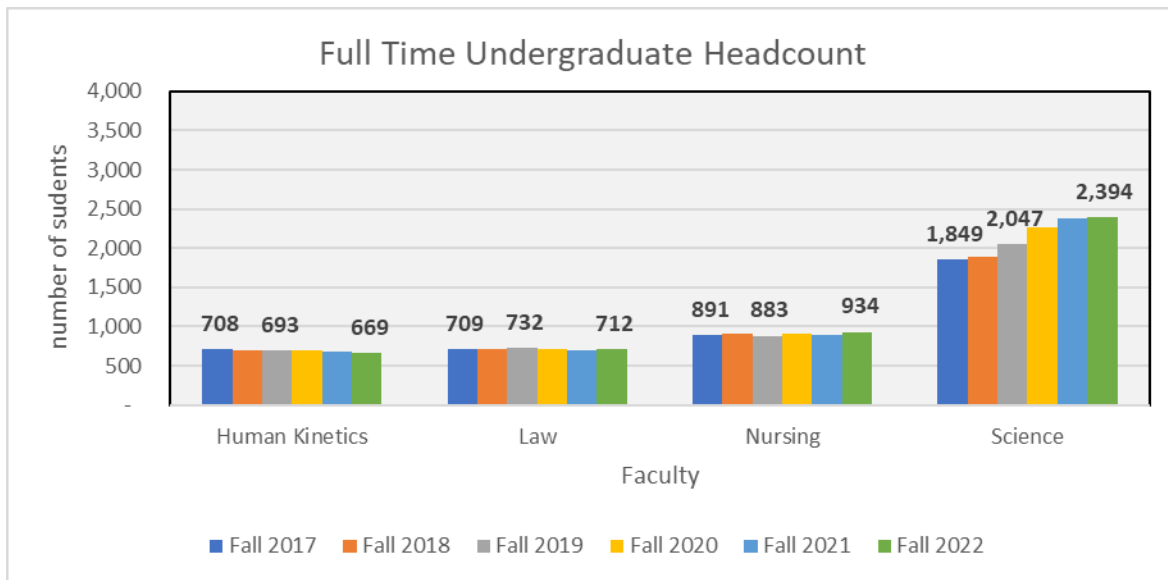
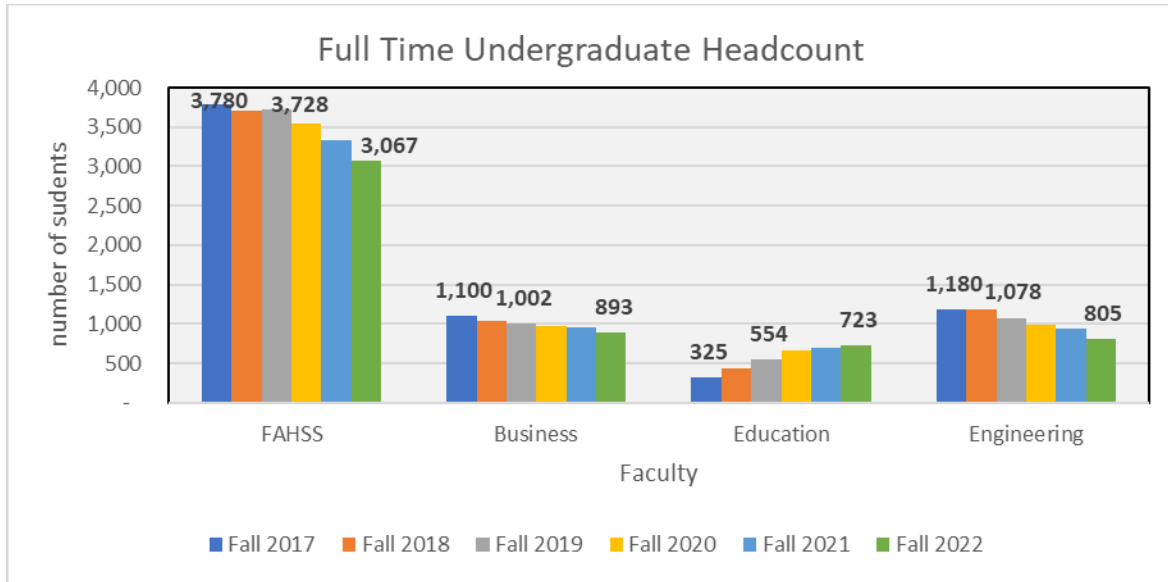


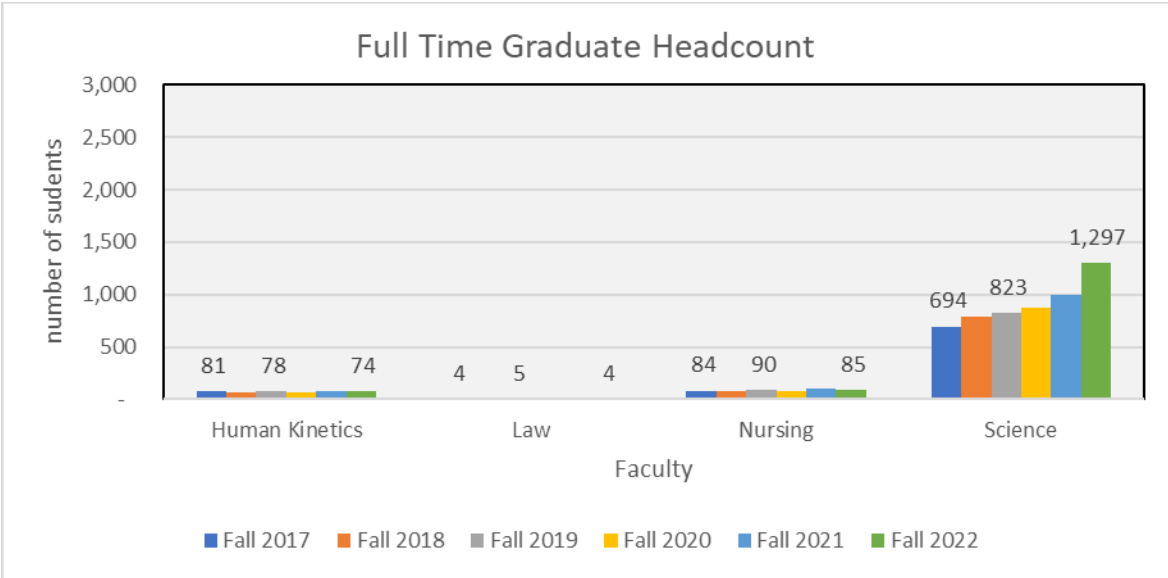
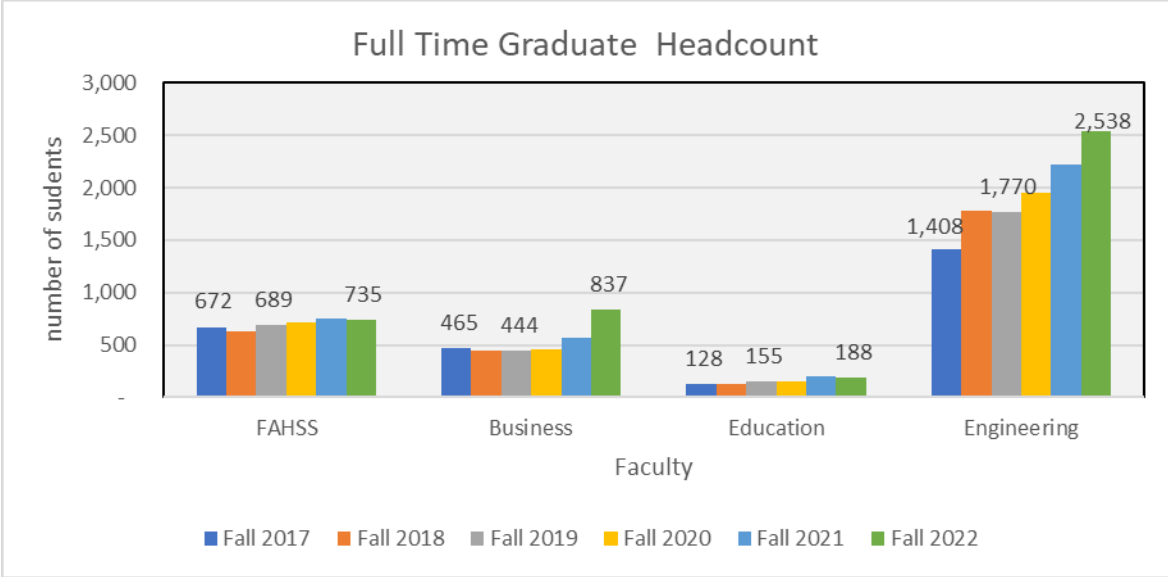


Overall



By Faculty





Recruitment Activities and Initiatives

[1] Enrolment Intelligence – Applicant Decline Survey and Early Leavers research

The Applicant Decline Survey measures up to fifty different factors to provide a comprehensive understanding of what matters to our applicants, why they elected to decline our offer of admission and where they went instead. Information collected is presented and shared annually with our faculties, enrolment partners, and marketing and recruitment professionals to inform our collective recruitment efforts better.

An early leaver is an undergraduate student registered at the University of Windsor but did not complete their program. Last year, the University wondered if we could learn more about why these individuals did not return to their post-secondary studies and conducted the Academic Group to develop and conduct the study. Challenges reported included difficulties managing their course load, understanding materials in their courses, being unprepared academically, and balancing the university and external pressures, such as work, family and financial responsibilities. The results of this pilot study were shared with the faculties and recruitment partners. This survey is being conducted again to understand better the challenges early leavers face outside their pandemic experience.

[2] High school engagement (*a return to in-person events*)

A hectic schedule of 900+ high school visits, education fairs, and online information events is well underway, with recruitment staff travelling locally, across Ontario, and globally to promote the University of Windsor and generate Lancer pride, leads, and applications.

This year's team has a wide range of academic backgrounds, but they are united in their intense passion for UWindsor and excellent communication skills. Recruiters will connect with students at schools into late November. A primary objective is to motivate participants to share their contact information so that representatives of the University may continue the conversation.

With the support of campus partners, the recruitment team is offering prospective students an opportunity to win a free first term — tuition, books, residence, and a meal plan — to maximize the chance to collect lead data.

Through December and January, they will shift gears to assist with the application process at schools, online, and at the Welcome Centre, providing support for anyone needing help completing their application.

[3] GTHA and Transfer engagement

The best opportunities to achieve the University of Windsor's undergraduate new and transfer student enrolment priorities exist within the rapidly growing Greater Toronto and Hamilton Area (GTHA). Admittedly, progress in the highly competitive GTHA requires a different level of effort and investment than has been the case in recent years (Black, 2016).

To increase market share among GTHA students from high school and strategic college partners, the University funded the creation of a new enrolment advisor (a.k.a. Student Recruitment Officer) to focus exclusively on building relationships with GTHA feeder high schools and colleges to support prospects and applicants from the associated territory.

As such, we are pleased to introduce Jessica Hardwick as our new Enrolment Advisor in Toronto. She grew up in Brampton and worked at Toronto Metropolitan University for several years as a recruiter for the past three years with their national team. She graduated with a BA in Arts and Contemporary Studies in 2016 and was a member of the Varsity Hockey program, holding various leadership roles as a student. She brings a strong background in

recruitment from a large and complex Toronto university and has worked with multiple audiences provincially and nationally.

We look forward to leveraging Jessica's detailed understanding of the GTHA educational landscape and an established educator network within that market to help support the institution's academic mission.

[4] UWindsor OUAC voucher initiative

Accessing higher education remains challenging for marginalized student populations, often caused by adverse childhood experiences, inequities and structural hurdles that start early and continue throughout life. Higher education cannot solve racism and societal injustice on its own. Still, we can take steps to be part of the solution, including making admissions and preparing students, initiatives, and policies that reduce equity gaps.

The University of Windsor has established a new undergraduate application voucher program that Ontario guidance counsellors and select community agencies/groups who work closely with marginalized communities (e.g., Hour A Day Study Club, Black Council of Windsor Essex, New Canadians' Centre of Excellence Inc), and Indigenous partners, with counsellors themselves identifying and sharing the vouchers with their students who are facing financial barriers and believe, would struggle financially to pay OUAC application fees.

The program officially launches at our upcoming Educator's day, bringing local high school teachers and counsellors to campus to learn more about the institution's academic programs and student support offerings.

[5] Plan your program

A vital tactic we employ to support our incoming undergraduate students is offering comprehensive resources to help first-year first-term (FYFT) course registration and guide new Lancers towards programming that assist in their transition to university.

Plan Your Program - Website:

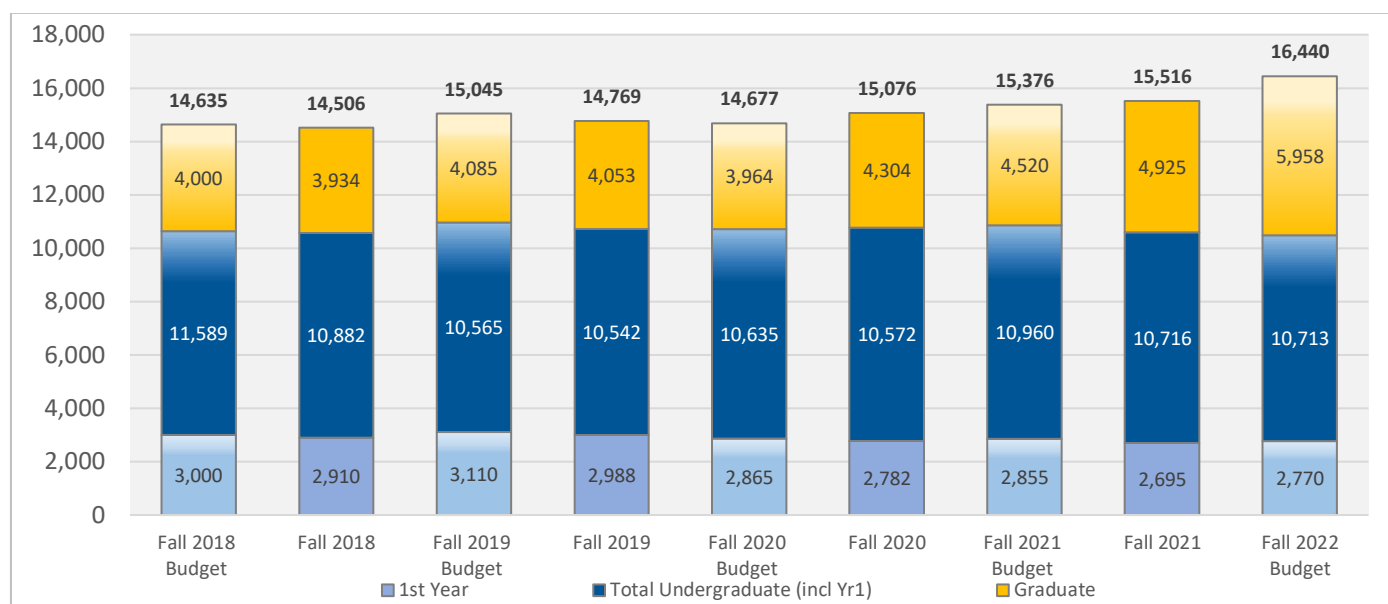
This umbrella website provides new undergraduate students with all the information associated with the enrolment journey and to understand the first-term courses they should register for. It also becomes the core resource for central advising.

This initiative helps students understand the following:

- How to complete their course registration with confidence
- How to access help in person or live online, and
- How to access on-demand resources such as the updated registration guide, relevant KBAs on ask.uwindsor.ca and registration links
- Encourages them to sign up for winter orientation programs

Our student marketing and communications team are busy working with Faculties and academic program areas to review and confirm website content before making the site live for Winter 2023.

Enrolment targets and outcomes



Recruitment practices and investments

Practices

The University utilizes a comprehensive omnichannel approach to marketing its academic programs and student supports to prospective students to support enrolment, including:

- **Recruitment Events** include delivering or attending domestic, international, virtual, recruitment partners and conversion events. Examples include the Ontario Universities' Fair, Fall and Spring Open Houses, Virtual Open Days, Educators' Day, Ontario Universities Information Sessions and Regional Fairs, Grade 9/10/Parents Exploration campus day, support for Faculty-based events and webinars, etc.
- **Relationship Management** includes educators, recruitment and campus partners, Indigenous community members and learners, international associations (e.g., Languages Canada, CAPS-I, etc.) and partnerships with Ontario Colleges.
- **Print publications** include producing our viewbook, transfer guide, admissions insert, faculty brochures, experience maps, mini-guide, Maclean's University Guidebook and Educator's Kit.
- **Future Student Website** includes Holland-type theory associations, program search tagging, and search engine optimization (SEO) activities.
- **Third-party websites** include Circuit Virtual Tour, Ontario University Application Centre, OUInfo, Study in Canada, and IDP Connect.
- **On-demand publications** included the electronic production and distribution of digital magazines, such as our viewbook and transfer guide.
- **Direct Mail** includes strategic hand-written acknowledgements, admissions packages, and B2B & B2C print publication distribution.
- **In-person Engagement** includes recruitment appointments, high school visits, school groups, recruitment partner visits, and campus visitor programming.
- **Campus Ambassador Program for student-student engagement** includes Unibuddy's one-to-one chat and events, in-person and virtual campus tours, online student profiles and blogs, and call campaigns.
- **Ask.UWindsor.ca** includes knowledge base article generation and coordination among campus partners.
- **Social Media** includes Facebook/Instagram, TikTok, Twitter, and Snapchat
- **Calling Campaigns and Voice Drops**
- **Email Campaigns** include inbound email inquiries, ask.uwindsor.ca (UWinsite Service), applicant nurture, engagement, conversion and event email campaigns.
- **Out-of-Home**, includes static billboards, programmatic digital displays, Cineplex pre-show videos, mall ads, and posters in crucial Ontario high schools.

- **Video** includes CTV, YouTube, Twitch, mobile gaming, Spotify, and direct publishers.
- **Search** includes search image extension.
- **Radio**, especially for event promotion
- **Digital display** includes direct publishers, programmatic retargeting, and Pelmorex.
- **Lead Generation** uses Facebook/Instagram and lead generation tools to cultivate leads.
- **Event sponsorship and promotional items** include the Toronto Science Fair, the international model UN, and local events.
- **SMS** is being piloted across multiple use cases in 2022/23

Investments

The University invests directly in recruitment and enrolment operations, including liaison and student recruitment, marketing and communications, and commissions paid to recruitment partners. These are in addition to expenses associated with institutional outreach and communications led by the Office of the Associate Vice-President, External, Department of Public Affairs and Communications, Advancement, and Alumni Affairs.

	Budget ('000's)				
	2022/23	2021/22	2020/21[^]	2019/20	2018/19
<u>Recruitment & Enrolment</u>	7,443	5,883	4,696	4,379	3,804
% of Operating	2.2%	1.9%	1.6%	1.5%	1.3%
<u>Outreach & Comms</u>	5,055	4,267	3,549	3,880	3,407
% of Operating	1.5%	1.4%	1.2%	1.3%	1.2%
Total*	\$ 12,498	\$ 10,150	\$ 8,246	\$ 8,259	\$ 7,211
% of Operating	3.7	3.2	2.9	2.8	2.5

[^] - Adjusted budget (due to COVID). * - Values may not total due to rounding.

Program Listing by Faculty/Department

FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES (FAHSS)

PROGRAMS ADMINISTERED BY THE OFFICE OF THE DEAN OF FAHSS

Honours Bachelor of Interdisciplinary Arts and Science (IAS)
 Honours Bachelor of Interdisciplinary Arts and Science (IAS) Double Major Concentration
 Honours Bachelor of Interdisciplinary Arts and Science (IAS) Major and Double Minor Concentration
 General Liberal Arts and Professional Studies
 Honours Liberal Arts and Professional Studies
 Honours in Liberal Arts and Professional Studies: Aeronautics Leadership (Flight option)
 General Liberal Arts and Professional Studies Degree Completion Program (for Lambton College Liberal Studies Graduates) (formerly General Arts and Science University (GASU))
 Honours Liberal Arts and Professional Studies Degree Completion Program (for Lambton College Liberal Studies Graduates) (formerly General Arts and Science University (GASU))
 General Liberal Arts and Professional Studies for Career Professionals Degree Completion Program (for Graduates of Qualifying CAAT (or equivalent) Diploma Programs)
 General Liberal Arts and Professional Studies for Career Professionals Degree Completion Program (for Graduates of Qualifying CAAT (or equivalent) Advanced Diploma Programs)
 Combined Honours in Social Justice
 Argumentation Studies (PhD)

COMMUNICATION, MEDIA AND FILM

General Communication, Media and Film
 Honours Communication, Media and Film
 Combined Honours Communication, Media and Film
 Honours Film Production (Bachelor of Fine Arts)
 Concurrent General Bachelor of Arts (Communication, Media and Film)/Bachelor of Education
 Master's in Communication and Social Justice (MA)

DRAMATIC ART

General Bachelor of Arts in Drama
 Honours Bachelor of Arts in Drama
 Honours Bachelor of Arts in Drama for Graduates of the Theatre Arts Ontario College Advanced Diploma
 Honours Bachelor of Arts in Drama for Graduates of the Music Theatre Performance Ontario College Advanced Diploma
 Honours Bachelor of Arts in Drama in Education and Community with concentration in Applied Theatre
 Combined Honours Bachelor of Arts in Dramatic Art
 Bachelor of Fine Arts (BFA) in Dramatic Art - Acting
 Concurrent General Bachelor of Arts (Drama)/Bachelor of Education

ENGLISH AND CREATIVE WRITING

General English
 Honours English
 Honours English and Creative Writing
 Combined Honours English
 Combined Honours English and Creative Writing
 Concurrent General Bachelor of Arts (English)/Bachelor of Education
 Master's in English: Literature and Creative Writing (MA)
 Master's in English: Literature and Language (MA)

HISTORY

BA General History
BA Honours History
Combined BA Honours History
Concurrent General Bachelor of Arts (History)/Bachelor of Education
Master's in History (MA)

LANGUAGES, LITERATURES AND CULTURES/LANGUES, LITTÉRATURES ET CULTURES (LLC)

GREEK AND ROMAN STUDIES

Honours Greek and Roman Studies (Greek or Latin Option)
Combined Honours Greek and Roman Studies¹

FRENCH STUDIES

General Bachelor of Arts in French Studies
Honours Bachelor of Arts in French Studies
Combined Honours French Studies Programs
Concurrent General Bachelor of Arts (French Studies)/Bachelor of Education

MODERN LANGUAGES

Honours Modern Languages (with year abroad)
Honours Modern Languages and Second-Language Education
Combined Honours Modern Languages
Honours Modern Languages with Two Languages Option
Concurrent Honours Modern Languages with Second Language Education (Intercultural Stream)/Bachelor of Education

PHILOSOPHY

General Philosophy
Honours Philosophy
Combined Honours Philosophy Programs
Master of Philosophy (MA)

POLITICAL SCIENCE

General Political Science
Honours Political Science
Honours Political Science (with Thesis)
Honours Political Science with French Specialization
Honours Political Science with French Specialization and Thesis
Honours Law and Politics
Honours Law and Politics (with Thesis)
Honours International Relations and Development Studies
Honours International Relations and Development Studies (with Thesis)
Combined Honours Political Science Programs
Combined Honours Political Science Programs with Thesis in Political Science
Honours Business Administration and Political Science (with/without thesis)
Honours Business Administration and Political Science with Human Resources Specialization) (with/without thesis)
Concurrent General Bachelor of Arts (Political Science)/Bachelor of Education
Master of Arts in Political Science (MA)

PSYCHOLOGY

General Psychology
General Child Psychology
Honours Psychology
Honours Psychology with Thesis
Honours Psychology – Interdisciplinary Health Stream

Honours Developmental Psychology
 Honours Developmental Psychology with Thesis
 BSc Honours Program in Behaviour, Cognition and Neuroscience (with/without thesis)
 Combined Honours Psychology Programs
 Combined Honours Programs in Psychology with Thesis
 Combined Honours Programs in Developmental Psychology
 Combined Honours Programs in Developmental Psychology with Thesis
 Concurrent General Bachelor of Arts (Psychology)/Bachelor of Education/Diploma in Early Childhood Education
 General Psychology for Ontario College Child and Youth Care (formerly Child and Youth Worker) Program Graduates
 – Degree Completion Pathway
 General Child Psychology for Ontario College Child and Youth Care (formerly Child and Youth Worker) Program
 Graduates – Degree Completion Pathway
 Honours Psychology for Ontario College Child and Youth Care (formerly Child and Youth Worker) Program Graduates
 – Degree Completion Pathway
 Honours Psychology with Thesis for Ontario College Child and Youth Care (formerly Child and Youth Worker)
 Program Graduates- Degree Completion Pathway
 Honours Developmental Psychology for Ontario College Child and Youth Care (formerly Child and Youth Worker)
 Program Graduates – Degree Completion Pathway
 Honours Developmental Psychology with Thesis for Ontario College Child and Youth Care (formerly Child and Youth
 Worker) Program Graduates – Degree Completion Pathway
 Bachelor of Arts in Psychology (Honours) with Autism and Behavioural Sciences (ABS) Post-Graduate Certificate
 program from Fanshawe College, Lambton College or St. Clair College
 Bachelor of Arts in Developmental Psychology (Honours) with Autism and Behavioural Sciences (ABS) Post-Graduate
 Certificate program from Fanshawe College, Lambton College or St. Clair College
 BA Honours in Disability Studies
 Combined Honours BA in Disability Studies
 Combined Honours BA in Disability Studies and Psychology
 Honours Bachelor of Social Work and Disability Studies
 BA Honours Bachelor of Arts in Disability Studies for Ontario College Child and Youth Care (formerly Child and Youth
 Worker) - Degree Completion Pathway
 Honours Bachelor of Arts in Disability Studies for College of Applied Arts and Technology Graduates - Degree
 Completion Pathway
 Bachelor of Commerce (Honours Business Administration and Psychology) (with/without thesis)
 Bachelor of Commerce (Honours Business Administration and Psychology) with Specialization in Human Resources
 Management and Industrial Organizational Psychology (with/without thesis)
 Clinical Psychology (MA and PhD)
 Applied Social Psychology (MA and PhD)

SCHOOL OF CREATIVE ARTS

Bachelor of Fine Arts in Film Production
 Honours Bachelor of Arts in Music
 Honours Bachelor of Music (Music Education Stream)
 Honours Bachelor of Music (Comprehensive Stream)
 Combined BA Honours Music Programs
 Concurrent Bachelor of Music (Honours Music Education)/ Bachelor of Education
 General BA in Visual Arts
 BA Honours in Media Arts and Culture
 Combined BA Honours Visual Arts Programs
 Bachelor of Fine Arts in Visual Arts
 Bachelor of Fine Arts in Visual Arts and the Built Environment (VABE)
 Concurrent General Bachelor of Arts (Visual Art)/Bachelor of Education
 Master of Fine Arts in Film and Media Arts (MFA)
 Master of Fine Arts in Visual Arts (MFA)

SOCIAL WORK

Honours Bachelor of Social Work
Honours Bachelor of Social Work and Disability Studies
Honours Bachelor of Social Work and Women's Studies
Honours Bachelor of Social Work for University Graduates
Honours Bachelor of Social Work for Ontario Child and Youth Care Program Graduates
BA Honours in Disability Studies
Combined Honours BA in Disability Studies and Psychology
Combined Honours BA in Disability Studies
BA Honours Bachelor of Arts in Disability Studies for Ontario College Child and Youth Care Program Graduates - Degree Completion Pathway
Honours Bachelor of Arts in Disability Studies for College of Applied Arts and Technology Graduates - Degree Completion Pathway

WOMEN'S AND GENDER STUDIES

General BA in Women's and Gender Studies
BA Honours in Women's and Gender Studies
Combined Honours in Women's and Gender Studies
Combined Honours Women's and Gender Studies when taken with Criminology
Honours Business Administration and Women's and Gender Studies (with/without thesis)
Honours Bachelor of Social Work and Women's Studies
PhD in Social Work
Master of Social Work (MSW)
Master of Social Work for Working Professionals (MSW)

SOCIOLOGY AND CRIMINOLOGY

Honours Criminology
Combined Honours Criminology Programs
General Family and Social Relations
Honours Family and Social Relations
Combined Honours Family and Social Relations
General Sociology
Honours Sociology
Combined Honours Sociology Programs
Combined Honours in Sociology and Criminology
Master of Arts in Criminology (MA)
Master of Arts in Sociology (MA)
Social Data Analysis (MA) (Joint Program with Psychology)
PhD in Sociology with Specialization in Social Justice

ODETTE SCHOOL OF BUSINESS

Honours Business Administration (with/without Thesis)
Honours Business Administration Co-operative Education Program (with/without Thesis)
Honours Business Administration with Specialization in Accounting (with/without Co-op and with/without Thesis)
Honours Business Administration with Specialization in Human Resources (with/without Co-op and with/without Thesis)
Honours Business Administration with Specialization in Finance (with/without Co-op and with/without Thesis)
Honours Business Administration with Specialization in Supply Chain and Business Analytics (with/without Co-op and with/without Thesis)
Honours Business Administration with Specialization in Marketing (with/without Co-op and with/without Thesis)
Honours Business Administration with Specialization in Strategy and Entrepreneurship (with/without Co-op and with/without Thesis)

Honours Business Administration with Specialization in International Business (with/without Thesis) (with/without Co-op)

Honours Business Administration and Computer Science (with/without Co-op and with/without Thesis)

Honours Business Administration and Computer Science with Specialization in Accounting (with/without Co-op and with/without Thesis)

Honours Business Administration and Computer Science with Specialization in Human Resources (with/without Co-op and with/without Thesis)

Honours Business Administration and Computer Science with Specialization in Finance (with/without Co-op and with/without Thesis)

Honours Business Administration and Computer Science with Specialization in Supply Chain and Business Analytics (with/without Co-op and with/without Thesis)

Honours Business Administration and Computer Science with Specialization in Marketing (with/without Co-op and with/without Thesis)

Honours Business Administration and Computer Science with Specialization in Strategy and Entrepreneurship (with/without Co-op and with/without Thesis)

Honours Business Administration and Economics (with/without Thesis)

Honours Business Administration and Economics with Specialization in Accounting (with/without Thesis)

Honours Business Administration and Economics with Specialization in Human Resources (with/without Thesis)

Honours Business Administration and Economics with Specialization in Finance (with/without Thesis)

Honours Business Administration and Economics with Specialization in Supply Chain and Business Analytics (with/without Thesis)

Honours Business Administration and Economics with Specialization in Marketing (with/without Thesis)

Honours Business Administration and Economics with Specialization in Strategy and Entrepreneurship (with/without Thesis)

Honours Business Administration and Mathematics (with/without Thesis)

Business Administration and Mathematics with Specialization in Supply Chain and Business Analytics (with/without Thesis)

Honours Business Administration and Mathematics with Specialization in Finance (with/without Thesis)

Honours Mathematics with Finance Concentration

Honours Business Administration and Political Science (with/without thesis)

Honours Business Administration and Political Science with Specialization in Human Resources) (with/without thesis)

Honours Business Administration and Psychology (with/without thesis)

Honours Business Administration and Psychology with Specialization in Human Resources Management and Industrial Organizational Psychology (with/without thesis)

Honours Business Administration and Women's and Gender Studies (with/without thesis)

Honours Business Administration for Baccalaureate Degree Holders

Honours Business Administration for 3-year CAAT (or equivalent) Diploma Holders in any area other than Business

Honours Business Administration for 3-year CAAT (or equivalent) Diploma Holders in any area in Business

Honours Business Administration for 2 year CAAT (or equivalent) Diploma Holders in any area in Business

Bachelor of Commerce (Honours Business Administration) Program for 3-year Diploma Holders in Accounting from St. Clair College

Fast-Track Honours Business Administration Program for 3-year CAAT (or equivalent) Diploma Holders in any area in Business

Fast-Track (Honours Business Administration) Program for 3-year Diploma Holders in Accounting from St. Clair College

Fast-Track Honours Business Administration Program for 3-year Diploma Holders in Human Resources from St. Clair College

Fast-Track Honours Business Administration Program for 3-year Diploma Holders in Marketing from St. Clair College

Fast-Track Honours Business Administration Program for 3-year CAAT (or equivalent) Diploma Holders in Finance

Honours Business Administration for Students from Southwestern University Finance and Economics, China

Honours Business Administration (with/without thesis; with/without co-op, and with any specialization) for students from the Global Institute of Management and Economics (GIME) of Dongbei University of Finance and Economics

Honours Business Administration for students from Chitkara University, Punjab
Master of Business Administration (MBA)
Master of Business Administration with Professional Accounting Specialization (MBA) Fast Track
Master of Business Administration (MBA) (For Managers and Professionals)
Master of Business Administration/Juris Doctor (MBA/JD)
Master of Management (MOM)
Master of Engineering Management (MEM) (Joint Program with Engineering)
Master of Business Administration/Doctor of Medicine (MBA/MD) (Concurrent Program with Schulich School of Medicine)

FACULTY OF EDUCATION

Consecutive Bachelor of Education
Bachelor of Education in Technological Studies/Diploma in Education - Technological Studies
Concurrent Bachelor of Music (Honours Music Education)/ Bachelor of Education
Concurrent Honours Modern Languages with Second Language Education (Intercultural Stream)/Bachelor of Education
Concurrent General Bachelor of Arts (Communication, Media and Film)/Bachelor of Education
Concurrent General Bachelor of Arts (Drama)/Bachelor of Education
Concurrent General Bachelor of Arts (English)/Bachelor of Education
Concurrent General Bachelor of Arts (French Studies)/Bachelor of Education
Concurrent General Bachelor of Arts (History)/Bachelor of Education
Concurrent General Bachelor of Arts (Political Science)/Bachelor of Education
Concurrent General Bachelor of Arts (Psychology)/Bachelor of Education/Diploma in Early Childhood Education
Concurrent General Bachelor of Arts (Visual Arts)/Bachelor of Education
Concurrent General Bachelor of Science (General Science)/ Bachelor of Education
Concurrent General Bachelor of Mathematics/Bachelor of Education
Concurrent Bachelor of Arts/Bachelor of Education/Diploma in Early Childhood Education - Pre-Service Program
Master of Education (MEd)
PhD in Educational Studies (PhD) (Joint Program with Brock, Lakehead and Windsor)

FACULTY OF ENGINEERING

PROGRAMS ADMINISTERED BY THE OFFICE OF THE DEAN OF ENGINEERING

Bachelor of Engineering Technology
Bachelor of Engineering Technology (BEngTech) - General Stream
Bachelor of Engineering Technology (BEngTech) – Biomedical Stream
Bachelor of Engineering Technology (BEngTech) - Mechanical Stream
Bachelor of Engineering Technology (BEngTech) - Civil Stream
Bachelor of Engineering Technology (BEngTech) – Mechatronics Stream

CIVIL AND ENVIRONMENTAL ENGINEERING

Bachelor of Applied Science in Civil Engineering
Bachelor of Applied Science in Environmental Engineering
Bachelor of Applied Science in Civil Engineering for Graduates of St. Mary's University Diploma of Engineering
Civil Engineering (MASC)
International Master of Applied Science (MASC/Laurea Magistrale) in Civil Engineering with University of Udine, Italy (Dual Degree Program)
Civil Engineering (MEng) (with/without Co-op/Internship Option)
Civil Engineering (PhD)
Environmental Engineering (MASC)
Environmental Engineering (MEng) (with/without Co-op/Internship Option)
Environmental Engineering (PhD)

ELECTRICAL AND COMPUTER ENGINEERING

Bachelor of Applied Science in Electrical Engineering

Electrical Engineering (MAsc)

Electrical Engineering (MEng) (Co-op/Internship Option)

Electrical Engineering (Computer Engineering Field) (MEng) Electrical Engineering (PhD)

MECHANICAL, AUTOMOTIVE, AND MATERIALS ENGINEERING

Bachelor of Applied Science in Industrial Engineering (General Program)

Bachelor of Applied Science in Industrial Engineering - Minor in Business Administration Option

Bachelor of Applied Science in Mechanical Engineering

Bachelor of Applied Science in Mechanical Engineering with Aerospace Option

Bachelor of Applied Science in Mechanical Engineering with Automotive Option

Bachelor of Applied Science in Mechanical Engineering with Environmental Option

Bachelor of Applied Science in Mechanical Engineering with Materials Option

Bachelor of Applied Science in Mechanical Engineering Articulation Agreement with St. Mary's University Diploma of Engineering

Bachelor of Applied Science in Mechanical Engineering with Automotive Option Articulation Agreement with St. Mary's University Diploma of Engineering

Bachelor of Applied Science in Mechanical Engineering with Environmental Option Articulation Agreement with St. Mary's University Diploma of Engineering

Bachelor of Applied Science in Mechanical Engineering with Materials Option Articulation Agreement with St. Mary's University Diploma of Engineering

Engineering Materials (MAsc)

Engineering Materials (MEng)

Engineering Materials (PhD)

Mechanical Engineering (MAsc)

Mechanical Engineering (MEng) (with/without Co-op/Internship Option)

Mechanical Engineering (PhD)

Automotive Engineering (MAsc/Laurea Magistrale) (International Master of Engineering with Politecnico di Torino (Dual Degree Program))

Materials Chemistry and Engineering (MEMC) (Joint with Chemistry)

Industrial Engineering (MAsc)

Industrial Engineering (MEng) (with/without Co-op Internship/Option) Industrial and Manufacturing Systems Engineering (PhD) (Multi-Disciplinary Program)

FACULTY OF HUMAN KINETICS

Bachelor of Human Kinetics (Honours Kinesiology - Movement Science)

Bachelor of Human Kinetics (Honours Sport Management and Leadership)

Bachelor of Human Kinetics (Honours Sport Management and Leadership) for Graduates of Lambton College's Three-Year Sport and Recreation Management Program

Bachelor of Human Kinetics (Honours Sport Management and Leadership) for Graduates of Durham College's Three-Year Advanced Diploma in Sport Management Program

Bachelor of Human Kinetics (Honours Sport Management and Leadership) for Graduates of St. Clair College's Three-Year Sport and Recreation Management Program

Bachelor of Human Kinetics (Honours Kinesiology - Movement Science) for Graduates of St. Clair College's Two-year Fitness and Health Promotion Program

Bachelor of Human Kinetics (Honours Kinesiology – Movement Science) for Graduates of Fanshawe College's Two-Year Fitness and Health Promotion Program

Bachelor of Human Kinetics (Honours Kinesiology - Movement Science) for Graduates of Lambton College of Applied Arts and Technology's Massage Therapy Program

Bachelor of Human Kinetics for Graduates of Fanshawe College's Recreation and Leisure Services Program

Master of Human Kinetics (MHK)

Master of Sport Management and Leadership (MSML)

PhD in Kinesiology

FACULTY OF LAW

Juris Doctor

Concurrent Juris Doctor/Juris Doctor with University of Detroit Mercy

Concurrent MBA/JD

Concurrent MSW/JD

Master of Laws

NURSING

Honours Bachelor of Science in Nursing

BScN Program for Graduates of Lambton College's and St. Clair College's Practical Nursing Programs – Degree Completion Pathway

PhD in Nursing

Master of Science in Nursing (MScN)

Master of Nursing (MN) Advanced Clinical Practice and Leadership in Nursing Fields

Master of Nursing (MN) Primary Health Care Nurse Practitioner

FACULTY OF SCIENCE 529

PROGRAMS ADMINISTERED BY THE OFFICE OF THE DEAN OF SCIENCE

Bachelor of Science (General Science)

Bachelor of Science (General Science) for Graduates of a College Diploma Program in Medical Laboratory Technology

Concurrent General Bachelor of Science (General Science)/ Bachelor of Education

Honours Bachelor of Forensic Science (BFS)

Combined Bachelor of Arts in Forensics

Combined Bachelor of Arts in Forensics and Criminology (Applied Forensic Science Stream) - Degree Completion Pathway

Environmental Science (MSc)

Environmental Science (PhD)

BIOMEDICAL SCIENCES

Honours Biomedical Science

Honours Biochemistry and Biomedical Science (Health Stream)

PhD in Biological Science (PhD) (Joint with Integrative Biology)

Master's in Biological Sciences (MSc) (Joint with Integrative Biology)

Master of Science (MSc) in Translational Health Sciences (THS)

CHEMISTRY AND BIOCHEMISTRY

Honours Chemistry

Honours Chemistry with Thesis

Honours Chemistry (Applied Chemistry Stream)

Combined Honours Chemistry Programs

Honours Biochemistry

Honours Biochemistry with Thesis

Honours Biochemistry and Biomedical Science (Health Stream)

Combined Honours Biochemistry Programs

Chemistry and Biochemistry (MSc)

Medical Biotechnology (MMB)

Master of Materials Chemistry and Engineering (MMCE) (Joint Program with Engineering)

Chemistry and Biochemistry (PhD)

COMPUTER SCIENCE

Bachelor of Computer Science (General)
Bachelor of Computer Science (Honours)
Bachelor of Computer Science (Honours Applied Computing)
Bachelor of Science (Honours Computer Information Systems)
Bachelor of Science (Honours Computer Science with Software Engineering Specialization)
Honours Business Administration and Computer Science (with/without Co-op and with/without Thesis)
Honours Business Administration and Computer Science with Specialization in Accounting (with/without Co-op and with/without Thesis)
Honours Business Administration and Computer Science with Specialization in Human Resources (with/without Co-op and with/without Thesis)
Honours Business Administration and Computer Science with Specialization in Finance (with/without Co-op and with/without Thesis)
Honours Business Administration and Computer Science with Specialization in Supply Chain and Business Analytics (with/without Co-op and with/without Thesis)
Honours Business Administration and Computer Science with Specialization in Marketing (with/without Co-op and with/without Thesis)
Honours Business Administration and Computer Science with Specialization in Strategy and Entrepreneurship (with/without Co-op and with/without Thesis)
Honours Mathematics and Computer Science
Combined Honours Computer Science Programs
Bachelor of Computer Science (General) for University Graduates
Bachelor of Computer Science (Honours) for University Graduates
Bachelor of Computer Science (Honours Applied Computing) for University Graduates
Bachelor of Computer Science (General) for Graduates of Qualifying Ontario and Other College Diploma Holders
Bachelor of Computer Science (Honours Applied Computing) (with and without Co-op) for Qualifying Ontario and Other College Diploma Holders
Bachelor of Computer Science (General) for Qualifying Ontario CAAT (or equivalent) Students with 2 Years of Study at CAAT (or equivalent) Diploma Program
Bachelor of Computer Science (Honours Applied Computing) (Co-op) for Qualifying Ontario CAAT (or equivalent) Students with 2 Years of Study at CAAT (or equivalent) Diploma Program
Master of Applied Computing (MAC)
Master of Science in Computer Science (MSc)
Master of Science in Computer Science (MSc) - Artificial Intelligence Stream
PhD in Computer Science (PhD)

ECONOMICS

General Bachelor of Arts in Economics
Honours Bachelor of Arts in Economics
Honours Bachelor of Arts in Economics (Applied Economics and Policy Stream)
Honours Bachelor of Science in Economics
Combined Honours Bachelor of Arts in Economics Programs
Combined Honours Bachelor of Science in Economics Programs
Honours Business Administration and Economics (with/without Thesis)
Honours Business Administration and Economics with Specialization in Accounting (with/without Thesis)
Honours Business Administration and Economics with Specialization in Human Resources (with/without Thesis)
Honours Business Administration and Economics with Specialization in Finance (with/without Thesis)
Honours Business Administration and Economics with Specialization in Supply Chain and Business Analytics (with/without Thesis)
Honours Business Administration and Economics with Specialization in Marketing (with/without Thesis)
Honours Business Administration and Economics with Specialization in Strategy and Entrepreneurship (with/without Thesis)
Master of Economics (MA)
Master of Applied Economics and Policy (MAEP)

SCHOOL OF THE ENVIRONMENT

BSc Honours Environmental Science
BSc Honours Environmental Science (with Thesis)
BSc Honours Environmental Science (Applied Environmental Science Stream)
Honours Bachelor of Environmental Studies (BES)
Earth Sciences (MSc)
Earth Sciences (PhD)

INTEGRATIVE BIOLOGY

Honours Biological Sciences
Honours Biological Sciences with Thesis
Honours Biological Sciences - Interdisciplinary Health Science (HIS) Stream
BSc Honours in Behaviour, Cognition and Neuroscience (with Thesis)
BSc Honours in Behaviour, Cognition and Neuroscience (without Thesis)
Combined Honours Biological Sciences Programs
PhD in Biological Science (PhD) (Joint with Biomedical Sciences)
Master's in Biological Sciences (MSc) (Joint with Biomedical Sciences)

MATHEMATICS AND STATISTICS

General Mathematics
Honours Mathematics
Honours Mathematics and Statistics
Honours Mathematics and Computer Science
Honours Mathematics with Finance Concentration
Honours Actuarial Science
Combined Honours Mathematics Programs
Concurrent Bachelor of Mathematics (General)/Bachelor of Education
Honours Business Administration and Mathematics (with/without thesis)
Honours Business Administration and Mathematics with Specialization in Supply Chain and Business Analytics (with/without Thesis)
Honours Business Administration and Mathematics with Specialization in Finance (with/without thesis)
Mathematics and Statistics (MSc) (Mathematics Field)
Mathematics and Statistics (MSc) (Statistic Field)
Master of Actuarial Science (MActSc)
Mathematics and Statistics (PhD)

PHYSICS

Honours Physics (with/without Co-op)
Honours Physics with Thesis (with/without Co-op)
Honours Physics (Medical Physics) (with/without Co-op)
Honours Physics (Medical Physics with Thesis) (with/without Co-op)
Combined Honours Physics Programs
Honours Certificate in Physics
Master of Science (MSc)
Doctor of Philosophy (PhD)

**University of Windsor
Senate**

5.3.4: **Report on Renewal, Tenure, and Promotion**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

Background:

At the June 2022 meeting, Senate passed the following motion.

MOTION: That the University Committee on Academic Promotion and Tenure (UCAPT) report to Senate in the Fall and Spring, through the Senate Governance Committee (SGC), an aggregated update on the Renewal, Tenure, and Promotion (RTP) process for the current academic year. Respecting the required confidentiality, the report shall include, as appropriate:

1. Information concerning: revisions to UCAPT and AAU (Academic Administrative Unit) RTP content (e.g., to reflect Equity, Diversity, Inclusion, and Decolonizing [EDID] initiatives); dates on mandatory training sessions for Deans, Heads and Directors including list of attendees, relevant supports (e.g., faculty RTP ombudsperson), a performance assessment of personnel critical to the RTP process (e.g. heads, directors, and deans); and any issues identified, together with a plan for redress;
2. UCAPT identified Equity, Diversity, Inclusion, and Decolonizing (EDID) data to control for equity and parity;
3. Gross number of faculty submitting applications at each stage in the RTP process, with final outcomes as currently available;
4. Processing times between identified critical action points at each stage of the RTP process;
5. Results from an anonymous "Faculty Evaluation of Process" (FEP) survey to be offered to all faculty that have undergone a UCAPT process during the academic year;
6. Any other such relevant items as prioritized by the President, UCAPT, Vice-President EDI, or the SGC.
7. Recommendations for Senate Bylaw revision identified as necessary

See attached for report.

Report on Renewal, Tenure, and Promotion

This report summarizes UCAPT related information for the motion of UCAPT reporting to Senate on aggregated RTP details for the Fall semester 2022.

Candidate-Related Data

Because UCAPT meetings to review candidate applications do not begin until late into the Fall 2022 semester, no candidate related data is available as of this writing. The majority of RTP related activities occur between December and June.

For the 2022-2023 academic year, we expect to receive the following from all faculties:

- 21 contract renewals
- 23 tenure and promotion to associate professor
- 2 permanence and promotion to AAS III
- 5 promotions to full professor
- 1 promotion to AAS IV
- 1 promotion to Sessional Lecturer III

For the 2022-2023 academic year, we expect to receive the following from the libraries:

- 1 contract renewal
- 1 permanence and promotion to Librarian III
- 1 permanence only consideration
- 1 promotion to Librarian IV

There may be additional candidates seeking full promotion, or from those choosing to seek tenure or admission before their probationary period concludes. These would not be known in advance and are initiated by the candidate. When informed, such candidates are added to the pool of expected applications.

Training and Information Sessions

A variety of information and outreach sessions were held during the fall of 2022 to provide information about the RTP process in general, as well as the tracking process introduced by this motion.

1. The RTP general information session is open to RTP committee members, UCAPT members, AAU Heads, candidates, and other members interested in more information about the RTP process. This was held on Thursday, September 29th with 34 individuals attending.
2. At the biweekly Deans Council meeting on Wednesday, October 19, an information session focused on the new RTP tracking process being implemented by this motion was presented to all Deans or their representatives.
3. Using the AAU Heads Group network, an information session focused on the new RTP tracking process being implemented by this motion for all AAU Heads was held on Tuesday, October 25th with 20 individuals attending.
4. On Tuesday, November 1st a session was held for all administrative assistants with 19 individuals attending.

At the general RTP information session, the main topics for discussion focused on:

- The specifics of applying the various rules and procedures for candidates applying to the RTP process.
- A discussion for preparing a teaching portfolio.
- Feedback from Dean Ken Montgomery about the RTP process.
- Discussion surrounding the upcoming RTP reporting tracking process introduced by this motion.

Commentary and Feedback to Date

A conceptual workflow and reporting/tracking structure of key RTP related activities (including decisions) was developed and presented to the Deans; the AAU Heads Networking group; and the departmental administrative

assistants for their feedback and commentary at the events noted above. The process shown in Figure 1 is a conceptual representation of the intended key milestones. Additional milestones may be added, or currently identified ones removed based on feedback from the upcoming, initial efforts to track the RTP process. Given the amount of effort and resources the RTP process entails, one key objective is to minimize the additional amount of time and effort necessary for reporting on the RTP process in any AAU and corresponding faculty.

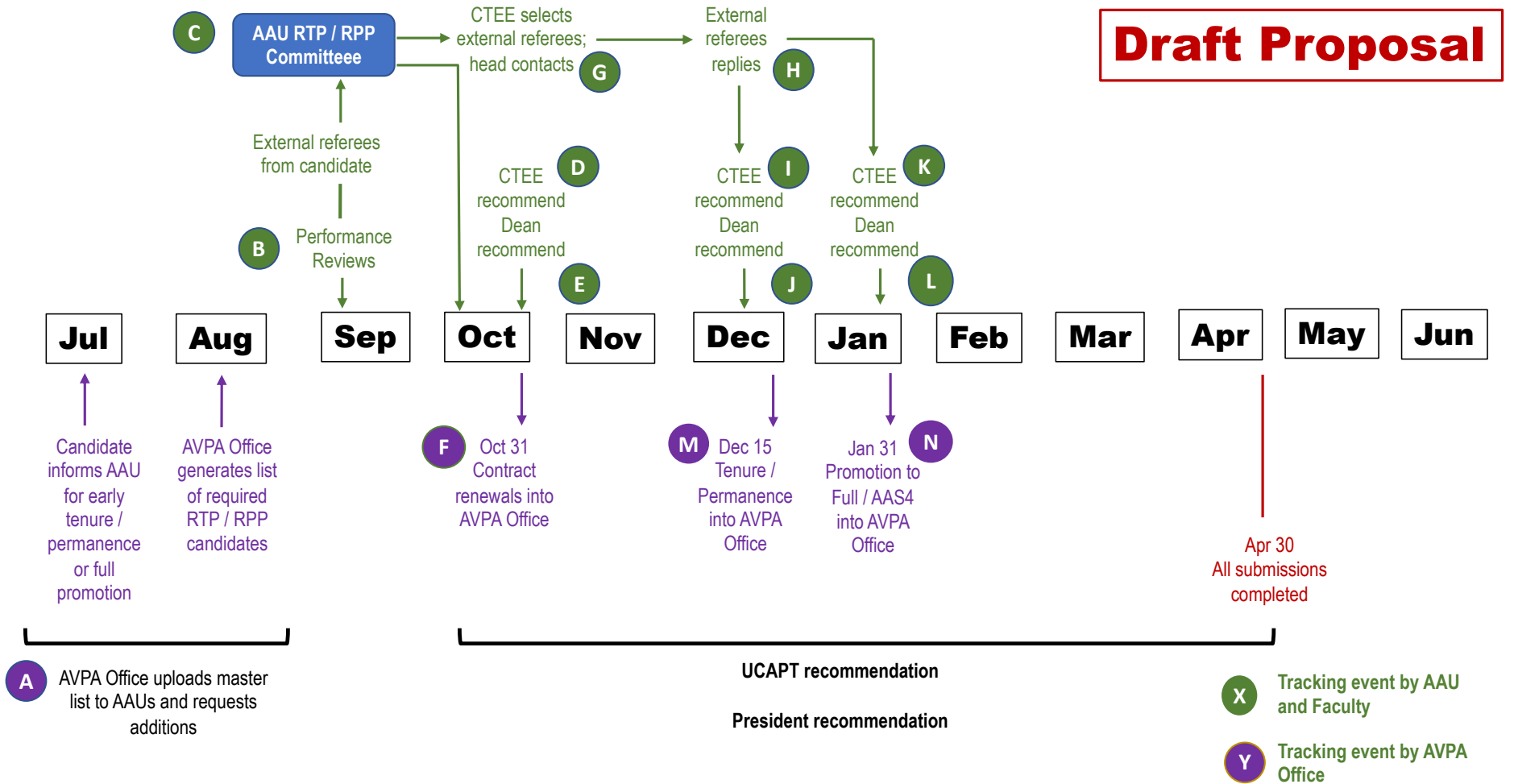
The feedback on the proposed tracking process has been overall positive, and many acknowledge the value of a more detailed reporting mechanism for increased transparency. However, it was recognized that any process should be efficient and not cumbersome. Based on the feedback received, the reporting process will be implemented using a combination of spreadsheet / shared drive access as a preliminary tracking mechanism. More information on how this tracking process can be operationalized more efficiently or effectively should be available next spring after it has been piloted through several RTP processes.

The feedback from both the Deans and AAU heads indicates further that the current due dates for applications to be submitted to UCAPT are unrealistic; for example, most RTP committees cannot be formed until late September when faculty and student representatives are available. Current bylaw deadlines would require a much earlier start, which is impractical given the circumstances. The current deadlines will be reviewed to determine if and which alternate dates would be more feasible.

Additional items contained in the motion will continue to be addressed as UCAPT meets to consider applications and discuss the motion details for 2022-2023.

Figure 1: Conceptual Tracking Process for RTP

Framework for RTP Tracking Process



**University of Windsor
Senate**

5.7.1: **Institutional and Research Data – Data and Data-Driven Decisions: What Will It Take?**

Item for: **Information**

Forwarded by: **Selinda Berg, Gillian Heisz, Marcin Pulcer, Patti Weir, Rose Zanutto**

The following is a summary report of the discussion at the December 2, 2022 Senate Information Session

Data and Data-Driven Decisions: What Will It Take?

December 2, 2022 from 2:00 – 3:00 pm

Presented by: Selinda Berg, Gillian Heisz, Marcin Pulcer, Patti Weir, Rose Zanutto

Land Acknowledgement

In alignment with the topic Senate Information Session, the land acknowledgment focus emphasized the ways in which data has been used against Indigenous Peoples and Nations and has been a part of colonization, and in turn the need for Indigenous Data Sovereignty to be at the fore of our discussions on data. A commitment towards ensuring the protection of the ownership, control, access, and possession of data created by, for, with, and about Indigenous communities is one step towards Truth and Reconciliation.

Scope and Purpose of the Session

The scope for this presentation is *institutional data*. Data is a topic of conversation in multiple realms across the University. Two of the major ones are research data and institutional data:

- Institutional data (the administrative transactional data that arise from and support university functions and operations)
- Research data (data that has been collected, observed, generated or created throughout the research process)

The management of research data is currently an ongoing issue across academic institutions, especially in response to the Tri-Council's requirement for institutions to formulate an institutional strategy for Research Data Management. Absolutely, there is overlap between the two – in values, principles, infrastructure – and as we mature in both areas, we will build synergy between the two. The University is continuing to move forward in this institutional strategy and will certainly be a part of future conversations; however, the focus of this presentation is institutional data.

Current Context

Through the strategic planning consultation, the necessity for investment in Institutional Data has been recognized to be a tactical need. Tactical needs are areas where we need to focus on improving processes procedures and infrastructure that affect people's efficiency and morale. Gillian Heisz presented some of the key messages that came through the Strategic Planning process.

Addressing the tactical need is important because data is used to track process, report, diagnose problems, test assumption, understand baselines, make projections and comparisons, identify interventions, helps with risk management. It is a key part of accountability and will assist in trust building.

Data in the University intersects with many key areas of the University.

Rosemary Zanutto shared some challenges from a data provider's perspective including:

- Availability
- Data consistency
- Data reliability
- Data validity
- Data definitions
- System interaction
- Data oversight
- Data ownership
- Decision making
- Priorities
- Resource allocations
- Data Relevance

Marcin Pulcer explored some of the key conditions for high-quality data outcomes.

Key considerations:

- Data governance (Vision and Goals, Policy, Decision making, Stewardship, Ownership, Accessibility, Modeling, Storage, Warehousing)
- Ethical considerations (Data Collection, Privacy, Implications on Analytics, Transparency, Rights of individuals and communities, Indigenous Data Sovereignty)

Quality data is:

- Accurate – correct, precise, and valid
- Consistent – there are no conflicts in information within or between systems. Data is reliable.
- Complete – all possible data that is required is present
- Relevant- data is appropriate to the issue
- Timely – data is accessible when needed (created and available) quickly
- Currency – data is current and up to date

Data Quality characteristics are not possible without support from underlying data quality practices requiring proper processing, cleaning, purging, and engagement from individuals (owners, stewards, custodians).

It should be recognized that data is a component of a larger process. Preceding getting value from your data (reporting, dashboards) is ensuring proper records management and data governance practices. Knowledge and understanding follow the production of data through analysis and contextualization to provide relevance and purpose.

Patti Weir provided an overview about some of the steps to move forward a data framework.

Key considerations include:

- Recognition of the complexity of institutions and data environment
- Acknowledgement of value and need for data
- Addressing and respecting decentralized and autonomous practice
- Need for resource investment
- Recognition of shared responsibility
- Institutional governance
- Public accountability
- Proactive planning
- Addressing knowledge gaps and shared understanding
- History and a fresh start: what will make it different this time?

Next Steps

- Establishment of a data governance framework
- Clear accountabilities for data collection, provision and oversight – reporting on progress
- Importance of equity lens and ethical practice
- Dialogue and professional development around data literacy
- Focused and decentralized leadership
- Resource allocations to support data framework implementation
- Early focus: data streams connected to strategic priorities
- Campus consultation and feedback loops

Questions to the presenters were addressed following the formal presentation.

**University of Windsor
Senate**

5.8: **Report of the Provost**

Item for: **Information**

Forwarded by: **Patti Weir**

1. Brightspace Update – E. Kustra

The LMS Team is working closely to prepare instructors and GA/TAs who will be teaching in the Winter Term. The Fall pilot is almost complete with over 1300 students and 31 credit courses and 18 non-credit course or “organization” sites. Promotional events to raise awareness are ongoing, including the November 29 event with 500 cookies.

Winter 2023 course shells have all been created in Brightspace, so all instructors should now see their winter courses. All course shells, for terms between Winter 2021 to Summer 2022, have been migrated to Brightspace (Fall 2022 will take place once grade submissions are complete). Instructors wishing to migrate older courses or ask for any other help can submit a ticket to Brightspace www.uwindsor.ca/brightspace/ticket.

Faculty Specific support: [Faculty Brightspace Champions](#) have been identified for each Faculty to provide embedded help by faculty peers. 23 Faculty and Departmental Council presentations introducing Brightspace have been given to over 400 people.

Extended Drop-ins and Chat: [Virtual and in-person drop-ins](#) are available, including specially booked Faculty locations, extended exam weekend hours, and holiday times scheduled to help instructors. Additional after-hours chat support is being prepared.

Workshops: A total of 64 [Brightspace workshops](#) have been scheduled between October 13 and December 2022, with more being added as needed. Additional training is planned for instructors, GAs and TAs in January. As of this Monday November 28, approximately 440 unique people have received training for Brightspace.

Self-paced: For those who prefer to work on their own time, there are [recordings](#) of workshops, [guided training](#) and a curated list of Brightspace documentation for [step-by-step how-to written instructions](#).

Plagiarism/Similarity Checking: Selection and implementation of a plagiarism/similarity checking software to replace SafeAssign is underway. The team invites campus inviting campus comment through a [survey](#) based on the [Turnitin video demonstration](#) (Passcode: 7rfd\$a0&).

2. ITS Updates – M. Pulcer

In addition to the transition of Blackboard to Brightspace,

a) ITS is pleased to announce that Cortex XDR is the permanent enterprise endpoint security system replacing SentinelOne. SentinelOne provided the campus with protection while ITS completed the procurement process for a permanent solution. The transition to Cortex XDR is already underway and it will be required soon to access sensitive University systems. This transition will be seamless for campus users with computers already enrolled in the University’s device management system. We expect to have Cortex XDR deployed to all managed devices by end of the calendar year. Individuals with university-owned computers that are not yet enrolled in device management

are strongly recommended to enrol their devices (contact IT Services) to avoid potential delays in getting critical security software.

b) Work is underway to modernize existing ARAC and Form 1/2/3 processes on campus. IT Services anticipates updated systems to be in place early to mid-2023. The update will allow more HR processes to exist within the more secure VIP system and allow for a better experience for applicants and better reporting capabilities for the University.

3. Black Scholars Hiring Initiative

The open ads have resulted in 300 inquiries to date and 27 applications. The applications close January 10, 2023.

The core selection committee meets the week of December 5, 2022 and meetings are being held with Deans for underrepresented Faculties.

4. Search Updates

a) Dean, Odette School of Business

The first round of interviews will be completed the week of December 5th.

b) AVP, Student Experience

Community feedback due Monday, December 5, 2022.

5. Important Dates

Examination period runs from December 10, 2022 to December 21, 2022 (excluding Law and Education)

University closed December 23, 2022 to January 2, 2023

University re-opens January 3, 2023

- Nursing Clinical Orientation (Years 3/4)
- First day of classes Consecutive Education
- First day of classes for Law

January 4, 2023

- Nursing Clinical Orientation (Years 1/2)

January 5, 2023

- First day of Winter 2023 classes

**University of Windsor
Senate**

5.8.1: **Enrolment Management Update**

Item for: **Information**

Forwarded by: **Chris Busch, AVP Enrolment Management**

[1] 1st Year Students (W23)

	Undergraduate	Masters Non-Research	Masters Research	PhD	Total
Applicants (individuals)	1,077	3,838	657	63	5,635
Admits	721	2,295	201	37	3,254
Admit rate	67%	60%	31%	59%	58%
Confirmed	454	1841	156	34	2,485
Registrants (as of Nov 3, 2022)	185	738	83	16	1,022
Yield Rate	41%	40%	53%	47%	41%
# on wait list	41	67	38	2	148
# on wait list (no classes)	0	5	4	0	9

International students are experiencing significant delays in securing a study permit to travel to Canada and start their studies. To help support academic and student support planning, outreach was undertaken with our incoming international students to gain insights into students' ultimate intention to enrol in Winter 23 and collect information on their visa permit application (e.g., status, application date, country of residency, etc.). Based on the engagement, we anticipate that 15 – 20% of our Winter 2023 intake will be negatively impacted by visa delays and require a deferral to a future term.

The University continues to advocate on behalf of our students via the Council of Ontario Universities, Universities Canada, and the Canadian Bureau of International Education.

Returning Students (W23)

	Undergraduate (Includes Law/Education)	Masters Non-Research	Masters Research	PhD	Total
Registrants (current)	9,098	2,599	392	231	12,333
Waitlist					
# on wait list	1,595	158	43	5	1,801
# on wait list (<i>no classes</i>)	34	14	7	0	55

Please note that block registration is ongoing for Education and Engineering. Also, the ability to add courses to wait lists has yet to be opened for MEng. Excludes registrants noted for first-year students.

Instruction Mode Breakdown (Lectures Only)

	Undergraduate (Includes Law/Education)	Graduate	Total
In Person	1,448	448	1,896
Online	115	92	207
Total	1,563	540	2,103

Early Leavers

We know there are many reasons students stop or take a break from their studies, and we would like to understand those reasons better. We have partnered with the Academica Group to survey “early leavers” to understand better why students elected to leave the institution before completing their degree. The survey provides an opportunity to start an immediate dialogue with individuals, with the results helping to craft future strategies and tactics to re-enrol learners.

As of November 28th, we had received 123 completed responses to our invitation, representing a 17% response rate. The survey closes on November 30, 2022.

Fall 2023

The Office of the Registrar started admitting Fall 2023 Secondary School undergraduate applicants approximately four weeks earlier than in prior years.

As of November 30th, we have had almost 4,800+ applications for Fall 2023, admitted 2,200 individuals, and are already seeing applicants confirm their offer weeks earlier than in the past.

We will continue to process applications based on the distribution of Personal Identification Numbers by the Ontario Universities Application Centre and receipt of mid-term grades, which have already started being received.

Status	SSO	S105	Transfer	International	Former	Total
Applied	3,743	226	154	673	24	4,820
Admitted	2,142	40	15	88		2,285
Confirmed	70	30	6	19		125

* - As of November 30, 2022

[2] UWinsite CRM – SMS Implementation

The University is embarking on enhancing our marketing automation and student information systems by piloting the use of Short Message/Messaging Service (SMS) as a communication channel with students. SMS matters, as smartphone owners spend more than 5+ hours a day on their devices, and has a 90% open rate, 70% opt-in rate with only a 1% span, and 209% higher response rate than a phone, email, and Facebook (Oracle, 2022), and our targeted population (aka Students), as digital natives, have an even higher affinity towards SMS preference, response rate, and engagement. Over the next year, the University will pilot SMS across various use cases and across multiple areas, including marketing, enrolment, and registrarial services.

[3] Strategic Enrolment Management Plan (2023 – 28)

The University seeks to develop our next Strategic Enrolment Management plan to support our collective enrolment efforts for the next 5-years. A refreshed SEM plan provides a future-orientated holistic approach to managing

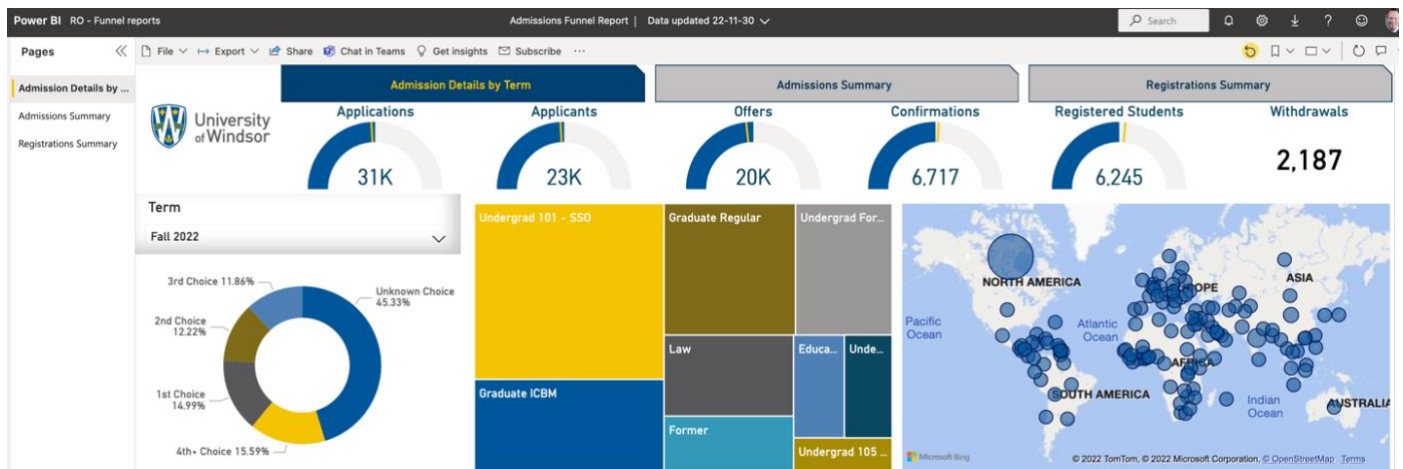
enrolment across the academic enterprise, such as student recruitment and success, educational infrastructure, retention, etc. In consultation with Deans and the Provost, it offers the opportunity to engage the broader campus community, including individuals involved in enrolment planning, program development, recruitment, admission-yield activities, student orientation, academic advising, and co-curricular activities, and an opportunity to support strengthening a retention culture by focusing holistically on the development needs of students, including intellectual, social, emotional, and physical needs.

SEM Works will facilitate the process and, in collaboration with academic leadership, include performance analysis of the past plan, refreshed market assessment, enrolment visioning, strategy development sessions to prioritize strategies and develop a critical path to implementation, and crafting a comprehensive, integrated, data-informed, and actionable SEM plan – all to be completed by late Summer, 2023.

[4] Enrolment Intelligence – Power BI Admission Dashboard

As part of a strategy to present actionable and timely enrolment data supporting the institutional end-user, we recently launched a new Application Enrolment Funnel Dashboard.

The new dashboard enables end-users to see the visual application and registration trends, offers data consistency while eliminating wait times for reports, creates actionable activities based on trends, optimizes the recruitment processes, and enables the viewing of application data without accessing personal applicant information. Many thanks to Information Technology Services and the Office of the Registrar for supporting this critical enrolment intelligence project.



Subsequent dashboards to be developed will focus on enrolment and retention.

[5] Virtual Open Day to bring UWindsor experience to prospective students anywhere in the world

The next UWindsor experience for prospective students and applicants is **Fall Virtual Open Day**, scheduled for Thursday, Dec. 8, from 8 to 11 a.m. and 5 to 8 p.m. It is designed to accommodate students considering the University of Windsor from anywhere around the province and the globe.

In addition to on-campus open houses, Virtual Open Days are an excellent way for prospective students to gather information about the University, see the campus and accommodations, complete their applications, and meet current students and staff, all from the comfort of their sofas.

The event features a program, general information, international asynchronous video sessions on-demand, live Zoom rooms for engagement, text chat, and guided or self-directed campus tours. During this digital event, prospective domestic and international students will have live access to chat with the recruitment team about everything UWindsor.

Faculty and campus partners will exhibit their programs and services through pre-recorded videos, accessible 24/7 for 30 days following the live event.

For more information, visit <https://future.uwindsor.ca/virtual-open-day>.



Virtual Open Day.
December 8th, 2022
8:00AM - 11:00AM
5:00PM - 8:00PM

SIGN UP NOW



University of Windsor

The banner features a yellow background with a blue border. On the left, a circular inset shows a man in a light blue shirt sitting at a desk with a laptop, writing on a notepad. The main text is in large, bold, blue font. A 'SIGN UP NOW' button is a white hexagon with a blue border. The University of Windsor logo is in the bottom right corner.

**University of Windsor
Senate**

5.9: **Report of the Vice-President, Equity, Diversity, and Inclusion**

Item for: **Information**

Forwarded by: **Clinton Beckford**

EDI & ID Review

- The EDI & ID Review being conducted by Higher Education Strategy Associates (HESA) is in an advanced stage. The report on the EDI portion is expected by February 2023. Discussions about the Indigeneity and Decolonization dimension is ongoing between the Office of the VP EDI, Senior Advisor to the President on Indigenous Relations and Outreach, and HESA.

Office of Students' Rights and Responsibilities (OSRR)

- Sukanya Pillay commenced her role as Executive Director of the new office on December 1, 2022 to lead a team comprising the Manager, Student Non-Academic Misconduct, Olatoke Adeboboye, and an Intake Coordinator who will be hired soon. The new office will immediately begin the revision of the student code of conduct and the policies and procedures for student non-academic misconduct.

Employee Engagement Survey

- The Employee Engagement Survey Action Group is on track for presenting its recommendations to the Executive Leadership Team in January 2023. As of today, they have identified key actions to address the survey results for the following high priority opportunities for improvement: Professional Growth, Innovation, Executive Leadership Team, and University of Windsor Vision.
- Area/department specific survey results have been distributed to area leads (Deans, Associate Vice-Presidents, Executive Directors) based on a Vice-President specific approach.
- The goal is for Faculties/areas/departments to develop action plans by March 2023 to address some of the emerging opportunities.

Mental Health Strategy for Employees

- The Employee Mental Health Strategy Steering Committee agreed to engage CAMH to provide guidance and research-informed subject matter expertise to the Steering Committee during all phases of the Employee Mental Health Strategy development process.
- The Employee Mental Health Strategy will also help inform an overall Campus Mental Health Strategy. Creating a campus mental health strategy acknowledges that all members of the campus community have a role to play in creating a mentally healthy campus.
- A Campus Mental Health Advisory Committee is being established (comprised of 4 representatives from the Employee Mental Health Steering Committee and 4 representatives from the Student Mental Health Steering Committee). Their areas of responsibility include:
 - Establish campus mental health Vision, Mission, and Guiding Principles in parallel with the work of the respective steering committee.
 - Keep Steering Committees advised of progress.
 - Monitor and report on progress of the Employee Mental Health Strategy and the Student Mental Health Strategy.

Equity, Diversity, and Inclusion Awards

- The Equity, Diversity, and Inclusion Awards committee has been established.
- The Committee has drafted the award description and criteria and is in the process of finalizing the nomination process.
- The launch of the EDI Awards Nomination process will occur in early January 2023.

EDI Week 2023

- EDI Week will be celebrated March 20-24, 2023. Planning has commenced and a schedule of activities will be available to the campus community in January 2023.

Black Studies Institute and Black Scholars Hiring Initiative

- The inaugural **Black Studies Institute (BSI)** at UWindsor, which will be formally launched next year, is currently overseeing the recruitment of 12 new faculty and librarian positions that will enhance teaching and learning in a variety of disciplines across the institution. The Institute had its media launch December 1, 2022. <https://www.uwindsor.ca/blackstudies/304/recent-news>
- The **Black Scholars Hiring Initiative** is in progress. There has been overwhelming reaction so far with over 300 expressions of interest from scholars across North America and the globe. Eligible applicants are asked to submit their applications by January 10, 2023, to: BlackScholars@uwindsor.ca.

University of Windsor
Senate

5.10: Report of the Vice-President, Research and Innovation

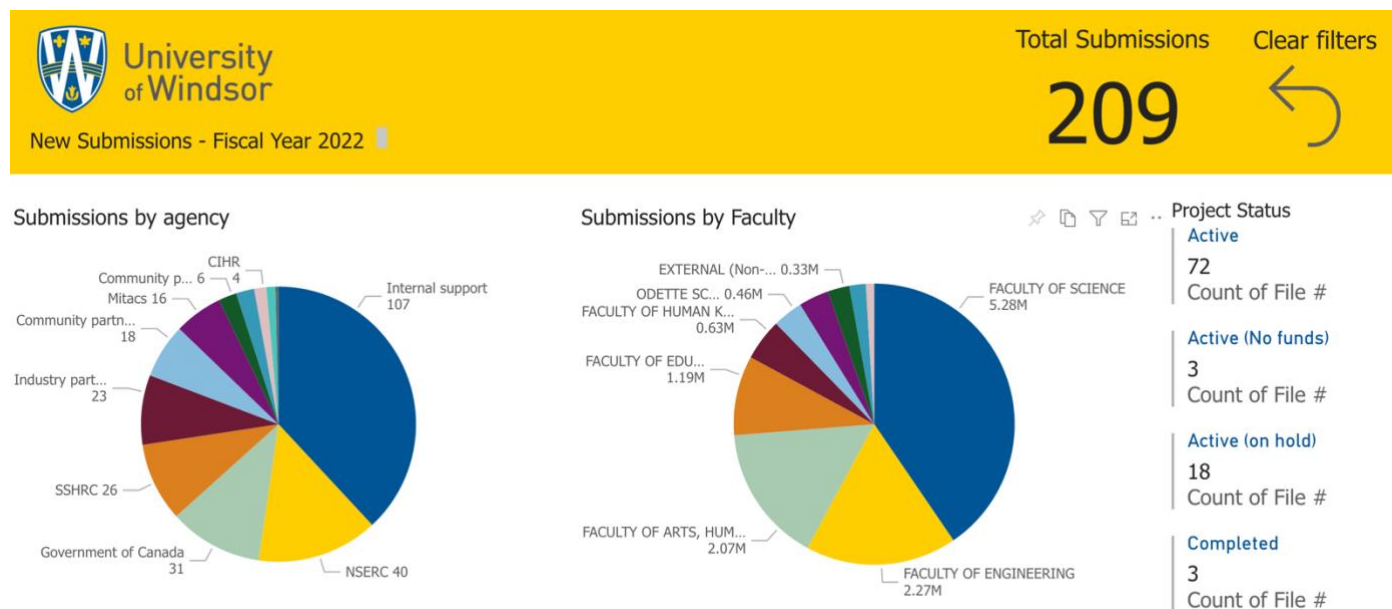
Item for: Information

Forwarded by: Chris Houser

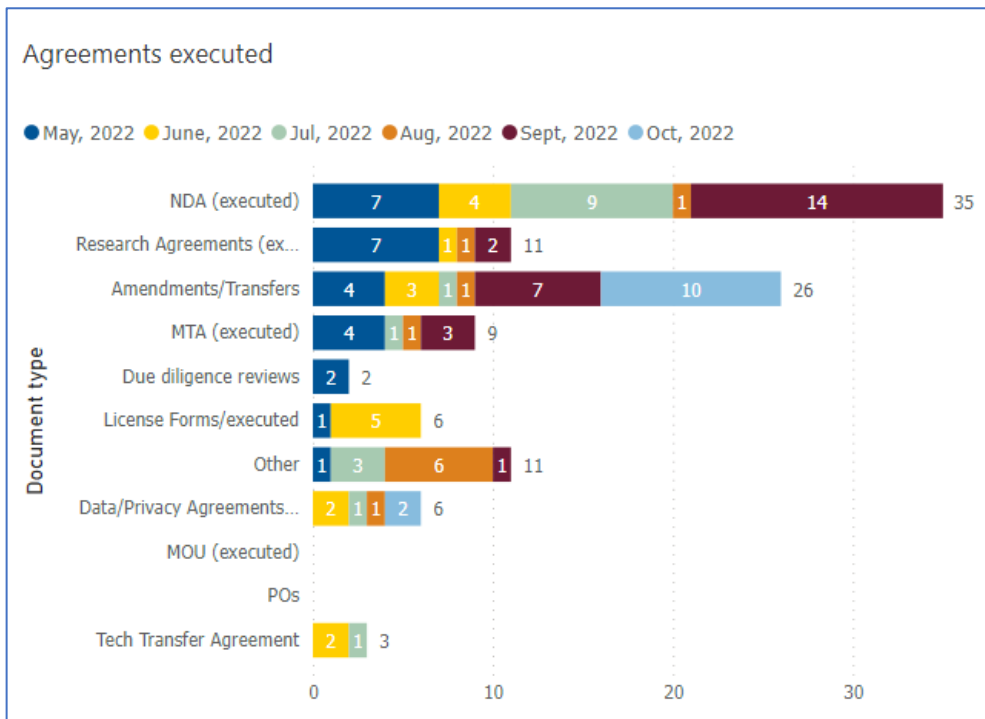
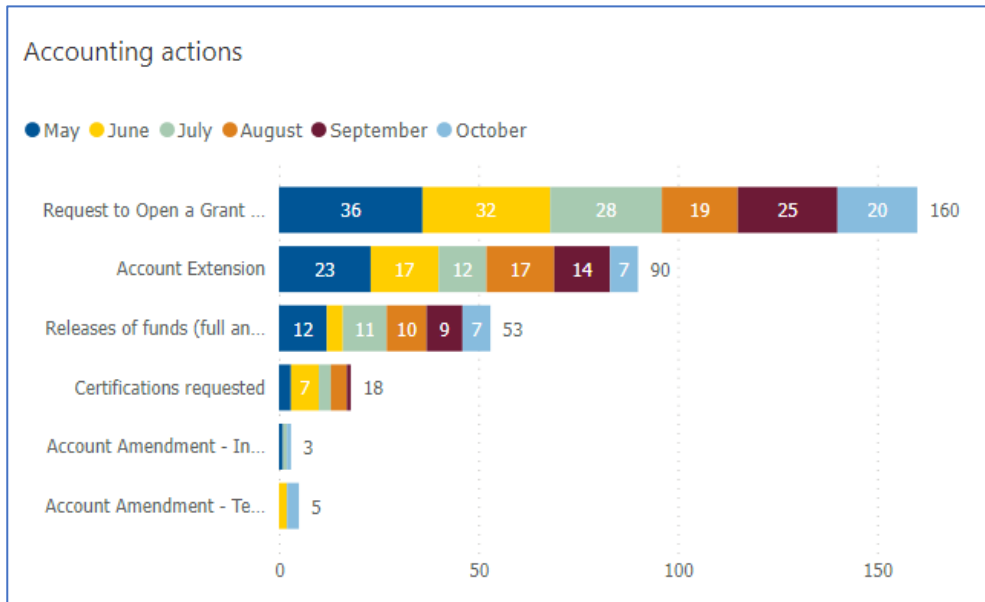
Research, scholarship, and creative activity are critical to the reputation of the University of Windsor and have a significant influence on our ability to recruit and retain undergraduate and graduate students. Reports from the Office of the Vice-President, Research and Innovation will include quarterly statistics on research activity including new awards and submissions (October), publications (November), the activity of ORIS (December) and creative performances and exhibitions (January).

ORIS Activity

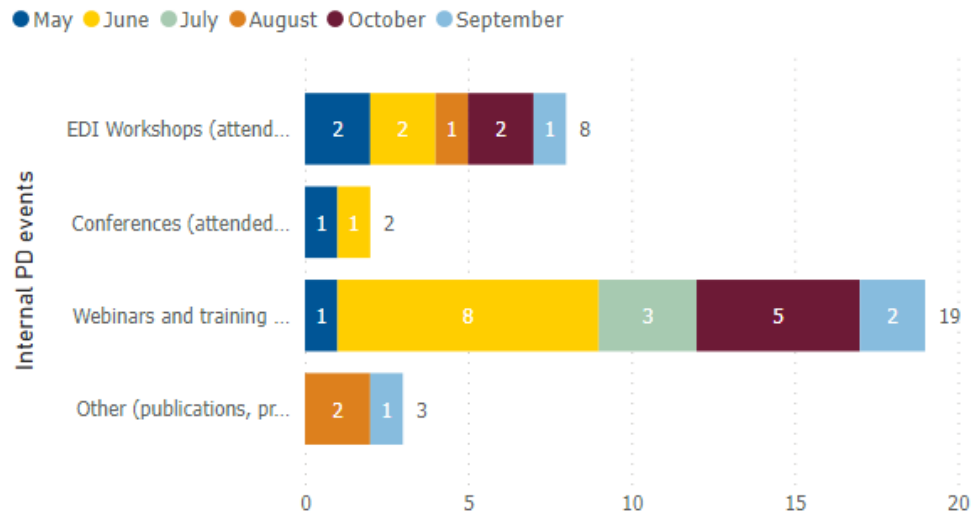
In Fiscal Year 2022 (May-October), the Office of Research and Innovation Services (ORIS) reviewed and handled 209 grant submissions. Specific details for NSERC DG and RTI competitions is provided below.



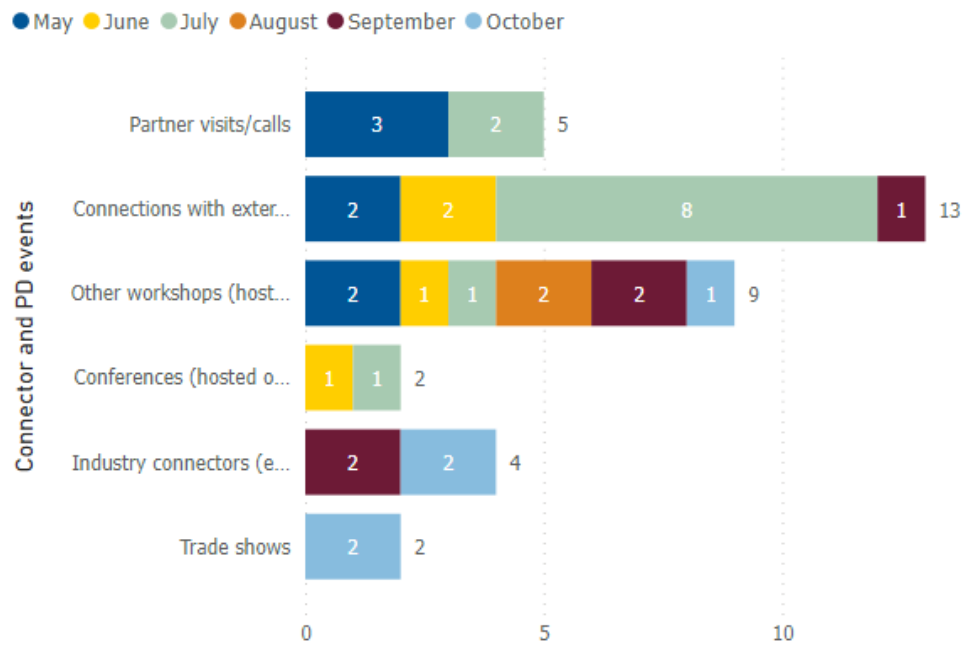
In addition to supporting grant and contract proposals, ORIS provides support for grant accounts (with Research Finance), external agreements, and industry and community connections. The activity in these areas for fiscal year 2022 is provided below.



Staff professional development



New connections made



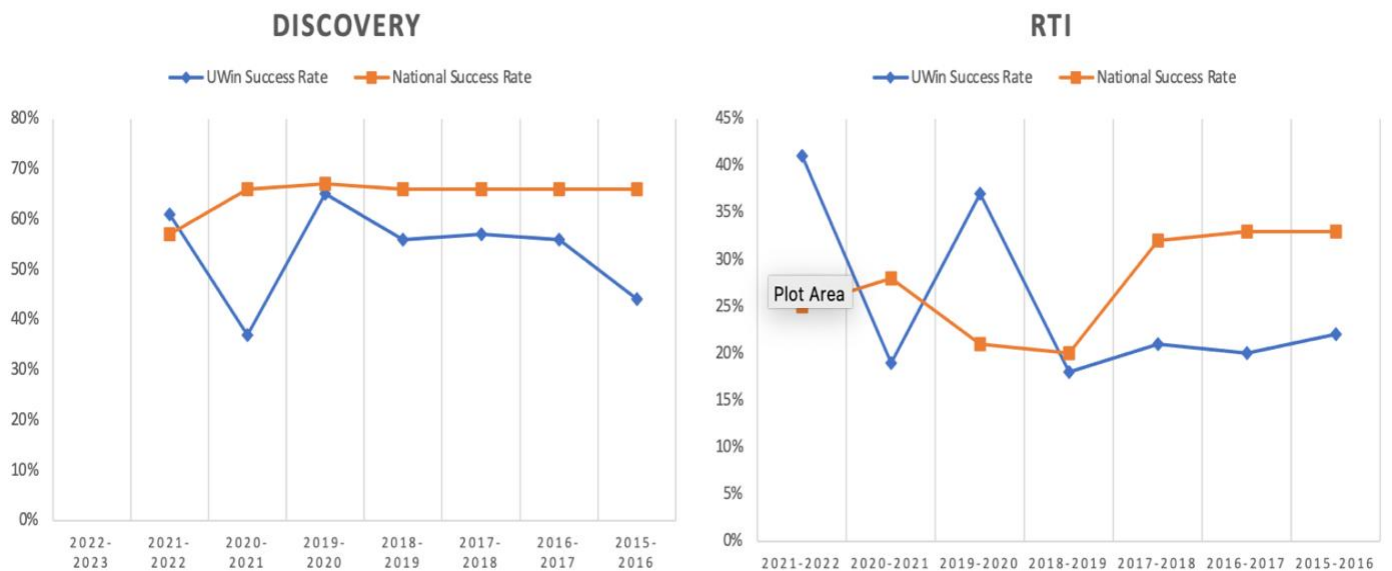
DG AND RTI SUBMISSIONS FOR 2022

The deadline for submission of NSERC Discovery Grants (DG) was November 1st and October 25th for Research Tools and Instrumentation (RTI) grants. Of concern is that 18% of DG proposals were not submitted and that 58% of DG proposals were submitted to ORIS within 48h of the NSERC Deadline. There is a lower potential for success when a grant is submitted to ORIS within 48h of the deadline and cannot be thoroughly reviewed by the grant coordinators. Our ability to secure DG, RTI, and other grants can be increased when faculty submit their draft proposals to ORIS by the internal deadline for review by one of the grant coordinators, and when the faculty member participates in a Faculty-based internal review program.

DGs	LOIs submitted	Full application submitted	Number of ECRs who submitted	Number of first drafts received by ORIS deadline	Number of first drafts received after ORIS deadline to 48hrs of deadline	Number of first drafts received within 48h of deadline	Final version submitted within 48h of deadline
Engineering	18	14	1	4	7	3	9
Business	1	0	0	0	0	0	0
HK	0	0	0	0	0	0	0
Science	17	17	4	8	7	2	9
FAHSS	2	0	0	0	0	0	0
TOTAL	38	31	5	12	14	5	18

RTIs	LOIs submitted	Full application submitted	Number of ECRs who submitted	Number of first drafts received by ORIS deadline	Number of first drafts received after ORIS deadline to 48hrs of deadline	Number of first drafts received within 48h of deadline	Final version submitted within 48h of deadline
Engineering	N/A	2	0	1	0	1	2
HK		1	1	1	0	0	0
Science		2	1	0	2	0	2
TOTAL		5	2	2	2	1	4

Information on SSHRC and CIHR proposals will be presented at a future meeting.



REMINDER: CANADA RESEARCH CHAIR (CRC) SEARCHES AND NEW STRATEGIC ALLOCATION MODEL

High-level proposals for how the University of Windsor should allocate the open and expiring CRCs are due to the OVPRI by **December 15, 2022**. The proposals are to be submitted by the Dean of the respective Faculty or Faculties where an interdisciplinary CRC is being proposed. It is important to note that these proposals are not to fill the chair with a specific person. We are only looking for proposals on how the open and expiring chairs should be allocated by research area; once they have been allocated, an open and eternal search will be completed following tri-agency rules.

REMINDER: PLANNING FOR NEXT CFI ALLOCATION

High-level proposals for the future CFI envelope (~\$6.1 million) are due to the OVPRI by the **end of the fall semester**, although proposals will still be accepted on a rolling basis as opportunities and needs arise. The proposals are to be submitted by the Faculty Dean and include a clear statement on how new research infrastructure will: 1) enhance research and reputation, 2) support the largest number of faculty across campus, 3) have the potential to include collaborations and contributions from other institutions (do not contact other institutions at this time), and 4) support the Windsor-Essex region, Ontario, and Canada.

