



NOTICE OF MEETING

There will be a meeting of the Senate on Friday, April 12, 2024, at 2:30pm Location: Toldo Room 203

AGENDA

Land Acknowledgement

- 1 Approval of Agenda (Unstarring agenda items)
2 Minutes of the meeting of March 8, 2024 Approval S240308M
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 S240412-5.1.1a-g
(a) Certificate in Physics – Minor Program Changes (Form C)
(b) Certificate in Organizational Management – Minor Program Changes (Form C)
(c) Business and Mathematics – Minor Program Changes (Form C)
(d) Kinesiology – Minor Program Changes (Form C)
(e) Kinesiology – Minor Program Changes (Form C)
(f) Kinesiology – New Course Proposal (Form D)
(g) Forensic Science – New Course Proposal (Form D)
5.1.2 Bachelor of Applied Science in Mechatronic Systems Engineering – New Program Proposal (Form A) Lionel Walsh-Approval S240412-5.1.2
5.1.3 Bachelor of Sport Management and Leadership Degree Completion Program for Graduates of Saskatchewan Polytechnic’s Diploma in Business (Sport Management) – Major Program Change (Form B) Lionel Walsh-Approval S240412-5.1.3
*5.1.4 Kinesiology – Request for Waiver of Course Deletion Lionel Walsh-Approval S240412-5.1.4
*5.1.5 History – Request for Waiver of Course Deletion Lionel Walsh-Approval S240412-5.1.5
*5.1.6 English – Request for Waiver of Course Deletion Lionel Walsh-Approval S240412-5.1.6

*5.1.7	Language, Literatures, and Cultures – Request for Waiver of Course Deletion	Lionel Walsh-Approval S240412-5.1.7
*5.1.8	PhD in Argumentation Studies – Suspension of Admissions	Lionel Walsh-Information S240412-5.1.8
5.2	Academic Policy Committee	
5.2.1	2024-2025 Operating Budget Proposal	Isabelle Barrette-Ng-Information S240412-5.2.1
	a. Proposed Tuition and Compulsory Ancillary Fees	
	b. Proposed Operating Budget	
5.2.1.1	Report from Academic Policy Committee	Isabelle Barrette-Ng-Information
5.2.2	Office of Open Learning Annual Report (2022-2023)	Isabelle Barrette-Ng-Information S240412-5.2.2
*5.2.3	Global Engagement Annual Report (2022-2023)	Isabelle Barrette-Ng-Information S240412-5.2.3
5.3	Senate Governance Committee	
*5.3.1	Black Studies Institute – Name Change	Robert Gordon-Approval S240412-5.3.1
5.3.2	Proposed Revisions to Bylaw 31	Robert Gordon-Approval S240412-5.3.2
5.3.3	Proposed Revisions to Bylaws 54, 40, 44	Robert Gordon-Approval S240412-5.3.3
5.4	Senate Student Caucus	Natalie Atkin
5.5	Report from the Student Presidents	
5.5.1	UWSA President	Ghalla Hashem-Information S240412-5.5.1
5.5.2	GSS President	Brahmjot Singh-Information S240412-5.5.2
5.5.3	OPUS President	Christopher Baillargeon-Information S240412-5.5.3
5.6	Report of the Academic Colleague	Philip Dutton-Information
5.7	Report of the President	Robert Gordon-Information
5.8	Report of the Provost	Robert Aguirre-Information S240412-5.8
5.8.1	Enrolment Management Update	Chris Busch-Information S2404012-5.8.1

5.9 Report of Vice-President, People, Equity, and Inclusion

Clinton Beckford-Information
S240412-5.9

5.10 Report of Vice-President, Research, and Innovation

Shanthi Johnson-Information
S240412-5.10

**5.11 Questions Arising from Senate Information Session:
Strategic Academic Plan/Strategic Research Plan
[\(click to the SIS website\)](#)**

Aguirre/Johnson-Information

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: **Certificate in Physics – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the requirements for Certificate in Physics be changed in accordance with the program/course change forms.^**

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved by the Department of Physics Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science 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 March 20, 2024 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 5.3.

**University of Windsor
Senate**

*5.1.1b: **Certificate in Organizational Management – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Certificate in Organizational Management be renamed *Certificate in Human Resources* and that the requirements be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved by 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 March 20, 2024 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 5.4.

**University of Windsor
Senate**

*5.1.1c: **Business and Mathematics – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Honours Business Administration and Mathematics with Specialization in Supply Chain and Business Analytics (with/without Thesis), Honours Business Administration and Mathematics (with/without Thesis), Honours Business Administration and Mathematics with Specialization in Finance (with/without Thesis), and Honours Mathematics with Finance Concentration be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved by the Mathematics and Statistic Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), and the Program Development Committee.
- The MATH-3960 change was made by the Odette School of Business for the Honours Business Administration and Mathematics (with/without thesis) (with/without specialization) in October 2023.
- The course MATH-4960 (Portfolio Optimization) is being replaced by MATH-3960 (Linear Optimization) in the degree requirements. The Odette School of Business was consulted.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the March 20, 2024 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 5.5.

**University of Windsor
Senate**

*5.1.1d: **Kinesiology – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Honours Bachelor of Human Kinetics (Honours Kinesiology – Movement Science) be renamed *Honours Bachelor of Science (Kinesiology and Health Studies)* in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved by Faculty of Human Kinetics Council (January 2024) 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 March 20, 2024 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 5.6.

**University of Windsor
Senate**

*5.1.1e: **Kinesiology – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Honours Bachelor of Sport Management and Leadership (BSML), Honours Bachelor of Sport Management and Leadership (BSML) for Graduates of Lambton College's Three-Year Sport and Recreation Management Diploma, Honours Bachelor of Sport Management and Leadership (BSML) for Graduates of Durham College's Three-Year Advanced Diploma in Sport Management Diploma, and Honours Bachelor of Sport Management and Leadership (BSML) for Graduates of St. Clair College's Three-Year Sport and Recreation Management Diploma be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved by Faculty of Human Kinetics 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 March 20, 2024 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 5.7.

**University of Windsor
Senate**

*5.1.1f: **Kinesiology – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course be approved:^
KINE-2150. Fitness and Lifestyle Assessment**

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The new course has been approved by Faculty of Human Kinetics Council (January 2024) 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 March 20, 2024 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 5.8.

**University of Windsor
Senate**

*5.1.1g: **Forensic Science – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course be approved: ^
FRSC-4202. Death Investigation**

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This new course proposal has been approved by the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating 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 March 20, 2024 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 5.12.

**University of Windsor
Senate**

5.1.2: **Bachelor of Applied Science in Mechatronic Systems Engineering – New Program Proposal (Form A)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Bachelor of Applied Science in Mechatronic Systems Engineering (with/without Co-op) be approved.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposal has been approved by the by Department of Mechanical, Automotives and Materials Engineering, the Department of Electrical and Computer Engineering, the Faculty of Engineering Coordinating Council, the Provost and the Program Development Committee.
- **Provosts Comments/Approval:** *In my role as provost, I participated in the visit of program assessors. I have read the original program proposal, the reviewers' assessment, and the faculty's response. This is a timely and well-designed program that should spur strong student interest. It is costed and resourced appropriately. I strongly support the launch of this program and thank the faculty and leadership of Engineering for their excellent work in bringing this to fruition. (February 12, 2024)*
- There will be nine new TRON courses designed for the Mechatronics program which will be submitted on PDC Form Ds. [See appendix B for calendar descriptions.]
- *See attached.*

Date of Modification	Approval Body Modifying (eg, Program Committee, AAU Council, etc.)	Reason for Modification
January 31, 2024	AAU Councils, FCC Council	Per External Reviewers Recommendations Course Changes were made. They appear in Section B.2 Program Content (QAF Section 2.1.2.2) and C.2 Program Curriculum Structure/Program of Study (QAF sections 2.1.2.3)

1. New Program Steering Committee/Provost Approval to Develop New Program Proposal

Date of New Program Steering Committee/Provost approval to proceed with the development of the new program proposal:	October 2022
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A. Basic Program Information

Faculty(ies)	Engineering
Department(s)/School(s)	Jointly by MAME and ECE
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)	Bachelor of Applied Science in Mechatronic Systems Engineering
Proposed Year of Offering* [Fall, Winter, Spring]: *(subject to timely and clear submission)	Fall 2025
Mode of Delivery:	In class: Lectures and Laboratories
Planned steady-state Student Enrolment (per section B.4.2)	55 per year
Normal Duration for Completion:	Four years
Will the program run on a cost-recovery basis?	No

B. Overall Program Plan

B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.2.1; Ministry section 3)

Please provide a brief statement about the direction, relevance and importance of the new program.

Describe the overall aim and intended impact of the proposed new program.

Describe the consistency of the proposed new program with the institution's mission, goals and objectives as defined in its strategic plan. (to view the strategic plan go to: www.uwindsor.ca/president)

Overall aim: Mechatronics Systems Engineering (MSE) is a multidisciplinary field at the intersection of mechanical, electrical, and computer engineering principles to design, develop, and integrate advanced technologies into systems. Mechatronic systems are all around us. Mechatronic systems are found in the form of industrial robots, drive-by-wire automobiles, autonomous air/land/underwater vehicles, modern household appliances, medical resonance image (MRI) machines, smart structures, cybernetics, and other intelligent electro-mechanical systems. It is important to note that a System of Mechatronics System (SoMSy) can also be considered a mechatronic system. An example of SoMSy is a smart industry 4.0 factory that may consist of cooperating robots, autonomous guided vehicles, a smart assembly line involving robots, visual sensing and serving, and a networked supervisory control and data acquisition (SCADA) system. A smart city with a smart grid, connected autonomous vehicles, intelligent transportation and traffic infrastructure, smart disaster management systems, etc., can also be considered a SoMSy. These systems have the potential to revolutionize industries, making them more competitive and sustainable. The importance of Mechatronics lies in its ability to foster innovation, reduce operational costs, enhance product quality, and contribute to sustainable practices by optimizing processes and improving energy efficiency. Mechatronics systems are already

ubiquitous and are growing at an unprecedented pace as our world becomes increasingly automated. Our proposed MSE program will meet the increased demand for well-trained Mechatronics Engineers. Graduates of the program will contribute to advancing technology and industry, tackling current and future engineering challenges at the intersection of these disciplines.

Mechatronics has been offered in the Bachelor of Engineering Technology (BEngTech) program in the Faculty of Engineering at the University of Windsor (UWindsor) since 2018. The Mechatronics BEngTech program created a much-needed pathway from Ontario educational institutions to the University of Windsor. It also provides a unique opportunity for working professionals in the Windsor-Essex region to expand their expertise in mechatronics, industrial automation, robotics, and manufacturing and to obtain a university degree focused on these fields. According to Office of Institutional Analysis (OIA) data, between 2018 and 2022, about eighty students have gone through the program (https://www.uwindsor.ca/institutional-analysis/sites/uwindsor.ca/institutional-analysis/files/fall_13-22 Ug_Hc_prog.pdf). While Mechatronics BEngTech has addressed a demand from a segment of the industry, the need remains for a fully accredited Bachelor of Applied Science (BASc) degree program open to high school or transfer students.

Intended Impact: Windsor-Essex's strategic location, skilled workforce, and proximity to the United States make it an attractive hub for advanced manufacturing companies. Windsor has a strong history of automotive manufacturing, with several major automakers like Fiat Chrysler Automobiles (now part of Stellantis), Ford, and General Motors and their suppliers operating in the area. These companies actively seek skilled designers, engineers, and technicians in mechatronics and robotic-intensive automation since it is a rapidly growing discipline with a concurrent high demand for experts. The program will contribute to the region's economic development by supplying highly skilled graduates who are well-trained to address industry demands. The Faculty of Engineering at the University of Windsor has a strong history of collaboration with various industries, specifically in advanced manufacturing and automotive sectors. The proposed MSE program will further enhance the existing partnerships and will foster new partnerships between UWindsor's Faculty of Engineering and these industries. By collaborating with local industries and organizations, the program will provide experiential learning opportunities, Co-op placements, and research collaborations through Capstone projects and the Outstanding Scholar program at the UWindsor. The MSE program will build on the success of the BEngTech Mechatronics program by continuing to establish and reinforce strong regional partnerships and enhance community engagement. This MSE program will also bring global attention to UWindsor's and Canada's expertise and dynamism in the field, contributing to the development of cutting-edge technologies.

Consistency with Institutional Goals: The UWindsor's vision is to empower positive change through regionally and globally engaged inquiry, learning, scholarship, creation, and research. UWindsor's goals include providing a transformative student experience, conducting impactful research, fostering innovation, and entrepreneurship. It will serve as a regional leader in partnership and engagement. The MSE program aligns well with the mission and goals of UWindsor. The program offers students a unique interdisciplinary learning experience as it integrates mechanical, electrical, and computer engineering principles. The program will train students with the ability to address complex real-world challenges by designing integrated systems that enhance efficiency, precision, and adaptability. The hands-on nature of mechatronics education provides students with practical skills as well as in-depth knowledge of theory. It fosters critical thinking, problem-solving, and teamwork that align with the university's goal of delivering a transformative student experience. The key to the program is that it is built on an understanding that engineering and engineers, especially within MSE, work with society, not outside of it. Students who graduate from the program will be well-versed in non-technical skills (teamwork, presentations, writing, networking) and technical skills (applications, tech, software). The MSE program helps fulfill the university's mission of enabling graduating students to co-create a better world through education, scholarship, research, engagement, and a commitment to excellence.

B.2 Program Content (QAF Section 2.1.2.2)

Evidence that the proposed curriculum is consistent with the current state of the discipline or area of study.

The MSE curriculum leading to the Bachelor of Applied Science (BASc) has been designed to offer students an education that is immediately valuable to them on graduation and which, at the same time, provides a foundation to accommodate their further education in industry or research. The curriculum supports three Co-op placements, which are optional. The proposed MSE program offers two areas of specialization: 1) Autonomous Vehicles and 2) Intelligent Manufacturing.

The MSE curriculum has been developed according to Canadian Engineering Accreditation Board (CEAB) recommendations and the Canadian Engineering Qualifications Board (CEQB) syllabus. The curriculum consists of courses in three categories: 1. Basic Studies (foundational math and science topics common to all the BAsC Engineering Programs), 2. Complementary Studies (safety, engineering economy, sustainability and engineering management, law and ethics (incorporated in Capstone Design), humanities, and social science (Two complementary courses outside engineering)); and 3. Discipline-Specific Studies. There are nineteen courses in basic and complementary studies, which are common with other engineering programs. The Discipline-Specific Studies are designed and developed according to Engineers Canada requirements ([Mechatronics engineering syllabus | Engineers Canada](#)). The courses are divided into Group A (core areas of knowledge; seven areas required) and Group B (selected advanced areas of knowledge; three areas required). The Discipline-specific courses consist of the existing fundamental courses in Electrical Engineering and Mechanical Engineering programs as well as nine new MSE-specific program courses. The courses designated as TRON are the newly designed courses specific to the Mechatronics program; MECH courses are from the Mechanical Engineering program; ELEC courses are from the Electrical and Computer Engineering program. The new courses consist of compulsory and specialization courses. The new compulsory courses for the program are listed below:

1. TRON-2201 Kinematics and Dynamics of Machines
2. TRON-3201- Solid Mechanics
3. TRON-3202 Fluid Power Systems
4. TRON-3203 Thermodynamics and Heat Transfer
5. TRON-4201 Sensors and Electronic Actuators

Area of Specialization 1: Autonomous Vehicle	
Specialization Course 1	ELEC-4340 Automotive Electronics (A2, A3, A7)
Specialization Course 2	TRON-4045 Autonomous Systems-Localization, Navigation and Mapping Systems (A7, B5)
Specialization Course 3	TRON-4015 Intelligent Machines, Connected Vehicles, Cyber Security and Human Safety (B2, B5)
Specialization Course 4	MECH-4463 Vehicle Dynamics (A6)
Area of Specialization 2: Intelligent Manufacturing	
Specialization Course 1	GENG-4300 Intelligent and Digital Manufacturing (B8, B9)
Specialization Course 2	GENG-4600 Robotics (B6)
Specialization Course 3	TRON-4025 Distributed Control Systems- Connectivity and Cyber Security (B2, B9)
Specialization Course 4	TRON-4035 Computer Integrated Manufacturing (B9)

Students who wish to enter the Mechatronics System Engineering program will have to register for the following courses.

SEMESTER 1 (Fall)	SEMESTER 2 (Winter)
GENG-1101 Engineering 1	CHEM-1103 Topics in Chemistry
GENG-1102 Engineering Graphics	GENG-1201 Cornerstone Design
MATH-1270 Linear Algebra with MATLAB	GENG-1202 Electric and Computing Fundamental
MATH-1720 Differential Calculus	GENG-1110 Engineering Mechanics
PHYS-1400 Introductory Physics 1	MATH-1730 Integral Calculus

SEMESTER 3 (Fall)	SEMESTER 4 (Winter)	Summer
MATH-2780 Vector Calculus	MATH-2790 Differential Equations	GENG-2980. Work Term I (Co-op students only)
GENG-2101 Engineering 2	GENG-2220 Treatment of Experiential Data	
GENG 2102 Programming and Algorithms	GENG-2201 Engineering Design Projects II	
PHYS-2100 Topics in Physics	ELEC-2170. Digital Logic Design I (A2 and A3)	
ELEC-2140 Circuit Analysis I (A2)	TRON-2201 Kinematics and Dynamics of Machines (A6)	
ELEC-2240 Signals and Systems (A1)	Complementary Studies*	

SEMESTER 5 (Fall)	Winter	SEMESTER 6 (Summer)
GENG-3130 Engineering Economics	GENG-3980. Work Term II (Co-op students only)	GENG-3201 Engineering Design Projects III
ELEC-3130 Electromechanical Systems I(A7)		ELEC-2260 Electronics I (A2 and A3)
MECH-4212 Mechatronics (A1, A3, A7)		TRON-3201 Solid Mechanics (A5, A6)
ELEC-3240 Control Systems I(A1)		TRON-3202 Fluid Power Systems (B3, B6)
Complementary Studies*		TRON-3203 Thermodynamics and Heat Transfer (A5)

Fall	SEMESTER 7 (Winter)	SEMESTER 8 (Summer)
GENG-4980. Work Term III	Capstone Design A (+ethics lectures)	Capstone Design B (+law lectures)
	GENG-4500 Artificial Intelligence and Machine Learning	TRON-4201 Sensors and Electronic Actuators (B7)
	ELEC-4430 Embedded System Design (A4)	MECH-4221 Machine Design (B7)
	ELEC-4350 Microelectromech. Systems (A7)	ELEC-4570 Fundamentals of Digital Signal Processing (B2)
	Specialization Course 1	Specialization Course 3
	Specialization Course 2	Specialization Course 4

*Complementary Studies courses are listed in the Academic Calendar as “Faculty of Engineering: Courses That May Be Taken from Outside The Faculty of Engineering”. Complementary courses (as defined in the Academic Calendar) are those course that satisfy the Complementary Studies requirements of the Canadian Engineering Accreditation Board.

In the table above the Discipline-Specific courses are divided into A and B categories where: (A): Group A are the core areas of knowledge (A1 - Systems Dynamics and Controls; A2 - Circuits and Electronics; A3 - Digital Logic and Embedded Systems; A4 - Data Structures and Algorithms; A5 - Mechanical Design; A6 - Kinematics and Dynamics of Machines; A7 - Sensors and Actuators) and (B) are Group B –Selected advanced areas of knowledge (B2 - Advanced Control Systems; B3 - Applied Thermodynamics, Fluid Mechanics, and Heat Transfer; B4 - Statistical Design of Experiments (DOE); B6 - Power Electronics and Drives; B7- Design and Manufacture of Machine Elements; B8 - Product Design and Development)

B.2.1 Unique or Innovative Curriculum, Program Delivery, or Assessment Practices (QAF Section 2.1.1)

State the unique or innovative curriculum, program delivery, or assessment practices distinguishing this proposal from existing programs elsewhere, as appropriate.

Unique or innovative curriculum: The proposed UWindsor’s mechatronics program is unmatched in terms of content and integration, making it a highly sought-after program for today's students. Mechatronics System Engineering is offered in different versions at several universities. While some institutions concentrate on either Mechanical or Electrical topics, others offer a balance of these fundamental contents with an emphasis on Embedded Systems Design. One major element that will differentiate the proposed MSE program at the University of Windsor from comparable existing programs is considering the horizon-expanding technologies in the modern Mechatronics Systems. Unlike existing mechatronics programs that mainly focus on combining basic sensors with programmable logic controllers (PLCs), the new MSE program aims to leverage machine learning, artificial intelligence, and computer

vision techniques to enhance mechatronics system performance. In this regard, the proposed MSE program offers two areas of specialization: 1) Autonomous Vehicles and 2) Intelligent Manufacturing. These specialties are competitive in the labour market, especially in the Windsor-Essex region. UWindsor's MSE program will brand itself as the program that trains highly qualified engineers, researchers, technicians, and administrators to meet the demands of the current and future needs of government, business, industry, and academia. The graduates of the MSE program will be well-rounded, sophisticated, real-world professionals who are well-versed in theory and practical applications and can 'hit the ground running' in their careers on graduation.

Program Delivery or Assessment Practices: Currently, teaching and learning take place in a variety of forms at UWindsor. It is based on the student population, and the delivery format (lectures, tutorials, laboratories), and facilities. Courses are planned to be delivered face-to-face, resorting to online or hybrid formats only as necessary by medical or other emergency requirements.

B.2.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the [Truth and Reconciliation Report](#) (2015) (page 1), the unique legal requirements of the [Constitution Act 1982](#) (Sections 25, 35), the provincial legal requirements of the [Ontario Human Rights Code](#), 1990, and provincial legislation [Bill Pr36](#) (1967).

*In developing this new program, **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

Please consider these prompt questions and [additional Resources](#) including disciplinary examples:

- *What **process** has your department/Faculty used to consider Indigenization?*
- ***How** have you considered the importance or relevance to the course/program?*
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
- *What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?*
- *What have other similar courses/programs done that might be relevant to your course/program?*
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- *Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form (such as learning outcomes) or in the course syllabus where appropriate?*

The undergraduate Mechatronics Engineering Program will incorporate Indigenous content, perspectives, and material.

1. **What process has your department/Faculty used to consider Indigenization?**

We have identified Indigenous knowledge as a topic that should be more thoroughly covered within all B.A.Sc. program curricula. A working group in The Faculty of Engineering has been established to focus on the Indigenization of the engineering curriculum. The Faculty of Engineering has been actively collaborating with an Indigenization Learning Specialist (Jaimie Kehego at the University of Windsor) for valuable insights, guidance, and expertise in navigating the complexities of Indigenization. This ongoing process requires continuous effort, learning, and collaboration to create an educational environment reflecting and valuing the diversity of Indigenous knowledge and perspectives. The process the Faculty of Engineering has taken has been to create presentations that are provided to students in courses that are common to all B.A.Sc. programs in each year of study. These presentations discuss residential schools, Truth and Reconciliation, and colonialism. Following these presentations, students are assigned a writing assignment to reflect upon the information and discuss its relevance to them and/or the engineering

profession. This approach has been taken to reinforce the fact that these issues are important to the engineering profession, regardless of discipline, as discussed below.

GENG-1101 Engineering 1 is the first-year course that provides information about residential schools, Truth and Reconciliation, and colonialism and assigns a reflection assignment for the first-year program, which is common to all engineering students. GENG-2101 Engineering 2 is the second-year course that provides a project in which students consider an engineering-focused issue facing an Indigenous community. GENG-3130 Engineering Economics is a third-year course that provides a presentation about Indigenous issues, and students complete an assignment. Capstone Design A/B is the fourth-year two-semester course that incorporates the Seventh Generation Principle into the decision-making process for design teams to consider the impacts of their design choices and materials on the next seven generations. This is a concept that is introduced in the first-year course GENG-1201 Cornerstone Design.

On July 13, 2023, Mr. Cory Jones, the president and owner of Neegan Burnside Ltd., a majority Indigenous-owned engineering firm, presented a talk, Experiences in Delivering Infrastructure to Canadian Indigenous communities, to all fourth-year Engineering students in the course GENG-4210 Engineering & Society. Mr. Jones' talk provided valuable insight into considerations for what engineers should know when working with Indigenous communities. The talk was also attended by numerous faculty members within Engineering and other faculties on campus.

Readings about the IP perspective by IP researchers and academics from texts such as Indigenous and Decolonizing Studies in Education. (2019). L.T. Smith, E. Tuck, K.W. Yang (Eds.); Applying Indigenous research methods storytelling with peoples and communities. (2019). S. Windchief, T. San Pedro (Eds.); Upholding Indigenous economic relationships (2023). S.W. Jobin (2023); The social life of standards: Ethnographic methods for local engagement (2022). J.E. Graham, C. Holmes, F. McDonald, R. Darnell, provide an opportunity for students to learn about the IP perspective. The relevance for our students is that they can consider the ethical, both social and environmental, impacts of technology and Engineering on IP, the land, and local, national, and global communities. The ability to understand community needs and concerns, whether that of IP or other groups, is important for Engineers and such readings aid students in seeing different perspectives on the impacts of Engineering projects.

2. How have you considered the importance or relevance to the course/program?

Engineering design is a topic that is part of the curricula throughout students' four years of study. A much-overlooked aspect of engineering design has historically been considering the environmental and social impacts of designs. This has contributed to the most pressing global issue – climate change. The Engineering profession can learn from Indigenous ways of knowing, especially the appreciation that our current activities will impact, as IP believe, the next seven generations. As well, Indigenousization is relevant when we discuss ethics and equity issues within the profession and Canadian society. "Ethics and Equity" is one of 12 Graduate Attributes to be demonstrated by students graduating from an accredited Engineering program. Within this context, students are made aware of their responsibility to act equitably and ethically in their actions with their community, colleagues, clients, and society. The most important requirement within the Professional Engineers Ontario (PEO) Code of Ethics is to "regard the practitioner's duty to public welfare as paramount" [3]. This duty lends itself to discussing respect for and collaboration with Indigenous communities when developing infrastructure and processes.

There are numerous resources available regarding working with Indigenous communities that the Engineering program at UWindsor could draw on for best practices advice when working with IP. They range from the introductory, for example Heritage BC's 27 tips on what to say and do: When working effectively with Indigenous Peoples (<https://heritagebc.ca/wp-content/uploads/2019/05/27-Tips-on-What-to-Say-and-Do.pdf>) and "I spent the first year drinking tea": Exploring Canadian university researchers' perspectives on community-based participatory research involving Indigenous peoples (<https://doi.org/10.1111/j.1541-0064.2012.00432.x>); Working with Indigenous Peoples 101 (<https://cela.ca/wp-content/uploads/2020/04/1.0How-to-Work-with-Indigenous-Peoples-101-1.pdf>), to corporate programs such as the Banff Centre for Arts and Creativity's Indigenous Leadership programs (<https://cela.ca/wp-content/uploads/2020/04/1.0How-to-Work-with-Indigenous-Peoples-101-1.pdf>), which would be of benefit to faculty.

3. How has your department or faculty approached raising awareness for Indigenous knowledges in your area? This is an area of weakness within the Faculty of Engineering. The initial process was created by the Associate

Dean Academic, with limited involvement by faculty members. However, changes are being made to raise awareness. Through the Faculty's Equity, Diversity and Inclusion Advisor, faculty members have been made aware of relevant presentations and workshops, e.g., events that were held on and around Orange Shirt Day as well as slides for instructors to use in their classes to provide information about Orange Shirt Day. The Faculty of Engineering Curriculum Committee has identified Indigenous knowledge as a topic that should be more thoroughly covered within all B.A.Sc. curricula. The Associate Dean, Academic, and the Undergraduate Programs Coordinator attended the short course "Pulling Together: A Guide for Curriculum Developers."

UWindsor sits on the traditional territory of the Three Fires Confederacy of First Nations (TFCoFN), which includes the Ojibwa, the Odawa, and the Potawatomi (<https://www.anishinabek.ca/>). It would be of benefit to members of the UWindsor community as a whole to learn more about TFCoFN and its history.

A Reconciliation project worked on with the Faculty and the TFCoFN would benefit the TFCoFN community drawing on the expertise of the Faculty and the contributions of Engineering students. Projects to be considered, based on the stated needs of the TFCoFN community, could be water purification technology introduced into the community; solar panels and/or wind energy sources for homes and/or community buildings; greenhouses that would increase food security, which is an issue for almost half of the First Nations communities in Canada (<https://www.cbc.ca/newsinteractives/features/lake-huron-first-nations-greenhouses> <https://www.nationalobserver.com/2020/12/30/news/atlantic-first-nations-geothermal-greenhouses-food-insecurity>) and/or projects that teach basic engineering principles to members of the community to be followed up with tours of UWindsor Engineering to inform potential future students about the type of work done by engineers and how their community could benefit.

4. What do the TRC and University Principles documents suggest relevant to your course?

The process that the Faculty of Engineering is taking (described in the answer to question (1) affirms the spirit of the TRC Call to Action item 62(i), to create a "curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada" [4]. As well the University Principles document states that focus should be placed on learning outcomes. This is an activity that the Faculty has been working to implement for over a decade. Furthermore, the Faculty's current process of presenting information on residential schools, Truth and Reconciliation, and colonialism aligns with the principle "Recognize the importance of providing greater exposure and knowledge for students on the realities, histories, cultures and beliefs of Indigenous people in Canada" [5].

5. What have other similar courses/programs done that might be relevant to your course/program?

The Faculty of Engineering began by developing and implementing our own approach. We are beginning to explore what other engineering programs are doing across Canada. A grant was received on February 7, 2023, to fund research into the current practices within engineering programs across Canada. A working group has been established in the Engineering Faculty to support a research project on incorporating Indigenous content into the Engineering undergraduate curriculum. A research assistant has been hired to collect and evaluate the best practices of Indigenousization that are already taught in the Engineering departments across Canada. The project results will provide recommendations that will make ENG courses more aware and inclusive of Indigenous content.

6. In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?

The answers to questions 1 and 2 have identified specific areas of the programs that are most relevant for the inclusion of Indigenous approaches or knowledge, i.e., in considering the environmental and social impacts of product and process designs, and when we discuss "ethics and equity" and respect for others, our community, and "regard the practitioner's duty to public welfare as paramount" [3].

7. What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?

As a whole, the faculty's awareness is limited. Some faculty members are better informed than others, this is another area of weakness. The Equity, Diversity, and Inclusion Officer in Engineering provides relevant resources and

workshops to Faculty members. Indigenous issues are part of these materials. For example, slides were prepared and provided to all instructors to include in our classes to make students aware of Orange Shirt Day, what it is and why it is important, and to advertise events that occurred on Orange Shirt Day.

8. Which literatures, sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)

We have met with the Indigenization Learning Specialist, Jaimie Kehego, to review our process and the presentations that are provided to students. This is an iterative process; we have been learning and improving as the process develops, and we will continue to make changes as we learn. Building relationships with Indigenous professional engineers would be invaluable for the Faculty of Engineering. PEO has recently published an issue of its official publication, *Engineering Dimensions*, about Indigenous engineering firms, Indigenizing engineering, and Indigenous pathways to engineering. This literature provides an Ontario-based foundation for our research into the current state of the profession and approaches taken by other institutions.

9. Are you engaging in critical analysis of Settler Colonialism and/or Decolonization? Have you included the information in the other relevant areas in the PDC form (such as learning outcomes) or in the course syllabus where appropriate?

No, we have not performed this critical analysis. Much more learning needs to occur for those within the Faculty who are developing the curricula to understand better what decolonization looks like within engineering. This is a project that will begin with educating ourselves.

References

1. World Health Organization (2023), Vision for 2026. <https://pandemic-foresight.who.int/vision-for-2026>.
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3. Government of Ontario. (2023, January 1). "R.R.O. 1990, Regulation 941: GENERAL under Professional Engineers Act, R.S.O. 1990, c. P28." <https://www.ontario.ca/laws/regulation/900941>.
4. Truth and Reconciliation Commission of Canada. (2015). "Truth and Reconciliation Commission of Canada: Calls to Action." https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf.
5. Universities Canada. "Universities Canada principles on Indigenous education." June 29, 2015. <https://www.univcan.ca/wp-content/uploads/2015/11/principles-on-indigenous-education-universities-canada-june-2015.pdf> (accessed on 29 August 2023).

B.3 Program Name and Degree Designation/Nomenclature (QAF Section 2.1.2.1; Ministry section 1)

Explanation of the appropriateness of the name and degree designation for the program content and current usage in the discipline.

Students will graduate with a Bachelor of Applied Science (BASc) in Mechatronic Systems Engineering. For those who are in Co-op program will graduate with Bachelor of Applied Science (BASc) in Mechatronic Systems Engineering, Co-operative Education.

B.4 DEMAND FOR THE NEW PROGRAM

B.4.1 Student and Market Demand/Societal Need (Ministry section 1)

Describe the tools and methodology used to conduct the market assessment and/or societal need assessment in support of the proposed program, where appropriate.

Provide quantitative evidence of student and market demand for the proposed program, both within and outside the local region (e.g., responses/statistics from surveys, etc.), where appropriate.

Provide evidence of societal need for graduates of the new program, including expert input. Proposers should consider, where appropriate, the:

- 1) dimensions of the societal need (e.g., socio-cultural, economic, scientific, or technological),*
- 2) the geographic scope of the societal need (e.g., local, regional, provincial, or national), and/or*
- 3) the anticipated duration of, and trends in societal need.*

Append any comments or letters solicited from potential employers and/or relevant professional associations regarding the need for graduates of the proposed program within their organization and field of endeavour.

This new program will attract both direct entry and transfer students who want to pursue a university degree in Engineering that specializes in Mechatronics. There is a significant and growing market of engineering students who live locally in Windsor-Essex and have a strong interest in mechatronics engineering, as exemplified by the growing popularity of student clubs such as First Robotics, Lego Robotics, etc. These students are not served by the programs at the University of Windsor and either travel to a competitor institution out of the city or enrol in their second-choice program at UWindsor, e.g., Mechanical Engineering or Computer Science. The University of Windsor has the talent and facilities to deliver a quality program in Mechatronics that will allow it to become a destination of choice and equip those students with skills that are in demand in the area. Establishing a successful Mechatronics program will enhance the reputation of the University and further increase demand, such that the prospective student pool will include both Canadian students from outside Windsor-Essex and international students. It is anticipated that there may be a small drain in the pool of students who currently enroll in either Mechanical or Electrical Engineering at UWindsor. However, both programs are well established, have maintained healthy enrollment numbers for several years, and can tolerate a small decrease to enable the growth and new students that will come to the MSE program.

Windsor-Essex is the home of advanced manufacturing, information, and communications technologies, as well as greenhouse agriculture and Agri-Tech. On top of that, this region is considered to be the automotive capital of Canada. Two original equipment manufacturers (OEMs) and the Canadian headquarters for Stellantis Canada (formerly FCA Canada) are in this region. The region is now looking toward future trends in the automotive industry, including the development and production of connected, autonomous, and electric vehicles. The Faculty of Engineering has a close working relationship with the local industry and the industry partners have been asking the Faculty to produce well-qualified mechatronic engineers. In summary, given the current industry demand and potential demand by new industries that are moving into the region, e.g., the new battery manufacturing plant, it is anticipated that there will be great job opportunities for graduates of the Mechatronics System Engineering program.

Employment Areas: Mechatronics engineers can find employment in a wide range of industries, including manufacturing, automotive, aerospace, robotics, consumer electronics, telecommunications, healthcare, energy, and more, due to their multidisciplinary skills in mechanical engineering, electronics, computer science, and control systems. The job opportunities can vary by region, industry trends, economic conditions, and technological advancements. Engineers with expertise in mechatronics are well-equipped to address the complex challenges posed

by the integration of mechanical, electronic, and software systems, making them valuable assets in various industries. Here are some employment exams for mechatronics engineers: Automation Engineer, Controls Engineer, Electro-

Mechanical Systems Engineer, Real-time Systems Engineer, Robotics Engineer Systems Engineer; iPhone Product Design Engineer; Program Manager; Mechanical Engineer; Android Partner Engineer. The increasing demand for mechatronics engineers is expected to persist as technology continues to advance.

Salaries: The average mechatronics engineer salary in Canada is \$136,151 (CND) per year. Entry-level positions start at \$134,712 per year, while most experienced workers make up to \$139,589 per year. (<https://ca.talent.com/salary?job=mechatronics+engineer> Access August 2023). The income is one of the highest salaries when compared to the related ones. For example, the average salaries per year for the following engineers are as follow: \$125,038 for a development engineer, \$123,990 for a systems engineer, and \$122,508 for a design engineer.

The average salary in the United States is reported by Career Explorer around \$100,640 (USD) per year; wages typically start from \$58,730 and go up to \$164,690. (<https://www.careerexplorer.com/careers/mechatronics-engineer/salary/> Access August 2023).

B.4.2 Estimated Enrolments (Senate Co-op Policy)

Provide details on projected enrolment levels for the first five years of operation in the following table. (If the program is in operation, use actual and projected data.)

For Co-op programs: normally an annual intake of a minimum of 20 students is required for new co-op programs or programs with other experiential learning component.

	First Year of Operation		Second Year of Operation		Third Year of Operation		Fourth Year of Operation		Fifth Year of Operation/Steady-state enrolment overall)	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
<i>In the regular program (non-co-op)</i>	50 (will split in 2 nd year for co-op)	5 (will split in 2 nd year for co-op)	10	2	10	2	10	2	10	2
<i>In the co-op/experiential learning stream (if applicable)</i>			40	3	40	3	40	3	40	3

The estimated enrolment of the percentage of international to total enrolment is based on the current international students in ECE and MAME undergraduate.

B.4.3 Duplication (Ministry section 3)

Indicate whether the program is in a new area of study or delivery for the institution.

List similar programs at the same credential level offered by other institutions in the Ontario university system. Resources to identify similar programs offered in Ontario include <https://www.ontariouniversitiesinfo.ca/programs> and <https://www.universitystudy.ca/search-programs/>.

If the proposed program is similar to others in the Ontario university system, demonstrate that societal need and student/market demand justify the duplication. Identify innovative and distinguishing features of proposed program in comparison to similar programs.

Several universities in Ontario, Canada, offer mechatronics or systems engineering programs. While some institutions focus more on either Mechanical or Electrical topics, others offer a balance of these fundamental contents with focus on Embedded Systems Design. Currently, there are four Mechatronics programs in Ontario, including (1) Mechatronics Program at McMaster with a focus on Embedded Systems Design, (2) Mechatronic Systems Engineering Program at Western which offers dual degrees in Business and Law, (3) the Mechanical and Mechatronics program at the University of Waterloo; (4) Mechatronics Engineering at Ontario Tech integrates mechanical and electrical systems.

One major element that will differentiate the proposed program at the University of Windsor from comparable existing programs is considering the horizon-expanding technologies in the modern Mechatronics Systems. Unlike other programs that mainly focus on combining basic sensors with PLCs, the new program aims to leverage machine learning, artificial intelligence, and computer vision techniques to enhance mechatronics system performance.

Two areas of specialization are designed into the proposed program: Autonomous Vehicles and Intelligent Manufacturing. The job market for both specialties is quite promising and expected to grow in the coming year, especially in Windsor-Essex.

B.5 RESOURCES

*[The resource impact of a proposal is almost never neutral. Note: Proposers must also complete and submit the **Budget Summary** (Appendix B) with the new program proposal.]*

B.5.1 Resources Available

B.5.1.1 Resources In Support of the Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)

Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the proposed program. Please do not name specific individuals in this section.

Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university.

Provide an assessment of the reliance of the proposed program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the proposed program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. Consider, for example:

- *faculty resources (within and outside the unit),*
- *existing courses (within and outside the unit),*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*
- *staff support,*
- *library,*
- *teaching and learning support,*
- *information technology support,*
- *laboratory access,*
- *student support services,*
- *space,*
- *equipment,*
- *facilities*
- *GA/TA*

Faculty resources: The mechatronics program at the University of Windsor will be administered as a joint program by the Department of Mechanical, Automotive and Materials Engineering and Electrical and Computer Engineering. Both departments have well-established records of providing high-quality undergraduate-level educational mentoring and training. With fostering this synergy in mind, a steering committee has been established to ensure the quality of the program. The committee consists of the Dean of Engineering, the Associate Dean-Academic, the Heads of both departments and the program Academic Advisor. The Academic advisor assists students in selecting the appropriate courses including the required and specialization courses each semester, ensuring they meet degree requirements and stay on track for graduation. They help students understand the curriculum and prerequisite courses necessary for the discipline.

Existing courses: The majority of the program can be delivered by the existing expertise in the Electrical and Computer Engineering and Mechanical, Automotive, & Materials Engineering Departments. Dr. Caniggia Viana has recently been hired by ECE to support the proposed program. There will be four more new faculty hires with a Mechatronics

background in the ECE and MAME departments, which will help to deliver the specialty courses (listed in Program Content Section). These positions are accommodated through recent or upcoming retirements in ECE or MAME.

Laboratory Facilities: Students enrolled in the program will engage in hands-on, experiential learning using state-of-the-art equipment currently available in the Faculty of Engineering through a mandatory laboratory component of their courses. UWindsor has established a Mechatronics Lab that is used for the BEng Tech stream established in 2018. The lab will be used for several courses of the proposed program. This lab is equipped with leading-edge technologies such as robotic manipulators (UR and ABB arms), autonomous vehicles (QCar and Turtlebot mobile robots), mechatronics systems (FESTO stations), and programmable logic controllers (Siemens PLCs). The existing labs such as Power Electronics, Circuit, Deformable Bodies, Measurements, Manufacturing labs in ECE and MAME will be utilized to support the program. The mechatronics labs are in place so no new funding for new lab space is required. There will be budget required to support the maintenance of these labs.

B.5.1.1a Faculty Expertise Available and Committed to Supporting the New Program (QAF section 2.1.2.6; 2.1.2.7; 2.1.2.8)

Assess faculty expertise available and actively committed to the new program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in and achieve the goals of the proposed program and foster the appropriate academic environment, and of the appropriateness of this collective faculty expertise to contribute substantially to the proposed program including student mentoring.

Include:

- *evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record)*
- *evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation, and foster an appropriate intellectual climate*
- *any other evidence that the program and faculty will ensure the intellectual quality of the student experience*

Append curricula vitae – see Appendix A. CVs are not required for undergraduate diploma or certificate proposals.

The proposed MSE program will be supported by the Mechanical, Automotive and Materials Engineering (MAME) and the Electrical and Computer Engineering (ECE) Departments. Both departments have well-established records of high-quality faculty and staff. These faculty will also contribute to supervising Capstone Projects and training of students who are in the Outstanding Scholar Program. Outstanding Scholars are paid to do research outside class, working for faculty members! This unique opportunity lasts for three years, during your second, third, and fourth years of undergraduate study. The Outstanding Scholars Program provides an exceptional and supportive undergraduate learning experience for high-achieving undergraduate students, emphasizing depth and breadth of research-based academic inquiry, strong and ongoing faculty/student mentorship, effective communication of research achievement, and achievement of external recognition of academic excellence ([Outstanding Scholars \(uwindsor.ca\)](http://uwindsor.ca))

The following faculty expertise is available and committed to supporting the new program. The CVs of these faculty members are available for viewing by contacting the University Secretariat. Below are summaries of the Electrical and Computer Engineering (ECE) and Mechanical, Materials and Automotive Engineering (MAME) faculty members contributing to the new program. Complete details of each professor's research field, publications, awards, and achievements can be found in their CVs.

ECE Faculty Members:

Prof. X. Chen has a well-established and successful research and publication record in robust control and control of networked systems, sensor networks, data-driven optimization, and automotive control.

Prof. Arezoo Emadi is an associate professor with a well-established and successful research and publication record microelectromechanical systems (MEMS), bio-medical devices, MEMS sensors and transducers, chemical sensors, micro and nanofabrication technologies.

Prof. Narayan Kar is a full professor with a well-established and successful research and publication record in power electronics design and development, permanent magnet and induction machine design, control and testing for electric vehicle application, torque ripple and cogging torque determination, analysis and minimization.

Prof. Mohammad Khalid is a full professor with a well-established and successful research and publication record in Field programmable chips and systems, FPGA-based system design, rapid prototyping, FPGA-based high- performance computing, heterogeneous computing systems, electronic design automation, and high-level synthesis.

Prof. Mitra Mirhassani is a full professor with a well-established and successful research and publication record in hardware realization of neural networks, hardware security, analog and mixed-signal integrated circuits.

Prof. Roberto Muscedere is an associate professor with research expertise in record in very large-scale integration (VLSI) and application-specific integrated circuit (ASIC) designSystem-level design embedded systems.

Prof. M. Saif is a full professor with a well-established and successful research and publication record in systems and control theory, model-based fault detection and diagnostics, and linear and nonlinear controller/observer design.

Prof. Ahmed Hamdi Sakr is an assistant professor with research expertise in connected and automated vehicles, vehicular networks (V2V, V2I, V2X), ML/AI for wireless networks, internet of things (IoT) and wireless sensor networks (WSN).

Prof. Caniggia Viana has recently joined the faculty of engineering as a tenure-track assistant professor with research expertise in power electronics for electric vehicles. he will support the program specialization of autonomous vehicles.

Prof. Ning Zhang has recently joined the faculty of engineering as a tenure-track assistant professor with research expertise in wireless networking, AI for networking, the internet of vehicles and security.

MAME Faculty Members:

Prof. Walid Abdul-Kader is a full professor with a well-established and successful research and publication record in sustainable manufacturing systems, virtual factory design, performance optimization, modelling of manufacturing / remanufacturing systems, and reverse logistics networks.

Prof. Jalal Ahmed is an Associate Professor with a successful research and publication record in mechatronics and controls, micro/nano-electromechanical (MEMS/NEMS) based sensors and actuators.

Prof. Shapour Alirezaee is a Learning Specialist with successful research in mechatronics and robotics, control systems and automation, instrumentation and process control, and PLC, SCADA and DCS systems.

Prof. William Altenhof is a full professor with a well-established and successful research and publication record in crashworthiness, impact testing, finite element analysis (FEA), experimental (destructive) testing, stress analysis, mechanical material testing and characterization under quasi-static and dynamic loading conditions.

Prof. Aleksandr Cherniaev is an associate professor with a well-established and successful research and publication record in composite materials: multiscale modelling, quasi-static & high strain-rate testing, impact mechanics of advanced materials, hypervelocity, high & low-speed impact regimes, and lightweight impact-resistant structures.

Prof. Nickolas Eaves is an associate professor with a well-established and successful research and publication record in Developing fundamental & reduced numerical models for nanoparticle aerosol processes, Combustion, internal combustion engines, gas turbines, jet engines, Soot/particulate and other pollutant formation, Alternative fuels & biofuels.

Prof. Bruce Minaker is an associate professor with a well-established and successful research and publication record in vehicle dynamics & control, multibody dynamics & suspension design, and numerical modeling & simulation.

Prof. Afshin Rahimi is an Associate Professor with a successful research and publication record in Machine learning & intelligent systems, Systems & control theory, Linear & nonlinear controller/observer design.

Prof. Reza Riahi is a full professor with a well-established and successful research and publication record in batteries, nanomaterials, additive manufacturing, and tribology.

Prof. David Ting is a full professor with a well-established and successful research and publication record in flow turbulence, flow-induced vibration, heat transfer, combustion, energy & thermal systems, renewable energy, aerodynamics, vortex dynamics.

Prof. Michael Wang is a full professor with a well-established and successful research and publication record in product innovation, sustainable product design and manufacturing.

Prof. Jill Urbanic is a full professor with a well-established and successful research and publication record in additive manufacturing / 3d printing / rapid prototyping, cad/cam, process planning & manufacturing systems design, product design for manufacturing, product and process design optimization, reverse engineering, and robotic systems.

5.1.1b Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the New Program (QAF section 2.1.2.6)

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the proposed program and the associate plans to ensure the sustainability of the program and quality of the student experience.

The delivery of the new MSE program, has no particular reliance on adjuncts, limited-term, and sessional faculty.

B.5.1.1c Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision.

N/A

B.5.1.1d Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Where appropriate to the program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.

N/A

B.5.1.2 Anticipated New Resources (QAF sections 2.1.2.6)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the proposed program.*

N/A

B.5.1.3 Planned Reallocation of Resources and Cost-Savings

Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in preparing this proposal. (e.g., streamlining existing programs and courses, deleting courses, etc.)

New faculty positions are accommodated through recent or upcoming retirements in ECE or MAME.

B.5.1.4a Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the proposed program.*

If not applicable, write n/a.

Faculty:	There will be faculty hires with a mechatronics background in the ECE and MAME departments. These positions are accommodated through recent or upcoming retirements in ECE or MAME.
Staff:	N/A
GA/TAs:	Additional GA positions to support the lab/tutorial for the program will be supported by the Faculty of Engineering in existing core courses. There will be a net increase in GA's required for new courses specific to the Mechatronics Stream. These costs are shown in Appendix A - Budget.

B.5.1.4b Additional Institutional Resources and Services Required by all Affected Areas or Departments (QAF section 2.1.2.6f)

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the proposed program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

If not applicable, write n/a.

Library Resources and Services:	n/a
Teaching and Learning Support:	n/a
Student Support Services:	n/a
Space and Facilities:	n/a
Equipment (and Maintenance):	Equipment maintenance is estimated at \$100,000

Services: No additional resources. The usual services available to undergraduate students will also be available to MSE students including library resources, and Student Support Services.

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2.5)

Describe

- *program-specific admission requirements,*
- *selection criteria,*
- *credit transfer,*
- *arrangements for exemptions or special entry, and*
- *alternative admission requirements, if any, for admission into the program, such as minimum average, additional language requirements or portfolios, recognition of prior work or learning experience (and how this will be assessed), etc.*

All engineering streams require a minimum 74% average from students' top six high school courses, as well as an average of 74% between MHF4U, SCH4U, and SPH4U.

Admission Requirements: English/ENG4U, Advanced Functions/MHF4U, Chemistry/SCH4U, and Physics/SPH4U. Calculus and Vectors/MCV4U is strongly recommended. Average of 74% between MHF4U, SCH4U, and SPH4U.

C.1.1 Admission Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.5)

Demonstrate that admission requirements are sufficient to prepare students for successful attainment of the intended learning outcomes (degree level expectations) established for completion of the program.

The above requirements are in accordance with those required for students entering the other Bachelor of Applied Science streams within the Faculty of Engineering and will also provide an appropriate academic background for those entering the proposed program. The faculty is satisfied that this requirement prepares students to achieve program learning outcomes adequately.

C.2 Program Curriculum Structure/Program of Study (QAF sections 2.1.2.3)

NB: For graduate programs, provide evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses. Include course requirements with course numbers and course titles.

Students must also satisfy existing continuation and graduation eligibility requirements for BASC and BASC Co-operative education students, as identified in the University of Windsor Policy on Standing Required for Continuation and Graduation.

Total courses: 44 (132 credits). The co-option requires 47 courses (141 credits).

Degree requirements:

First Year: the program's first year is common to all disciplines, so a student may enter as enrolled in General Engineering or may even transfer between disciplines after the first year with no penalty for their progress.	
SEMESTER 1 (Fall)	SEMESTER 2 (Winter)
GENG-1101 Engineering 1	CHEM-1103 Topics in Chemistry
GENG-1102 Engineering Graphics	GENG-1201 Cornerstone Design
MATH-1270 Linear Algebra with MATLAB	GENG-1202 Electric and Computing Fundamental
MATH-1720 Differential Calculus	GENG-1110 Engineering Mechanics
PHYS-1400 Introductory Physics 1	MATH-1730 Integral Calculus

Second Year: Students must have declared their major as Mechatronic Systems Engineering and completed at least eight (8) of their first-year courses before being allowed to register for the second-year courses (including all specifically required pre-requisite courses)		
SEMESTER 3 (Fall)	SEMESTER 4 (Winter)	Summer
MATH-2780 Vector Calculus	MATH-2790 Differential Equations	GENG-2980. Work Term I (Co-op students only)
GENG-2101 Engineering 2	GENG-2220 Treatment of Experiential Data	
GENG-2320 Software Fundamentals	GENG-2201 Engineering Design Projects II	
PHYS-2100 Topics in Physics	ELEC-2170. Digital Logic Design I	
ELEC-2140 Circuit Analysis I	TRON-2201 Kinematics and Dynamics of Machines	
ELEC-2240 Signals and Systems	Complementary Studies	

Third Year: Students must have completed all the first-year courses and at least ten (10) of their second-year courses before being allowed to register for the third-year courses (including all specifically required pre-requisite courses).		
SEMESTER 5 (Fall)	Winter	SEMESTER 6 (Summer)
GENG-3130 Engineering Economics	GENG-3980. Work Term II (Co-op students only)	GENG-3201 Engineering Design Projects III
ELEC-3130. Electromechanical Systems I		ELEC-2260 Electronics I
MECH-4212 Mechatronics		TRON-3201 Solid Mechanics
ELEC-3240 Control Systems I		TRON-3202 Fluid Power Systems
Complementary Studies		TRON-3203 Thermodynamics and Heat Transfer

Fourth Year: Students must have completed all first and second-year courses, and at least eight (8) third-year courses before being allowed to register for the fourth-year courses (including all specifically required pre-requisite courses).		
Fall	SEMESTER 7 (Winter)	SEMESTER 8 (Summer)

GENG-4980. Work Term III	Capstone Design A (+ethics lectures)	Capstone Design B (+law lectures)
	GENG-4500 Artificial Intelligence and Machine Learning	TRON-4201 Sensors and Electronic Actuators
	ELEC-4430. Embedded System Design	MECH-4221 Machine Design
	ELEC-4350 Microelectromech. Systems	ELEC-4570 Fundamentals of Digital Signal Processing
	Specialization Course 1	Specialization Course 3
	Specialization Course 2	Specialization Course 4

Area of Specialization 1: Autonomous Vehicle	
Specialization Course 1	ELEC-4340 Automotive Electronics
Specialization Course 2	TRON-4045 Autonomous Systems-Localization, Navigation and Mapping Systems
Specialization Course 3	TRON-4015 Intelligent Machines, Connected Vehicles, Cyber Security and Human Safety
Specialization Course 4	MECH-4463 Vehicle Dynamics
Area of Specialization 2: Intelligent Manufacturing	
Specialization Course 1	GENG-4300 Intelligent and Digital Manufacturing
Specialization Course 2	GENG-4600 Robotics
Specialization Course 3	TRON-4025 Distributed Control Systems- Connectivity and Cyber Security
Specialization Course 4	TRON-4035 Computer Integrated Manufacturing

Courses used to calculate the major average are: N/A – there is not a major average calculated for BAsC in Engineering degrees

Description of thesis option (if applicable): N/A

C.2.1 Co-op/Experiential Learning Component (if applicable) (QAF section 2.1.2.6)

Provide requirements for the co-op/experiential learning component, including length of co-op/experiential learning component and credit weight, and explain how they differ for students who complete the experiential learning option and those who opt not to. *Ensure that learning outcomes for the co-op/experiential learning component have been included in the learning outcomes table. (C.4)

Students can enrol in the Co-op program, enabling them to connect theories and knowledge learned in the classroom to real-world situations. The University of Windsor connects employers with students from a wide range of faculties, including the Faculty of Engineering. Students have the chance to integrate their academic study with work experience in appropriate fields of industry and government to make their career path brighter.

Students are strongly encouraged to participate in the Co-op program, which requires completing three work terms in industry (summer semester in the second year, winter semester in the third year, and fall semester in the fourth year). The Bachelor of Applied Science (BAsC) in Mechatronics System Engineering with Co-op is optional and requires a minimum cumulative average of 70% at the end of Year 1 of Engineering studies, and students must maintain a minimum average of 60% in years 2, 3 and 4 to continue in the Co-op program. The Co-op program is optional, and entrance is competitive.

The program will also offer other types of experiential learning through laboratory components of several courses, the Outstanding Scholars Program, and capstone projects. Most of the courses have laboratories so students can better understand the principles taught in the course material. UWindsor has a specific Mechatronics Lab that can be used for several courses. The Mechatronics Lab is equipped with leading-edge technologies such as robotic manipulators (UR and ABB arms), autonomous vehicles (QCar and Turtlebot mobile robots), mechatronics systems (FESTO stations), and programmable logic controllers (Siemens PLCs). Students will work in small teams in their fourth year to design and develop an open-ended capstone project.

Is the completion of the experiential learning/co-op component a requirement of the program?

The Co-op program is optional; however, students are encouraged to participate in the program, which requires completing three work terms in industry.

C.2.2 Suggested Sequencing for Revised Program (Optional)

Provide suggested program sequencing for each year of the revised program (including any work/study/placement sequencing), ensuring that all pre-requisites are met in the sequencing.

For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).

Sequencing for this program has been described above in section C.2 Program Curriculum Structure/Program of Study.

C.2.3 Program Structure/Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.6)

Describe how the program's structure and requirements are sufficient to prepare students for successful attainment of the intended program-level learning outcomes and the associated undergraduate or graduate degree level expectations.

The MSE curriculum consists of courses in three categories of Basic studies (foundational math and science topics, common to all the streams), Complementary studies (safety, engineering economy, sustainability and engineering management, law and ethics (incorporated in Capstone Design), humanities, and social science (Two complementary course)); and Discipline-specific studies. The courses in Basic studies and Complementary studies are common with other engineering programs. The discipline-specific studies are divided into group A (core areas of knowledge) and group B (selected advanced areas of knowledge) according to Engineers Canada. These courses consist of selected current fundamental courses in Electrical Engineering and Mechanical Engineering programs as well as new MSE-specific program courses. The MSE specific program courses consist of compulsory and non-core courses. The curriculum has been developed according to the CEAB recommendations. Please see Section C2 for more information.

C.3.1 For Graduate Program ONLY (QAF sections 2.1.2.3; Senate Co-op Policy)

C.3.1.1 Normal Duration for Completion

Provide a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.

N/A

C.3.1.2 Program Research Requirements

For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for completion of the degree.

N/A

C.3.1.3 Fields in a Graduate Program (optional)

*Where fields are contemplated, provide the following information:
The master's program comprises the following fields: ...[list, as applicable] The PhD program comprises the following fields: ...[list,*

N/A

C.3.2 For All Program Proposals

C.3.2.1 Standing Required for Continuation in Program

*Minimum average requirements for continuation in the program
Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.
Specify standing required for continuation in the experiential learning option or co-op option of the program, where applicable.*

Same as other BAsC programs.

C.3.2.2 Standing Required for Graduation

Minimum average requirement to graduate in the program
Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.

Specify standing required for graduation in the experiential learning option or co-op option of the program, where applicable.

Same as other BAsC programs.

The minimum average requirement to graduate in the MSE program (including Co-op) is 60% according to Policy on Standing Required for Continuation and Graduation.

C.4 LEARNING OUTCOMES (Degree Level Expectations) (QAF section 2)

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
A. Integrate mechanical, electronic, and software components to design and build functional mechatronic systems. Explain and demonstrate the principles of integrating mechanical components, sensors, actuators, and control systems for the design.	A. the acquisition, application and integration of knowledge	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
B. Recognize advancements in the field, solve complex engineering problems, and adapt to the rapidly evolving technology landscape as identified by the application of knowledge gained throughout the program (Lifelong learning- Independently summarize, analyze, synthesize, and evaluate information from a wide variety of sources, including library methods, relevant codes/standards/regulations, and digital methods.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
C. Identify and analyze real-world mechatronic engineering challenges and apply mechatronics principles in projects that address these challenges.	1. Depth and Breadth of Knowledge Knowledge of Methodologies	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. Critically evaluate, summarize, explain, and/or use written and numerical information in engineering-related work.	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge

Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
E. Demonstrate and adhere to professional engineering ethics and standards. Identify the impact of mechatronics on society and the environment and incorporate these considerations in their designs. (also relevant to H and I) Identify and adhere to safety protocols and ethical considerations related to mechatronic system design and operation.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. Effectively communicate technical ideas, designs, and results both in written and oral formats to convey technical information. Present technical information to both technical and non-technical audiences	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. Work independently and as a member and/or leader of mechatronic system programs that involve collaborations with other engineers and professionals”	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Design mechatronics based solutions that appeal to stakeholders.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Identify and adapt to rapidly evolving trends in mechatronics.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

C.4.3 Mode of Delivery (QAF section 2.1.2.2)

Demonstrate that the proposed modes of delivery are appropriate to facilitate students’ successful attainment of the program learning outcomes. Discuss online vs. face-to-face (e.g., lecture, seminar, tutorial, lab) modes of delivery, as well as specialized approaches intended to facilitate the acquisition of specific skills, knowledge, and attitudes.

In the Faculty of Engineering, courses are planned to be delivered face-to-face. Course activities (lectures, tutorials, laboratories) are organized around scheduled class meetings in a physical location on campus. Some delivery may also include project-based teaching and Problem-Based Learning to help with preparing students for complex problems. The mode of delivery can be changed to online or hybrid formats only as necessary for medical or other emergency requirements.

D. MONITORING AND EVALUATION (QAF section 2.1.2.4)

Describe and explain the appropriateness of the proposed methods of assessing student achievement given the intended learning outcomes and degree level expectations.

The MSE curriculum has been developed according to Canadian Engineering Accreditation Board (CEAB) recommendations and the Canadian Engineering Qualifications Board (CEQB) syllabus. The curriculum consists of courses in three categories: 1. Basic Studies (foundational math and science topics common to all the BAsC Engineering Programs), 2. Complementary Studies (safety, engineering economy, sustainability and engineering management, law and ethics (incorporated in Capstone Design), humanities, and social science (Two complementary courses are outside the faculty of engineering)); and 3. Discipline-Specific Studies. There are nineteen courses in basic and complementary studies, which are common with other engineering programs. The requirements for monitoring and reporting on learning outcomes as well as continuous improvement requirements as part of CEAB accreditation will guide all monitoring and evaluation. Reports on course assessment sheets on learning outcomes evaluations will be submitted and reviewed every semester.

D.1. Plan for Documenting and Demonstrating Program Quality and Student Performance (QAF section 2.1.2.4)

Describe the appropriateness of the plans to monitor and assess:

- *the overall quality of the program;*
- *whether the program is achieving in practice its proposed objectives;*
- *whether its students are achieving the program-level learning outcomes;*
- *the perceived student workload and student experience; and*
- *how the resulting information will be documented and subsequently used to inform continuous program improvement.*

Please see above.

E. EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Co-op Policy)

[Complete this section ONLY if the proposed program includes an experiential learning or co-op component involving paid or unpaid placements.]

E.1 Experiential Learning Component and Nature of Experience (Ministry section 2)

Describe the experiential learning component and the nature of the experience (field placement, required professional practice, service-learning, internship, etc.)

Students may choose to complete the Bachelor of Applied Science, Mechatronics Systems Engineering with co-op. All Co-op positions must be full-time, paid, related to the mechatronics or similar field and approved by the University. Students who apply and are accepted into the Co-operative Education Program must successfully complete at least three paid work experiences interspersed throughout the four-year program. The process of securing a Co-op position is competitive.

Co-op students will apply for work opportunities as advertised by co-operative Education and Workplace Partnerships using an Internet-based software program and employers will make interview and hiring decisions. The course sequence for co-operative education students is the same as for non-co-operative education students and is noted above in section C.

E.2 Knowledge and Skills Brought to the Workplace

Provide a description of the knowledge and skills that students will be bringing to the workplace/placement based on the curriculum.

The new MSE program aims to leverage machine learning, artificial intelligence, and computer vision techniques to enhance mechatronics system performance. In this regard, the proposed MSE program offers two areas of specialization: 1) Autonomous Vehicles and 2) Intelligent Manufacturing. These specialties are competitive in the labour market, especially in the Windsor-Essex region. UWindsor's MSE program will brand itself as the program that trains highly qualified engineers, researchers, technicians, and administrators to meet the demands of the current and future needs of government, business, industry, and academia.

Given the current industry demand and potential demand by new industries that are moving into the region, e.g., the new battery manufacturing plant, it is anticipated that there will be great job opportunities for co-operative positions for Mechatronics System Engineering students.

E.3 Evidence of Availability of Placements (Ministry section 2)

*Provide evidence of the availability of **sufficient** good quality positions both inside and outside the Windsor area (including names and contact information of potential employers, written statements or surveys from potential employers; and employer feedback concerning the hiring of graduates). Provide a summary of the types of positions that would be suitable at each level of work-term. How will these placements/opportunities be developed?*

[NB: For co-op programs, the majority of Ontario placements should qualify for the Co-op Education tax credit. See Policy on Co-op Programs for more details.]

Mechatronics engineers can find employment in a wide range of industries, including manufacturing, automotive, aerospace, robotics, consumer electronics, telecommunications, healthcare, energy, and more, due to their multidisciplinary skills in mechanical engineering, electronics, computer science, and control systems. The job opportunities can vary by region, industry trends, economic conditions, and technological advancements. Engineers with expertise in mechatronics are well-equipped to address the complex challenges posed by the integration of mechanical, electronic, and software systems, making them valuable assets in various industries.

Co-operative education opportunities are a partnership between Co-operative and Career Services as well as the Faculty of Engineering. Each semester several co-operative education positions are left vacant as there are not enough qualified students to fill the opportunities available. Given that half of the anticipated enrolment is estimated to be net new students, the other half movement of students from existing programs, as well as the fact that admission to co-operative education is competitive, it is anticipated that there will be enough positions to support this new program.

E.4 Supervision of Placements (QAF section 2.1.2.6)

If required, explain the provision of supervision of experiential learning opportunities.

Supervision of placements will follow the same methodology as used in other Faculty of Engineering undergraduate cooperative education placements. This includes a summative final report as well as feedback from the employer.

E.5 Fees Associated with Experiential Learning Component

Provide information on the fees associated with the experiential learning component, if applicable.

NB: all proposed fees must be approved as part of the University's operating budget, via the Ancillary Fee Committee.

The co-operative education fees assessed will follow the current fee structure applied to all undergraduate co-operative education programs at the University of Windsor.

E.6 AAU Council Approval of New Co-op Component

Please obtain signatures for the following statement.

Before a determination can be made regarding the feasibility of a co-op program, there must be a clear indication of support for the program from the AAU. Support implies that the area will provide ongoing departmental funding to establish a co-op faculty representative who will liaise with the Centre for Career Education in the operation of the program and that the area will ensure that an adequate number of faculty members in the AAU or program contribute to the co-operative education program by grading work-term reports, attending and evaluating work-term presentations, assisting in the job development process, establishing a departmental co-op committee as appropriate, etc. (see Policy on Co-op Programs, Summary of AAU/Faculty Member Involvement in a Co-operative Education Program, for more on the role of the AAU and faculty members). This commitment must be agreed to by the AAU Council at a meeting at which the development or modification of a co-op program was considered and approved.

Signed agreement by the AAU Head, acting as chair of the AAU Council, that AAU members support the development of the co-op program.

Name of AAU Head (typed or e-signature): Dr. Bruce Minaker (Head of MAME), Dr. Behnam Shahrava (Head of ECE)

[Approval of the program by the AAU Council shall constitute agreement and support by AAU members of the development of the co-op program.]

This program has already been approved by both the Mechanical, Automotive and Materials Engineering Department and the Department of Electrical and Computer Engineering.

Name of Director of the Co-op Services (typed or e-signature): Kristen Morris

[Approval of the program by the Director of Co-op Services shall constitute agreement and support of the development of the co-op program.]

E.7 Guidelines for the Establishment of New Co-op Programs: CHECKLIST

Final Overview:

Please complete this checklist to ensure that the Senate-approved guidelines for the establishment of a new co-op program have been addressed.

Does the proposal:

- include the endorsement of/involvement by the Centre for Career Education?
- X adequately describe the academic program?
- include a strong rationale for co-operative education?
- list the types of positions suitable to students at the junior, intermediate and senior work-term?
- articulate the possibility for international placements at a later point?
- X provide for a reasonable proportion of international students to obtain appropriate placement opportunities?
- X include a plan to monitor the availability of work placements on an ongoing basis?
- articulate specific learning outcomes (degree level expectations) and co-op requirements?
- include a commitment by the department to adequately support the program by funding a co-op faculty representative?:
- include a commitment by the department to adequately support the program by ensuring that an adequate number of faculty members are willing to grade work term assignments, assist in the job development process, etc.?

Will the program:

- X attract a sufficient number of students including students from outside of the Windsor-Essex region (a minimum annual intake of 20 students enrolled in the co-op component)?
- X be able to attract and sustain an adequate number of positions of good quality both inside and outside of the Windsor-Essex region?
- X provide year-round availability of students to the workplace in some manner?
- meet the requirements for accreditation by the Canadian Association of Co-operative Education (see guidelines)?

**APPENDIX A
BUDGET SUMMARY SHEET**

Projections of Enrolment, Expenditures and Revenues (enrolments over 5 years)						
Year	1	2	3	4	5	Total
Revenue						
Tuition income*	\$439,600	\$439,600	\$439,600	\$439,600	\$439,600	\$2,198,000
Potential Provincial funding**	\$85,750	\$85,750	\$85,750	\$85,750	\$85,750	\$428,750
Other sources of funding <i>(please list)</i>						
Total Revenue	\$525,350	\$525,350	\$525,350	\$525,350	\$525,350	\$2,626,750
Expenses						
Additional Faculty member	n/a	n/a	n/a	n/a	n/a	
Additional Staff/Technician	n/a	n/a	n/a	n/a	n/a	
GA/TA***	\$72,500	\$72,500	\$72,500	\$72,500	\$72,500	\$362,500
External Examiners <i>(for graduate programs)</i>	n/a	n/a	n/a	n/a	n/a	
Library Resources	n/a	n/a	n/a	n/a	n/a	
New Facilities/Equipment	n/a	n/a	n/a	n/a	n/a	
Facilities/Equipment Maintenance	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000
Technology/CTL resources	n/a	n/a	n/a	n/a	n/a	
Other expenses <i>(please list)</i>						
Total Expenses	\$95,500	\$95,500	\$95,500	\$95,500	\$95,500	\$462,500
Net Income	\$432,850	\$432,850	\$432,850	\$432,850	\$432,850	\$2,164,250

*Estimate \$9,800 per full-time equivalent domestic Ontario undergraduate student per year; \$38,920 per full-time equivalent international undergraduate student. This is based on tuition only for 2023/2024 from the Tuition Estimator. Also assumes that 25 domestic students are net new to the Faculty of Engineering and the additional 30 students as noted in B.4.2 are students that would have entered the Faculty of Engineering. No increase per year has been factored into the tuition. Co-op fees are not included as they support the operation of the Career Services office.

**Estimate \$3,430 per full-time equivalent domestic undergraduate student. This is based on an estimate of 35% of domestic Ontario undergraduate tuition fees per year.

***Estimate \$45 per GA/TA allocation based on the M2 GA rate (2023). Estimated at 1.5 GAs per compulsory course (5 courses offered once a year) and 1.0 GA per Specialization course (4 courses offered once a year).

Lab space and equipment are already in place to support existing courses. It is assumed that \$20,000/year in additional maintenance or software support will be required for the new MSE program.

APPENDIX B
Proposed New Courses for BASC – Mechatronics Systems Engineering

Nine new Discipline-Specific Studies are designed and developed according to Canadian Engineering Accreditation Board (CEAB) recommendations and the Canadian Engineering Qualifications Board (CEQB) syllabus. The courses designated as TRON are the newly designed courses specific to the Mechatronics program. The new course descriptions are listed below:

TRON-2201 Kinematics and Dynamics of Machines

This course covers the principles of motion and force analysis applied to machines, including moments of inertia, kinematics of rigid bodies; plane motion, forces and accelerations for rigid bodies, work-energy and impulse-momentum methods; the fundamentals of mechanisms and machines, the kinetics and kinematics of particles; kinematic and dynamic analysis of linkages, cam-based, gear-based, and intermittent motion mechanisms, static and dynamic analysis of mechanical flywheels, balancing of reciprocating and rotating masses.

TRON-3201 Solid Mechanics

This course introduces fundamental principles of Solid Mechanics and their application in the design and analysis of mechanical components within mechatronic systems. The course covers the concepts of stresses and strains in simple and complex structures under different loading conditions, stress transformation and failure criterion, material properties (such as elasticity, strength), and behavior of solid materials under the influence of external forces.

TRON-3202 Fluid Power Systems

This course covers fundamental principles of fluid power. This course provides an in-depth study of hydraulic and pneumatic systems, exploring the principles, components, and applications of fluid power in mechanical settings. The laws and equations that govern hydraulic and pneumatic systems to find pressure, force and area of the components and the selection criteria for specific applications will be covered. Through analyzing the fluid power control circuits, students will also learn to inspect, diagnose, and recommend repairs in hydraulic and pneumatic systems.

TRON-3203 Thermodynamics and Heat Transfer

This course covers the laws of thermodynamics that govern the behavior of energy in systems, providing fundamental principles used to analyze and design a wide range of processes, including those found in mechatronics. Key concepts include energy conservation, heat transfer, work done, and the efficiency of energy conversion processes. Students will learn about the analysis of steady and transient thermal systems involving heat transfer by conduction, convection, and radiation and of mass transfer by molecular diffusion and convection as well as the thermal analysis of heat exchangers and heat transfer systems involving a change of state.

TRON-4201 Sensors and Electronic Actuators

This course explores the principles, types, and applications of sensors and electronic actuators, equipping students with the knowledge and skills to design and implement mechatronic systems. Topics include operating principles, design considerations, and applications of analog sensors, digital transducers, stepper motors, continuous-drive actuators, and drive system electronics. Component integration and design considerations are studied through examples selected from various mechatronic applications.

TRON-4015, Intelligent Machines and Connected Vehicles

This course focuses on the intelligent vehicles where both AI algorithms and their system aspects are studied. The topics covered include key concepts of the perception-planning-control pipeline for autonomous driving; key concepts of machine learning (ML), especially reinforcement learning (RL), and deep reinforcement learning (DRL); hands-on exercises with one of the popular open-source ML frameworks such as Tensorflow or PyTorch. Training, deployment, and validation of ML-based autonomous driving algorithms in a simulation environment. This course is one of the four specialization courses introduced in the fourth year and is specific to the area of specialization of Autonomous Vehicles.

TRON-4025, Distributed Control Systems- Connectivity and Cyber Security

This course focuses on the critical aspects of connectivity and cybersecurity within Distributed Control Systems (DCS) used in industrial settings. Unlike PLCs (programmable logic controllers), which are typically used to control just one

machine, DCSs can control several machines or processes at the same time. The systems are often used in critical infrastructure industries such as electric power generators, transportation systems, telecommunication systems, and others, highlighting the importance of DCS systems in the increasingly networked world we live in. This course describes the fundamental blocks in the DCS systems and explains the different vulnerabilities and threats to these systems. Plus, it provides a comprehensive technical guide on up-to-date secure defending theories and technologies, novel design, and systematic understanding of secure architecture and some practical applications. This course is one of the four specialization courses introduced in the fourth year specific to the area of specialization of Intelligent Manufacturing.

TRON-4035, Computer Integrated Manufacturing

This course provides an in-depth exploration of the integration of computer technologies in manufacturing processes, emphasizing flexibility and adaptability in modern industrial settings. The course introduces all the major elements in an enterprise including product design, manufacturing production, operational control systems, and their integration using information technology. Students will be equipped to contribute to the design, implementation, and optimization of manufacturing systems, fostering adaptability and efficiency in a rapidly evolving industrial landscape. This course is one of the four specialization courses introduced in the fourth year for students in the area of specialization of Intelligent Manufacturing.

TRON-4045, Autonomous Systems-Localization, Navigation and Mapping Systems

This course offers a comprehensive exploration of the fundamental concepts, technologies, algorithms, and methodologies essential for enabling autonomous systems to autonomously navigate, localize themselves, and create accurate maps of their environment. The course will show the theoretical foundations and will also have a considerable experimental component based on Matlab/ROS. The basic concepts in probability followed by probabilistic approaches for data fusion such as Bayes Filters, Kalman Filter, Extended Kalman Filter, Unscented Kalman Filters, and Particle Filters will be provided. The course will also introduce the SLAM problem, showing how this has recently been solved using batch optimization and graph methods. Finally, mapping algorithms will be briefly discussed. This course is one of the four specialization courses introduced in the fourth year and is specific to the area of specialization of Autonomous Vehicles.

**University of Windsor
Senate**

5.1.3: **Bachelor of Sport Management and Leadership Degree Completion Program for Graduates of Saskatchewan Polytechnic's Diploma in Business (Sport Management) – Major Program Change (Form B)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Bachelor Sport Management and Leadership degree completion program for graduates of Saskatchewan Polytechnic's Diploma in Business (Sport Management) be approved.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This degree completion program has been approved by the Faculty of Human Kinetics Council, the Provost, and the Program Development Committee.
- *See attached*

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A. Basic Program Information

Faculty(ies)	Human Kinetics
Department(s)/School(s)	Kinesiology
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)	Bachelor of Sport Management and Leadership (degree completion with Saskatchewan Polytechnic Diploma in Business – Sport Management)
Proposed Year of Offering* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2024
Mode of Delivery:	In person
Planned steady-state Student Enrolment (per section B.4.2)	3
Normal Duration for Completion:	2 years (4 terms)
Will the program run on a cost-recovery basis?	No

B. Major Program Changes - Overall Plan

B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.2.1; Ministry section 3)

Please provide a rationale for the proposed change, including a brief statement about the direction, relevance and importance of the revised program. Describe the overall aim and intended impact of the revised program.

Describe the consistency of the revised program with the institution’s mission, goals and objectives as defined in its strategic plan. (to view the strategic plan go to: www.uwindsor.ca/president)

Our Home and Mission

In national assessments of post-secondary academics, the Department of Kinesiology in the Faculty of Human Kinetics has been, and continues to be, listed as a standout program at The University of Windsor. Since its inception, our Faculty has been a leader in the initiation of student-centred initiatives such as our co-operative education program, KinOne student mentoring program, Kinesiology Research Day, and Scholar’s Evening. Students graduate with high levels of satisfaction and experience high rates of employment in related fields once leaving our halls. We put students first. In fact, at the door to the Faculty of Human Kinetics main office is a declaration that begins:

“Welcome students! You are the most important people in this office...”

The demand for degrees in Sport Management and Leadership remain steady as there is consistent need for leaders in the contemporary sport industry, with an understanding of social, historical, and cultural influences of and in sport. Students entering this field typically aspire to careers that deliver sport programs, execute events, operate facilities, market sport to participant and spectator audiences, and more.

With a Diploma in Business-Sport Management from Saskatchewan Polytechnic, students are provided with hands-on experiences and skills related to working within the sport industry. Combined with the theoretical, foundational, and practical knowledge attained in the Honours Bachelor of Sport Management and Leadership (BSML) degree, this degree completion pathway is a natural partnership for student success.

Moreover, our long-standing degree completion programs with Lambton, Durham, and St. Clair Colleges, have resulted in a handful of transfer students each year. This proposal aims to create a relationship with Saskatchewan Polytechnic to bring in a few students each year, thus helping to increase our domestic 105 students. Indeed, the coordinator of this diploma program (a past MHK-SML graduate) is excited to see this relationship get off the ground (see support letter in appendix).

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B.2 Changes to Program Content (QAF Section 2.1.2.2)

Evidence that the revised curriculum is consistent with the current state of the discipline or area of study.

The degree completion program with our Honours BSML is not new, but rather the relationship with Saskatchewan Polytechnic is. There are some minor changes (e.g., required courses based on previous coursework), but for the most part, this degree completion program is similar to our others already in place.

B.2.1 Unique or Innovative Curriculum, Program Delivery, or Assessment Practices (QAF Section 2.1.1)

*State the unique or innovative curriculum, program delivery, or assessment practices distinguishing the revised program from existing programs elsewhere, **as appropriate**.*

The degree completion program with our Honours BSML is not new, but rather the relationship with Saskatchewan Polytechnic is. The Program Head of the Business Diploma in Sport Management at Saskatchewan Polytechnic is a current alumnus of our MHK program and is excited about the potential to send students to the University of Windsor after completing their degree.

B.2.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material

The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the Truth and Reconciliation Report (2015) (page 1), the unique legal requirements of the Constitution Act 1982 (Sections 25, 35), the provincial legal requirements of the Ontario Human Rights Code, 1990, and provincial legislation Bill Pr36 (1967).

*In revising this program, **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

Please consider these prompt questions and additional Resources including disciplinary examples:

- *What **process** has your department/Faculty used to consider Indigenization?*
- ***How** have you considered the importance or relevance to the course/program?*
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
- *What do the TRC and University Principles documents suggest relevant to your course?*
- *What have other similar courses/programs done that might be relevant to your course/program?*
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- *Which literatures, sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?*

The Faculty of Human Kinetics is committed to building and sustaining a stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. As such, we have answered the above questions to the best of our abilities. While we understand that this is a continuous and ongoing process, below is an overview of activities. Anything new since our last submission is italicized.

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From a program- and faculty-wide perspective:

- Based on the Indigenous content review of course content (completed in 2020), several instructors have modified and began including more Indigenous content into their courses. For example, KINE-1000 introduced a guest lecture by a Health Promotor with the Northern Inter-Tribal Health Authority.
- Both the Toldo Lancer Centre and Kinesiology signage boards have Land acknowledgements
- Over the recent years, several events have occurred:
 - Rain Whited, a member of the Oneida Nation of the Thames and former player for the Windsor Warlocks, Windsor Clippers and Wallaceburg Red Devils, provided a workshop entitled “Lacrosse is Medicine”. He also provided a guest lecture in KINE-2250 (Ethics in Sport and Physical Activity) before the event with local First Nation, Métis and Inuit high school students as well as university staff and students in attendance (as part of the Nanadagikenim-Seek to Know grant). (<https://windsorstar.com/news/local-news/lacrosse>)
 - Lancer Hockey provided support to First nations communities in British Columbia (<https://golancers.ca/news/2022/5/24/mens-hockey-lancer-hockey-to-provide-humanitarian-support-to-first-nations-communities-in-british-columbia.aspx> and <https://golancers.ca/news/2022/9/30/mens-hockey-lancers-reflect-on-eye-opening-trip-of-truth-and-reconciliation.aspx>)
 - Lancer Hockey co-hosted Indian Horse at the Windsor International Film Festival in 2022 (<https://www.uwindsor.ca/aboriginal-education-centre/372/indian-horse-windsor-international-film-festival>)
 - In 2021, The Department of Kinesiology Hosted a lecture entitled “Fire Keepers and the Fire Within” by Stanford Zhupkooum White in support of Orange Shirt Day. (<https://www.uwindsor.ca/dailynews/2021-09-23/indigenous-knowledge-keeper-share-his-journey>)
 - In 2019 and 2022, Kinesiology hosted Indigenous workshops in coaching. (<https://www.cbc.ca/news/canada/windsor/indigenous-athlete-workshop-windsor-1.5360850>)
 - Hosted a traditional Blanket Exercise for all faculty and staff guided by local Indigenous friends.
 - Lancer Men’s Football team had an Indigenous educational session with Dr. Bev Jacobs at Kat Pasquash in honour of Truth and Reconciliation Day in 2023.
- Dr. Paraschak (Faculty of Human Kinetics emeritus professor) has been a lead writer on a Wikipedia project (TRC Call to Action #87) ensuring better international public knowledge online about elite Indigenous athletes in Canada (n ~ 200). ([https://en.wikipedia.org/wiki/Wikipedia:Wiki_Ed/University_of_Windsor/Sport_and_Aboriginal_Peoples_in_Canada_\(Fall_2017\)](https://en.wikipedia.org/wiki/Wikipedia:Wiki_Ed/University_of_Windsor/Sport_and_Aboriginal_Peoples_in_Canada_(Fall_2017))) and <https://www.cbc.ca/news/canada/windsor/indigenous-athletes-database-1.4840477>
- We have supported HK student partnerships in activities to promote and support health and exercise in Indigenous communities (e.g., MOVEmber event open to Indigenous students from the GECD5B).
- Established a VOICES of Excellence Scholarship valued at \$1000 to support Black and/or Indigenous students entering Human Kinetics. Two scholarships are being given out in 2023/24.

Specific to the TRC and University Principles documents that relate to physical activity and sport (#87-91), we have been working on #87-89:

- 87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.
 - In addition program- and faculty-wide initiatives listed above, a sculpture of the “one-armed reach” by Simeoni Hakuluk and accompanying picture of Louie Nutaradlatuk performing the one-armed reach is on display in the HK atrium.
 - In collaboration with other colleagues, Dr. Paraschak helped create a website entitled Indigenous Sport History (<https://indigenoussporthistory.ca>), which includes an overview of Indigenous Sport, profiles Indigenous athletes including Michael Linklater, Richard Peter, and Colette Bourgonje,

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highlights the Rec and Read/Indigenous Youth Mentorship program, and provides links to newsworthy articles. Additionally, a twitter (X) account has been set up and all have been encouraged to follow (@IndigSportHist).

- 88. We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.
 - See above re Lancer Hockey
- 89. We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.
 - KINE:4520 (Sport Policy and Governance) is an upper year Honours Bachelor of Sport Management and Leadership course that includes content regarding the government's role in setting sport and recreation priorities (how some individuals may benefit over others), the history of sport policy in Canada and changing political ideologies, and a review of sport policies (including the Policy on Aboriginal Peoples' Participation in Sport).

In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?

- This is something that has been discussed in by our Working Groups. Our faculty is open to this inclusion. For example, after feedback from the Centre for Teaching and Learning, Indigenous Curriculum and Pedagogy Project Coordinator, and Anti-Racism Pedagogies Teaching Leadership Chair at the University of Windsor, the following program learning outcomes were proposed at a Human Kinetics Faculty Council in 2022:
 - Recognize the value of diversity across the spectrum (cognition, behaviour, physiology, region/nationality, socioeconomic status, race, ethnicity, Indigenous persons, religion, sex, gender and gender identity, sexual orientation, ability, language, and/or age) where they work, live, and play.
 - Recognize the historical, systemic, and structural roots of social injustice and identify strategies to redress inequity in our communities.
 - Examine their personal beliefs/biases and build strategies to remove structural/systemic barriers in their professional and personal lives.

While understanding there is much work to be done to both incorporate and map these outcomes into the program, there was no explicit objection to the process of moving this forward. *A department meeting is currently scheduled for February 9, 2024 to further discuss the proposed mapping sequence. Moreover, we are investigating the addition of a mandatory (non-HK) course that would help further satisfy the requirements.*

Finally, several literatures, sources, or Indigenous Knowledge Holders have been consulted and have taken more forms and includes the following:

- A few instructors have consulted with the University of Windsor's Indigenous Curriculum and Pedagogy Project Coordinator to discuss ideas surrounding the inclusion of Indigenous content into the curriculum. For example,
- Several faculty have relied on literature searches for Indigenous-related content. For example,
 - KINE-1000 has used literature searches, readings, and discussions with a health promotor at an Inter-Tribal Health Authority related to teachings about the social determinants of health and the Medicine Wheel.
 - KINE-2300 has consulted the TRC website <https://www.rcaanc-cirnac.gc.ca/eng/1524505883755/1557512006268> for the sport-/physical activity-related Calls to Action.

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- KINE-2450 has collected and presented marketing-related examples of what sport organizations are doing to reach/leverage Indigenous communities.
- KINE-2500 has integrated examples from organizations such as the Aboriginal Sport Circle, the Aboriginal Sport and Wellness Council of Ontario, the Canada Games Council, and community level organizations that provide sport and recreation opportunities for the Indigenous community. Moreover, the instructor has relied mostly on sport industry reports, blogs, policy documents for insight into the organizational realities of organizations focused on Indigenous sport and in relation to the sport system as a whole.
- KINE-4610 has used literature review and discussions with medical and chronic disease management specialists.
- KINE-4900 has included local and out of town Indigenous lecturers for these courses and consulted with the Aboriginal Education Centre to determine experiential learning opportunities, including in a sweat (sweat lodge) experience for students with a Knowledge Keeper, Indigenous speakers have discussed the Medicine Wheel, Healing Aspects of Cedar and they have discussed how Indigenous Medicine is part of collaborative health care at Windsor Regional Hospital.

B.3 Changes to Program Name and Degree Designation/Nomenclature (QAF Section 2.1.2.1; Ministry section 1)

Explanation of the appropriateness of the proposed new name and degree designation for the program content and current usage in the discipline

The degree name hasn't changed, we are simply adding a new degree completion pathway for graduates with a Diploma in Business-Sport Management from Saskatchewan Polytechnic.

B.4 DEMAND FOR THE MODIFIED PROGRAM

B.4.1 Student and Market Demand/Societal Need (Ministry section 1)

Describe the tools and methodology used to conduct the market assessment and/or societal need assessment in support of the proposed program revisions, where appropriate.

Provide quantitative evidence of student and market demand for the revisions to the program, both within and outside the local region (e.g., responses/statistics from surveys, etc.), where appropriate.

Provide evidence of societal need for graduates of the revised program, including expert input. Proposers should consider, where appropriate, the:

- 1) dimensions of the societal need (e.g., socio-cultural, economic, scientific, or technological),*
- 2) the geographic scope of the societal need (e.g., local, regional, provincial, or national), and/or*
- 3) the anticipated duration of, and trends in societal need.*

Append any comments or letters solicited from potential employers and/or relevant professional associations regarding the need for graduates of the revised program within their organization and field of endeavour.

We have not completed any formal student or market demand assessments. For Fall 2023, 8 students entered our undergraduate degrees after completing a college diploma/certificate. Based on our current degree completion pathways and the sizes of graduating classes, we expect 3 students/year from Saskatchewan Polytechnic (15-24 graduate each year).

B.4.2 Estimated Enrolments (Senate Co-op Policy)

Provide details on projected enrolments for the first five years of operation of the revised program in the following table. (If the program is in operation, use actual and projected data.)

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For Co-op programs: normally an annual intake of a minimum of 20 students is required for new co-op programs or programs with other experiential learning component.

	First Year of Operation		Second Year of Operation		Third Year of Operation		Fourth Year of Operation		Fifth Year of Operation/Steady-state enrolment overall)	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
<i>In the regular program (non-co-op)</i>	1		2		3		3		3	
<i>In the co-op/experiential learning stream (if applicable)</i>	N/A		N/A		N/A		N/A		N/A	N/A

Based on conversations with Steve Kirzinger (Program Head of the Business Diploma in Sport Management), he suggests approximately 1-4 students will be interested each year (and qualify for admissions).

B.4.3 Duplication (Ministry section 3)

Indicate whether the revised program is in a new area of study or delivery for the institution.

List similar programs at the same credential level offered by other institutions in the Ontario university system. Resources to identify similar programs offered in Ontario include <https://www.ontariouniversitiesinfo.ca/programs> and <https://www.universitystudy.ca/search-programs/>. Also, list similar programs in the geographically contiguous area, e.g., Michigan/Detroit.

If the revised program is similar to others in the Ontario university system, demonstrate that societal need and student demand justify the duplication. Identify innovative and distinguishing features of the revised program in comparison to similar programs

This is not a new program at UWindsor, but rather a new degree completion program with Saskatchewan Polytechnic. That said, our undergraduate Sport Management and Leadership program at the University of Windsor is currently growing since our direct entry program began in the Fall of 2021. Overall enrollment targets are increasing each year (i.e., 40 in F22, 50 in F23) and we expect this to continue upwards. In Fall 2023, we had an enrolment target for 105's set at 20 students (both Kinesiology-Movement Science and Sport Management and Leadership combined), yet we did not meet that goal, so this will be another way to reach our 105 goals in the future.

B.5 RESOURCES

*[The resource impact of a proposal is almost never neutral. Note: Proposers must also complete and submit the attached **Budget Summary** (Appendix A) with the revised program proposal.]*

B.5.1 Resources Available

B.5.1.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)

Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the revised program. Please do not name specific individuals in this section.

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Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university.

Provide an assessment of the reliance of the revised program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. Consider, for example:

- *faculty resources (within and outside the unit),*
- *existing courses (within and outside the unit),*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*
- *staff support,*
- *library,*
- *teaching and learning support,*
- *information technology support,*
- *laboratory access,*
- *student support services,*
- *space,*
- *equipment,*
- *facilities*
- *GA/TA*

This type of degree completion program has been running for several years with Lambton College, Durham College, and most recently St. Clair College, and as such, there are no new resources needed. All courses are offered as part of our Honours BSML degree.

B.5.1.1a Faculty Expertise Available and Committed to Supporting the Revised Program (QAF section 2.1.2.6; 2.1.2.7; 2.1.2.8)

Assess faculty expertise available and actively committed to supporting the revised program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in and achieve the goals of the revised program and foster the appropriate academic environment, and of the appropriateness of this collective faculty expertise to contribute substantially to the revised program including student mentoring.

Include:

- *evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record)*
- *evidence that faculty have the recent research or professional/clinical expertise needed to sustain the revised program, promote innovation, and foster an appropriate intellectual climate*
- *any other evidence that the revised program and faculty will ensure the intellectual quality of the student experience*

While no known metrics exist at the undergraduate level, the Master of Sport Management and Leadership program is consistently ranked as one of the best programs in the world. In 2022, it ranked 15th globally and was 1st among the Canadian institutions (<https://dgh6pthnj75vb.cloudfront.net/uploads/2022/11/SB-274-Sept-2022-pages-65-128.pdf>). Moreover, the quality of the faculty was ranked 4th globally (with a score of 97.14/100), and all faculty at the graduate level teach in the undergraduate program. Collectively, there are 7 dedicated faculty members who deliver the Honours BSML degree, with interests and expertise in community sport, organizational development, sport commerce and Olympic commercialism, sport history, sport media and journalism, sociology of sport, gender, sport marketing, and sport sponsorship and consumer behaviour. All are research intensive and have expertise in their individual fields.

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B.5.1.1b Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.

There will be no difference in how our current Honours BSML degree is delivered.

B.5.1.1c Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.

N/A

B.5.1.1d Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)

Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.

N/A

B.5.1.2 Anticipated New Resources (QAF sections 2.1.2.6)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revised program.*

N/A

B.5.1.3 Planned Reallocation of Resources and Cost-Savings

Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the revised program. (e.g., streamlining existing programs and courses, deleting courses, etc.)

N/A

B.5.1.4a Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program.*

If not applicable, write n/a.

Faculty:	n/a
Staff:	n/a
GA/TAs:	n/a

B.5.1.4b Additional Institutional Resources and Services Required by all Affected Areas or Departments (QAF section 2.1.2.6f)

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

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If not applicable, write n/a.

Library Resources and Services:	n/a
Teaching and Learning Support:	n/a
Student Support Services:	n/a
Space and Facilities:	n/a
Equipment (and Maintenance):	n/a

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2.5)

Describe new or changes to

- *program-specific admission requirements,*
- *selection criteria,*
- *credit transfer,*
- *arrangements for exemptions or special entry, and*
- *alternative admission requirements, if any, for admission into the program, such as minimum average, additional language requirements or portfolios, recognition of prior work or learning experience (and how this will be assessed), etc.*

A student may enter the Honours BMSL degree after completing the two-year Diploma in Business - Sport Management with a cumulative average equivalent to a 70% (3.0) or better.

C.1.1 Admission Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.5)

Demonstrate that admission requirements for the revised program are sufficient to prepare students for successful attainment of the intended learning outcomes (degree level expectations) established for completion of the program.

Saskatchewan Polytechnic students take one year of general business classes, followed by a year of specializing in sport management content. The Sport Management specialty outcomes include:

- assessing the dynamic field of sport management and the diverse career paths and opportunities in this field.
- applying skills in sports marketing, sales, value creation, partnership development, and revenue generation that reflect best practices in the sports industry.
- developing the applied data analytics skills needed to make data-driven decisions in conventional and esports business contexts.
- developing the knowledge and skills needed to successfully manage tournaments, leagues, competitions, and sports events.
- evaluating governance, laws, and risks associated with managing sport organizations.

Therefore, students who graduate from the Diploma in Business – Sport Management with a minimum of 70% will be sufficiently prepared for the Honours BSML.

C.2 Program Curriculum Structure/Program of Study (QAF sections 2.1.2.3 and 2.1.10)

NB: For graduate programs, provide evidence that each graduate student in the revised program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses. Include course requirements with course numbers and course names.

Identify in BOLD and STRIKETHROUGH the changes to program requirements.

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Total courses: 20

Degree requirements:

These students will have to complete the following courses in order to fulfill the requirements of the Bachelor of Sport Management and Leadership:

(a) Required courses

Year 1 and 2 courses

KINE-1000. Health and Wellness

KINE 1330. Introduction to Sport Leadership

KINE-1400. Historical Perspectives on Physical Activity and Sport in Western Civilization

KINE-1560. Communication for the Sport Industry

KINE-2520. Sport Finance

KINE-2690. Measurement and Evaluation

KINE-2700. Research Design

Year 3 and 4 courses

KINE-3400. History of the Modern Olympic Movement

KINE-4050. Gender Issues in Sport

KINE-4330. Special Topics in Sport Leadership

KINE-4500. Human Resources in Sport Management

KINE-4510. Sport and the Law

KINE-4590. Sport Media

(b) Sport Management and Leadership Courses

Take 4 courses from:

KINE-3330 Applied Sport Psychology

KINE-3501 Practical Strategies for Social Change: Intervening to Prevent Sexual Violence

KINE-3550 Socio-Economic Aspects of Sport and Leisure

KINE-4020 Sport Tourism

KINE-4040 Population Health

KINE-4400 History of Sport in Canada

KINE-4410 Sport in America

KINE-4520 Sport Policy and Governance

KINE-4550 Global Issues in Sport Management

KINE-4560 Sport Communication

KINE-4570 Hockey in Canada

KINE-4730 The Social Construction of Leisure

KINE-4750 Individual Studies (01, 02)

KINE-4760 Principles of Coaching

KINE-4770 Outdoor Recreation

KINE-4780 Undergraduate Thesis (6 units)

KINE-4850 Group Dynamics in Sport

KINE-4890 Special Topics (SML)

KINE-4980 Internship (4 months)

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- (c) two courses from any area of study, excluding Kinesiology.
- (d) One courses from any area of study, including Practice Theory and Analysis (PTA) courses or 3000 level and above courses from Kinesiology

NB: Transfer credit obtained through this degree completion pathway is subject to re-evaluation in cases where the student decides to transfer into another program at the University.

This degree completion pathway will be reviewed and amended, if appropriate, by the Department of Kinesiology every five years following the approval of the articulation. This timing corresponds with the review frequency undertaken by the CAAT diploma programs forming the basis of admission and this frequency of review will ensure the program curriculum and requirements adapt to these standards as they shift.

Courses used to calculate the major average are: all of the above, excluding the 2 elective courses listed in (c).

Description of thesis option (if applicable): Should a student want to complete a thesis, it will be done in the second year and be equivalent to 6 units (as described above).

C.2.1 Co-op/Experiential Learning Component (if applicable)

Provide requirements for the co-op/experiential learning component, including length of co-op/experiential learning component and credit weight, and explain how they differ for students who complete the experiential learning option and those who opt not to.

**Ensure that learning outcomes for the co-op/experiential learning component have been included in the learning outcomes table. (C.4)*

N/A

Is the completion of the experiential learning/co-op component a requirement of the revised program?

N/A

C.2.2 Suggested Sequencing for Revised Program (Optional)

Provide suggested program sequencing for each year of the revised program (including any work/study/placement sequencing), ensuring that all pre-requisites are met in the sequencing.

For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).

(note: deviation from this sequencing may result in additional time to program completion)

Year 1					
Semester 1			Semester 2		
1. o	KINE-1000	Health and Wellness	1. o	KINE-2300	Sociology of Sport
2. o	KINE-1400	Historical Perspectives on Physical Activity and Sport in Western Civilization	2. o	KINE-1560	Communication for the Sport Industry
3. o	KINE-2520	Sport Finance	3. o	KINE-1330	Introduction to Sport Leadership
4. o	KINE-2700	Research Design	4. o	KINE-2690	Measurement & Evaluation

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5. o	___ - ___	Non-SML Option	5. o	___ - ___	SML Option (see below)
Year 2					
1. o	KINE-3400	History of the Modern Olympic Movement			
2. o	KINE-4050	Gender Issues in Sport			
3. o	KINE-4330	Special Topics in Sport Leadership			
4. o	KINE-4500	Human Resources in Sport Management			
5. o	KINE-4510	Sport and the Law			
6. o	KINE-4590	Sport Media			
7. o	___ - ___	SML Option (see below)			
8. o	___ - ___	SML Option (see below)			
9. o	___ - ___	SML Option (see below)			
10. o	___ - ___	Any area of study, 3000-level or above			

Optional SML Courses					
Courses			Courses		
o	KINE-3330	Applied Sport Psychology	o	KINE-4750	Hockey in Canada
o	KINE-4400	History of Sport in Canada	o	KINE-4730	The Social Construction of Leisure
o	KINE-3501	Practical Strategies for Social Change: Intervening to Prevent Sexual Violence	o	KINE-4750	Individual Studies (01, 02)
o	KINE-3550	Socio-Economic Aspects of Sport and Leisure	o	KINE-4760	Principles of Coaching
o	KINE-4020	Sport Tourism	o	KINE-4770	Outdoor Recreation
o	KINE-4040	Population Health	o	KINE-4780	Undergraduate Thesis (6 units)
o	KINE-4510	Sport and the Law	o	KINE-4850	Group Dynamics in Sport
o	KINE-4520	Sport Policy and Governance	o	KINE-4890	Special Topics (SML)
o	KINE-4550	Global Issues in Sport Management	o	KINE-4980	Internship (4 months)
o	KINE-4410	Sport in America	o	KINE-4560	Sport Communication

Note: Non-SML = outside option

C.2.3 Program Structure/Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.6)

Describe how the structure and requirements of the revised program are sufficient to prepare students for successful attainment of the intended program-level learning outcomes and the associated undergraduate or graduate degree level expectations.

Students completing this degree completion program will obtain the same program learning outcomes as the Honours BSML (Senate approval May 8, 2020). The courses chosen for this degree completion program have been chosen based on the requirements and courses that students will have taken at Saskatchewan Polytechnic.

C.3.1 For Graduate Program ONLY (QAF sections 2.1.2.3; Senate Co-op Policy)

C.3.1.1 Normal Duration for Completion

Provide a clear rationale for program length that ensures that the revised program requirements can be reasonably completed within the proposed time period.

N/A

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C.3.1.2 Program Research Requirements

For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for completion of the revised program.

N/A

C.3.1.3 New or Changes to Fields in a Graduate Program (optional)

*Where fields are contemplated, provide the following information:
The master's program comprises the following fields: ...[list, as applicable]
The PhD program comprises the following fields: ...[list, as applicable]*

N/A

C.3.2 For All Program Proposals

C.3.2.1 New or Changes to Standing Required for Continuation in Program

*Minimum average requirements for continuation in the program.
Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.

Specify new or changes to standing required for continuation in the experiential learning option or co-op option of the revised program, where applicable.*

There are no changes to the current Honours BSML degree for continuation in the program.

C.3.2.2 New or Changes to Standing Required for Graduation

*Minimum average requirement to graduate in the program.
Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.

Specify new or changes to standing required for graduation in the experiential learning option or co-op option of the revised program, where applicable.*

There are no changes to the current Bachelor of Human Kinetics Honours Sport Management and Leadership major program required for graduation. As such, students must maintain a cumulative average >60% to remain in good standing. If a student does not meet this requirement at the end of any semester, they will be placed on probation. If at the end of the probation semester the average of 60% has not been met, they will be required to withdraw for a minimum of 12 months.

Therefore, students must achieve the 20 credits with a minimum average of 60% to graduate with the Honours BSML degree.

C.4 NEW OR CHANGES TO LEARNING OUTCOMES (Degree Level Expectations)(QAF section 2)

COMPLETE THIS TABLE FOR UNDERGRADUATE PROGRAMS

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate by listing them in the appropriate rows.

A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework.

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Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes (degree level expectations).

For Combined Programs and Concurrent Offerings: *The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.]*

For programs with an Experiential Learning or Co-op Option: *Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.*

There are no changes to the current learning outcomes for the Honours BSML degree (Senate approved May 8, 2020).

<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>A. identify and describe current concepts and issues in Sport Management.</p> <p>Identify, measure and evaluate effective management practices across multiple sport and recreation settings.</p> <p>Explain the importance of Sport Management research and the application of knowledge gained from such inquiry.</p> <p>For CO-OP: apply Sport Management concepts in a practical context.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge</p>
<p>B. Locate research through library databases.</p> <p>Appraise, interpret and summarize sport management research, relating the findings to relevant literature and industry practice.</p> <p>Utilize applicable software and scientific principles to collect and report research data.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>C.</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge</p>

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<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>COU-approved Undergraduate Degree Level Expectations</p>
<p>identify and apply appropriate Sport Management concepts, theories and methodologies to improve organizational functioning.</p> <p>Utilize academic knowledge and critical thinking skills to analyze problems within the field of Sport Management.</p> <p>For CO-OP: utilize academic knowledge to solve practical problems relevant to Sport Management.</p>		<p>5. Awareness of Limits of Knowledge</p>
<p>D.</p> <p>Use clear, concise written work to describe problems and solutions in Sport Management.</p> <p>Use appropriate statistical analysis techniques as required by the research design.</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E.</p> <p>interpret quantitative and qualitative data to solve questions related to the functioning of sport-related organizations.</p> <p>Recognize and follow industry standards, ethics guidelines and academic integrity standards when conducting scholarly, professional and/or research work.</p> <p>For CO-OP: recognize and follow professional etiquette standards specific to the workplace.</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>
<p>F.</p> <p>Communicate Sport Management concepts, methods and research effectively, in both oral and written formats.</p> <p>For CO-OP: reflect on work-related requirements, duties and outcomes, in both oral and written formats.</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>

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Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
G. Work successfully and respectfully with peers, and community organizations, both independently and as a team member.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Identify and apply innovative solutions to current Sport Management issues. Recognize and assess management and leadership practices within and across sport-related settings.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Identify relevant academic and non-academic sources to remain current with research and popular trends in Sport Management.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

C.4.3 Mode of Delivery (QAF section 2.1.2.2)

Demonstrate that the proposed modes of delivery are appropriate to facilitate students' successful attainment of the new or revised program learning outcomes. Discuss online vs. face-to-face (e.g., lecture, seminar, tutorial, lab) modes of delivery, as well as specialized approaches intended to facilitate the acquisition of specific skills, knowledge, and attitudes.

The majority of the Honours BSML degree courses are delivered face-to-face.

D. MONITORING AND EVALUATION (QAF section 2.1.2.4)

Describe and explain the appropriateness of the proposed methods of assessing student achievement given the new or revised intended learning outcomes and degree level expectations.

Application, admission, and graduation rates will be assessed annually, and student grades will be assessed after each term. This articulation agreement will be reviewed and amended, if appropriate, by the Department of Kinesiology every five years following the approval of the articulation. This timing corresponds with the review frequency undertaken by the CAAT diploma programs forming the basis of admission and this frequency of review will ensure the program curriculum and requirements adapt to these standards as they shift.

D.1 Plan for Documenting and Demonstrating Program Quality and Student Performance (QAF section 2.1.2.4)

Describe the appropriateness of the plans to monitor and assess:

- *the overall quality of the revised program;*
- *whether the revised program is achieving in practice its proposed objectives;*
- *whether its students are achieving the program-level learning outcomes;*
- *the perceived student workload and student experience; and*

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- *how the resulting information will be documented and subsequently used to inform continuous program improvement.*

Application, admission, and graduation rates will be monitored annually. Moreover, student grades will be monitored after each semester. Based on our other degree completion programs already in place that are similar in nature (e.g., Durham College, Lambton College), most students have done well and a few have even carried on into our graduate program.

E. NEW OR REVISIONS TO EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Co-op Policy)

[Complete this section ONLY if the program change includes new or revisions to the experiential learning/co-op component involving paid or unpaid placements.]

N/A

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APPENDIX A – BUDGET SUMMARY SHEET

Contact the Office of Quality Assurance for assistance in completing this form.

Tuition Fee and Funding Level (Program Weight) Assessed by Ministry (sections 4&5)

Projections of Enrolment, Expenditures and Revenues (enrolments over 5 years)						
Year	1	2	3	4	5	Total
Revenue						
Tuition income*	4,794	14,382	23,970	28,764	28,764	100,674
Potential Provincial funding**	6,219	18,657	31,095	37,314	37,314	130,599
Other sources of funding (please list)						
Total Revenue	11,013	33,039	55,065	66,078	66,078	231,273
Expenses						
Additional Faculty member	N/A	N/A	N/A	N/A	N/A	N/A
Additional Staff/Technician	N/A	N/A	N/A	N/A	N/A	N/A
GA/TA***	N/A	N/A	N/A	N/A	N/A	N/A
External Examiners (for graduate programs)	N/A	N/A	N/A	N/A	N/A	N/A
Library Resources	N/A	N/A	N/A	N/A	N/A	N/A
New Facilities/Equipment	N/A	N/A	N/A	N/A	N/A	N/A
Facilities/Equipment Maintenance	N/A	N/A	N/A	N/A	N/A	N/A
Technology/CTL resources	N/A	N/A	N/A	N/A	N/A	N/A
Other expenses (please list)						
Total Expenses	N/A	N/A	N/A	N/A	N/A	N/A
Net Income	11,013	33,039	55,065	66,078	66,078	231,273

*Estimate \$4794 per full-time equivalent domestic undergraduate student; \$xxx per full-time equivalent international undergraduate student; \$xxxx per full-time equivalent domestic Masters student; \$xxxx per full-time equivalent international Masters student; \$xxxx per full-time equivalent domestic doctoral student; \$xxxx per full-time equivalent international doctoral student.

**Estimate \$6219 per full-time equivalent domestic undergraduate student; \$xxx per full-time equivalent international undergraduate student; \$xxxx per full-time equivalent domestic Masters student; \$xxxx per full-time equivalent international Masters student; \$xxxx per full-time equivalent domestic doctoral student; \$xxxx per full-time equivalent international doctoral student.

***Estimate \$xxx per GA/TA allocation

**University of Windsor
Senate**

*5.1.4: **Kinesiology – Request for Waiver of Course Deletion**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the Request for Waiver of Course Deletion for the following course be approved:
KINE 3550. Socio-Economical Aspects: Sport/Leisure**

Rationale/Approvals:

- Areas that wish to request a waiver of a course deletion should forward a 'Request for a waiver of the course deletion' to PDC. Following a positive review of the request, the course will be placed into a two-year course bank, after which time it will be discontinued if it has not been offered, as per the Senate resolution of March 21, 2002.
- The request has been approved by the Faculty of Human Kinetics Council and the Program Development Committee.
- *See attached.*

Request for Waiver of Course Deletion

- 1. Faculty, Department, and Program Title:** Human Kinetics, Kinesiology, Sport Management and Leadership
- 2. Course Number and Title:** KINE 3550: Socio-Economical Aspects: Sport/Leisure
- 3. Credit hours, Total Contact hours and Delivery format:** 3.0 credit hours
- 4. Calendar Description:** An introduction to the interaction of sport and economics. A socio-economic approach is taken to exam such topics as the demand for sport and leisure activities, and sport consumer behaviour.
- 5. Pre/co/anti-requisites:** none

6. RATIONALE FOR KEEPING THE COURSE

6.1 The purpose of the course within the program of study.

KINE 3550: Socio-Economical Aspects: Sport/Leisure is an upper year optional Sport Management and Leadership course.

6.2 Student Demand for Course - a clear statement on the student demand for the course.

Difficult to fully estimate because the new degree program (BSML) is only rolling out and the first cohort of students has just begun 3rd year. The last time the course was offered (Winter 2016), 13 students enrolled, however, with enrollment growing with the BSML and some discussions with the Economics Head (Dr. Sang-Chu Suh) for some cross promotion, we would expect class sizes of approximately 50+ students if offered.

6.3 Relationship to Unit's Strategic Plan and the University's Strategic Plan.

The Department of Kinesiology's mission is to *advance the multi-disciplinary study of human movement through the integration of innovative research, teaching and learning practices, and by fostering collaborative community partnerships to enhance human performance and quality of life.* With a focus on the economics of sports, this course introduces students to an understanding of the demand for sport and leisure activities and will include topics such as public funding of sports franchises, intricacies of sports and labour, and sport in the not-for-profit sector. As such, the course aligns with the Department's strategic plan and overall academic goals.

6.4 Explanation of why the course has not been offered over the past years.

This course was originally developed and delivered by one of our tenured faculty members (Dr. Marijke Taks). Dr. Taks left the University of Windsor in the summer of 2016 for another academic position. At present, we do not have anyone on faculty with expertise to teach this course, but we may be able to offer it on a sessional basis until such time as we do.

6.5 Whether the course will be offered in Fall 2024. If not, why will it not be offered?

While the 2024/25 schedule is not set yet, we are actively looking for someone appropriate to teach this course. Given new delivery methods (e.g., online courses), we will be able to consider those experts from outside of Windsor-Essex County. It is our hope to be able to offer it in the near future as we feel it would be of interest to our students.

7. RESOURCE IMPLICATIONS:

At present, in order to teach this course, it will need to be taught by a sessional instructor.

**University of Windsor
Senate**

*5.1.5: **History – Request for Waiver of Course Deletion**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the Request for Waiver of Course Deletion for the following courses be approved:**

HIST-2010. Early Modern Europe

HIST-2180. War in the 20th Century

HIST-2490. Women in Canada and the United States, 1600-1870

HIST-2500. Women in Canada and the United States, 1870-Present

HIST-3800. History on the Web

HIST-4110. The Life and Legacy of Muhammad

HIST-4630. History of Gender and Sexuality

HIST-4700. The Era of the Great War

Rationale/Approvals:

- Areas that wish to request a waiver of a course deletion should forward a 'Request for a waiver of the course deletion' to PDC. Following a positive review of the request, the course will be removed from the published Calendar, and placed into a two-year course bank, as per the Senate resolution of March 21, 2002.
- This proposal was approved by the Department of History Council, the Faculty of Arts, Humanities, and Social Sciences Coordinating Council, and the Program Development Committee.
- *See attached.*

Request for Waiver of Course Deletion Form

1. Faculty, Department, and Program Title

Faculty of Arts, Humanities and Social Science Department of History, General History, Honours History, Combined History

Course Number and Title

HIST-2010. Early Modern Europe

HIST-2180. War in the 20th Century

HIST-2490. Women in Canada and the United States, 1600-1870

HIST-2500. Women in Canada and the United States, 1870-Present

HIST-3800. History on the Web

HIST-4110. The Life and Legacy of Muhammad

HIST-4630. History of Gender and Sexuality

HIST-4700. The Era of the Great War

2. Credit hours, Total Contact hours and Delivery format; 3. Calendar Descriptions; and, 4. Pre/co/anti-requisites:

HIST-2010. Early Modern Europe

A survey of Europe from the Age of Discovery to the French Revolution. Areas of study will include the formation of a world economy, the industrial revolution, the rise of the nation state, popular culture, the Catholic and Protestant Reformations, the printing revolution, the Renaissance, the scientific revolution, and the Enlightenment. (3 lecture hours a week.)

HIST-2180. War in the 20th Century

An overview of the evolution of military conflict during the last one hundred years. In addition to traditional military history, this course will introduce many facets of the New Military History, such as the social history of soldiers, life on the homefront, gender and war, etc. (3 lecture hours, or 2 lecture hours and 1 tutorial hour per week.)

HIST-2490. Women in Canada and the United States, 1600-1870

A social history from the period of Native-European contact to the mid-nineteenth century. Work, family and sexuality, cultural ideals, and political status and activism among women of Native, African, and European origins will be examined. (3 lecture hours or 2 lecture hours, 1 tutorial hour a week.)

HIST-2500. Women in Canada and the United States, 1870-Present

A social history from the mid-nineteenth century to the present. Native, black, immigrant, and native-born white women's roles in paid and household labour, family and cultural life, and reform movements will be examined. (3 lecture hours or 2 lecture hours, 1 tutorial hour a week.)

HIST-3800. History on the Web

This course will explore the various ways in which history is currently being learned, studied, researched, created, manipulated, and enjoyed on the internet today. Students will both interrogate and analyze these various uses, as well as participate in each approach to history on the web, including creation. (Prerequisite: Semester 5 standing or above.)

HIST-4110. The Life and Legacy of Muhammad

This course is designed to introduce students to four strands of thought in the history of constructing the life and legacy of the prophet Muhammad. These are 1) the traditional Muslim account of his life, 2) a variety of approaches to the topic by modern social scientists, 3) traditional delegitimizing of Muhammad in historic Western European polemics and their modern equivalents, 4) the role that Muhammad plays in the beliefs and practices of modern Muslims. (Semester 5 standing or above.)

HIST-4630. History of Gender and Sexuality

This course explores major themes in the history of gender and sexuality. These may include reproduction, contraception, and abortion; gender, race, and power; sexuality and the state; heterosexual relations and marriage; gay, lesbian, and transgender identities. Time period and geographical region will vary with the instructor.)(Prerequisite: Semester 5 or above standing and one of HIST-2490, HIST-2500, or HIST-2510/WGST-2510 or permission of the instructor.)(Also offered as Women's and Gender Studies WGST-4630.)

WGST-4630. History of Gender and Sexuality

This course explores major themes in the history of gender and sexuality. These may include reproduction, contraception, and abortion; gender, race, and power; sexuality and the state; heterosexual relations and marriage; gay, lesbian, and transgender identities. Time period and geographical region will vary with the instructor.)(Prerequisite: Semester 5 or above standing and one of HIST-2490, HIST-2500, or HIST-2510/WGST-2510 or permission of the instructor.)(Also offered as HIST-4630.)

HIST-4700. The Era of the Great War

This course will explore the political, military, cultural and social history of the First World War and surrounding period, primarily in Germany, France, and Britain, but including some attention to Eastern Europe, Africa and Asia. The course will address the historiography of the Great War, with a focus on the experience of the war for soldiers, for women on the home front, for artists, and for those under occupation. (Prerequisites: Restricted to History majors with at least semester 5 standing; and restricted to other students with at least semester 5 standing and permission of instructor.)

3. RATIONALE FOR KEEPING THE COURSE(S)**6.1 The purpose of the course within the program of study.**

These are courses that have been designed by current faculty and would be difficult to re-introduce.

6.2 Student Demand for Course - a clear statement on the student demand for the course.

All these courses have been popular in the past and are in areas of student interest.

6.3 Relationship to Unit's Strategic Plan and the University's Strategic Plan.

They all align with areas that both levels would like to see taught.

6.4 Explanation of why the course has not been offered over the past years.

Our specialists in women's history have retired, and so those courses do not normally get taught, although there are faculty who are interested in teaching them. The other courses are the specialties of those who haven't taught their full load in a while, such as our Middle Eastern specialist being seconded to another unit for several years, and our Head in his 7th year as Head.

6.5 Whether the course will be offered in Fall 2024. If not, why will it not be offered?

We did not know if they would still exist. We will work on having them taught over the next two years.

RESOURCE IMPLICATIONS: None.

**University of Windsor
Senate**

*5.1.6: **English – Request for Waiver of Course Deletion**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the Request for Waiver of Course Deletion for the following course be approved:
ENGL-3040. Literature of Restoration and 18th-Century**

Rationale/Approvals:

- Areas that wish to request a waiver of a course deletion should forward a 'Request for a waiver of the course deletion' to PDC. Following a positive review of the request, the course will be removed from the published Calendar, and placed into a two-year course bank, as per the Senate resolution of March 21, 2002.
- This proposal was approved by the Department of English Council, the Faculty of Arts, Humanities, and Social Sciences Coordinating Council, and the Program Development Committee.
- *See attached.*

Request for Waiver of Course Deletion Form

1. Faculty, Department, and Program Title

FAHSS/English and Creative Writing

2. Course Number and Title:

ENGL 3040 Literature of Restoration and 18th-Century

3. Credit hours, Total Contact hours and Delivery format :

3.0 Hours per week; in person

4. Calendar Description

ENGL-3040. Literature of Restoration and 18th-Century

A study in a genre, theme, subject, or author(s) from 1660 to 1790. Topics may include drama, the emergent novel, women writers, popular literature, literature of emancipation and human rights, literature of environmentalism and animal welfare. (Restricted to majors and minors in English and IAS only.) (May be repeated for credit if the topics are different.) (Prerequisite: Semester Four standing, and three 2000-level English courses.) (Credit cannot be obtained for both ENGL-3010 and ENGL-3339, ENGL3349, ENGL-3359 or ENGL-3369 unless topic is different.)

5. Pre/co/anti-requisites

(Prerequisite: Semester Four standing, and three 2000-level English courses.)

(Credit cannot be obtained for both ENGL-3010 and ENGL-3339, ENGL3349, ENGL-3359 or ENGL-3369 unless topic is different.)

6. RATIONALE FOR KEEPING THE COURSE

6.1 The purpose of the course within the program of study.

This course is part of a suite of courses from which students can choose to fulfil ENGL degree requirements.

6.2 Student Demand for Course - a clear statement on the student demand for the course.

Student demand for this course is high since it forms part of a limited annual set of required options.

6.3 Relationship to Unit's Strategic Plan and the University's Strategic Plan.

This course is an integral part of the comprehensive nature of the AAU's offerings, which supports the University's plan. Courses on 18thC English Literature take a critical look at issues of colonization since this is when the British Empire consolidated its power and wealth. ENGL 3040 is hence part of the University's plan concerning knowledge and practices around Indigenization, equity, inclusivity, and diversity.

6.4 Explanation of why the course has not been offered over the past years.

Dr. Quinsey, the professor who taught this course, retired two years ago. In the two years preceding her retirement, Dr. Quinsey was Acting Head and had a 6-month sabbatical. These factors prevented the Department from scheduling the course.

6.5 Whether the course will be offered in Fall 2024. If not, why will it not be offered?

The course will not be offered in Fall 2024. We have a new faculty hire replacing Dr. Quinsey, commencing Jan 1, 2024, who has a number of new course preparations for the 2024-2025 academic year. This course will be scheduled in the 2025-2026 academic year.

7. RESOURCE IMPLICATIONS: None

**University of Windsor
Senate**

*5.1.7: **Language, Literatures, and Cultures – Request for Waiver of Course Deletion**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Request for Waiver of Course Deletion for the following courses be approved:

FREN-1120. Intensive French for Beginners

FREN-1130. Intensive Preparatory French: Intermediate Level I

GREK-2101. Intermediate Greek II

JWST-1200. Introduction to Jewish Civilization

JWST-2700. The Jewish Diaspora: Ancient to Modern

LATN-2201. Intermediate Latin II

SPAN-4010. Proficiency in Written Spanish

Rationale/Approvals

- Areas that wish to request a waiver of a course deletion should forward a 'Request for a waiver of the course deletion' to PDC. Following a positive review of the request, the course will be removed from the published Calendar, and placed into a two-year course bank, as per the Senate resolution of March 21, 2002.
- This proposal was approved by the Department of Languages, Literatures, and Cultures Council, the Faculty of Arts, Humanities, and Social Sciences Coordinating Council, and the Program Development Committee.
- *See attached.*

**Request for Waiver of Course Deletion Form
FREN-1120 Intensive French for Beginners**

1. **Faculty, Department, and Program Title:** Faculty of Arts, Humanities, and Social Sciences, Department of Languages, Literatures, and Cultures, French Studies
2. **Course Number and Title:** FREN-1120 Intensive French for Beginners
3. **Credit hours, Total Contact hours and Delivery format:** 6 credits hours; 6 hours of class time per week; in-class in-person delivery format
4. **Calendar Description:** Designed for beginning students who wish to accelerate their learning of the French language, the course emphasizes the acquisition of basic reading and writing skills, aural comprehension, and oral practice. Students will obtain credit for two courses.
5. **Pre/co/anti-requisites:** Anti-requisites: Grade 10 French or higher

6. RATIONALE FOR KEEPING THE COURSE

6.1 The purpose of the course within the program of study.

FREN-1120 Intensive French for Beginners is the first in a series of 3 courses (FREN-1130 Intensive Preparatory French: Intermediate Level I, and FREN-1140 Preparatory French: Intermediate Level II) designed for students who do not have Grade 12U French, the prerequisite for prospective students seeking to be admitted to the General, Honours, Combined, or Concurrent BA in French Studies. Many French Studies programs across the province of Ontario have removed the Grade 12U French prerequisite for prospective students. French Studies at the University of Windsor plans to follow suit, specifically for the General and Honours BA in French Studies. This change in our admission criteria will require the inclusion of courses, such as FREN-1120, as preparatory courses in our BA programming for admitted students who do not have Grade 12U. Currently, FREN-1120 is not part of our BA course requirements. This change will be implemented at the latest in Fall 2025. French Studies also plans to introduce a new minor for students who do not have Grade 12U French. FREN-1120 will be one of the course requirements for that minor.

6.2 Student Demand for Course - a clear statement on the student demand for the course.

The course is open to any student on the University of Windsor campus who does not have Grade 12U French. This includes domestic students, but also members of the growing body of international students who wish to acquire Canada's other official language. Like all language courses, the course is capped at 35. French Language Training courses tend to reach this cap easily, with first year courses generally requiring several sections. To ensure sufficient enrolment, French Studies plans to reduce FREN-1120 from the current double-weighted format of 6 credit hours to the regular format of 3 credit hours. Three-credit courses fit more easily into students' course loads.

6.3 Relationship to Unit's Strategic Plan and the University's Strategic Plan.

Removing the Grade 12U French requirement for prospective students is part of a new more inclusive student recruitment plan (Aspire, p. 17) being developed by French Studies to acknowledge that not all prospective students – particularly newcomer and international – may have been able to complete Grade 12U French or its equivalent prior to applying to the University of Windsor. It is expected that the inclusion of FREN-1120 in a new minor and, particularly, its inclusion as a preparatory course in BA programming for prospective students without Grade 12U French will be beneficial for overall enrolment in French Studies.

6.4 Explanation of why the course has not been offered over the past years.

The main reason is lack of resources. French Studies counts 5 1/2 faculty members, of which one is cross appointed with Arabic Studies, and another the current Head of the Department.

6.5 Whether the course will be offered in Fall 2024. If not, why will it not be offered?

French Studies will submit the required PDC form E for the contact hour change for FREN-1120 as well as the PDC Form C for the new minor in Winter 2024. The PDC forms needed to add FREN-1120 as a preparatory course to French Studies BA programming will follow. The course will be offered once the Teaching Intensive position is filled, either in Fall 2024 or Winter 2025.

7. RESOURCE IMPLICATIONS: Please see 6.4 and 6.5 above.

Request for Waiver of Course Deletion Form
FREN-1130 Intensive Preparatory French: Intermediate Level I

1. **Faculty, Department, and Program Title:** Faculty of Arts, Humanities, and Social Sciences, Department of Languages, Literatures, and Cultures, French Studies
2. **Course Number and Title:** FREN-1130 Intensive Preparatory French: Intermediate Level I
3. **Credit hours, Total Contact hours and Delivery format:** 6 credit hours; 6 hours of class time per week; in-class in-person delivery format
4. **Calendar Description:** This course targets further development of all four language skills (speaking, listening, reading, and writing) and provides a thorough grammar review. Students will obtain credit for two courses. (6 credit hours; 6 hours of class time per week.)
5. **Pre/co/anti-requisites:** Anti-requisites: Grade 12U French, or equivalent, or higher. Prerequisite: FREN-1120, Grade 10 French, or equivalent, or permission of instructor.

6. RATIONALE FOR KEEPING THE COURSE

6.1 The purpose of the course within the program of study.

FREN-1130 *Intensive Preparatory French: Intermediate Level I* is the second in a series of 3 courses (FREN-1120 *Intensive French for Beginners*, and FREN-1140 *Preparatory French: Intermediate Level II*) designed for students who do not have Grade 12U French, the prerequisite for prospective students seeking to be admitted to the General, Honours, Combined, or Concurrent BA in French Studies. Many French Studies programs across the province of Ontario have removed the Grade 12U French prerequisite for prospective students. French Studies at the University of Windsor plans to follow suit, specifically for the General and Honours BA in French Studies. This change in our admission criteria will require the inclusion of courses, such as FREN-1130, as preparatory courses in our BA programming for admitted students who do not have Grade 12U. Currently, FREN-1130 is not part of our BA course requirements. This change will be implemented at the latest in Fall 2025. French Studies also plans to introduce a new minor for students who do not have Grade 12U French. FREN-1130 will be one of the course requirements for that minor.

6.2 Student Demand for Course - a clear statement on the student demand for the course.

The course is open to any student on the University of Windsor campus who does not have Grade 12U French. This includes domestic students, but also members of the growing body of international students who wish to acquire Canada's other official language. Like all language courses, the course is capped at 35. French Language Training courses tend to reach this cap easily, with first year courses generally requiring several sections. To ensure sufficient enrolment, French Studies plans to reduce FREN-1130 from the current double-weighted format of 6 credit hours to the regular format of 3 credit hours. Three-credit courses fit more easily into students' course loads.

6.3 Relationship to Unit's Strategic Plan and the University's Strategic Plan.

Removing the Grade 12U French requirement for prospective students is part of a new more inclusive student recruitment plan (Aspire, p. 17) being developed by French Studies to acknowledge that not all prospective students particularly newcomer and international – may have been able to complete Grade 12U French or its equivalent prior to applying to the University of Windsor. It is expected that the inclusion of FREN-1130 in a new minor and, particularly, its inclusion as a preparatory course in BA programming for prospective students without Grade 12U French will be beneficial for overall enrolment in French Studies.

6.4 Explanation of why the course has not been offered over the past years.

The main reason is lack of resources. French Studies counts 5 1/2 faculty members, of which one is cross appointed with Arabic Studies, and another the current Head of the Department.

6.5 Whether the course will be offered in Fall 2024. If not, why will it not be offered?

French Studies will submit the required PDC form E for the contact hour change for FREN-1130 as well as the PDC Form C for the new minor in Winter 2024. The PDC forms needed to add FREN-1130 as a preparatory course to French Studies BA programming will follow. The course will be offered once the Teaching Intensive position is filled, either in Fall 2024 or Winter 2025.

7. RESOURCE IMPLICATIONS: Please see 6.4 and 6.5 above.

Request for Waiver of Course Deletion Form
GREK-2101: Intermediate Greek II

- 1. Faculty, Department, and Program Title:** Faculty of Arts, Humanities, and Social Sciences, Department of Literatures, Languages, and Cultures, Greek and Roman Studies Program
- 2. Course Number and Title:** GREK-2101: Intermediate Greek II
- 3. Credit hours, Total Contact hours and Delivery format:** Regular 3.0 credit, twice-weekly offering, usually in person but online when needed.
- 4. Calendar Description:** Review of forms, syntax, and grammar. Selected passages from the works of Latin authors.
- 5. Pre/co/anti-requisites:** GREK-2100 or consent of instructor.

6. RATIONALE FOR KEEPING THE COURSE

6.1 The purpose of the course within the program of study.

The Greek and Roman Studies program includes parallel and complementary Ancient Greek and Latin language offerings, with five courses in each area (two first-year, two second-year, and one fourth-year). This symmetry needs to be maintained. Furthermore, four semesters of each language at the first- and second-year levels are required for students to master its grammar adequately.

6.2 Student Demand for Course - a clear statement on the student demand for the course.

While some of the upper-level language courses are not regularly provided, it is important for our program to retain the option for students, particularly as some will continue towards a master's or doctorate degree, in which proficient knowledge of ancient languages is mandatory.

6.3 Relationship to Unit's Strategic Plan and the University's Strategic Plan.

The course fits with the unit's strategic plan to provide students with a strong understanding of the primary sources from which our knowledge of antiquity derives, by learning one of the original ancient languages, Greek. It also fits with the University's plan of engaging with various peoples and cultures by fostering knowledge about the creative output of ancient Greek society.

6.4 Explanation of why the course has not been offered over the past years.

The recent focus has been to offer courses of wide appeal, including for non-majors, such as large survey courses and general topics courses. Second-year and up language offerings do not normally attract many non-majors.

6.5 Whether the course will be offered in Fall 2024. If not, why will it not be offered?

As of now it is not scheduled to be offered in Fall 2024. GREK 2101 is the sequel to GREK 2100 (Intermediate Grekk I), which is usually offered in the Fall semester, and thus GREI 2101 is usually offered in the Winter semester.

7. RESOURCE IMPLICATIONS:

This course would be taught by regular Greek and Roman Studies faculty (either Dr. Patricia Fagan, Dr. Max Nelson, or Dr. Robert Weir) within the existing resources.

**Request for Waiver of Course Deletion Form
JWST-1200 Introduction to Jewish Civilization**

1. **Faculty, Department, and Program Title:** Faculty of Arts, Humanities, and Social Sciences, Department of Languages, Literatures, and Cultures, Jewish Studies
2. **Course Number and Title:** JWST-1200 Introduction to Jewish Civilization
3. **Credit hours, Total Contact hours and Delivery format:** Three credit hours, three contact hours, in-class in person course delivery.
4. **Calendar Description:** This course will introduce basic Jewish thought and practices focusing on Jewish religious and cultural traditions from its earliest beginnings through the dramatic events of the last century. The course will examine Jewish perspectives on God, Torah, prayer, the afterlife, the Jewish life cycle, the holiday cycle of the Jewish year and Jewish identity.
5. **Pre/co/anti-requisites:** N/A

6. RATIONALE FOR KEEPING THE COURSE

6.1 The purpose of the course within the program of study.

JWST-1200 is required for the Minor in Jewish Studies:

Minor in Jewish Studies

Required Courses: A minimum of six Jewish Studies courses, including JWST-1200 and any five of the following: JWST-1100, ~~JWST-1110~~, JWST-1700, JWST-2200, JWST-2350, JWST-2700, JWST-3700.

6.2 Student Demand for Course - a clear statement on the student demand for the course.

JWST-1200 is the sole required course for the Minor in Jewish Studies. It is also a popular elective.

6.3 Relationship to Unit's Strategic Plan and the University's Strategic Plan.

The Department of Languages, Literatures, and Cultures offers a range of programming to the student body aimed at developing intercultural competence, a critical skill in today's highly diverse world. This course falls within this range of programming. As such, the course 'increase[s] access and opportunity, and [helps] prepare graduates to tackle the complex challenges we face as individuals, as a society, and as a region' (Aspire, p.19).

6.4 Explanation of why the course has not been offered over the past years.

Dr. Linda Feldman, a tenured professor within the Department, and Rabbi Daniel Ableser offered our Jewish Studies courses regularly until their retirement. Both were experts in the field and crucially had Jewish/Judaic lived experience.

6.5 Whether the course will be offered in Fall 2024. If not, why will it not be offered?

The Department is currently going through a thorough review of its program offerings and related courses, within the context of resources available to us, particularly in the Modern Languages section. The process includes an IQAP review. Following this process, we will be in a stronger position to determine the direction in which Modern Languages will evolve and how programming and course sequencing will be approached.

7. RESOURCE IMPLICATIONS:

None at the moment. See 6.5.

Request for Waiver of Course Deletion Form
JWST-2700 The Jewish Diaspora: Ancient to Modern

1. **Faculty, Department, and Program Title:** Faculty of Arts, Humanities, and Social Sciences, Department of Languages, Literatures, and Cultures, *Jewish Studies*
2. **Course Number and Title:** JWST-2700 The Jewish Diaspora: Ancient to Modern
3. **Credit hours, Total Contact hours and Delivery format:** Three credit hours, three contact hours, in-class in person course delivery.
4. **Calendar Description:** This course will acquaint students with the Jewish Diaspora over the centuries. The existence of the Jewish people as a dispersed people is central to understanding their diversity, shared identity, and aspirations. Various major migrations and individual Jewish communities will be examined.
5. **Pre/co/anti-requisites:** n/a

6. RATIONALE FOR KEEPING THE COURSE

6.1 The purpose of the course within the program of study.

JWST-2700 is an option for the Minor in Jewish Studies:

Minor in Jewish Studies

Required Courses: A minimum of six Jewish Studies courses, including JWST-1200 and any five of the following: JWST-1100, ~~JWST-1110~~, JWST-1700, JWST-2200, JWST-2350, JWST-2700, JWST-3700.

6.2 Student Demand for Course - a clear statement on the student demand for the course.

As mentioned in 6.1, JWST-2700 is an option for the Minor in Jewish Studies. It is also a popular elective.

6.3 Relationship to Unit's Strategic Plan and the University's Strategic Plan.

The Department of Languages, Literatures, and Cultures offers a range of programming to the student body aimed at developing intercultural competence, a critical skill in today's highly diverse world. This course falls within this range of programming. As such, the course 'increase[s] access and opportunity, and [helps] prepare graduates to tackle the complex challenges we face as individuals, as a society, and as a region' (Aspire, p.19).

6.4 Explanation of why the course has not been offered over the past years.

Dr. Linda Feldman, a tenured professor within the Department, and Rabbi Daniel Ableser offered our Jewish Studies courses regularly until their retirement. Both were experts in the field and crucially had Jewish/Judaic lived experience.

6.5 Whether the course will be offered in Fall 2024. If not, why will it not be offered?

The Department is currently going through a thorough review of its program offerings and related courses, within the context of resources available to us, particularly in the Modern Languages section. The process includes an IQAP review. Following this process, we will be in a stronger position to determine the direction in which Modern Languages will evolve and how programming and course sequencing will be approached.

7. RESOURCE IMPLICATIONS:

None at the moment. See 6.5.

Request for Waiver of Course Deletion Form
LATN-2201: Intermediate Latin II

- 1. Faculty, Department, and Program Title:** Faculty of Arts, Humanities, and Social Sciences, Department of Literatures, Languages, and Cultures, Greek and Roman Studies Program
- 2. Course Number and Title:** LATN-2201: Intermediate Latin II
- 3. Credit hours, Total Contact hours and Delivery format:** Regular 3.0 credit, twice-weekly offering, usually in person but online when needed.
- 4. Calendar Description:** Review of forms, syntax, and grammar. Selected passages from the works of Latin authors.
- 5. Pre/co/anti-requisites:** LATN-2200 or consent of instructor.

6. RATIONALE FOR KEEPING THE COURSE

6.1 The purpose of the course within the program of study.

The Greek and Roman Studies program includes parallel and complementary Ancient Greek and Latin language offerings, with five courses in each area (two first-year, two second-year, and one fourth-year). This symmetry needs to be maintained. Furthermore, four semesters of each language at the first- and second-year levels are required for students to master its grammar adequately.

6.2 Student Demand for Course - a clear statement on the student demand for the course.

While some of the upper-level language courses are not regularly provided, it is important for our program to retain the option for students, particularly as some will continue towards a master's or doctorate degree, in which proficient knowledge of ancient languages is mandatory.

6.3 Relationship to Unit's Strategic Plan and the University's Strategic Plan.

The course fits with the unit's strategic plan to provide students with a strong understanding of the primary sources from which our knowledge of antiquity derives, by learning one of the original ancient languages, Latin. It also fits with the University's plan of engaging with various peoples and cultures by fostering knowledge about the creative output of ancient Roman society.

6.4 Explanation of why the course has not been offered over the past years.

The recent focus has been to offer courses of wide appeal, including for non-majors, such as large survey courses and general topics courses. Second-year and up language offerings do not normally attract many non-majors.

6.5 Whether the course will be offered in Fall 2024. If not, why will it not be offered?

As of now it is not scheduled to be offered in Fall 2024. LATN 2201 is the sequel to LATN 2200 (Intermediate Latin I), which is usually offered in the Fall semester, and thus LATN 2201 is usually offered in the Winter semester.

- 7. RESOURCE IMPLICATIONS:** This course would be taught by regular Greek and Roman Studies faculty (either Dr. Patricia Fagan, Dr. Max Nelson, or Dr. Robert Weir) within the exigencies of the 2-2 course load.

**Request for Waiver of Course Deletion Form
SPAN-4010 Proficiency in Written Spanish**

- 1. Faculty, Department, and Program Title:** Faculty of Arts, Humanities, and Social Sciences, Department of Languages, Literatures, and Cultures, Modern Languages – Spanish Stream
- 2. Course Number and Title:** SPAN-4010 Proficiency in Written Spanish
- 3. Credit hours, Total Contact hours and Delivery format:** Three credit hours, three total contact hours, in-class in person course delivery
- 4. Calendar Description:** This course seeks to consolidate and enhance writing and reading skills at an advanced level of proficiency. Topics of study may include: translation techniques, mastery of complex syntactical structures, study of disparate academic, journalistic and literary texts.
- 5. Pre/co/anti-requisites:** SPAN-3010 Advanced Spanish II

6. RATIONALE FOR KEEPING THE COURSE

6.1 The purpose of the course within the program of study.

SPAN-4010 is the sole 4th year course in the area of Spanish Language Training. It is an option in the Spanish stream of all BA Honours programming offered by Modern Languages, such as the BA Honours Modern Languages – Spanish Stream (with year abroad), and BA Honours Modern Languages with Two Languages Option (Spanish & Italian, or Spanish & German). In these programs, students are required to complete at least six language training courses in their chosen language option area from the following: SPAN-1020 (double-weighted 6-credit course), SPAN-2020 (double-weighted 6-credit course), SPAN-3000, SPAN-3010, SPAN-4010. Students can also take the course as an elective under *Any area of study, including Modern Languages*.

6.2 Student Demand for Course - a clear statement on the student demand for the course.

Demand for the course is currently relatively low. Consequently, the course is offered on an as needed basis only to students with high proficiency levels in Spanish. That contingent of students is expected to grow based on current immigration patterns to Southwestern Ontario.

6.3 Relationship to Unit's Strategic Plan and the University's Strategic Plan.

The Department of Languages, Literatures, and Cultures offers a range of programming to the student body aimed at developing linguistic and intercultural competence, a critical skill in today's highly diverse world. This course falls within this range of programming. As such, the course responds to the University's aim to 'create and enhance compelling, regionally, and globally relevant, effective curriculum, programs, instruction, and learning opportunities that meet the current and emerging needs of learners with diverse priorities, expectations, and experiences' (Aspire, p.19).

6.4 Explanation of why the course has not been offered over the past years.

As mentioned in 6.2, SPAN-4010 is offered on an as needed basis only to students with high proficiency levels in Spanish.

6.5 Whether the course will be offered in Fall 2024. If not, why will it not be offered?

The Department is currently going through a thorough review of its program offerings and related courses, within the context of resources available to us, particularly in the Modern Languages section. The process includes an IQAP review. Following this process, we will be in a stronger position to determine the direction in which Modern Languages will evolve and how programming and course sequencing will be approached.

- 7. RESOURCE IMPLICATIONS:** When offered, the course would be taught by regular Spanish Studies faculty (either Dr. Sevillano-Canicio or Prof. Primorac) within the exigencies of the 2-2 course load.

**University of Windsor
Senate**

*5.1.8: **PhD in Argumentation Studies – Suspension of Admissions**

Item for: **Information**

Forwarded by: **Program Development Committee**

MEMORANDUM

To: Program Development Committee (PDC)

Date: February 9, 2024

Admissions have been suspended to the Argumentation Studies PhD program. The combined program peaked at 15 students. Maintaining the program would require us to devote precious resources to low-enrolling courses, resources that are needed by larger programs with both more majors and larger average class sizes. In short, the financial situation of the Faculty does not allow us to support as many low-enrolment programs as we were once able to support.

FAHSS is committed to ensuring that all students in program, or who have been admitted prior to Fall 2023, have the courses and support they need to graduate.

Cheryl Collier, Ph.D.
Dean, Faculty of Arts, Humanities, and Social Sciences

**University of Windsor
Senate**

5.2.1: **2024-2025 Operating Budget Proposal**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

The 2024-2025 Operating Budget Proposal includes the:

- a. Proposed Tuition and Compulsory Ancillary Fees (S240412-5.2.1a)
- b. Proposed Operating Budget (S240412-5.2.1b)

Notes:

- Compulsory Ancillary fees have been approved by the Ancillary Fee Board.
- In February 2024, the Ministry of Colleges and Universities confirmed a continuation of a domestic (Ontario) tuition freeze for the next three years, but have allowed out of province tuition increases up to 5% and continued adjustments to Business, Engineering, and Law undergraduate domestic tuition under the tuition anomalies program.
- International tuition rate increases are consistent with the International Student Tuition Guarantee (ITG), are based on recommendations from the Tuition and Financial Aid Steering Committee, and have been reviewed with all Faculty Deans and student leaders.

See attached.



University of Windsor

2024/25 Tuition and Ancillary Fee Schedule

Domestic Undergraduate Full Time	1
Domestic Undergraduate Part Time	2
Domestic Undergraduate Out of Province Full Time.....	3
Domestic Undergraduate Out of Province Part Time	4
International Undergraduate Full Time	5
International Undergraduate Part Time	6
International Undergraduate US Neighbour	7
Domestic Graduate Full Time & Part Time	8
Domestic Graduate Cohort Based Masters	9
Domestic Graduate Out of Province Full Time & Part Time	10
Domestic Graduate Out of Province Cohort Based Masters	11
International Graduate Masters Full Time & Part Time	12
International Graduate PhD Full Time & Part Time	13
International Graduate US Neighbour	13
International Graduate Cohort Based Masters.....	14
Compulsory Ancillary Fees	15

2024/25 Tuition Fees: Undergraduate - Domestic, Out of Province, International & US Neighbour

UNDERGRADUATE TUITION FEES - DOMESTIC		2024/25 PER SEMESTER (PROPOSED)	2023/24 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
FULL TIME					
Business	1st year ²⁰	4,851.75	4,513.30	338.45	7.5%
Business	2nd year ²⁰	4,851.75	4,340.15	511.60	11.8%
Business	3rd year	4,298.80	4,298.80	0.00	0.0%
Business	4th year	4,298.80	4,298.80	0.00	0.0%
Computer Science	1st year	4,512.15	4,512.15	0.00	0.0%
Computer Science	2nd year	4,469.15	4,469.15	0.00	0.0%
Computer Science	3rd year	4,426.60	4,426.60	0.00	0.0%
Computer Science	4th year	4,426.60	4,426.60	0.00	0.0%
Education	1st year	3,410.70	3,410.70	0.00	0.0%
Education	2nd year	3,410.70	3,410.70	0.00	0.0%
Concurrent Education programs	1st year	3,054.05	3,054.05	0.00	0.0%
Concurrent Education programs	2nd year	3,054.05	3,054.05	0.00	0.0%
Concurrent Education programs	3rd year	3,054.05	3,054.05	0.00	0.0%
Concurrent Education programs	4th year	3,054.05	3,054.05	0.00	0.0%
Engineering	1st year ²⁰	5,264.55	4,897.30	367.25	7.5%
Engineering	2nd year ²⁰	5,264.55	4,709.40	555.15	11.8%
Engineering	3rd year	4,664.55	4,664.55	0.00	0.0%
Engineering	4th year	4,664.55	4,664.55	0.00	0.0%
Human Kinetics	1st year	2,985.95	2,985.95	0.00	0.0%
Human Kinetics	2nd year	2,985.95	2,985.95	0.00	0.0%
Human Kinetics	3rd year	2,985.95	2,985.95	0.00	0.0%
Human Kinetics	4th year	2,985.95	2,985.95	0.00	0.0%
Science (excl. Computer Science)	1st year	2,985.95	2,985.95	0.00	0.0%
Science (excl. Computer Science)	2nd year	2,985.95	2,985.95	0.00	0.0%
Science (excl. Computer Science)	3rd year	2,985.95	2,985.95	0.00	0.0%
Science (excl. Computer Science)	4th year	2,985.95	2,985.95	0.00	0.0%
Social Work	1st year	2,985.95	2,985.95	0.00	0.0%
Social Work	2nd year	2,985.95	2,985.95	0.00	0.0%
Social Work	3rd year	2,985.95	2,985.95	0.00	0.0%
Social Work	4th year	2,985.95	2,985.95	0.00	0.0%
Other	1st year	2,899.90	2,899.90	0.00	0.0%
Other	2nd year	2,899.90	2,899.90	0.00	0.0%
Other	3rd year	2,899.90	2,899.90	0.00	0.0%
Other	4th year	2,899.90	2,899.90	0.00	0.0%
Law	1st year ²⁰	10,144.20	9,436.50	707.70	7.5%
Law	2nd year ²⁰	10,144.20	8,694.50	1,449.70	16.7%
Law	3rd year	8,611.70	8,611.70	0.00	0.0%
Dual JD	1st year ²⁰	10,144.20	9,436.50	707.70	7.5%
Dual JD	2nd year ²⁰	10,144.20	8,360.10	1,784.10	21.3%
Dual JD	3rd year	7,962.05	7,962.05	0.00	0.0%

²⁰ MCU Approved Tuition Anomaly adjustment, Year 2 calculated based on 7.5% increase from 23/24 Year 1 rate.

2024/25 Tuition Fees: Undergraduate - Domestic, Out of Province, International & US Neighbour

UNDERGRADUATE TUITION FEES - DOMESTIC		2024/25 PER COURSE (PROPOSED)	2023/24 PER COURSE (APPROVED)	\$ INCREASE	% INCREASE
PART TIME					
Business	1st year ²⁰	970.35	902.66	67.69	7.5%
Business	2st year ²⁰	970.35	868.03	102.32	11.8%
Business	3rd year	859.76	859.76	0.00	0.0%
Business	4th year	859.76	859.76	0.00	0.0%
Computer Science	1st year	902.43	902.43	0.00	0.0%
Computer Science	2nd year	893.83	893.83	0.00	0.0%
Computer Science	3rd year	885.32	885.32	0.00	0.0%
Computer Science	4th year	885.32	885.32	0.00	0.0%
Education	1st year	682.14	682.14	0.00	0.0%
Education	2nd year	682.14	682.14	0.00	0.0%
Concurrent Education programs	1st year	610.81	610.81	0.00	0.0%
Concurrent Education programs	2nd year	610.81	610.81	0.00	0.0%
Concurrent Education programs	3rd year	610.81	610.81	0.00	0.0%
Concurrent Education programs	4th year	610.81	610.81	0.00	0.0%
Engineering	1st year ²⁰	1,052.91	979.46	73.45	7.5%
Engineering	2st year ²⁰	1,052.91	941.88	111.03	11.8%
Engineering	3rd year	932.91	932.91	0.00	0.0%
Engineering	4th year	932.91	932.91	0.00	0.0%
Human Kinetics	1st year	597.19	597.19	0.00	0.0%
Human Kinetics	2nd year	597.19	597.19	0.00	0.0%
Human Kinetics	3rd year	597.19	597.19	0.00	0.0%
Human Kinetics	4th year	597.19	597.19	0.00	0.0%
Science (excl. Computer Science)	1st year	597.19	597.19	0.00	0.0%
Science (excl. Computer Science)	2nd year	597.19	597.19	0.00	0.0%
Science (excl. Computer Science)	3rd year	597.19	597.19	0.00	0.0%
Science (excl. Computer Science)	4th year	597.19	597.19	0.00	0.0%
Social Work	1st year	597.19	597.19	0.00	0.0%
Social Work	2nd year	597.19	597.19	0.00	0.0%
Social Work	3rd year	597.19	597.19	0.00	0.0%
Social Work	4th year	597.19	597.19	0.00	0.0%
Other	1st year	579.98	579.98	0.00	0.0%
Other	2nd year	579.98	579.98	0.00	0.0%
Other	3rd year	579.98	579.98	0.00	0.0%
Other	4th year	579.98	579.98	0.00	0.0%
Law - Part Time	1st year ²⁰	5,072.10	4,718.25	353.85	7.5%
Law - Part Time	2st year ²⁰	5,072.10	4,347.25	724.85	16.7%
Law - Part Time	3rd year	4,305.85	4,305.85	0.00	0.0%

²⁰ MCU Approved Tuition Anomaly adjustment, 7.5% Increase. Year 2 calculated based on 23/24 Year 1 rate.

2024/25 Tuition Fees: Undergraduate - Domestic, Out of Province, International & US Neighbour

UNDERGRADUATE TUITION FEES - DOMESTIC OUT OF PROVINCE		2024/25 PER SEMESTER (PROPOSED)	2023/24 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
FULL TIME					
Business	1st year	5,072.40	4,830.90	241.50	5.0%
Business	2nd year	5,024.25	4,785.00	239.25	5.0%
Business	3rd year	4,976.30	4,739.35	236.95	5.0%
Business	4th year	4,976.30	4,739.35	236.95	5.0%
Computer Science	1st year	5,223.30	4,974.60	248.70	5.0%
Computer Science	2nd year	5,173.55	4,927.20	246.35	5.0%
Computer Science	3rd year	5,124.25	4,880.25	244.00	5.0%
Computer Science	4th year	5,124.25	4,880.25	244.00	5.0%
Education	1st year	3,948.25	3,760.25	188.00	5.0%
Education	2nd year	3,948.25	3,760.25	188.00	5.0%
Concurrent Education programs	1st year	3,535.40	3,367.05	168.35	5.0%
Concurrent Education programs	2nd year	3,535.40	3,367.05	168.35	5.0%
Concurrent Education programs	3rd year	3,535.40	3,367.05	168.35	5.0%
Concurrent Education programs	4th year	3,535.40	3,367.05	168.35	5.0%
Engineering	1st year	5,504.10	5,242.00	262.10	5.0%
Engineering	2nd year	5,451.65	5,192.05	259.60	5.0%
Engineering	3rd year	5,399.70	5,142.60	257.10	5.0%
Engineering	4th year	5,399.70	5,142.60	257.10	5.0%
Human Kinetics	1st year	3,456.50	3,291.95	164.55	5.0%
Human Kinetics	2nd year	3,456.50	3,291.95	164.55	5.0%
Human Kinetics	3rd year	3,456.50	3,291.95	164.55	5.0%
Human Kinetics	4th year	3,456.50	3,291.95	164.55	5.0%
Science (excl. Computer Science)	1st year	3,456.50	3,291.95	164.55	5.0%
Science (excl. Computer Science)	2nd year	3,456.50	3,291.95	164.55	5.0%
Science (excl. Computer Science)	3rd year	3,456.50	3,291.95	164.55	5.0%
Science (excl. Computer Science)	4th year	3,456.50	3,291.95	164.55	5.0%
Social Work	1st year	3,456.50	3,291.95	164.55	5.0%
Social Work	2nd year	3,456.50	3,291.95	164.55	5.0%
Social Work	3rd year	3,456.50	3,291.95	164.55	5.0%
Social Work	4th year	3,456.50	3,291.95	164.55	5.0%
Other	1st year	3,356.90	3,197.05	159.85	5.0%
Other	2nd year	3,356.90	3,197.05	159.85	5.0%
Other	3rd year	3,356.90	3,197.05	159.85	5.0%
Other	4th year	3,356.90	3,197.05	159.85	5.0%
Law	1st year	10,161.75	9,677.90	483.85	5.0%
Law	2nd year	10,064.90	9,585.65	479.25	5.0%
Law	3rd year	9,969.05	9,494.35	474.70	5.0%
Dual JD	1st year	10,161.75	9,677.90	483.85	5.0%
Dual JD	2nd year	9,677.85	9,217.00	460.85	5.0%
Dual JD	3rd year	9,217.05	8,778.15	438.90	5.0%

2024/25 Tuition Fees: Undergraduate - Domestic, Out of Province, International & US Neighbour

UNDERGRADUATE TUITION FEES - DOMESTIC OUT OF PROVINCE		2024/25 PER COURSE (PROPOSED)	2023/24 PER COURSE (APPROVED)	\$ INCREASE	% INCREASE
<u>PART TIME</u>					
Business	1st year	1,014.48	966.18	48.30	5.0%
Business	2nd year	1,004.85	957.00	47.85	5.0%
Business	3rd year	995.26	947.87	47.39	5.0%
Business	4th year	995.26	947.87	47.39	5.0%
Computer Science	1st year	1,044.66	994.92	49.74	5.0%
Computer Science	2nd year	1,034.71	985.44	49.27	5.0%
Computer Science	3rd year	1,024.85	976.05	48.80	5.0%
Computer Science	4th year	1,024.85	976.05	48.80	5.0%
Education	1st year	789.65	752.05	37.60	5.0%
Education	2nd year	789.65	752.05	37.60	5.0%
Concurrent Education programs	1st year	707.08	673.41	33.67	5.0%
Concurrent Education programs	2nd year	707.08	673.41	33.67	5.0%
Concurrent Education programs	3rd year	707.08	673.41	33.67	5.0%
Concurrent Education programs	4th year	707.08	673.41	33.67	5.0%
Engineering	1st year	1,100.82	1,048.40	52.42	5.0%
Engineering	2nd year	1,090.33	1,038.41	51.92	5.0%
Engineering	3rd year	1,079.94	1,028.52	51.42	5.0%
Engineering	4th year	1,079.94	1,028.52	51.42	5.0%
Human Kinetics	1st year	691.30	658.39	32.91	5.0%
Human Kinetics	2nd year	691.30	658.39	32.91	5.0%
Human Kinetics	3rd year	691.30	658.39	32.91	5.0%
Human Kinetics	4th year	691.30	658.39	32.91	5.0%
Science (excl. Computer Science)	1st year	691.30	658.39	32.91	5.0%
Science (excl. Computer Science)	2nd year	691.30	658.39	32.91	5.0%
Science (excl. Computer Science)	3rd year	691.30	658.39	32.91	5.0%
Science (excl. Computer Science)	4th year	691.30	658.39	32.91	5.0%
Social Work	1st year	691.30	658.39	32.91	5.0%
Social Work	2nd year	691.30	658.39	32.91	5.0%
Social Work	3rd year	691.30	658.39	32.91	5.0%
Social Work	4th year	691.30	658.39	32.91	5.0%
Other	1st year	671.38	639.41	31.97	5.0%
Other	2nd year	671.38	639.41	31.97	5.0%
Other	3rd year	671.38	639.41	31.97	5.0%
Other	4th year	671.38	639.41	31.97	5.0%
Law - Part Time	1st year	5,080.88	4,838.95	241.93	5.0%
Law - Part Time	2nd year	5,032.45	4,792.83	239.63	5.0%
Law - Part Time	3rd year	4,984.53	4,747.18	237.35	5.0%

2024/25 Tuition Fees: Undergraduate - Domestic, Out of Province, International & US Neighbour

UNDERGRADUATE TUITION FEES - INTERNATIONAL		2024/25 PER SEMESTER (PROPOSED)	2023/24 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
FULL TIME					
Business	Cohort 2024-25 ²¹	18,030.00	17,170.00	860.00	5.0%
Business	Cohort 2023-24 ¹⁹	17,170.00	17,170.00	0.00	0.0%
Business	Cohort 2022-23 ¹⁵	17,170.00	17,170.00	0.00	0.0%
Business	Cohort 2021-22 ¹	16,200.00	16,200.00	0.00	0.0%
Education & Nursing	Cohort 2024-25 ²¹	20,045.00	19,460.00	585.00	3.0%
Education & Nursing	Cohort 2023-24 ¹⁹	19,460.00	19,460.00	0.00	0.0%
Education & Nursing	Cohort 2022-23 ¹⁵	19,460.00	19,460.00	0.00	0.0%
Education & Nursing	Cohort 2021-22 ¹	18,360.00	18,360.00	0.00	0.0%
Engineering	Cohort 2024-25 ²¹	20,435.00	19,460.00	975.00	5.0%
Engineering	Cohort 2023-24 ¹⁹	19,460.00	19,460.00	0.00	0.0%
Engineering	Cohort 2022-23 ¹⁵	19,460.00	19,460.00	0.00	0.0%
Engineering	Cohort 2021-22 ¹	18,360.00	18,360.00	0.00	0.0%
Computer Science	Cohort 2024-25 ²¹	18,275.00	17,745.00	530.00	3.0%
Computer Science	Cohort 2023-24 ¹⁹	17,745.00	17,745.00	0.00	0.0%
Computer Science	Cohort 2022-23 ¹⁵	17,745.00	17,745.00	0.00	0.0%
Computer Science	Cohort 2021-22 ¹	16,740.00	16,740.00	0.00	0.0%
Science (excl. Computer Science)	Cohort 2024-25 ²¹	17,025.00	16,530.00	495.00	3.0%
Science (excl. Computer Science)	Cohort 2023-24 ¹⁹	16,530.00	16,530.00	0.00	0.0%
Science (excl. Computer Science)	Cohort 2022-23 ¹⁵	16,530.00	16,530.00	0.00	0.0%
Science (excl. Computer Science)	Cohort 2021-22 ¹	15,595.00	15,595.00	0.00	0.0%
Other	Cohort 2024-25 ²¹	15,555.00	15,100.00	455.00	3.0%
Other	Cohort 2023-24 ¹⁹	15,100.00	15,100.00	0.00	0.0%
Other	Cohort 2022-23 ¹⁵	15,100.00	15,100.00	0.00	0.0%
Other	Cohort 2021-22 ¹	14,660.00	14,660.00	0.00	0.0%
Law	Cohort 2024-25 ²¹	25,845.00	24,615.00	1,230.00	5.0%
Law	Cohort 2023-24 ¹⁹	24,615.00	24,615.00	0.00	0.0%
Law	Cohort 2022-23 ¹⁵	24,615.00	24,615.00	0.00	0.0%
Dual JD	Cohort 2024-25 ²¹	13,540.00	12,895.00	645.00	5.0%
Dual JD	Cohort 2023-24 ¹⁹	12,895.00	12,895.00	0.00	0.0%
Dual JD	Cohort 2022-23 ¹⁵	12,895.00	12,895.00	0.00	0.0%

¹ Cohort 2021-22 refers to students who commence their degree either the Spring/Summer 2021, Fall 2021 or Winter 2022 semesters.

¹⁵ Cohort 2022-23 refers to students who commence their degree either the Spring/Summer 2022, Fall 2022 or Winter 2023 semesters.

¹⁹ Cohort 2023-24 refers to students who commence their degree either the Spring/Summer 2023, Fall 2023 or Winter 2024 semesters.

²¹ Cohort 2024-25 refers to students who commence their degree either the Spring/Summer 2024, Fall 2024 or Winter 2025 semesters.

2024/25 Tuition Fees: Undergraduate - Domestic, Out of Province, International & US Neighbour

UNDERGRADUATE TUITION FEES - INTERNATIONAL		2024/25 PER COURSE (PROPOSED)	2023/24 PER COURSE (APPROVED)	\$ INCREASE	% INCREASE
<u>PART TIME</u>					
Business	Cohort 2024-25 ²¹	3,606.00	3,434.00	172.00	5.0%
Business	Cohort 2023-24 ¹⁹	3,434.00	3,434.00	0.00	0.0%
Business	Cohort 2022-23 ¹⁵	3,434.00	3,434.00	0.00	0.0%
Business	Cohort 2021-22 ¹	3,240.00	3,240.00	0.00	0.0%
Education & Nursing	Cohort 2024-25 ²¹	4,009.00	3,892.00	117.00	3.0%
Education & Nursing	Cohort 2023-24 ¹⁹	3,892.00	3,892.00	0.00	0.0%
Education & Nursing	Cohort 2022-23 ¹⁵	3,892.00	3,892.00	0.00	0.0%
Education & Nursing	Cohort 2021-22 ¹	3,672.00	3,672.00	0.00	0.0%
Engineering	Cohort 2024-25 ²¹	4,087.00	3,892.00	195.00	5.0%
Engineering	Cohort 2023-24 ¹⁹	3,892.00	3,892.00	0.00	0.0%
Engineering	Cohort 2022-23 ¹⁵	3,892.00	3,892.00	0.00	0.0%
Engineering	Cohort 2021-22 ¹	3,672.00	3,672.00	0.00	0.0%
Computer Science	Cohort 2024-25 ²¹	3,655.00	3,549.00	106.00	3.0%
Computer Science	Cohort 2023-24 ¹⁹	3,549.00	3,549.00	0.00	0.0%
Computer Science	Cohort 2022-23 ¹⁵	3,549.00	3,549.00	0.00	0.0%
Computer Science	Cohort 2021-22 ¹	3,348.00	3,348.00	0.00	0.0%
Science (excl. Computer Science)	Cohort 2024-25 ²¹	3,405.00	3,306.00	99.00	3.0%
Science (excl. Computer Science)	Cohort 2023-24 ¹⁹	3,306.00	3,306.00	0.00	0.0%
Science (excl. Computer Science)	Cohort 2022-23 ¹⁵	3,306.00	3,306.00	0.00	0.0%
Science (excl. Computer Science)	Cohort 2021-22 ¹	3,119.00	3,119.00	0.00	0.0%
Other	Cohort 2024-25 ²¹	3,111.00	3,020.00	91.00	3.0%
Other	Cohort 2023-24 ¹⁹	3,020.00	3,020.00	0.00	0.0%
Other	Cohort 2022-23 ¹⁵	3,020.00	3,020.00	0.00	0.0%
Other	Cohort 2021-22 ¹	2,932.00	2,932.00	0.00	0.0%
Law - Part Time	Cohort 2024-25 ²¹	12,922.50	12,307.50	615.00	5.0%
Law - Part Time	Cohort 2023-24 ¹⁹	12,307.50	12,307.50	0.00	0.0%
Law - Part Time	Cohort 2022-23 ¹⁵	12,307.50	12,307.50	0.00	0.0%

¹ Cohort 2021-22 refers to students who commence their degree either the Spring/Summer 2021, Fall 2021 or Winter 2022 semesters.

¹⁵ Cohort 2022-23 refers to students who commence their degree either the Spring/Summer 2022, Fall 2022 or Winter 2023 semesters.

¹⁹ Cohort 2023-24 refers to students who commence their degree either the Spring/Summer 2023, Fall 2023 or Winter 2024 semesters.

²¹ Cohort 2024-25 refers to students who commence their degree either the Spring/Summer 2024, Fall 2024 or Winter 2025 semesters.

2024/25 Tuition Fees: Undergraduate - Domestic, Out of Province, International & US Neighbour

		2024/25 PER SEMESTER (PROPOSED)	2023/24 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
UNDERGRADUATE TUITION FEES - INTERNATIONAL - US NEIGHBOUR - FULL TIME					
FULL TIME					
US Neighbour Fee -First Entry Programs	1st year	8,500.00	8,000.00	500.00	6.3%
US Neighbour Fee -First Entry Programs	2nd year	8,500.00	8,000.00	500.00	6.3%
US Neighbour Fee -First Entry Programs	3rd year	8,500.00	8,000.00	500.00	6.3%
US Neighbour Fee -First Entry Programs	4th year	8,500.00	8,000.00	500.00	6.3%
US Neighbour Fee -Dual JD	1st year	11,240.00	10,700.00	540.00	5.0%
US Neighbour Fee -Dual JD	2nd year	11,240.00	10,700.00	540.00	5.0%
US Neighbour Fee -Education	1st year	11,240.00	10,700.00	540.00	5.0%
US Neighbour Fee -Education	2nd year	11,240.00	10,700.00	540.00	5.0%

		2024/25 PER COURSE (PROPOSED)	2023/24 PER COURSE (APPROVED)	\$ INCREASE	% INCREASE
UNDERGRADUATE TUITION FEES - INTERNATIONAL - US NEIGHBOUR - PART TIME					
PART TIME					
US Neighbour Fee -First Entry Programs	1st year	1,700.00	1,600.00	100.00	6.3%
US Neighbour Fee -First Entry Programs	2nd year	1,700.00	1,600.00	100.00	6.3%
US Neighbour Fee -First Entry Programs	3rd year	1,700.00	1,600.00	100.00	6.3%
US Neighbour Fee -First Entry Programs	4th year	1,700.00	1,600.00	100.00	6.3%

2024/25 Tuition Fees: Graduate - Domestic, Out of Province, International & US Neighbour

GRADUATE TUITION FEES - DOMESTIC		2024/25 PER SEMESTER (PROPOSED)	2023/24 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
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FULL TIME

Master's Qualifying	All Masters Qualifying tuition rates equal to undergraduate tuition rates				
Master's Candidate	1st year	2,393.10	2,393.10	0.00	0.0%
Master's Candidate	2nd year	2,393.10	2,393.10	0.00	0.0%
Master's Candidate	3rd year	2,393.10	2,393.10	0.00	0.0%
Master's Candidate	4th year & beyond	2,393.10	2,393.10	0.00	0.0%
Master's Candidate -Social Work	1st year	3,081.75	3,081.75	0.00	0.0%
Master's Candidate -Social Work	2nd year	3,081.75	3,081.75	0.00	0.0%
Master's Candidate -Social Work	3rd year	3,081.75	3,081.75	0.00	0.0%
Master's Candidate -Social Work	4th year & beyond	3,081.75	3,081.75	0.00	0.0%
Master's Candidate -Economics	1st year	2,795.35	2,795.35	0.00	0.0%
Master's Candidate -Economics	2nd year	2,795.35	2,795.35	0.00	0.0%
Master's Candidate -Economics	3rd year	2,795.35	2,795.35	0.00	0.0%
Master's Candidate -Economics	4th year & beyond	2,795.35	2,795.35	0.00	0.0%
PhD - General Base Tuition	1st year	2,393.10	2,393.10	0.00	0.0%
PhD - Social Work	1st year	3,081.75	3,081.75	0.00	0.0%

PART TIME

Master's Qualifying	All Masters Qualifying tuition rates equal to undergraduate tuition rates				
Master's Candidate - Part Time	1st year	1,196.55	1,196.55	0.00	0.0%
Master's Candidate - Part Time	2nd year	1,196.55	1,196.55	0.00	0.0%
Master's Candidate - Part Time	3rd year	1,196.55	1,196.55	0.00	0.0%
Master's Candidate - Part Time	4th year & beyond	1,196.55	1,196.55	0.00	0.0%
Master's Candidate -Social Work - Part Time	1st year	1,540.88	1,540.88	0.00	0.0%
Master's Candidate -Social Work - Part Time	2nd year	1,540.88	1,540.88	0.00	0.0%
Master's Candidate -Social Work - Part Time	3rd year	1,540.88	1,540.88	0.00	0.0%
Master's Candidate -Social Work - Part Time	4th year & beyond	1,540.88	1,540.88	0.00	0.0%
PhD - General Base Tuition - Part Time	1st year	1,196.55	1,196.55	0.00	0.0%
PhD - Social Work - Part Time	1st year	1,540.88	1,540.88	0.00	0.0%

2024/25 Tuition Fees: Graduate - Domestic, Out of Province, International & US Neighbour

GRADUATE TUITION FEES - DOMESTIC		2024/25 PER SEMESTER (PROPOSED)	2023/24 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
<u>DOMESTIC GRADUATE - COHORT BASED MASTERS</u>					
<u>Government Regulated Programs</u>					
Master of Applied Economics and Policy	1st year	2,795.35	2,795.35	0.00	0.0%
Master of Applied Economics and Policy	2nd year	2,795.35	2,795.35	0.00	0.0%
Master of Business Administration ²	1st year	4,675.25	4,675.25	0.00	0.0%
Master of Business Administration ²	2nd year	4,675.25	4,675.25	0.00	0.0%
Master of Business Administration -Accounting (3 semester assessment)	1st year	8,977.50	8,977.50	0.00	0.0%
Master of Business Administration -Accounting (3 semester assessment)	2nd year	8,977.50	8,977.50	0.00	0.0%
Master of Business Administration for Managers and Professionals ³	1st year	5,250.00	5,250.00	0.00	0.0%
Master of Business Administration for Managers and Professionals ³	2nd year	5,250.00	5,250.00	0.00	0.0%
Master of Engineering Management ²	1st year	2,795.35	2,795.35	0.00	0.0%
Master of Engineering Management ²	2nd year	2,795.35	2,795.35	0.00	0.0%
Master of Engineering	1st year	2,795.35	2,795.35	0.00	0.0%
Master of Engineering	2nd year	2,795.35	2,795.35	0.00	0.0%
Master of Science in Translational Health Science ¹⁶	1st year	3,516.66	3,516.66	0.00	0.0%
<u>Unregulated Programs</u>					
Master of Actuarial Sciences ^{2 4}	1st year	9,200.00	8,925.00	275.00	3.1%
Master of Actuarial Sciences ^{2 4}	2nd year	8,925.00	8,728.13	196.88	2.3%
Master of Applied Computing ^{2 4}	1st year	10,000.00	9,500.00	500.00	5.3%
Master of Applied Computing ^{2 4}	2nd year	9,500.00	9,076.87	423.13	4.7%
Master of Management ^{2 4}	1st year	11,300.00	10,750.00	550.00	5.1%
Master of Management ^{2 4}	2nd year	10,750.00	10,283.80	466.20	4.5%
Master of Medical Biotechnology ^{2 4}	1st year	10,000.00	9,375.00	625.00	6.7%
Master of Medical Biotechnology ^{2 4}	2nd year	9,375.00	8,957.44	417.56	4.7%
Master of Materials Chemistry and Engineering ^{2 4}	1st year	8,400.00	8,125.00	275.00	3.4%
Master of Materials Chemistry and Engineering ^{2 4}	2nd year	8,125.00	8,125.00	0.00	0.0%
Master of Engineering - Auto (charged per course -8 courses)	1st year	5,450.00	5,187.50	262.50	5.1%
Master of Engineering - Auto (charged per course -8 courses)	2nd year	5,187.50	5,187.50	0.00	0.0%

² Charged per semester over 4 semesters

³ Charged per semester over 6 semesters

⁴ All cohort-based masters programs will charge a per course fee where a student registers for a course following completion of four full-time semesters.

The per course fee will be determined by dividing the program fee by the number of required courses.

¹⁶ Charged per semester over 3 semesters

2024/25 Tuition Fees: Graduate - Domestic, Out of Province, International & US Neighbour

GRADUATE TUITION FEES - DOMESTIC OUT OF PROVINCE	2024/25 PER SEMESTER (PROPOSED)	2023/24 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
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FULL TIME

Master's Qualifying		All Masters Qualifying tuition rates equal to undergraduate tuition rates			
Master's Candidate	1st year	2,638.35	2,512.75	125.60	5.0%
Master's Candidate	2nd year	2,638.35	2,512.75	125.60	5.0%
Master's Candidate	3rd year	2,638.35	2,512.75	125.60	5.0%
Master's Candidate	4th year & beyond	2,638.35	2,512.75	125.60	5.0%
Master's Candidate -Social Work	1st year	3,397.55	3,235.80	161.75	5.0%
Master's Candidate -Social Work	2nd year	3,397.55	3,235.80	161.75	5.0%
Master's Candidate -Social Work	3rd year	3,397.55	3,235.80	161.75	5.0%
Master's Candidate -Social Work	4th year & beyond	3,397.55	3,235.80	161.75	5.0%
Master's Candidate -Economics	1st year	3,081.85	2,935.10	146.75	5.0%
Master's Candidate -Economics	2nd year	3,081.85	2,935.10	146.75	5.0%
Master's Candidate -Economics	3rd year	3,081.85	2,935.10	146.75	5.0%
Master's Candidate -Economics	4th year & beyond	3,081.85	2,935.10	146.75	5.0%
PhD - General Base Tuition	1st year	2,512.75	2,393.10	119.65	5.0%
PhD - Social Work	1st year	3,235.80	3,081.75	154.05	5.0%

PART TIME

Master's Qualifying		All Masters Qualifying tuition rates equal to undergraduate tuition rates			
Master's Candidate - Part Time	1st year	1,319.18	1,256.38	62.80	5.0%
Master's Candidate - Part Time	2nd year	1,319.18	1,256.38	62.80	5.0%
Master's Candidate - Part Time	3rd year	1,319.18	1,256.38	62.80	5.0%
Master's Candidate - Part Time	4th year & beyond	1,319.18	1,256.38	62.80	5.0%
Master's Candidate -Social Work - Part Time	1st year	1,698.78	1,617.90	80.88	5.0%
Master's Candidate -Social Work - Part Time	2nd year	1,698.78	1,617.90	80.88	5.0%
Master's Candidate -Social Work - Part Time	3rd year	1,698.78	1,617.90	80.88	5.0%
Master's Candidate -Social Work - Part Time	4th year & beyond	1,698.78	1,617.90	80.88	5.0%
PhD - General Base Tuition - Part Time	1st year	1,256.38	1,196.55	59.83	5.0%
PhD - Social Work - Part Time	1st year	1,617.90	1,540.88	77.03	5.0%

2024/25 Tuition Fees: Graduate - Domestic, Out of Province, International & US Neighbour

GRADUATE TUITION FEES - DOMESTIC OUT OF PROVINCE		2024/25 PER SEMESTER (PROPOSED)	2023/24 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
<u>DOMESTIC GRADUATE - COHORT BASED MASTERS</u>					
<u>Government Regulated Programs</u>					
Master of Applied Economics and Policy	1st year	3,081.86	2,935.10	146.76	5.0%
Master of Applied Economics and Policy	2nd year	3,081.86	2,935.10	146.76	5.0%
Master of Business Administration ²	1st year	5,154.45	4,909.00	245.45	5.0%
Master of Business Administration ²	2nd year	5,154.45	4,909.00	245.45	5.0%
Master of Business Administration -Accounting (3 semester assessment)	1st year	9,897.67	9,426.35	471.32	5.0%
Master of Business Administration -Accounting (3 semester assessment)	2nd year	9,897.67	9,426.35	471.32	5.0%
Master of Business Administration for Managers and Professionals ³	1st year	6,077.53	5,788.13	289.41	5.0%
Master of Business Administration for Managers and Professionals ³	2nd year	6,077.53	5,788.13	289.41	5.0%
Master of Engineering Management ²	1st year	3,081.86	2,935.10	146.76	5.0%
Master of Engineering Management ²	2nd year	3,081.86	2,935.10	146.76	5.0%
Master of Engineering	1st year	3,081.86	2,935.10	146.76	5.0%
Master of Engineering	2nd year	3,081.86	2,935.10	146.76	5.0%
Master of Science in Translational Health Science ¹⁶	1st year	3,877.12	3,692.49	184.62	5.0%
<u>Unregulated Programs</u>					
Master of Actuarial Sciences ^{2 4}	1st year	9,200.00	8,925.00	275.00	3.1%
Master of Actuarial Sciences ^{2 4}	2nd year	8,925.00	8,728.13	196.88	2.3%
Master of Applied Computing ^{2 4}	1st year	10,000.00	9,500.00	500.00	5.3%
Master of Applied Computing ^{2 4}	2nd year	9,500.00	9,076.87	423.13	4.7%
Master of Management ^{2 4}	1st year	11,300.00	10,750.00	550.00	5.1%
Master of Management ^{2 4}	2nd year	10,750.00	10,283.80	466.20	4.5%
Master of Medical Biotechnology ^{2 4}	1st year	10,000.00	9,375.00	625.00	6.7%
Master of Medical Biotechnology ^{2 4}	2nd year	9,375.00	8,957.44	417.56	4.7%
Master of Materials Chemistry and Engineering ^{2 4}	1st year	8,400.00	8,125.00	275.00	3.4%
Master of Materials Chemistry and Engineering ^{2 4}	2nd year	8,125.00	8,125.00	0.00	0.0%
Master of Engineering - Auto (charged per course -8 courses)	1st year	5,450.00	5,187.50	262.50	5.1%
Master of Engineering - Auto (charged per course -8 courses)	2nd year	5,187.50	5,187.50	0.00	0.0%

² Charged per semester over 4 semesters

³ Charged per semester over 6 semesters

⁴ All cohort-based masters programs will charge a per course fee where a student registers for a course following completion of four full-time semesters.

The per course fee will be determined by dividing the program fee by the number of required courses.

¹⁶ Charged per semester over 3 semesters

2024/25 Tuition Fees: Graduate - Domestic, Out of Province, International & US Neighbour

GRADUATE TUITION FEES - INTERNATIONAL - MASTERS	2024/25 PER SEMESTER (PROPOSED)	2023/24 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
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FULL TIME

Master's Qualifying	All Masters Qualifying tuition rates equal to undergraduate tuition rates				
Master's Candidate	Cohort 2024-25 ²¹	8,055.00	7,820.00	235.00	3.0%
Master's Candidate	Cohort 2023-24 ¹⁹	7,820.00	7,820.00	0.00	0.0%
Master's Candidate	Cohort 2022-23 ¹⁵	7,665.00	7,665.00	0.00	0.0%
Master's Candidate	Cohort 2021-22 ¹	7,665.00	7,665.00	0.00	0.0%
Master's Candidate -Economics	Cohort 2024-25 ²¹	8,490.00	8,245.00	245.00	3.0%
Master's Candidate -Economics	Cohort 2023-24 ¹⁹	8,245.00	8,245.00	0.00	0.0%
Master's Candidate -Economics	Cohort 2022-23 ¹⁵	8,085.00	8,085.00	0.00	0.0%
Master's Candidate -Economics	Cohort 2021-22 ¹	8,085.00	8,085.00	0.00	0.0%
Master's Candidate -Computer Science	Cohort 2024-25 ²¹	8,530.00	8,280.00	250.00	3.0%
Master's Candidate -Computer Science	Cohort 2023-24 ¹⁹	8,280.00	8,280.00	0.00	0.0%
Master's Candidate -Computer Science	Cohort 2022-23 ¹⁵	8,120.00	8,120.00	0.00	0.0%
Master's Candidate -Computer Science	Cohort 2021-22 ¹	8,120.00	8,120.00	0.00	0.0%
Master's Candidate -Education ⁵	Cohort 2024-25 ²¹	8,860.00	8,600.00	260.00	3.0%
Master's Candidate -Education ⁵	Cohort 2023-24 ¹⁹	8,600.00	8,600.00	0.00	0.0%

PART TIME

Master's Qualifying	All Masters Qualifying tuition rates equal to undergraduate tuition rates				
Master's Candidate - Part Time	Cohort 2024-25 ²¹	4,027.50	3,910.00	117.50	3.0%
Master's Candidate - Part Time	Cohort 2023-24 ¹⁹	3,910.00	3,910.00	0.00	0.0%
Master's Candidate - Part Time	Cohort 2022-23 ¹⁵	3,832.50	3,832.50	0.00	0.0%
Master's Candidate - Part Time	Cohort 2021-22 ¹	3,832.50	3,832.50	0.00	0.0%
Master's Candidate -Economics - Part Time	Cohort 2024-25 ²¹	4,245.00	4,122.50	122.50	3.0%
Master's Candidate -Economics - Part Time	Cohort 2023-24 ¹⁹	4,122.50	4,122.50	0.00	0.0%
Master's Candidate -Economics - Part Time	Cohort 2022-23 ¹⁵	4,042.50	4,042.50	0.00	0.0%
Master's Candidate -Economics - Part Time	Cohort 2021-22 ¹	4,042.50	4,042.50	0.00	0.0%
Master's Candidate -Computer Science - Part Time	Cohort 2024-25 ²¹	4,265.00	4,140.00	125.00	3.0%
Master's Candidate -Computer Science - Part Time	Cohort 2023-24 ¹⁹	4,140.00	4,140.00	0.00	0.0%
Master's Candidate -Computer Science - Part Time	Cohort 2022-23 ¹⁵	4,060.00	4,060.00	0.00	0.0%
Master's Candidate -Computer Science - Part Time	Cohort 2021-22 ¹	4,060.00	4,060.00	0.00	0.0%
Master's Candidate -Education ⁵ - Part Time	Cohort 2024-25 ²¹	4,430.00	4,300.00	130.00	3.0%
Master's Candidate -Education ⁵ - Part Time	Cohort 2023-24 ¹⁹	4,300.00	4,300.00	0.00	0.0%

¹ Cohort 2021-22 refers to students who commence their degree either the Spring/Summer 2021, Fall 2021 or Winter 2022 semesters.

⁵ The Master of Education program, previously offered as two separate degree programs (one cohort-based and exclusively for international students and one for any student with options for either research-based or course-based studies), has been merged into a single M.Ed. program. All students continuing in either stream have been grandfathered into their tuition rate.

¹² List of applicable programs can be found at www.uwindsor.ca/finance/788/fees-and-charges

¹⁵ Cohort 2022-23 refers to students who commence their degree either the Spring/Summer 2022, Fall 2022 or Winter 2023 semesters.

¹⁹ Cohort 2023-24 refers to students who commence their degree either the Spring/Summer 2023, Fall 2023 or Winter 2024 semesters.

²¹ Cohort 2024-25 refers to students who commence their degree either the Spring/Summer 2024, Fall 2024 or Winter 2025 semesters.

2024/25 Tuition Fees: Graduate - Domestic, Out of Province, International & US Neighbour

		2024/25 PER SEMESTER (PROPOSED)	2023/24 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
GRADUATE TUITION FEES - INTERNATIONAL - PhD					
FULL TIME					
PhD General Base Tuition	Cohort 2024-25 ²¹	7,895.00	7,665.00	230.00	3.0%
PhD General Base Tuition	Cohort 2023-24 ¹⁹	7,665.00	7,665.00	0.00	0.0%
PhD General Base Tuition	Cohort 2022-23 ¹⁵	7,665.00	7,665.00	0.00	0.0%
PhD General Base Tuition	Cohort 2021-22 ¹	7,665.00	7,665.00	0.00	0.0%
PhD -Computer Science	Cohort 2024-25 ²¹	8,365.00	8,120.00	245.00	3.0%
PhD -Computer Science	Cohort 2023-24 ¹⁹	8,120.00	8,120.00	0.00	0.0%
PhD -Computer Science	Cohort 2022-23 ¹⁵	8,120.00	8,120.00	0.00	0.0%
PhD -Computer Science	Cohort 2021-22 ¹	8,120.00	8,120.00	0.00	0.0%
PhD -Education	Cohort 2024-25 ²¹	8,685.00	8,430.00	255.00	3.0%
PhD -Education	Cohort 2023-24 ¹⁹	8,430.00	8,430.00	0.00	0.0%
PART TIME					
PhD General Base Tuition - Part Time	Cohort 2024-25 ²¹	3,947.50	3,832.50	115.00	3.0%
PhD General Base Tuition - Part Time	Cohort 2023-24 ¹⁹	3,832.50	3,832.50	0.00	0.0%
PhD General Base Tuition - Part Time	Cohort 2022-23 ¹⁵	3,832.50	3,832.50	0.00	0.0%
PhD General Base Tuition - Part Time	Cohort 2021-22 ¹	3,832.50	3,832.50	0.00	0.0%
PhD -Computer Science - Part Time	Cohort 2024-25 ²¹	4,182.50	4,060.00	122.50	3.0%
PhD -Computer Science - Part Time	Cohort 2023-24 ¹⁹	4,060.00	4,060.00	0.00	0.0%
PhD -Computer Science - Part Time	Cohort 2022-23 ¹⁵	4,060.00	4,060.00	0.00	0.0%
PhD -Computer Science - Part Time	Cohort 2021-22 ¹	4,060.00	4,060.00	0.00	0.0%
PhD -Education - Part Time	Cohort 2024-25 ²¹	4,342.50	4,215.00	127.50	3.0%
PhD -Education - Part Time	Cohort 2023-24 ¹⁹	4,215.00	4,215.00	0.00	0.0%
GRADUATE TUITION FEES - INTERNATIONAL - US NEIGHBOUR ¹²					
FULL TIME					
US Neighbour Fee - Masters	1st year	6,800.00	6,710.00	90.00	1.3%
US Neighbour Fee - Masters	2nd year	6,800.00	6,710.00	90.00	1.3%
US Neighbour Fee - PhD	1st year	6,800.00	6,710.00	90.00	1.3%
US Neighbour Fee - PhD	2nd year	6,800.00	6,710.00	90.00	1.3%
PART TIME					
US Neighbour Fee - Masters	1st year	3,400.00	3,355.00	45.00	1.3%
US Neighbour Fee - Masters	2nd year	3,400.00	3,355.00	45.00	1.3%
US Neighbour Fee - PhD	1st year	3,400.00	3,355.00	45.00	1.3%
US Neighbour Fee - PhD	2nd year	3,400.00	3,355.00	45.00	1.3%

¹ Cohort 2021-22 refers to students who commence their degree either the Spring/Summer 2021, Fall 2021 or Winter 2022 semesters.

¹² List of applicable programs can be found at www.uwindsor.ca/finance/788/fees-and-charges

¹⁵ Cohort 2022-23 refers to students who commence their degree either the Spring/Summer 2022, Fall 2022 or Winter 2023 semesters.

¹⁹ Cohort 2023-24 refers to students who commence their degree either the Spring/Summer 2023, Fall 2023 or Winter 2024 semesters.

²¹ Cohort 2024-25 refers to students who commence their degree either the Spring/Summer 2024, Fall 2024 or Winter 2025 semesters.

2024/25 Tuition Fees: Graduate - Domestic, Out of Province, International & US Neighbour

INTERNATIONAL GRADUATE - COHORT BASED MASTERS		2024/25 PER SEMESTER (PROPOSED)	2023/24 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
Master of Applied Economics and Policy ^{2 4}	Cohort 2024-25 ²¹	9,000.00	8,662.50	337.50	3.9%
Master of Applied Economics and Policy ^{2 4}	Cohort 2023-24 ¹⁹	8,662.50	8,662.50	0.00	0.0%
Master of Business Administration ²	Cohort 2024-25 ²¹	13,200.00	12,000.00	1,200.00	10.0%
Master of Business Administration ²	Cohort 2023-24 ¹⁹	12,000.00	12,000.00	0.00	0.0%
Master of Business Administration -Accounting (3 semester assessment)	Cohort 2024-25 ²¹	18,650.00	16,956.00	1,694.00	10.0%
Master of Business Administration -Accounting (3 semester assessment)	Cohort 2023-24 ¹⁹	16,956.00	16,956.00	0.00	0.0%
Master of Business Administration for Managers and Professionals ³	Cohort 2024-25 ²¹	12,250.00	11,655.00	595.00	5.1%
Master of Business Administration for Managers and Professionals ³	Cohort 2023-24 ¹⁹	11,655.00	11,655.00	0.00	0.0%
Master of Engineering Management ²	Cohort 2024-25 ²¹	9,200.00	8,750.00	450.00	5.1%
Master of Engineering Management ²	Cohort 2023-24 ¹⁹	8,750.00	8,750.00	0.00	0.0%
Master of Engineering (charged per course -8 courses)	Cohort 2024-25 ²¹	5,450.00	5,187.50	262.50	5.1%
Master of Engineering (charged per course -8 courses)	Cohort 2023-24 ¹⁹	5,187.50	5,187.50	0.00	0.0%
Master of Engineering - Auto (charged per course -8 courses)	Cohort 2024-25 ²¹	5,450.00	5,187.50	262.50	5.1%
Master of Engineering - Auto (charged per course -8 courses)	Cohort 2023-24 ¹⁹	5,187.50	5,187.50	0.00	0.0%
Master of Actuarial Sciences ^{2 4}	Cohort 2024-25 ²¹	9,200.00	8,925.00	275.00	3.1%
Master of Actuarial Sciences ^{2 4}	Cohort 2023-24 ¹⁹	8,925.00	8,925.00	0.00	0.0%
Master of Applied Computing ^{2 4}	Cohort 2024-25 ²¹	10,000.00	9,500.00	500.00	5.3%
Master of Applied Computing ^{2 4}	Cohort 2023-24 ¹⁹	9,500.00	9,500.00	0.00	0.0%
Master of Management ^{2 4}	Cohort 2024-25 ²¹	11,300.00	10,750.00	550.00	5.1%
Master of Management ^{2 4}	Cohort 2023-24 ¹⁹	10,750.00	10,750.00	0.00	0.0%
Master of Medical Biotechnology ^{2 4}	Cohort 2024-25 ²¹	10,000.00	9,375.00	625.00	6.7%
Master of Medical Biotechnology ^{2 4}	Cohort 2023-24 ¹⁹	9,375.00	9,375.00	0.00	0.0%
Master of Materials Chemistry and Engineering ^{2 4}	Cohort 2024-25 ²¹	8,400.00	8,125.00	275.00	3.4%
Master of Materials Chemistry and Engineering ^{2 4}	Cohort 2023-24 ¹⁹	8,125.00	8,125.00	0.00	0.0%
Master of Science in Translational Health Science ¹⁶	Cohort 2024-25 ²¹	8,400.00	8,125.00	275.00	3.4%
Master of Science in Translational Health Science ¹⁶	Cohort 2023-24 ¹⁹	8,125.00	8,125.00	0.00	0.0%

² Charged per semester over 4 semesters

³ Charged per semester over 6 semesters

⁴ All cohort-based masters programs will charge a per course fee where a student registers for a course following completion of four full-time semesters.
The per course fee will be determined by dividing the program fee by the number of required courses.

¹⁶ Charged per semester over 3 semesters

²¹ Cohort 2024-25 refers to students who commence their degree either the Spring/Summer 2024, Fall 2024 or Winter 2025 semesters.

2024/25 Compulsory Ancillary Fees

	2024/25 RATES (PROPOSED)	2023/24 RATES (APPROVED)	\$ INCREASE	% INCREASE
<u>COOPERATIVE EDUCATION FEE</u> ⁶				
Domestic	460.00	460.00	0.00	0.0%
International	570.00	570.00	0.00	0.0%
<u>ISC OHIP EQUIVALENT HEALTH PLAN</u> ¹¹				
Single coverage ⁸	729.65	729.65	0.00	0.0%
Couple coverage (additional premium) ⁸	1,341.10	1,341.10	0.00	0.0%
Family coverage (additional premium) ⁸	1,651.10	1,651.10	0.00	0.0%
<u>STUDENT ASSOCIATION FEES</u>				
UWSA - Operating Fee ⁷	36.75	35.38	1.37	3.9%
UWSA - Other Fees ⁷	26.15	25.65	0.50	1.9%
UWSA - Third Party Fees ⁷	27.70	27.32	0.38	1.4%
UWSA - Transit Windsor UPass - First Year/New Students ⁷	148.00	79.91	68.09	85.2%
UWSA - Transit Windsor UPass - Returning (Yr2-Yr4) Students ⁷	95.00	79.91	15.09	18.9%
UWSA - Transit Windsor UPass Administration Fee ¹⁴	2.50	2.50	0.00	0.0%
UWSA - Drug and Dental Plan ⁸	388.00	293.72	94.28	32.1%
OPUS - Awards and Bursaries ⁷	11.68	10.22	1.46	14.3%
OPUS - Social Events and Workshops ⁷	13.52	11.83	1.69	14.2%
OPUS - Part Time Student Service ⁷	12.95	11.33	1.62	14.3%
OPUS - CFS - Third Party ⁷	5.85	5.63	0.22	3.9%
OPUS - Student Support Program ⁷	2.31	2.22	0.09	4.0%
OPUS - Benefits Plan ⁸	349.49	340.97	8.52	2.5%
OPUS - Transit Windsor Upass - First Year/New Students ⁷	148.00	79.91	68.09	85.2%
OPUS - Transit Windsor UPass - Returning (Yr 2- Yr 4) Students ⁷	95.00	79.91	15.09	18.9%
GSS - Capital Fee ⁷	7.49	7.10	0.39	5.5%
GSS - Operations Fee ⁷	7.37	7.09	0.28	3.9%
GSS - Student Advocate Fee ⁷	2.97	2.86	0.11	3.8%
GSS - Opportunity Fee (Full-Time) ⁷	17.90	17.23	0.67	3.9%
GSS - Opportunity Fee (Part-Time) ⁷	15.83	15.24	0.59	3.9%
GSS - CFS (Winter & Fall Full-Time) ⁷	10.08	9.71	0.37	3.8%
GSS - CFS (Winter & Fall Part-Time) ⁷	5.83	5.61	0.22	3.9%
GSS - Transit Windsor UPass ⁷	148.00	79.91	68.09	85.2%
GSS -Transit Windsor UPass Administration Fee ¹⁴	2.50	2.50	0.00	0.0%
GSS - Supplemental Benefits Plan (12 Month Fee) ⁸	548.76	548.76	0.00	0.0%
GSS - Supplemental Benefits Plan (16 Month Fee) ⁹	726.90	726.90	0.00	0.0%
GSS - Supplemental Benefits Plan Administration Fee ⁸	9.00	9.00	0.00	0.0%
<u>STUDENT SOCIETY FEES</u> ⁷				
Commerce (Business)	50.00	50.00	0.00	0.0%
Computer Science	20.00	20.00	0.00	0.0%
Creative Arts	5.00	5.00	0.00	0.0%
Dramatic Arts	5.00	5.00	0.00	0.0%
Education	2.25	2.25	0.00	0.0%
Engineering	20.00	20.00	0.00	0.0%
Human Kinetics	5.00	5.00	0.00	0.0%
International Student (full time students only)	3.50	3.50	0.00	0.0%
Law	12.50	12.50	0.00	0.0%
Law - Part Time	12.50	12.50	0.00	0.0%
Nursing	15.00	15.00	0.00	0.0%
Nursing - Part Time	10.00	10.00	0.00	0.0%
Science	10.00	10.00	0.00	0.0%
Social Science	2.50	2.50	0.00	0.0%
Social Work	5.00	5.00	0.00	0.0%
M.B.A.	27.13	27.13	0.00	0.0%
M.B.A. - Part Time	13.56	13.56	0.00	0.0%
Graduate Nursing	15.00	15.00	0.00	0.0%
Graduate Nursing -Part Time	10.00	10.00	0.00	0.0%
<u>CAPITAL FEES</u> ⁷				
Lancer Sports & Recreation (Toldo Lancer Centre) Fee (max of two semester assessments per year) ¹⁰	68.91	65.63	3.28	5.0%
Sports and Recreation Capital Fee -Undergraduate (maximum of two semester assessments per year)	22.90	22.04	0.86	3.9%
Sports and Recreation Capital Fee -Graduate (maximum of two semester assessments per year)	17.61	16.95	0.66	3.9%

2024/25 Compulsory Ancillary Fees

	2024/25 RATES (PROPOSED)	2023/24 RATES (APPROVED)	\$ INCREASE	% INCREASE
OTHER ANCILLARY FEES ⁷				
Student Wellness Fee -Full Time	38.00	36.58	1.42	3.9%
Student Wellness Fee -Part Time	17.26	16.62	0.64	3.9%
Athletics and Recreation Fee -Full Time	126.63	121.90	4.73	3.9%
Athletics and Recreation Fee -Part Time	52.44	50.48	1.96	3.9%
CAW Student Centre Operating - Full time	65.84	63.38	2.46	3.9%
CAW Student Centre Operating - per course (max of 5 course assessments per semester)	13.17	12.68	0.49	3.9%
Human Kinetics Undergraduate Lounge Fee	10.00	10.00	0.00	0.0%
Human Kinetics Technology Fee	15.00	15.00	0.00	0.0%
Engineering Students' Endowment Fund	22.89	22.03	0.85	3.9%
Law Duplicating -Full Time	17.50	17.50	0.00	0.0%
Law Duplicating -Part Time	8.75	8.75	0.00	0.0%
Law - Career Development Officer -Full Time	130.00	130.00	0.00	0.0%
Law - Career Development Officer -Part Time	65.00	65.00	0.00	0.0%
Education Learning Centre Fee	34.43	33.14	1.29	3.9%
Nursing Lab Fee 1st Year	109.11	101.97	7.14	7.0%
Nursing Lab Fee 2nd Year	110.87	103.62	7.25	7.0%
Nursing Lab Fee 3rd Year	55.61	51.97	3.64	7.0%
Nursing Lab Fee 4th Year	27.80	25.98	1.82	7.0%
OTHER MISCELLANEOUS FEES				
UWin Card Fee (assessed first semester only) ²²	0.00	30.00	-30.00	-100.0%
Digital UWin (mobile app) Card Fee ⁷ - New 2024/25 ²³	11.00	0.00	11.00	NEW
Textbook All-Access Fee ²⁴ - New 2024/25 ²⁵	18.50	0.00	18.50	NEW
First Year Transition Support Fee (assessed first semester only)	77.47	74.57	2.89	3.9%
OTHER ADDITIONAL COST RECOVERY COURSE FEES				
Science				
Field Measurement and Mapping Techniques (ESCI3745-01)	500.00	500.00	0.00	0.0%
Field Methods in Environmental Science (ESCI3735-01)	500.00	500.00	0.00	0.0%
Global Perspective in Science - N. Europe (ESCI3806-22)	2,500.00	2,500.00	0.00	0.0%
Global Perspective in Science - Costa Rica (EICI3806-20)	3,000.00	3,000.00	0.00	0.0%
Global Perspective in Science - Iceland (ESCI3806-21)	3,000.00	3,000.00	0.00	0.0%
Great Lakes Field Biology (BIOL4864-11)	750.00	750.00	0.00	0.0%
Great Lakes Field Biology (BIOL4864-XX) all other sections	350.00	350.00	0.00	0.0%
Special Topics - Global Perspectives - Scotland (FRSC4018-20)	3,000.00	3,000.00	0.00	0.0%
Traditional Ecological Knowledge (BIOL4208)	1,500.00	1,500.00	0.00	0.0%
Global Perspectives in Science - Destination Mexico (ESCI3806-23)	3,000.00	3,000.00	0.00	0.0%
MMB Lab Fee ¹⁷	1,000.00	1,000.00	0.00	0.0%
MMCE Lab Fee ¹⁷	1,000.00	1,000.00	0.00	0.0%
MAC Lab Fee ¹⁷	500.00	500.00	0.00	0.0%
Human Kinetics				
Kinesiology - Outdoor Education (KINE-4770)	650.00	450.00	200.00	44.4%
Kinesiology - PTA of Basketball (KINE-3920)	25.00	25.00	0.00	0.0%
Kinesiology - PTA of Football (KINE-3880)	0.00	25.00	-25.00	-100.0%
Kinesiology - PTA of Golf (KINE-3820)	150.00	125.00	25.00	20.0%
Kinesiology - PTA of Hockey (KINE-3830)	125.00	125.00	0.00	0.0%
Kinesiology - PTA of Squash	0.00	50.00	-50.00	-100.0%
Kinesiology - PTA of Track & Field (KINE-3970)	25.00	25.00	0.00	0.0%
Kinesiology - PTA of Volleyball (KINE-3940)	0.00	25.00	-25.00	-100.0%
Kinesiology - Special Topics in PTA of Sport (KINE-4880)	0.00	25.00	-25.00	-100.0%
Kinesiology - Sports Therapy (KINE-4710)	55.00	55.00	0.00	0.0%
Kinesiology - Functional Anatomy (KINE-1650)	30.00	30.00	0.00	0.0%
Kinesiology - Functional Anatomy II (KINE-1660)	30.00	30.00	0.00	0.0%
Kinesiology - Laboratory Experience in Biomechanics & Ergonomics (KINE-4910)	0.00	25.00	-25.00	-100.0%
Kinesiology - Laboratory Experience in Human & Exercise Physiology (KINE-4920)	25.97	25.00	0.97	3.9%
Kinesiology - Laboratory Experience in Motor Learning & Psychology of Physical Activity (KINE-4930)	25.97	25.00	0.97	3.9%
Scientific Principles of Strength & Conditioning (KINE-3700) - New 2024/25	25.00	0.00	25.00	NEW
Crises Politics and Commercialism in the Modern Olympic Movement (KINE-8060) - New 2024/25	250.00	0.00	250.00	NEW
Strategic Management in the Sport Industry (KINE-8080) - New 2024/25	250.00	0.00	250.00	NEW
Principles of Sport Management (KINE-1500) - New 2024/25	15.00	0.00	15.00	NEW
Introduction to the Sport Industry (KINE-1400) - New 2024/25	15.00	0.00	15.00	NEW
Business				
MBA - Professional Accounting Specialization – Core 1, Core 2 and Electives Study Materials (ACCT- 8080)	1,312.27	1,322.61	-10.34	-0.8%
MOM Data Analytics Stream - Lab Fee ¹⁷	1,500.00	1,500.00	0.00	0.0%

2024/25 Compulsory Ancillary Fees

	2024/25 RATES (PROPOSED)	2023/24 RATES (APPROVED)	\$ INCREASE	% INCREASE
Arts, Humanities, and Social Sciences				
Aeronautics Flight - (AERO-1970) - First Year Students ¹⁸	0.00	0.00	0.00	0.0%
Aeronautics Flight - (AERO-2970) - Second Year ¹⁸	0.00	10,911.17	-10,911.17	-100.0%
Aeronautics Flight - (AERO-3970) - Third Year	11,238.51	10,911.17	327.34	3.0%
Aeronautics Flight - (AERO-4970) - Fourth Year	11,238.51	10,911.17	327.34	3.0%
BioArt (VSAR-3860)	110.00	110.00	0.00	0.0%
Cinematography I (FILM-2400)	30.00	30.00	0.00	0.0%
Cinematography II (FILM-3400)	30.00	30.00	0.00	0.0%
Cinematography III (FILM-4400)	30.00	30.00	0.00	0.0%
Commercial & Industrial Film Production (FILM-4110)	30.00	30.00	0.00	0.0%
Directing (FILM-3700)	30.00	30.00	0.00	0.0%
Documentary (FILM-2200)	30.00	30.00	0.00	0.0%
Documentary Production (FILM-3200)	30.00	30.00	0.00	0.0%
Experimental Film & Video (FILM-2050)	30.00	30.00	0.00	0.0%
Film Editing I (FILM-2600)	30.00	30.00	0.00	0.0%
Film Editing II (FILM-3600)	30.00	30.00	0.00	0.0%
Film Production (FILM-2100)	30.00	30.00	0.00	0.0%
Film Production IV (FILM-3100)	30.00	30.00	0.00	0.0%
Film Production V (FILM-4100)	30.00	30.00	0.00	0.0%
Film Production VI (FILM-4105)	30.00	30.00	0.00	0.0%
Green Corridor (VSAR-3850)	55.00	55.00	0.00	0.0%
Independent Studio (VSAR-3650)	84.00	84.00	0.00	0.0%
Introductory Photography (VSAR-2530)	100.00	100.00	0.00	0.0%
Introductory Printmaking Intaglio (VSAR-2230)	80.00	80.00	0.00	0.0%
Introductory Sculpture (VSAR-2330)	50.00	50.00	0.00	0.0%
Music Fee - Private Instruction (1/2 hour)	558.00	534.00	24.00	4.5%
Music Fee - Private Instruction (full hour)	1,116.00	1,068.00	48.00	4.5%
Photography (VSAR-2900/3460/3470/3480)	66.00	66.00	0.00	0.0%
Printmaking (VSAR-3230)	80.00	80.00	0.00	0.0%
Production Planning & Development (FILM-3800)	30.00	30.00	0.00	0.0%
Sculpture (VSAR-3330)	75.00	75.00	0.00	0.0%
Sound I (FILM-2500)	30.00	30.00	0.00	0.0%
Studio Practice & Ideas/Space (VSAR-1050)	50.00	50.00	0.00	0.0%
Studio Practice I (VSAR-4800)	90.00	90.00	0.00	0.0%
Studio Practice II (VSAR-4810)	90.00	90.00	0.00	0.0%
Style in Theatre (DRAM-4000)	100.00	100.00	0.00	0.0%
VABE Transportation Fee	1,000.00	1,000.00	0.00	0.0%
Applied Composition - Western Classical (MUSP-3720) (full hour)	1,116.00	1,068.00	48.00	4.5%
Applied Composition/Arranging - Jazz/Pop (MUSP-3730) (full hour)	1,116.00	1,068.00	48.00	4.5%
Directed Studies in Performance DRAM-4530	100.00	40.00	60.00	150.0%
Scene Painting for the Theatre DRAM-2130	100.00	100.00	0.00	0.0%
Stage Makeup DRAM-2500	150.00	150.00	0.00	0.0%
Studies in Design DRAM-3190	100.00	100.00	0.00	0.0%
MSW for Working Professionals Practicum Fee ⁷	412.00	412.00	0.00	0.0%

⁶ Fee charged per semester -Students approved to complete work semesters in excess of the standard number out in their program, will incur a supplemental co-op fee for each additional work-semester.

⁷ Fee charged per semester

⁸ Fee charged annually

⁹ Charged to Cohort Based Masters 4 Semester programs only

¹⁰ The Lancer Sports and Recreation Centre opened during 2022-23 academic year.

¹¹ Fee includes 8% RST

¹⁴ Fee charged per semester; charged as 8-month in Fall term

¹⁷ Fee charged over 4 semesters

¹⁸ Students who started program in 2023/24 academic year and beyond, will pay the vendor under the new contract , Journey Air, directly for this fee.

²² Existing \$30.00 UWin Card Fee (first semester only) will apply for Inter-Session/Summer 2024 semester, and will become \$0 with the launch of the Digital UWin (mobile app) card.

²³ Fee will be assessed commencing Fall 2024, or when the Digital UWin (mobile app) card becomes operational, whichever is later.

²⁴ Fee charged per credit hour. A course generally refers to a 3.00 credit hour offering which is given over one term. Students in graduate courses and faculty of law programs, will be exempt.

²⁵ Fee will be assessed commencing Fall 2024, or when the Textbook All-Access program becomes operational, whichever is later.

Operating Budget

2024-2025



To the University of Windsor Campus Community,

At the University of Windsor, our strength emanates from our people and the relationships we form with each other and our communities. Our strategic plan, *Aspire: Together for Tomorrow*, emphasizes leveraging these connections for transformative change, promoting increased focus, equity, and accountability. *Aspire* guided our budgeting process for the new fiscal year, helping ensure our shared values and goals remained central.

I am pleased to present a budget for the fiscal year 2024/25 which is balanced through the prudent use of the Ministry of Colleges and Universities one-time funding. This was made possible through an immense and challenging collective effort to realize efficiencies while honouring the commitments made in *Aspire*.

The higher education landscape is in constant flux, with recent developments posing challenges for not only UWindsor but all postsecondary institutions in Ontario and Canada. It is imperative that we exercise prudence. Ensuring fiscal sustainability is paramount to realizing our academic mission, achieving the collective goals outlined in *Aspire*, and mitigating institutional risk.

While the budget is balanced, the University is implementing a multi-year base budget balancing strategy. It emphasizes our commitment to financial stability, which is influenced by federal and provincial policy decisions, demographics, fundraising, enrolment fluctuations, and competitive pressures.

We have received some clarity from the province regarding the next three years, and we anticipate minimal alterations to tuition rates and only temporary grant funding. As well, changes in the international student market, coupled with recent federal caps on undergraduate international student study permits, will affect our ability to deliver on the aspirational goals outlined in the University's strategic enrolment management plan.

Adapting to funding frameworks and global dynamics will require careful budget planning and enhanced effectiveness. As a university, we must become even more agile and resourceful, leveraging collective wisdom and innovative practices. Plans will be aligned with current financial realities, with *Aspire* guiding resource allocation and revenue generation.

Together, we will make significant strides, addressing challenges while nurturing our collective spirit and upholding our shared values.

Robert Gordon, PhD
President and Vice-Chancellor

2024/25 Operating Budget

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I. THE UWINDSOR ACTIVITY BASED BUDGET MODEL

The 2024/25 fiscal year represents the fourth year that the University of Windsor (UWindsor) has budgeted under the Activity Based Budget (ABB) model. A budget model is a management tool used to assist with resourcing decisions. It does not, in and of itself, create additional revenue for the institution. Rather, it is a framework for managing the budget employed to help achieve the strategic mission of the institution. At UWindsor, the ABB model was developed in 2020 by the Budget Redesign Committee (BRC) and has since been monitored by an ABB Governance Committee.

1. HOW THE UWINDSOR ABB MODEL WORKS

Key to the ABB model is organizing all UWindsor operating units such that they are classified as either revenue or cost centres. Major revenue-generating departments responsible for delivering the academic mission (i.e., the 8 Faculties) are identified as 'Revenue Centres' with all operating revenues of the institution flowing through them and all expenses allocated against them. In simple terms, the budget model calculates a 'notional' financial position for each of the Revenue Centres using the formula below.

Image 1: The ABB Net Position Calculation

$\text{Budgeted Revenues} - \text{Direct and Allocated Expenses} = \text{Net Position (of the Revenue Centre)}$

Revenues in the UWindsor ABB Model

1. Student Fees

Student fees include tuition fees, tuition adjustments (for service teaching) and student incidental fees. Tuition is assigned directly to the Revenue Centre (Faculty) where the students major. The UWindsor ABB Model incorporates a 'created rate' for domestic undergraduate tuition at 3% premia to the general base rate to account for historical tuition rate increase inequities under prior government tuition frameworks. All other tuition fees are assigned according to their actual rates.

Tuition revenue is then adjusted for service teaching to account for courses students take outside their home Faculty. Students in joint major programs are counted as enrolled 50% in each program meaning their service teaching adjustment will now be based on an average of both home Faculty tuition rates whereas students taking a minor would observe the tuition rate of the Faculty where they are majoring.

Student incidental fees in the Operating Budget include Athletics and Recreation fees, Co-op fees, Student Health fees, Student Late Payment fees, among others. Where possible, these fees are assigned in the model directly to the department they are supporting. In some cases, they are assigned against the University Fund which supports institutional strategic initiatives and central reserve funds.

2. Government Operating Grants

The Core Operating Grant and Performance Grant (including the SMA3 Contingency Reserve) for the institution are allocated to all Faculties based on Weighted Grant Units (WGUs). This is the same activity driver the Ontario government uses when calculating institutional operating grants. Special purpose grants (i.e. Nursing Collaborative Grant) are assigned directly to the Faculty or department they support.

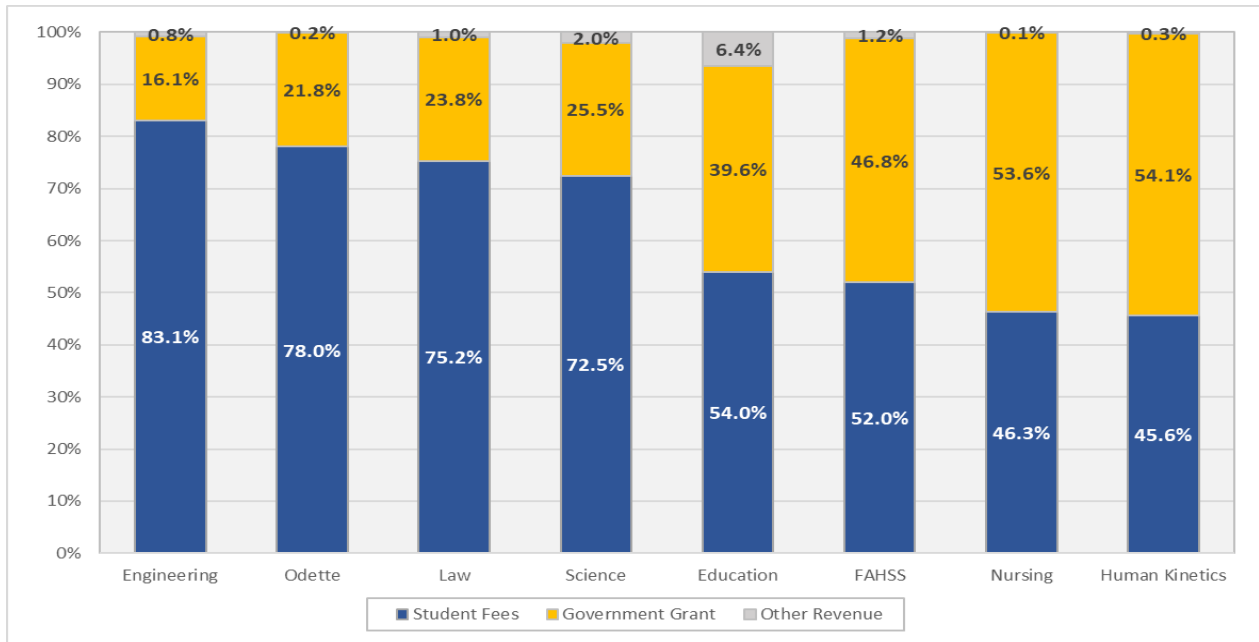
In Winter 2024, MCU announced a three-year \$700M Postsecondary Education Sustainability Fund. UWindsor’s share of this fund is \$14.1M over the three-year period with \$2.8M expected in 2024/25. Because of the one-time nature of this funding, it is not considered in UWindsor ABB Model calculations. Similarly, funding received for the Faculty of Nursing that is temporary in nature has not been captured in the ABB Model calculations.

3. Other Revenues

All other revenues generated by the institution are allocated, where possible, to the Revenue Centres. Indirect Research revenues are allocated 70% to the Revenue Centres and 30% to support strategic research activities under the direction of the Vice-President, Research and Innovation. Investment income from working capital funds, foreign exchange, and other small levies which are not easily allocated and are directed towards the University Fund.

The chart below illustrates the percentage of total revenues generated by each of the Revenue Centres (i.e. Faculties). Faculties on the left side of the graph tend to have higher tuition rates (domestic and visa) and, except for Law, have a higher concentration of international students. Faculties towards the right are generally less diversified and more focused on domestic students and, therefore, rely more on government grant funding.

Chart 1: 2024/25 Faculty Sources of Revenue (under UWindsor ABB)



Expenditures in the UWindsor ABB Model

1. Direct Costs

These are the costs of academic delivery where each Faculty has ‘direct control’. They generally include faculty and staff salary and benefits, graduate and undergraduate teaching assistant support, sessional instruction, office expenses, lab costs, Faculty research support, and all other discretionary costs for each Faculty. To balance the budget for 2024/25, every Faculty and department across campus is required to realign 1.5% of their salary and benefit budget. This ‘realignment’ has been netted against each Faculty salary and benefit budget and will be independently managed by each Faculty.

2. Other Assigned Direct Costs

Direct costs hosted outside Faculty budgets but are directly assigned as part of the cost of individual Faculties. These include research institute expenses that are assigned directly to the Faculty that aligns with the home Faculty of the Chair of the institute. The ABB Governance committee intends to review the allocation methodology for Research institutes in the ABB model in the 2025/26 budget cycle. The Law Library is assigned as a direct cost for the Faculty of Law. It should be noted that Law does not participate in the allocation of Leddy Library costs. International student recovery and international student recruitment partner costs are assigned as direct costs of each student’s home Faculty.

3. Allocated Costs

Allocated costs represent each Faculty’s portion of the institution’s shared-service costs. All shared-service costs are grouped together into eight ‘Cost Pools’ for ease of allocation. Each cost pool is allocated to Revenue Centres using ‘Cost Driver(s)’ that are selected to best represent the activities that drive costs within the shared-service unit. Hence, an “activity-based budget.”

The table below provides details of the cost pools and the cost drivers used to allocate these costs to the Revenue Centres.

Table 1: Cost Pools and Cost Pool Drivers in the UWindsor ABB Model

Cost Pool	Cost Driver	Shared-service Units (Examples)
Financial Costs	50% Tuition & Operating Grant 50% Direct Operating Budget	Debt costs; Finance Department
Central Administrative Costs	Campus FTEs (Student + Faculty + Staff)	Office of the President, Provost, VP, PE&I, VP Finance & Operations; Institutional Support services; Other Central costs
Occupancy Costs	Net Assignable Square Meters	Utilities; Facility Services Department
Operating Scholarship Costs	70% Actual Scholarship Usage 30% Student FTEs	All Operating Budget-funded scholarships and bursaries awarded

Campus Community Support Costs	Campus FTEs (with slight adjustments for the Leddy Library)	Human Resources; Special Constable Service; Centre for Teaching & Learning/Open Learning; Information Technology; Leddy Library; Public Affairs & Communications
Student Experience Costs	Student FTEs	Student & Academic Services; Student Experience; Athletics & Recreation Services; Faculty of Graduate Studies
Pre-/Post Student Development Costs	30% Student Offers 70% Student Registrations	Enrolment Management; Admissions & Registrations; Student Recruitment; Advancement and Alumni
Research Support Costs	55% External Research Revenue 35% Research Applications 10% Tenured Faculty Counts	Office of the VP Research & Innovation; Research Services; Research Finance

New for 2024/25, the Occupancy cost pool is now cross allocated to all other cost pools. The ABB Governance committee implemented this change with the intention of creating a more accurate reflection of the total cost of space at the University by assigning space costs to the Cost Centres (in addition to the Revenue Centres). The net effect in the UWindsor ABB Model is a smaller allocation of Occupancy costs made directly to the Faculties with a significant portion (approximately 1/3) of the Occupancy costs allocated indirectly through the other cost pools where the Cost Centres are housed.

Service Level Agreements

The allocation of shared-service costs to Faculties in the UWindsor ABB Model has created a new, more transparent accountability between the shared service provider departments and the Faculties. Service Level Agreements (SLAs) specifying the level of service provided and laying out the metrics by which service can be measured are being implemented to provide academic leaders with a better understanding of the service offerings across campus.

An SLA is a tool employed to describe how a service area operates in support of achieving institutional strategic priorities. SLAs help consumers of services better understand the services available and should work to align these services towards achieving the academic mission of the institution.

At UWindsor, SLAs are being implemented to help achieve 5 key strategic priorities:

- To better align resources in support of Faculties and students
- To provide an enhanced understanding of the service offerings available across campus
- To focus service areas on serving the mission of the institution
- As a way of supporting the strategic priorities detailed in the *Aspire* strategic plan
- To help inform resource allocation decisions according to the ABB model

Preparation of SLA documents is expected to be completed by most services areas across campus prior to the start of the 2024/25 budget year. The development of SLA documents represents the first step on

a continuous improvement path towards better aligning service offerings to meet the needs of Revenue Centres. A change management team will assist service areas and Faculties in negotiating the changes required to close the gaps between current service level capabilities and service delivery expectations.

4. Initial Contribution to the University Fund

The University Fund is the mechanism within the UWindsor ABB Model that provides the institution with the ability to act as one entity for key initiatives. It is used to support institutional strategic investments, contingencies, and reserve funds (the “first contribution”) and finally, provides balancing across the Revenue Centres, with the Faculties in a positive net position under the model supporting those in a negative net position (the “second contribution”, discussed in the Calculating the Net Position section below).

Each Faculty makes an initial contribution to the University Fund based on a percentage of their revenue generation. This is a significant strategic ‘lever’ available to senior leadership within the budget model. In 2024/25 the percentage is being reset to a balanced position for each revenue category to recognize the need to prioritize all student enrolment growth. The table below provides a year-over-year comparison of University Fund contribution rates by revenue category. 2024/25 has the lowest overall effective contribution rate as the costs of strategic and reserve funds have been significantly reduced to balance the budget overall and the University Fund is no longer responsible for bearing costs related to the Research Institutes consistent with the BRCs 5-year transition plan.

Table 2: University Fund Contribution Rates (First Contribution) by Revenue Category

Fiscal Year	Domestic Student Tuition	International Student Tuition	Government Operating Grant	Effective Rate
2021/22	2.78%	2.78%	2.78%	2.78%
2022/23	0.00%	8.25%	5.00%	4.94%
2023/24	0.00%	6.15%	3.50%	3.70%
2024/25	1.58%	1.58%	1.58%	1.58%

Balancing Revenue Centre Net Positions

Revenue Centres with 2024/25 budgeted revenues greater than budgeted expenditures (including all allocated costs) will be deemed in a positive net position. These Faculties will receive base budget investments and will make a second contribution to the University Fund, subsidizing those Faculties in negative net positions.

Faculties where the 2024/25 budgeted revenues are below their budgeted expenditures (including all allocated costs) are in a negative net position. Their position is balanced through base budget realignments and subsidies from the net positive Faculties.

Faculty Financial Sustainability Plans (FFSPs)

All Faculties have been asked to develop Faculty Financial Sustainability Plans (FFSPs) – strategic financial documents prepared by the Deans and approved by PBC that will include, but are not limited to, the following details:

- Top strategic priorities guiding the Faculty into the future
- Financial risks and challenges facing the Faculty, including mitigation plans
- Academic programming change management plan – new, reimagined, or discontinued
- Enrolment planning for all categories of students aligned with the University SEM plan
- Potential strategic opportunities
- Faculty and staffing requirements
- Faculty research goals and associated KPIs
- Long term infrastructure and capital planning objectives
- Fundraising ambitions

FFSPs will form the foundation for decision making related to budget investments and realignments for each Faculty and will align with the *Aspire* strategic plan.

University administration has determined that the first FFSP to be prepared will be for the University's largest and most complicated Revenue Centre – the Faculty of Arts, Humanities, and Social Sciences (FAHSS). A committee has been established, and work on this project is underway with an expected timeline for the completion of the FAHSS FFSP before the end of the 2024 calendar year. The expectation is the FAHSS FFSP will become a template for the development of FFSPs for all other UWindSOR Revenue Centres.

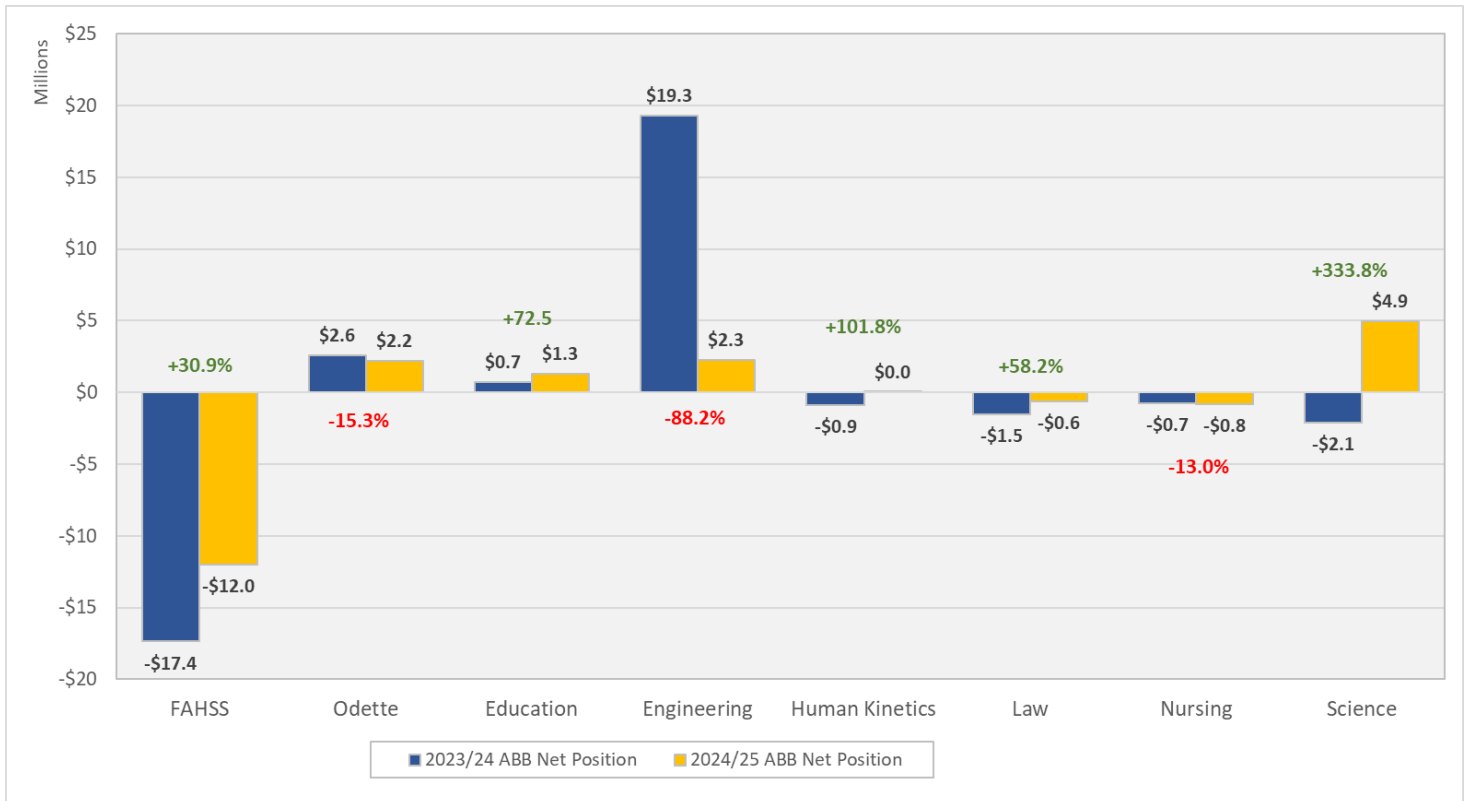
2. CHANGING FACULTY POSITIONS FOR 2024/25

In 2024/25 we are observing the first significant change in net position results since the introduction of the UWindsor ABB Model. The Faculty of Engineering is grappling with a decline in their net position (decrease of \$17M from 2023/24) as enrolment in their largest international course based master program, Master of Engineering is budgeted lower than in recent years. This is reflective of the challenges being faced in the international markets because of geopolitical unrest, particularly between Canada and India. This change in enrolment pattern in the Faculty of Engineering is expected to be temporary, and the Faculty’s planned launch of Master of Engineering: Electric Vehicles stream is expected to be in significant demand.

As a result of the implementation of several budget balancing strategies, only two other Faculties are observing lower net position results than they achieved in 2023/24: the Odette School of Business and the Faculty of Nursing.

Every other Faculty has seen a positive change in their net positions from 2023/24. Most significantly, the Faculty of Science (up \$7M) and FAHSS (up \$5.4M) have shown the most year-over-year improvement. Each Faculty has achieved their respective net position results on the strength of their own unique set of circumstances. The chart below provides a comparison of pre-balancing net positions for all Faculties for the current and previous fiscal years.

Chart 2: Faculty Net Position Comparison (in \$M)



II. BUDGETING ENROLMENT

Student enrolment continues to drive almost all operating revenue for UWindsor. Faculties concentrate their efforts on achieving their enrolment management strategies as base budgets are directly impacted by enrolment levels under the UWindsor ABB Model.

1. MANAGING ENROLMENT WITHIN THE FACULTIES

Enrolment is classified into four main components: 1) undergraduate domestic; 2) undergraduate international; 3) graduate domestic; and 4) graduate international.

Under the UWindsor ABB Model, Faculties receive a share of the Provincial Operating Grant proportionate to their eligible domestic student enrolment, which is an important element to motivate Faculties to grow domestically, both at the undergraduate and graduate levels.

2. THE IMPACT OF IRCC ANNOUNCEMENTS ON UWINDSOR ENROLMENT

Immigration, Refugees, Citizenship Canada (IRCC) has recently announced several policy changes that will have a significant impact on those applying for a study permit from outside of Canada.

- i. As of January 1, 2024, the cost-of-living financial requirement for study permit applicants was raised from \$10,000 to \$20,635 for a single international student to ensure that they are financially prepared for life in Canada. This requirement will be adjusted annually.
- ii. In addition, on January 22, 2024, the federal government announced the following measures:
 - a. An intake cap on international student permit applications set for a period of two years. For 2024, the cap was announced at 360,000 approved student permits, representing decrease of 35% from 2023. The cap exempts master and doctoral degrees and does not affect current permit holders. Allocations were made to provinces based on population, and institutions will receive their allotment from the province.
 - b. Every study permit application will require an attestation letter from the province. The province is responsible to develop the attestation letter process (PAL- Provincial Attestation Letter). The Ontario University Application Centre (OUAC) has been accepted as the PAL provider for the university system. and is ready to implement the process once the allocations are provided by the Province. Applicants to master and PhD programs will be exempt from this requirement.
 - c. As of May 15, 2024, international students studying as part of a Public-College Private Partnership (PCPP) will not be eligible for a post graduate work permit upon graduation. Although this does not affect the University of Windsor, it will affect many colleges and may factor into the government's allocation of permits.
 - d. IRCC has removed the length of program criteria for graduates of master degree programs which will allow shorter programs to be marketed as eligible for a work permit.

- e. Spouses of international students, except those in master and doctoral programs, will no longer be eligible for open work permits.

The Ministry of Colleges and Universities responded by introducing measures to protect students and the integrity of the post-secondary system:

- Institute a review of programs offered by postsecondary institutions that have high amounts of international students
- Ensure that programs being offered are meeting the needs of the labour market
- Introduce a moratorium on new PCPPs (Private College Private Partnership)
- Implement measures to improve the response rate to student outcome surveys that will help ensure the best academic outcomes are being achieved
- Require all colleges and universities to have a guarantee that housing options are available for incoming international students
- Better integrate enforcement efforts and oversight of career colleges

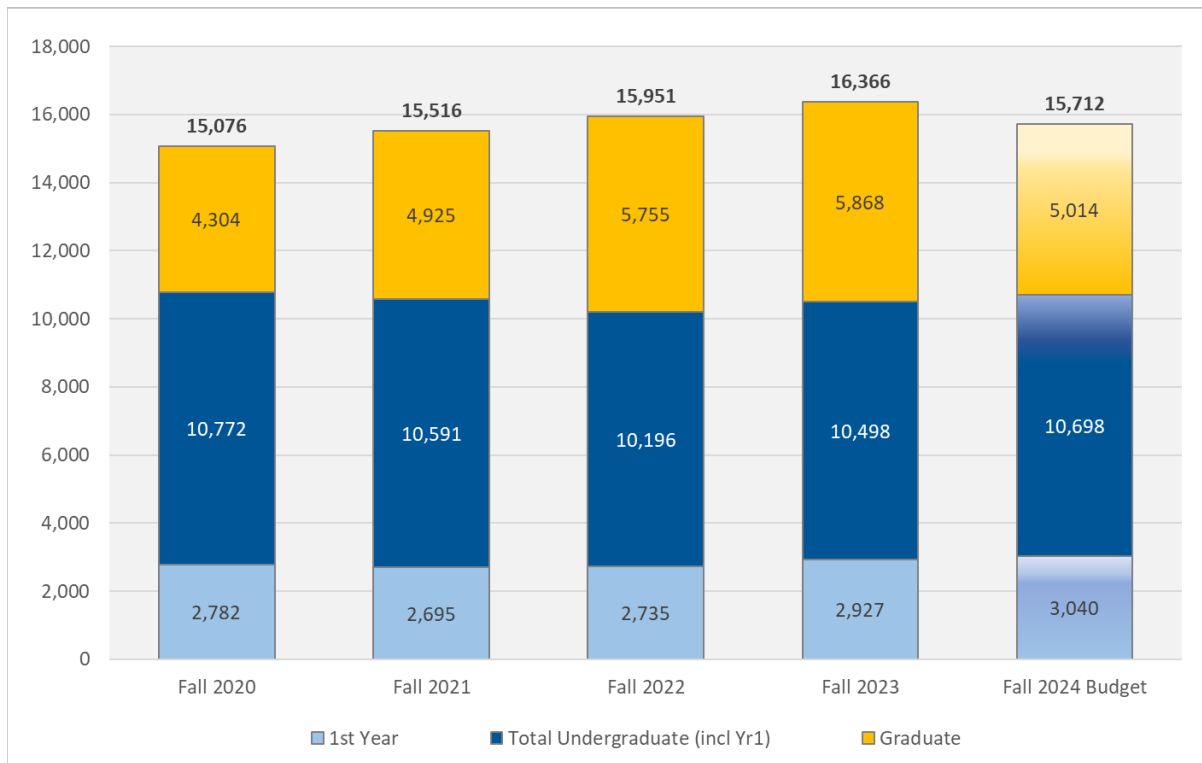
All the announced changes by both levels of government have caused confusion in the international student market and has the system concerned that applicants will not consider Canada as a top destination for their education. Administration is working on our internal processes to maximize the number of enrolled students within the University's assigned application and permit numbers.

3. ENROLMENT PROJECTIONS

UWindsor's total full-time enrolment is budgeted at 15,712 in Fall 2024. The budgeted totals for undergraduate and graduate students are 10,698 and 5,014, respectively, which represents an increase of 1.9% in undergraduate and a decline of 14.5% in graduate resulting in an overall decrease in full-time enrolment of 4.0% from Fall 2023 levels. It is anticipated that 28% of the full-time UWindsor student body will be comprised of international students in Fall 2024.

It is important to recall that a decline in enrolment at the graduate level in Fall 2024 was planned for by the institution back in Budget 2021/22. For the last two fiscal years, the University has managed an extraordinary level of enrolments at the graduate level as a result of the after-effects of COVID-19 and the travel restrictions of 2020. While the softening in the international graduate category is slightly higher than what was forecast, it was indeed the University's intention to strategically reduce enrolment at the graduate level in Budget 2024/25.

Chart 3: Enrolment Retrospective Fall 2020 to Fall 2024



Undergraduate Students

First-year enrolment has a multi-year effect on the undergraduate enrolment as the cohort of students moves through their program of study. Year 1 in Fall 2024 is budgeted to increase by 113 students over Fall 2023 levels.

First-year enrolment has several components, including 101s (students entering university directly from high school), 105s (college transfers and out of province Canadian students), international students, students entering Law School, and returning students (those who are continuing at the year 1 level).

This budget reflects another year of higher Year 1 enrolment, mainly due to the increase in the 101's (students entering directly from high school). The University is experiencing a notable uptick in interest from prospective students, as evidenced by year-over-year applicant growth and an increase in the percentage of applicants ranking the University as their preferred choice. This positive trend can be attributed to the intensified outreach efforts of our faculties, the improvement of our student recruitment marketing and communication strategies, reputational growth, and the amplification and efficacy of our recruitment endeavours.

Looking at our new full time first year students, the Fall 21 cohort retention from year 1 to year 2 retention was 81.4% improving with the Fall 22 cohort retention to year 2 of 85.2%. Although this has improved, the continuation to year 3 has declined in the last few years and efforts across campus are

continuing to improve the retention until graduation. The projection model will account for changes in student flow from year to year, although it is tempered in the model until the change appears as a trend rather than a one-time occurrence.

Chart 4: Undergraduate Retention Rates

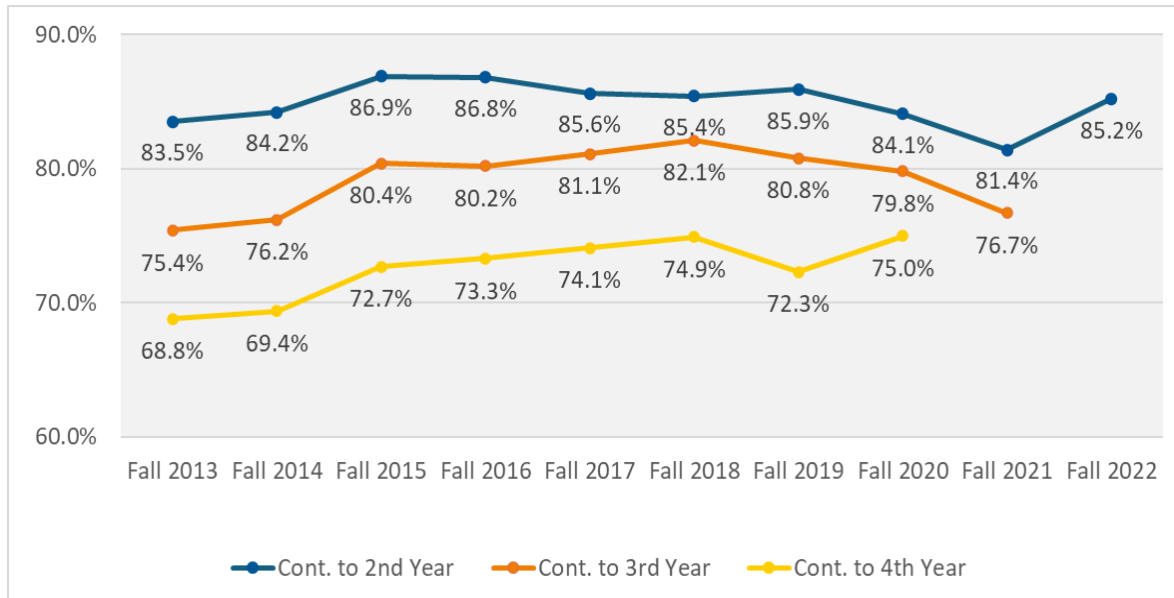
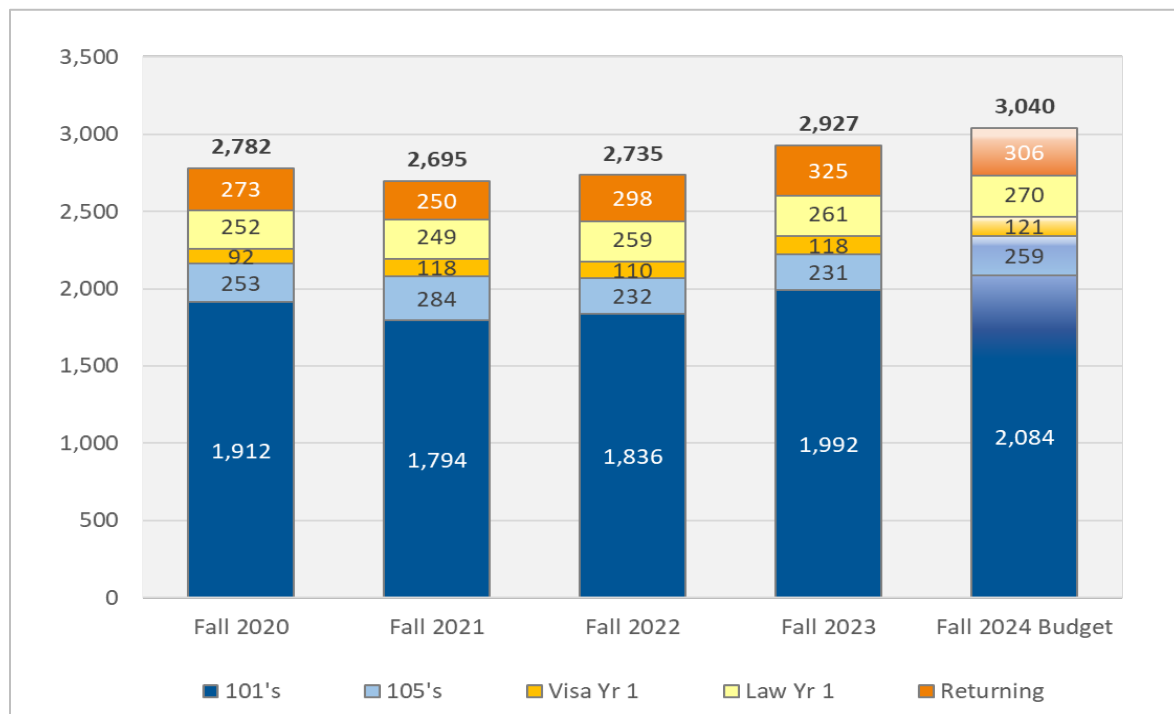


Chart 5: First Year Undergraduate Enrolment



The Faculty of Education has an intake counted as part of the fourth-year undergraduate number for students in the Consecutive Education program and is not presented in the above chart. The budgeted intake for Fall 2024 for Consecutive Education students is stable at 295 (290 in Fall 2023).

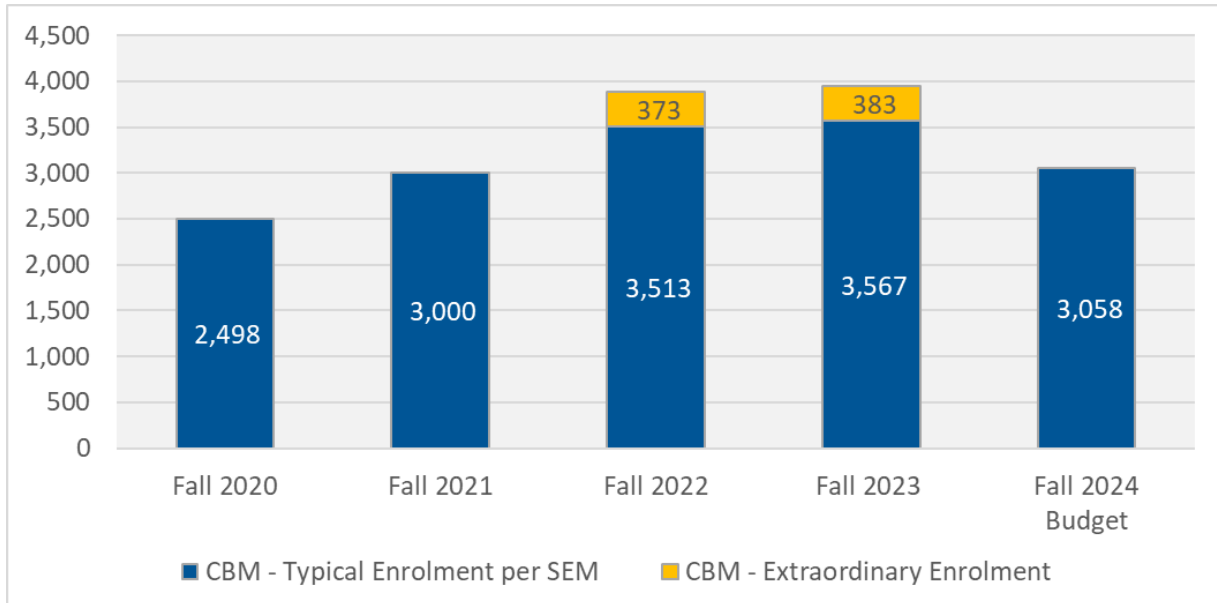
Graduate Students

Total full-time graduate student enrolment headcount is budgeted at 5,014 for Fall 2024. This figure includes 4,590 Master and 424 PhD students and represents a 14.5% decline from the Fall 2023 headcount. The decrease is a result of a lower budget for the international course based master (ICBM) programs, specifically the Master of Engineering and the Master of Management program compared to Fall 2023.

The International Education sector continues to face considerable disruption that began in 2023/24 when we experienced lower than the usual conversion rates (percent of students who accept the offer versus those who register). The recent IRCC announcements have exacerbated the volatility in the market and is affecting the global perception of Canada as a destination for international study. The exemption of Master and PhD programs is expected to increase the competition among institutions for these students. Coupled with the geo-political issues and the cost-of-living concerns, we are projecting a temporary decline in enrolments at the international master level beyond what we had planned for as part of Budget 2023/24 and what has been contemplated in the SEM plan.

Applicant demand continues to be strong, and there is a renewed effort by senior administration to engage directly with the countries (through in-country visits with local agents) where the University sees an opportunity for growth. Our teams deployed around the world are focused on driving new applications, and on conversion activities. The operating budget 2024/25 includes a small increase in some Science ICBM programs, with a corresponding small capital investment to come in the University's capital budget for 2024/25 to increase lab space. Overall, we are anticipating for the enrolment for the ICBM programs to decline from Fall 2023 actual of 3,950 to 3,058 budgeted for Fall 2024. Recall that a portion of this decline was planned for with the planned conclusion of the Extraordinary Enrolment Fund in place in 2022/23 and 2023/24. The extraordinary enrolments in the ICBM programs of the past two years are depicted in Chart 6.

Chart 6: Course Based Master Enrolment: Extraordinary Enrolment Trends

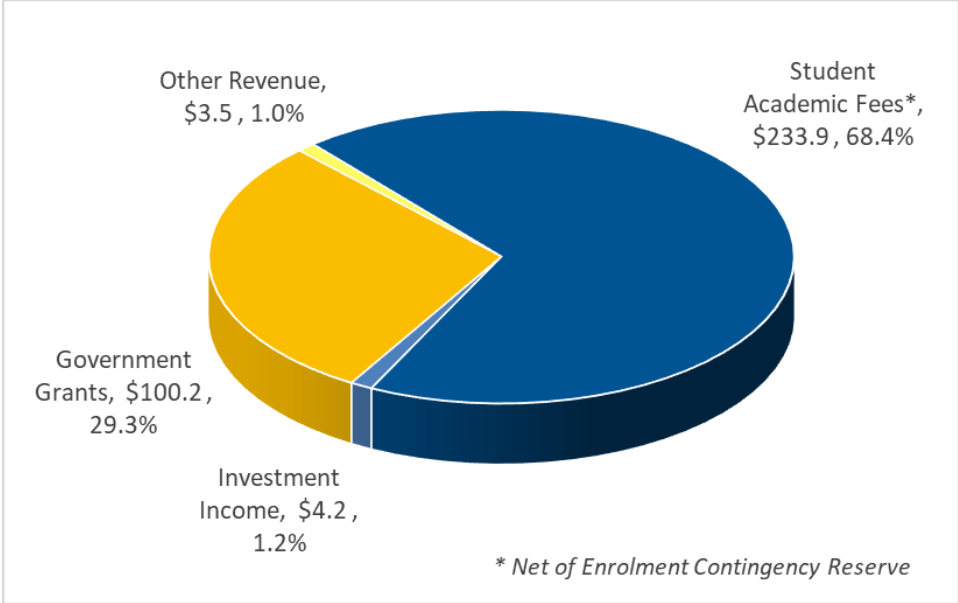


III. OPERATING REVENUE

Operating revenue for 2024/25 (net of the Enrolment contingency reserve and the Extraordinary enrolment offset fund) is budgeted at \$341.8M, a decrease of 1% (or -\$3.5M) versus last year (see Appendix A for further details).

The chart below provides a breakdown of the four major categories of UWindsor operating revenue.

Chart 7: 2024/25 Operating Revenue (in \$M)



1. STUDENT ACADEMIC FEES

Domestic Tuition Rate Freeze

In January 2019, the Ministry of Colleges and Universities (MCU) announced a 10% reduction of all domestic tuition rates effective for the 2019/20 academic year and a tuition rate freeze for the 2020/21 academic year. The freeze has remained in place for the next fiscal year, with two exceptions:

- Starting in 2022/23, tuition could increase by no more than 5% for students from outside of the province of Ontario
- Starting in 2023/24, MCU announced a tuition anomaly adjustment program

On February 26, 2024, MCU announced the extension of the domestic student tuition rate freeze for at least three more years. Like prior years, MCU is allowing for tuition rate increases of no more than 5% for domestic students from outside the province of Ontario.

Tuition Anomaly Adjustment Program

MCU introduced an opportunity in the 2023/24 tuition fee framework for institutions to apply for Tuition Anomaly Adjustments for up to three programs where current domestic rates are 15% (or more) below the sector average for comparable programs. Under the Tuition Anomaly framework, tuition may be increased up to 7.5% per year until reaching the MCU calculated sector average for approved programs.

Under the Tuition Anomaly framework, UWindsor received approval to adjust domestic tuition rates for undergraduate Business, undergraduate Engineering, and Law/Dual JD programs. New incoming students beginning in Fall 2023 were subject to tuition increases of up to 7.5% each year. Under the Tuition Framework announced in February 2024, MCU is allowing for the Tuition Anomaly framework to continue for 2024/25. The 2024/25 tuition projections include the full anomaly adjustment increase for year 1 and year 2 students in the approved programs.

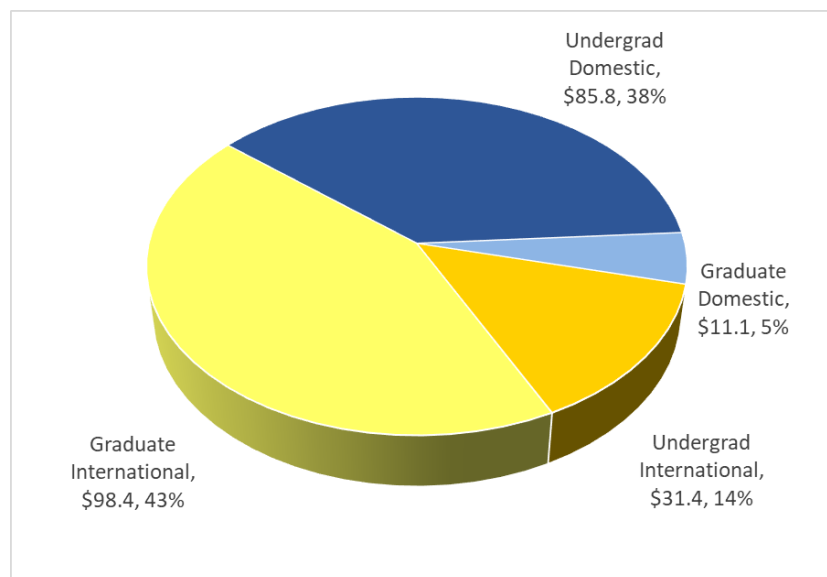
International Student Tuition Guarantee

In 2021/22, UWindsor announced the International Student Tuition Guarantee (ITG) providing both undergraduate and graduate international students with a commitment to hold tuition rates consistent as the rate they pay in their first term of study (assuming their degree takes the typical number of years to complete). Considerations for the ITG have been included in the 2024/25 tuition fee budget.

Tuition Fee Budget

Total gross institutional tuition fee revenue is budgeted at \$226.7M, down \$9.8M (or 4.1%) compared with the prior year budget of \$236.5M. This decrease is a result of the volatility of the international education sector resulting in lower enrolments in the ICBM programs and the continued domestic tuition rate freeze.

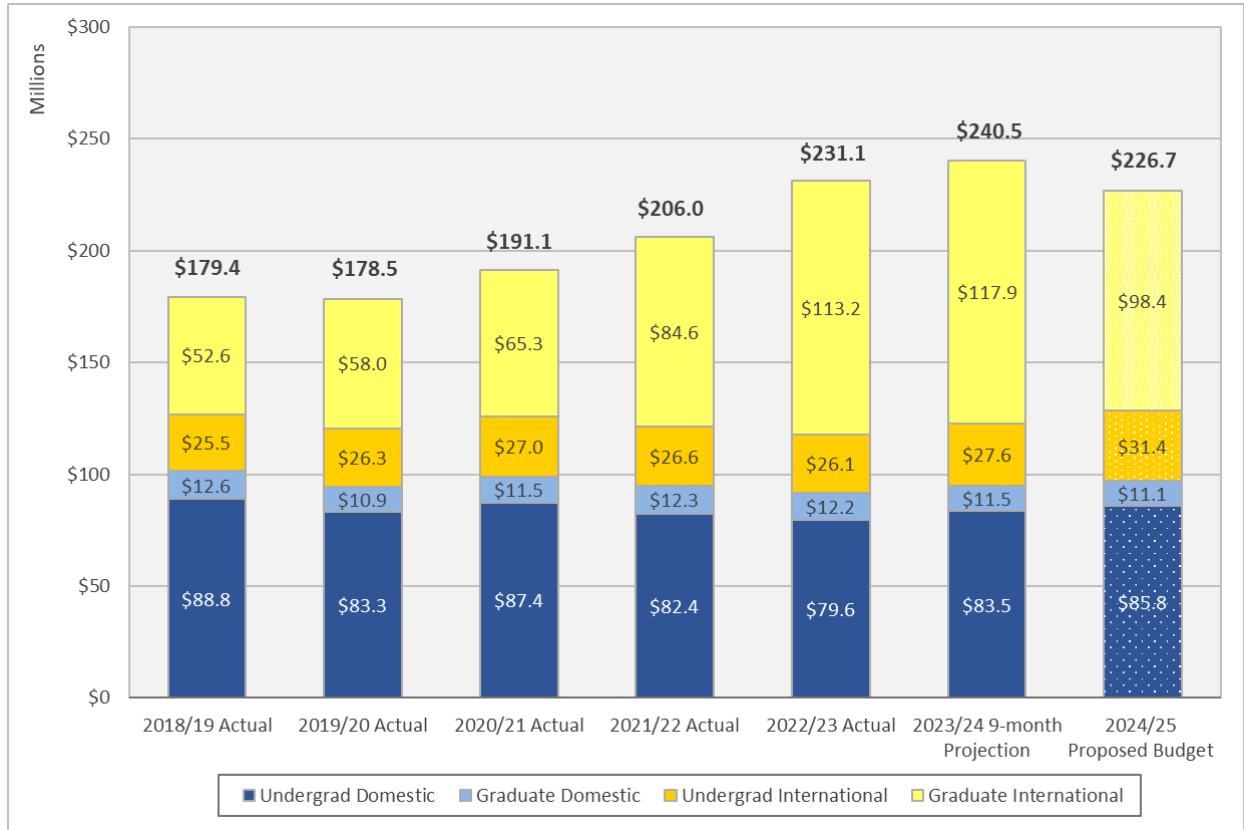
Chart 8: 2024/25 Tuition Fee Revenue Budget by Student Category (in \$M)



Historical Tuition Trends

The shift in reliance on tuition from international students can be linked to provincial funding policies controlling UWindsor revenue generating capabilities. Please see Table 4: Degree of Revenue Generating Flexibility included in the “Understanding the Impact of Provincial Policy and Funding on UWindsor” section to better understand exactly how these policies (and other factors) are contributing to changes in UWindsor and other Ontario university tuition generating trends.

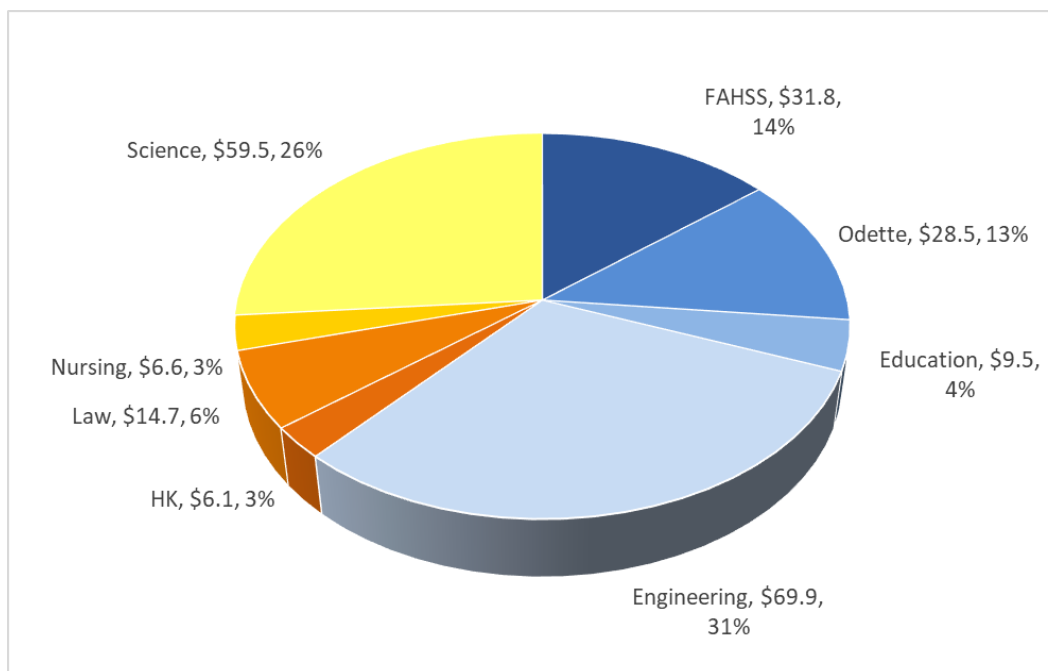
Chart 9: Historical Tuition Revenue by Student Category (in \$M)



Tuition by Faculty

The following chart provides the distribution of total tuition revenue for each UWindsor Faculty:

Chart 10: 2024/25 Tuition Fee Revenue Budget by Faculty (in \$M)



When further examining the tuition revenue budget, UWindsor Faculties can be broadly organized into two distinctive groups: 1) Faculties with significant international cohort-based graduate program tuition revenue and 2) Faculties that rely primarily on domestic student tuition revenues.

The Faculties of Engineering, Science, and the Odette School of Business generate a significant amount of their tuition fee revenue from graduate international students. The Faculties of Education, Human Kinetics, Nursing, and FAHSS rely heavily on domestic tuition revenues and receive only a small portion of their tuition fees from international students while the Faculty of Law relies almost entirely on domestic tuition fees.

The Faculty of Engineering continues to lead with 31% percent of the total institutional tuition budget. The Odette School of Business is the only other Faculty with tuition budgeted below prior year at \$28.5M, down \$3.3M (or -10%) from the previous year.

The Faculty of Science has continued to grow, with a tuition budget of \$59.5M, up 13% from the previous year and accounting for 26% of the institutional total. All other Faculties, including Education (+6%), Human Kinetics (+10%), Law (+17%), and Nursing (+8%) are budgeted above prior year. In the case of Law, the driving force is the tuition anomaly program (i.e.: higher domestic tuition rates) while conversely, in Education, HK and Nursing, the increase is due to enrolment growth.

Sunsetting the Extraordinary Enrolment Reserve (EER)

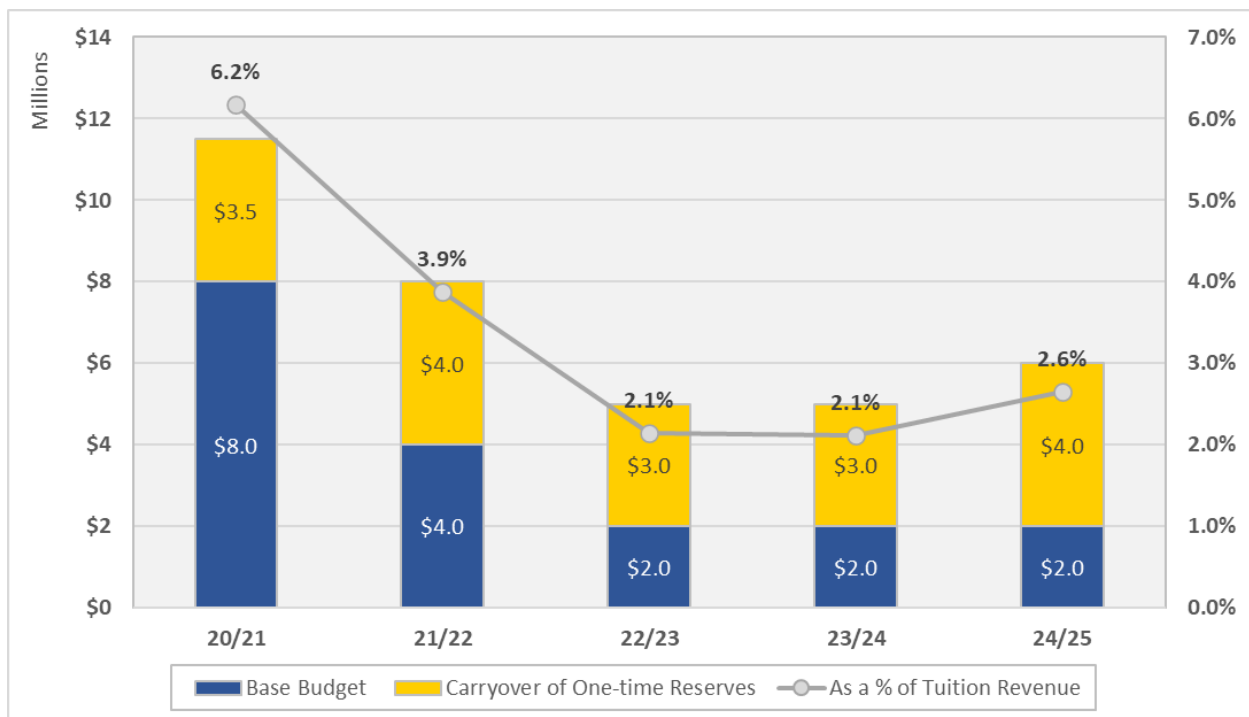
In 2022/23, UWindsor offered additional cohorts of their programs, or increased the number of sections within cohorts, to accommodate the significant number of international students who had deferred their acceptance into those programs during the COVID-19 pandemic. This effectively created a temporary tuition revenue ‘bubble’ where revenue expectations exceeded ‘normal’ tuition revenue trends (i.e., excess graduate international tuition revenues not anticipated to be consistently maintained into the future).

In 2022/23, an Extraordinary Enrolment Reserve (EER) fund was established at \$9M representing an ‘offset’ against tuition budgeted above the normal trend. This offset fund was established to budget these additional temporary revenues one-time without affecting the base budget. The offset continued in 2023/24, at \$5.5M, representing the remainder of those students still enrolled above normal levels. Now that the extra cohort students have graduated in 2024/25, returning the enrolment forecast to more normal levels, the EER will be eliminated.

Maintaining the Enrolment Contingency Reserve (ECR)

The Enrolment Contingency Reserve (ECR) is being maintained in the 2024/25 operating budget as an international student risk mitigation strategy (in effect, an allowance). The ECR will be funded at \$6M in 2024/25 (\$2M base plus \$4M one-time reserves) or about 2.6% of the gross tuition revenue budget. The increase in the reserve over the prior year is to manage any further unexpected impacts of the federal and provincial government international student policy decisions.

Chart 11: Enrolment Contingency Reserve Planning (in \$M)



Student Incidental Fees

Compulsory student incidental fees budgeted within the UWindsor Operating Budget include Student Late Payment Fees, Student Health Fees, Co-op Fees, and Athletics & Recreation Service Fees, among others. In 2024/25, these fees are budgeted at \$9.1M, up very slightly from the previous year as CPI rate increases offset slight enrolment reductions. Revenues generated against these budgets are either specifically designated in support of relevant expenditures or directed to non-academic units to fund costs associated with supporting academic programs.

2. GOVERNMENT OPERATING GRANTS

Update on Blue Ribbon Panel

The Blue Ribbon panel was established by the Provincial Government in March 2023 with a mandate to provide advice and recommendations for keeping the postsecondary sector financially stable and focused on supporting student success.

The Panel was to advise on a tuition framework and overall funding including the core operating grant and the performance fund (tied to Strategic Mandate Agreement 3). The Panel submitted their report to the government in November 2023 in which they supported a shared approach to funding PSE institutions and ensuring financial sustainability. The recommendations were categorized within the responsibilities of government, students, and institutions.

Government's role:

- A significant adjustment in per student funding for colleges and universities to recognize unusually high inflationary cost increases over the past several years. Specifically, an increase of 10%, which represents partial recognition of inflation since 2017 in the first year, and a commitment to more modest annual adjustments over the next three to five years, in line with increases in the consumer price index, or a minimum of 2% per annum, thereafter
- Review the Ontario Student Assistance Program (OSAP) assessment processes and policies to increase grants for low-income students.

Student's role:

- Government to permit a multi-year tuition framework beginning in September 2024 allowing a 5% increase for tuition rates paid by Ontario students, with subsequent tuition increases equal to the consumer price index or 2%, whichever is greater
- Additional increases of 3% for professional programs in universities

Institution's role:

- Offset increased costs of tuition by increasing needs-based institutional student aid
- Pursue greater efficiency and collaboration in operations and program offerings. The panel suggests there may be room for improvement of efficiency that could reduce administrative costs by as much as 10%

- Cost reduction areas identified by the Panel included space utilization, administrative services, IT Services, and other non-labour costs

Strategic Mandate Agreement 3 (SMA3)

- A more modest shift of funding from the enrolment envelope to the performance-based envelope beginning at 10% in 2023/24, adding 5% each year to a maximum of 25% in 2026/27
- Ensure performance metrics are within the control of the institution
- Each SMA cycle should include changes to corridor midpoints

Ministry Announcement on Funding: Blue Ribbon Panel Response

On February 26, 2024, the government introduced a suite of measures for colleges and universities while also extending the tuition freeze for at least three more years, until 2026/27 while at the same time announcing nearly \$1.3 billion in new time-limited investments, as follows:

1. Funding for STEM (Science, Technology, Engineering and Math) Programs

For 2023/24, the government provided \$100M to support STEM program costs for colleges and universities above their funded enrolment levels in the corridor. Based on the criteria, UWindsor was not eligible for this one-time funding.

2. Postsecondary Education Sustainability Fund

Starting in 2024/25, the government will allocate \$903M over three years through a Postsecondary Education Sustainability Fund intended to improve the financial sustainability of universities and colleges. This Fund has two parts, a \$700M allocation, of which all institutions are eligible to receive a portion, and a \$203M targeted support fund, which is intended to provide supplementary financial support to institutions categorized as having “greater financial need”.

The University has been briefed on the initial distribution process for the \$700M fund. In the 2024/25 fiscal year, it is anticipated that each university will receive a 3% increase in their total operating grant (which includes both the Core Operating Grant and the Performance Fund), followed by a 2% increase in both 2025/26 and 2026/27. It is important to note that the increase will not be incorporated into the University’s base funding but will be allocated through a separate special-purpose grant and should be treated as one-time only for this three-year period.

As shown in the table below, for the 2024/25 fiscal year, the estimated funding allocation for the University of Windsor is \$2.8M. In 2025/26 UWindsor is expected to receive an additional \$1.9M, representing additional funding of \$4.7M. In 2026/27 UWindsor is expected to receive an additional \$2.0M, representing funding of \$6.7M above normal COG and Performance. This represents \$14.1M in additional funding for UWindsor from this new envelope.

Table 3: UWindsor Allocation of Postsecondary Education Sustainability Fund (in \$000s)

Description	2024/25 Projection	2025/26 Projection	2026/27 Projection	Envelope
% Annual Increase	3%	2%	2%	
Base Operating Grant (COG + Performance)	\$93,078	\$93,078	\$93,078	
2024/25 Allocation	\$2,792	\$2,792	\$2,792	\$8,377
2025/26 Allocation	-	\$1,917	\$1,917	\$3,835
2026/27 Allocation	-	-	\$1,956	\$1,956
Total Operating Funding	<u>\$95,871</u>	<u>\$97,788</u>	<u>\$99,744</u>	<u>\$14,168</u>
<i>Already captured in the Base Budget</i>	<i>\$93,078</i>	<i>\$93,078</i>	<i>\$93,078</i>	
<i>One-time funds not able to be captured in Base</i>	<i>\$2,792</i>	<i>\$4,709</i>	<i>\$6,665</i>	

The University is still waiting for confirmation from MCU on the allocation details of the \$203M targeted support fund. While the Supplementary Fund is designated for institutions in the most significant financial need, the specific criteria for determining the allocation have not been disclosed.

3. Other Funding Envelopes

Smaller funding envelopes over the three years for mental health (\$23M), additional facilities renewals (\$167.4M) and for efficiency and accountability (\$15M). These funds will have accountability requirements outlined in transfer payment agreements (TPA) to ensure that the institutions are taking the necessary steps to operate as efficiently as possible. The Ministry is designing the details with more information to be made available in the coming weeks.

Overall, this funding delivers only a fraction of the multi-year operating funding that the Blue Ribbon Panel recommended with the Council of Ontario Universities (COU) issuing the following statement, “The province funding announcement falls far short of what the sector needs to be financially sustainable. Even after factoring in the \$100M in STEM funding for 2023/24 and the one-time funding of \$700M over three years for both colleges and universities, at least 8 universities are still forecasting operating deficits in 2023/24 for a combined deficit of \$152M, and there are at least 12 universities projecting operating deficits in 2024/25 for combined total of \$293M.” The challenges faced by the sector are very significant.

Strengthening Accountability and Student Supports Act, 2024

On February 26th, the government of Ontario introduced the Strengthening Accountability and Student Supports Act, 2024.

As written, the proposed legislation would make amendments to the Ministry of Colleges and Universities Act, requiring colleges and universities to have:

- a student mental health policy that describes the programs, policies, services, and supports available at the college or university
- policies and rules to address and combat racism and hate, including but not limited to anti-Indigenous racism, anti-Black racism, antisemitism, and Islamophobia

For each of these policy requirements, the legislation gives the Minister of Colleges and Universities the authority to a) issue directives to one or more colleges and/or universities to mandate topics and items to be addressed or included in the policies, and consequences, b) specify steps that the Minister intends to take if, in the opinion of the Minister, a college or university fails to comply.

Finally, the legislation would also give the Minister of Colleges and Universities the authority to issue directives to colleges and universities, requiring institutions to make public information about the costs associated with attendance at the college or university.

Master Degrees at Publicly Assisted Colleges

MCU signaled that it intends to make regulatory changes that would allow Colleges to develop and offer applied master's degrees.

Core Operating Grant and the Performance Grant

1. Core Operating Grant

The Core Operating Grant (COG) is governed by an enrolment corridor in which the University receives a base level of funding by maintaining eligible enrolment within +/- 3% of the corridor midpoint. First established in 2016/17, the University's corridor midpoint has grown from 26,337 Weighted Grant Units (WGUs) to 27,046 WGUs in 2023/24. This change reflects the roll-in of WGUs associated with the growth of Education and Graduate enrolments relative to associated targets. UWindsor is within the corridor as of the last reported enrolment data to MCU (Fall 2022).

While the University is operating at its corridor midpoint, incremental domestic enrolment growth in programs that are maintained outside of the COG (i.e., Teacher's Education, and Master and Doctoral programs) have resulted in a gap of \$4.3M in unfunded enrolments in Education (\$1.55M) and Graduate students (\$2.75M).

2. Distribution of Funding between the Core Operating Grant and the Performance Grant

In the 2019 Ontario budget, the government announced that the next cycle of Strategic Mandate Agreements (SMA) would tie a substantial portion of funding to performance outcomes, based on 10 specified metrics. This was accomplished by using existing levels of funding and reallocating a portion of the COG into the newly renamed Performance Grant, previously referred to as the Differentiation envelope. For the 2024/25 fiscal year, the University is budgeting for \$61.8M in the Performance Fund, representing over 66% of total operating funding.

The ten metrics were phased in over three years, with all ten now in place.

- Graduate Employment rate in a related field
- Institutional Strength/focus*
- Graduation Rate
- Community/Local Impact of student enrolment
- Economic Impact*
- Research Funding: Federal Tri-Agency Funding
- Experiential Learning
- Innovation: Industry Funding
- Graduate Employment Earnings
- Skills and Competency*

The government determined and defined all but three of the metrics denoted with an asterisk. The three metrics were to be institution-specific but were required to meet guidelines and fall within the parameters established by the Ministry.

Initially, the intention was to link 25% of funding to performance, increasing to 60% by 2024/25 at a 'steady state' when all metrics have been developed and activated, however, implementation plan changed as a result of COVID-19. The Ministry activated the funding in year 4 at a revised system-wide proportion of 10% and in year 5 at 25%. The Ministry will continue the 'stop-loss' mechanism to cap funding losses at 95% for each metric allocation amount.

Any expected decrease in the operating grant due to anticipated performance in the metrics is accommodated within the budget, although the actual transfer payments on a cash basis are not impacted until at least Year 5 of SMA3 (i.e., 2024/25).

Special Purpose Grants

Special Purpose Grants are grants provided to address government and system-wide priorities. The 2024/25 budget for Special Purpose grants totals approximately \$1.9M and includes the following:

1. Funding for Students with Disabilities (\$514K)
2. Municipal Tax Grant (\$854K)
3. Clinical Nursing Grant (\$427K)
4. Mental Health Services (\$100K)

Other Grants

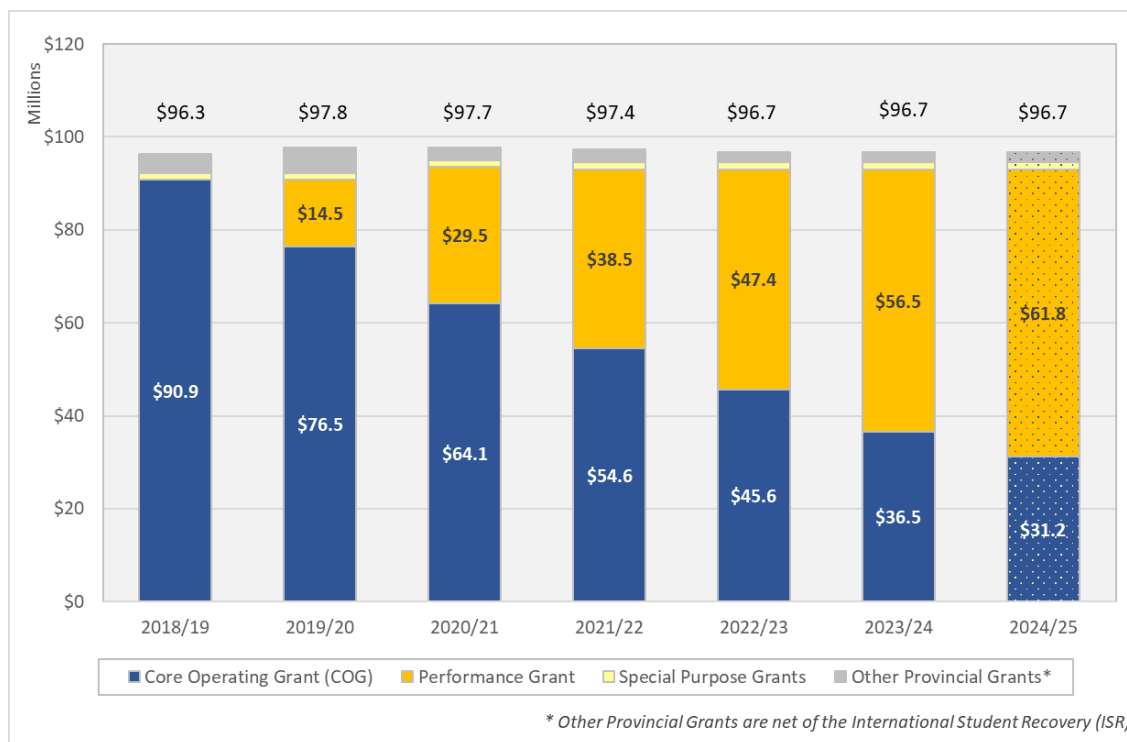
In addition to the above grants, UWindsor has budgeted \$4.8M for the Collaborative Nursing Grant, down \$656K based on prior year collaborative program enrolment levels. This separate envelope supports a Collaborative Nursing program currently offered jointly with St. Clair College and Lambton College. During 2022, the dissolution of the collaborative agreement with Lambton College was negotiated with the last intake by Lambton College in Fall 2022. The plan outlines the commitment for the students to complete their studies without disruption through the collaborative program by the end of the 2025/26 academic year and has been approved by the Ministry. The collaborative program with St. Clair College will continue uninterrupted.

International Student Recovery

The International Student Recovery (ISR) effectively reduces the COG by \$750.00 for each international undergraduate and master student enrolled (PhDs are excluded). For 2024/25, the University is budgeting for ISR reduction in operating funding totaling \$3.16M, which represents 3.4% of the University’s total budgeted operating funding, net of Special Purpose Grants. In the five years since the government implemented the 10% reduction and subsequent freeze in domestic tuition fees (beginning in 2019/20), \$15.8M has been deducted from the University’s operating grants for the ISR.

The chart below provides a historical review of the budgeted Provincial Operating Grants by category since enacting SMA3. A complete breakdown of Provincial Operating Grant funding for 2024/25 is provided in Appendix B.

Chart 12: Provincial Operating Grant History (in \$M)



3. OTHER SOURCES OF OPERATING REVENUE

Investment Income

The 2024/25 Operating Budget includes \$4.2M for revenue raised through the investment of working capital funds which are actively managed within the constraints of the Statement of Investment Policies and Procedures for Working Capital Funds (the SIPP). Working capital will continue to be managed and reinvested in response to changing market conditions within the constraints of the SIPP.

Other Operating Revenue

Other miscellaneous sources of operating revenue, including application fees and recoveries from the ancillary operations of the institution, are budgeted at \$3.5M. The institution remains focused on the development and implementation of alternative revenue strategies.

4. UNDERSTANDING THE IMPACT OF PROVINCIAL POLICY AND FUNDING ON UWINDSOR

The University is reliant on financial support from the Province of Ontario for the Operating Grant and other strategic grant-funded initiatives that align with the priorities of the government. These grants now comprise only 29% of the UWindsor Operating Budget.

The Postsecondary Education Sustainability Fund provides some short-term assistance, but it falls woefully short of need and will not be incorporated into the University’s base funding but will be allocated through a separate special-purpose grant and treated as one-time only for this three-year period. The table below provides a detailed examination of the institution’s ability to influence or change the various components of the UWindsor operating revenue alternatives.

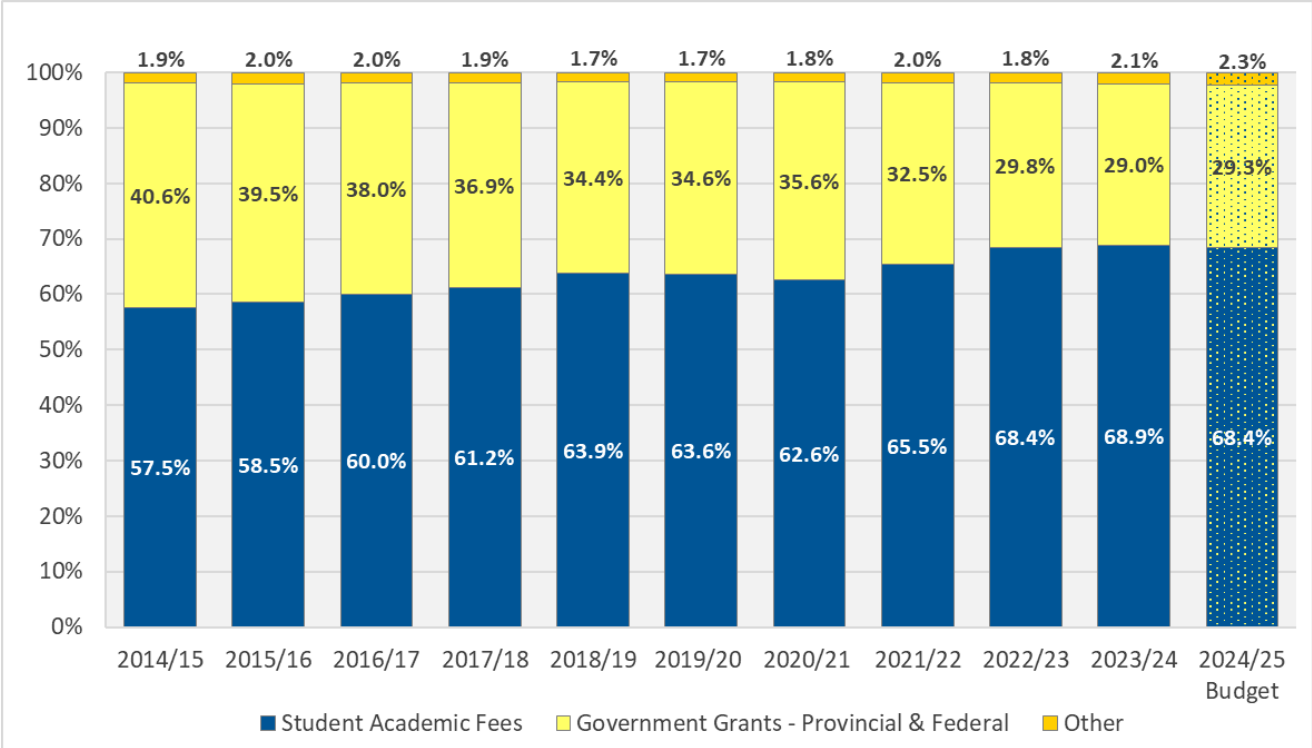
Table 4: Degree of Revenue Generating Flexibility

Revenue Component	Degree of Flexibility	Primary Constraint(s)
Provincial Operating Grant	None	MCU controlled through the WGU funding corridor and SMA3 agreement with the institution.
Domestic Enrolment	Low	Limited incentive to recruit past our grant corridor. Declining local population for university-aged demographic challenges domestic enrolment from traditional catchment, but opportunity exists within the Greater Toronto and Hamilton areas.
Domestic Tuition Rates	Very Low	Regulated under MCU Tuition and Ancillary Fee Framework. Ontario government reduced rates by 10% in 2019/20 and rates have remained frozen since. The freeze will continue until at least 2026/27. Anomaly increases permitted for up to 3 programs.

International Enrolment	Moderate	Internally restricted based on operating capacity. External pressures including geopolitical tensions, federal legislation around immigration (IRCC), provincial implementation of IRCC rules, and competition by both the University and the College sector.
International Tuition Rates	Moderate	Not regulated, however offset by the MCU international student recovery expense. Restricted by market competition. Influenced by UWindsor international student tuition guarantee (ITG).
Other Revenues	Moderate (but limited)	Most are not regulated. Requires investment in and development of new business activities that align with our core competencies.

The University of Windsor is now less than 1/3rd funded by the Province of Ontario. UWindsor, Council of Ontario Universities (COU) and Universities Canada continue to engage with all levels of government to advocate for stable funding for the sector, and fair and equitable access to post-secondary education for Ontario students.

Chart 13: UWindsor’s Shifting Operating Revenue Pattern



IV. OPERATING EXPENDITURES

Operating expenditures – including investment and reserve funds – are budgeted at \$344.5M, down slightly from last year as UWindsor implements an aggressive budget balancing strategy to contain spending to only \$2.8M above budgeted operating revenues (see Appendix A for further details).

The single largest component of the institutional budget, comprising \$262.3M, or approximately 77.7% of all budgeted expenditures, is the cost of employee salaries, wages, and benefits.

1. FACULTY & STAFF SALARIES, WAGES & BENEFITS

UWindsor operates with eight bargaining units and a non-union group as follows:

1. Windsor University Faculty Association – Faculty, librarians, ancillary academic staff, and sessional instructors;
2. UNIFOR Local 444 – Campus Community Police & Parking Services;
3. UNIFOR Local 2458 Full-time – Office & Clerical Staff;
4. UNIFOR Local 2458 Part-time – Office & Clerical Staff;
5. UNIFOR Local 2458 Engineers – Stationary Engineers;
6. CUPE Local 1001 – Full- & Part-time Food Services, Housekeeping & Grounds;
7. CUPE Local 1393 – Technical Staff, trades, and professional staff; and
8. CUPE Local 4580 – Graduate and Teaching Assistants.

All unions except for CUPE Local 1001 have collective agreements that are set to expire in 2025. The 2024/25 budget includes increases to salaries and benefits consistent with the terms of the current collective agreements. Reasonable assumptions have been made for salary changes for non-union employees.

The benefit cost to the institution, which amounts to approximately 21.6% of budgeted salaries and wages (prior year was 21.7%), can be classified into three main areas:

- i. Legislated Benefits
- ii. Negotiated Benefits
- iii. Pension Contributions

Of these three areas, contributions to the University's two pension plans: 1) the Employees' Plan, and 2) the Faculty Plan, which provides post-retirement support to faculty and staff, are budgeted at a blended 7.7% of budgeted salaries and wages. Legislated benefits are budgeted at 6.7% and negotiated benefit costs at 7.3% of budgeted salaries and wages.

Pension Plan Costs

Planning for pension plan contributions is continuous due to their volatile nature and the significant cost to our expenditure budget. The Financial Services Regulatory Authority of Ontario requires tri-annual actuarial valuations. These actuarial valuations dictate contribution levels required by members of the Plans and by UWindsor.

Elective valuations were filed for the Employees' Plan as of July 1, 2021 and the Faculty Plan as of July 1, 2023, due to preferential market conditions. The next valuation for the will be required on or before July 1, 2024 for the Employees' Plan, and July 1, 2026 for the Faculty Plan.

The Employees' Plan is fully cost-shared between UWindsor and the Plan membership. As of the July 1, 2021 valuation, the Employees' Plan is showing a going concern surplus (118%) as well as a solvency surplus (103%). Contributions to the plan are shared evenly between the members and the University. In 2023, each group contributed a blended rate of approximately 6.8% of earnings to the pension plan. The total budgeted cost of the Employees' Plan (current service costs) for the University in 2024/25 is \$4.9M.

The Faculty Plan is a hybrid plan comprised of two components: 1) a Money Purchase Plan component (MPP); and 2) the Minimum Guaranteed Benefit (MGB). Contributions to the MPP component for the Faculty Plan are currently 9% of pensionable earnings for plan members and 6% for UWindsor, subject to Income Tax Act annual contribution limits. UWindsor is solely responsible for funding the MGB liability, of 3.3% of earnings which represents the amount paid to ensure pensions are at the defined benefit level as prescribed in the Plan. The total budgeted cost of the Faculty Plan (current service cost) for the University for 2024/25 is \$9.7M. Savings realized from filing the pension valuation as of July 1, 2023 have been used to cover the cost of the collective agreement increases for faculty members.

As of the July 2023 valuation, the Faculty Plan has a going concern surplus (102%) and a solvency surplus (151%). The Faculty Plan remained in a surplus position on a going concern basis, thus the earliest the Faculty Plan would have to make special contributions to fund a going concern deficit would be July 2027.

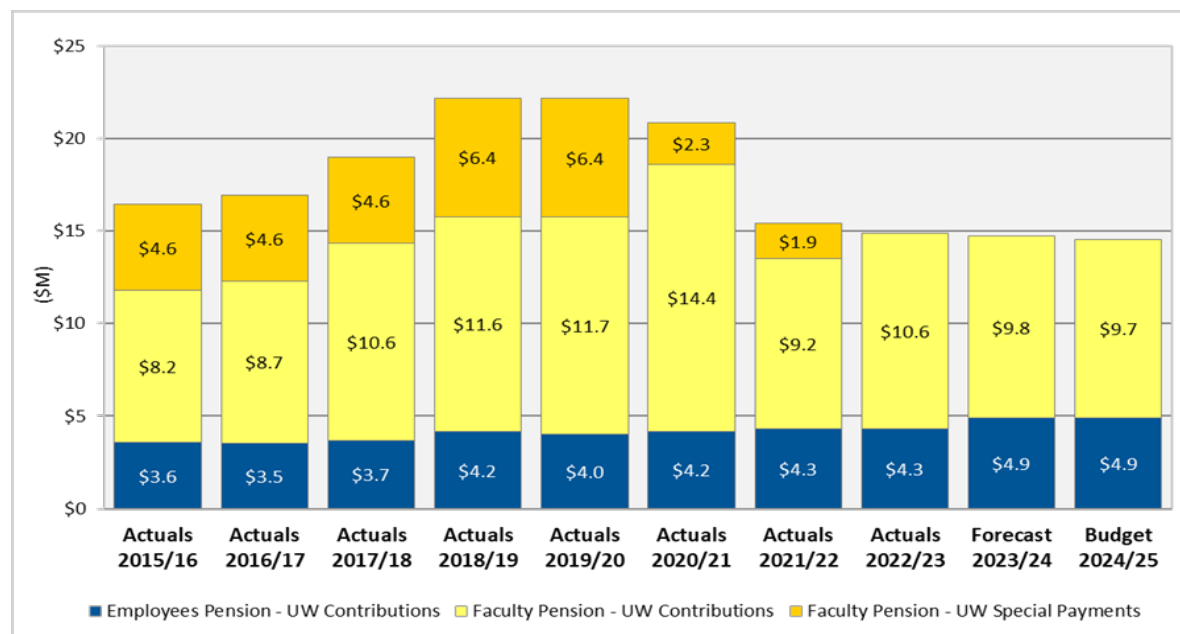
Pension Stabilization Reserve

As we have seen over time, pension plan valuations can fluctuate dramatically, and the risk of future pension special payments remains. In addition, we have seen volatile and at times, extraordinary market conditions in the shadow of the COVID-19 pandemic, which increases the risk that pension related expenses could change dramatically at the next valuation date.

During the 2021/22 Operating Budget, when Faculty Plan pension special payments were eliminated, UWindsor established a Pension Sustainability Reserve. As both plans are currently not subject to special payments, administration is reducing the Pension Stabilization Reserve to \$800K base budget. This level of Pension Stabilization Reserve will help ensure that we have sufficient base budget available to manage special payments in the event they were return to historically high rates, or a material increase in contributions was to return for the Employees' Plan. This strategy creates stability within the

base budget for the coming years, while ensuring we are prepared for a potential material adverse change to contribution rates at the next valuation dates.

Chart 14: UWindsor Pension Contributions (Employees' and Faculty Plans) (in \$M)



2. DIRECT COSTS OF ACADEMIC DELIVERY

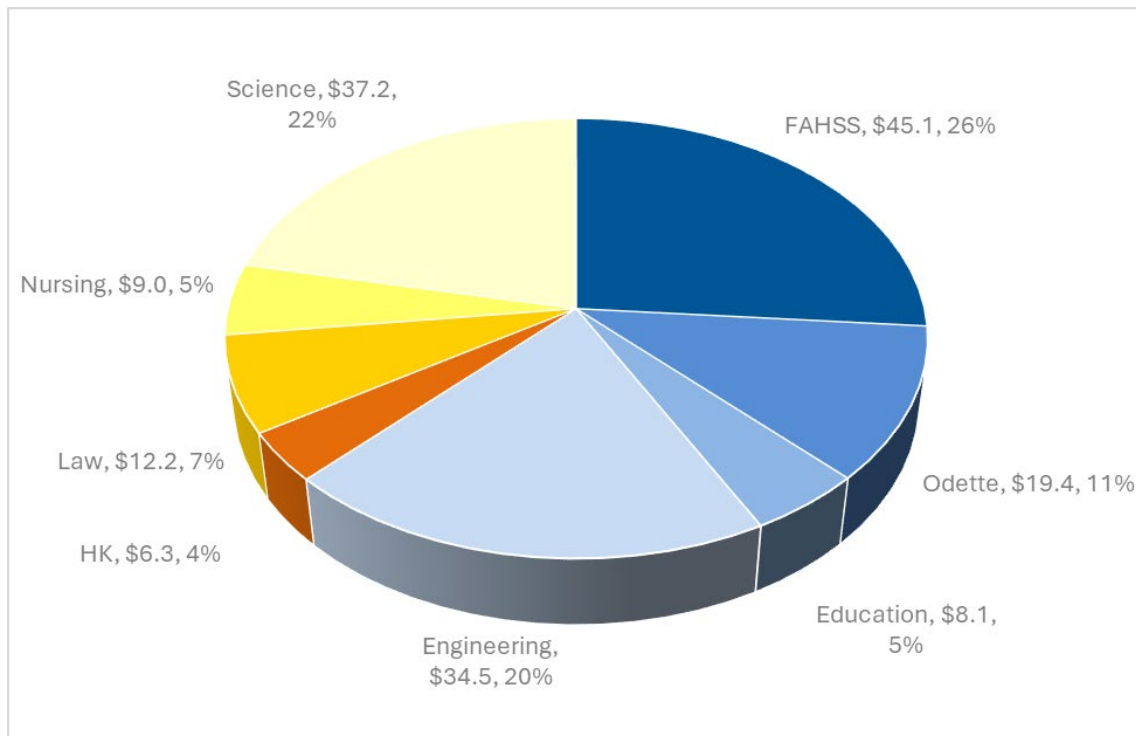
Salaries, wages and benefits for faculty and staff working within Faculty units account for the lion's share of the direct Faculty expenditure budgets. Spending related to graduate and undergraduate teaching assistantship, sessional teaching, office and lab supplies, computer and other equipment, and Faculty research investments round out the Direct Cost of Academic Delivery.

The table below provides the aggregate Direct Cost of Academic Delivery budget by major category with a comparison to the prior year while the chart provides the 2024/25 budget by Faculty.

Table 5: Aggregate Direct Cost of Academic Delivery Comparison (in \$000s)

Description	2023/24 Budget	2024/25 Budget	Variance
Direct Faculty Revenues	(\$1,889)	(\$2,079)	-\$190
Salaries, Wages & Benefits	151,017	155,350	4,333
GA/TA Funding	10,998	11,400	402
Non salary budgets	9,099	8,308	-791
Research Investment in Faculties	1,250	1,367	117
Realignment	(1,592)	(2,458)	-866
Budget Model Adjustments (ECM & ABB)	730	(39)	-769
Total Direct Costs of Academic Delivery	\$169,612	\$171,848	\$2,236

Chart 15: Direct Cost of Academic Delivery by Faculty (in \$M)



As previously explained, Faculties will continue to see their base expenditure budgets adjusted – invested in or realigned against – based on their respective ABB Net Position and as governed by their respective approved Faculty Financial Sustainability Plans (FFSPs).

3. SHARED SERVICE COSTS

Costs of delivering key services in support of academic and research activities of the institution can be broadly divided into two categories:

- 1) Costs directly linked to supporting the student experience; and
- 2) Costs indirectly linked that provide the infrastructure from which services are provided

Within the first category are costs related to Academic & Student Support, the Library, Outreach and Communications, and Scholarships. The second category includes the costs of Facilities (including Utilities); Information Technology Services; Equity, Diversity, Inclusion, Indigenization and Decolonialization; Administration; and Debt Financing. Investments in these shared service areas can be broadly split into two categories:

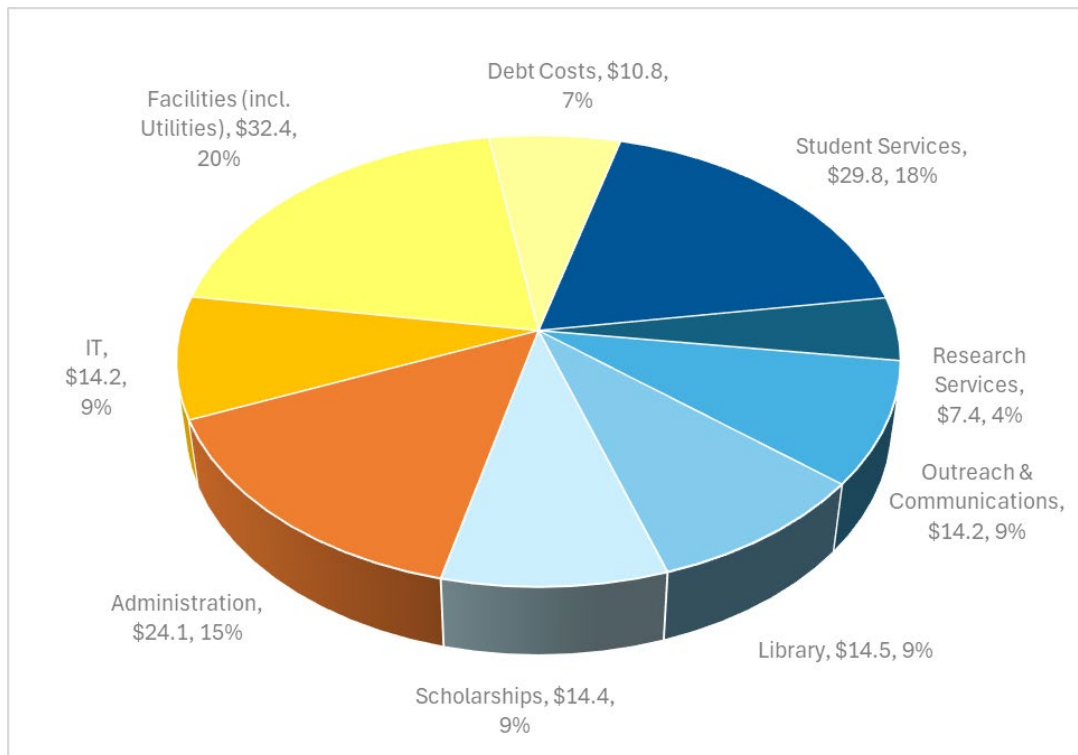
- 1) Unavoidable cost increases, and
- 2) New Investments that align with the strategic priorities of the institution

Unavoidable cost increases are related to the following:

- Labour-related costs – annual salary increases and benefit improvements consistent with ratified collective agreements
- Inflationary pressures – examples include utility costs, library resources, IT system licenses, and maintenance agreements
- Maintaining current service levels – variable costs calculated on a per student basis (i.e. international recruitment partner costs)

All new investments are made according to *Aspire* specific strategic priority criteria and are approved by the Provost Budget Committee (PBC). In anticipation of significant budget challenges in 2024/25, the PBC’s approval of new budget investment was very modest. The chart below provides a breakdown of the funding for all shared service units in the 2024/25 budget:

Chart 16: Shared Service Unit Budgets (in \$M)



4. STRATEGIC INVESTMENT & RESERVE FUNDS

Strategic Investment Funds are established to support institutional strategic priorities and enable the institution to execute key initiatives. Potential uses include:

- Support initiatives integral to the *Aspire* strategic plan
- Prioritize performance against the metrics reported as part of the Strategic Mandate Agreement
- Ensure subsidies are available to support the operating model structure
- Providing start-up funding for priority programs
- Directly underwrite new initiatives that do not naturally fall under one of the Faculties
- Reserve funds intended to mitigate institutional risk by setting aside funding to meet potential future financial obligations, especially those that might arise unexpectedly

The table below provides a year-over-year comparison of UWindsor Strategic Investment and Reserve Funds held in the Operating Budget:

Table 6: Strategic Investment & Reserve Funds (in \$000s)

Fund Name	2023/24 Budget	2024/25 Budget	Variance
<i>Strategic Investment Funds</i>			
Strategic Priority Fund*	\$2,500	\$2,000	-\$500
Strategic Research Activity Fund	998	998	-
Deferred Maintenance Fund	2,000	2,000	-
Environmental Sustainability Small Projects Fund	100	100	-
	\$5,598	\$5,098	-\$500
<i>Reserve Funds</i>			
For the Future Fund	\$3,500	\$3,300	-\$200
Pension Stabilization Fund	2,800	800	-2,000
Energy Sustainability Reserve	1,800	1,800	-
SMA3 Protection Reserve	100	100	-
	\$8,200	\$6,000	-\$2,200
Total Investment & Reserve Funds	\$13,798	\$11,098	-\$2,700

Strategic Priority Fund

The SPF will be deployed to support initiatives that align with the institution’s new *Aspire: Together for Tomorrow* strategic plan.

The *Aspire* strategic plan begins with a fundamental commitment towards our people: students, staff, faculty, alumni, and communities. The areas framing the strategic plan fall into three distinct categories:

1. **Foundational Commitments** – specific actions that address gaps in campus practices that are either not working well or take too much time and effort to accomplish.

2. **Strategic Priorities** – goals and transformative priorities within specific areas of institutional practice that will help us to further our mission, achieve our vision, live our values, and capitalize on our untapped potential.
3. **Strategic Opportunities** – ambitious, multi-disciplinary opportunities that have transformative possibilities beyond our strategic priorities.

The Executive Leadership Team will deploy funds from the SPF through strategic investments (both base and one-time) in activities happening across campus that align with the strategic plan.

Strategic Research Activity Funds

The Strategic Research Activity Fund of \$1M, approximately 30% of the research incentive funding received by UWindsor, is managed under the direction of the VP, Research and Innovation.

In addition to these centrally managed research activity funds, it is important to remember that under UWindsor ABB, each Faculty receives a percentage share of the indirect research incentive grant received by the institution for use by the Faculty in year to stimulating and supporting research. In 2024/25 these 'Research Investment in Faculty' funds were increased by 9% to \$1.36M. The total strategic funds available for research purposes, both centrally and within the Faculties, in the 2024/25 Operating Budget are \$2.36M, including the Strategic Research Activity Funds described above.

Deferred Maintenance Fund

The Deferred Maintenance Fund was established to focus on the maintenance of our existing campus physical assets. Ongoing improvements and maintenance of existing buildings is of utmost importance as properly maintained facilities reflect the pride of the institution. The investment from the Operating Budget, along with Facility Renewal Project funds from the MCU not included in the Operating Budget, are together invested in areas of priority across campus.

Environmental Sustainability Small Projects Fund

While achieving the institution's carbon neutrality goals is primarily work that is funded by the institution's Capital Budget, it is recognized that small, grass roots projects happening across campus that support our sustainability are also high value in the fight against climate change. The Small Projects Fund provides seed funding to student, staff, or faculty-led initiatives, and to support efforts around communicating the institution's priorities around the environment.

For the Future Fund

The Budget Model Redesign Committee in 2020 set a goal of establishing a Base Fund approximately equal to 1% of total revenues in the first five years of implementation. In 2024/25, the For the Future Fund is budgeted at \$3.3M or 1% of total institutional revenues.

Pension Stabilization Reserve

The Pension Stabilization Reserve is explained in *Section IV. Operating Expenditures*.

Savings for Debenture Repayment

As is customary for the institution, the cost of investing in Board-restricted funds for the repayment of the debentures of the institution are captured in the budget as Debt costs, rather than as an investment in a Reserve. The amount of funds budgeted for this purpose in 2024/25 is \$1.25M.

V. BALANCING THE 2024/25 OPERATING BUDGET

University of Windsor President Gordon highlighted several fiscal challenges and other obstacles facing the Ontario University sector during his 'Together for Tomorrow' State of the University address on February 7, 2024. Paramount among these challenges are the external pressures that create financial uncertainty in the university sector. In response to this uncertainty, heading into the 2024/25 budget cycle, UWindsor established a Budget Balancing Committee (BBC) to identify solutions to achieve short- and long-term financial sustainability.

Budget Balancing Committee

The BBC is an advisory group of managers, professionals, and executives drawn from across the UWindsor campus community. The BBC was charged with brainstorming, assessing, evaluating, and recommending actions to balance the operating budget for the 2024/25 fiscal year, keeping in mind the obligation for long-term financial sustainability of the institution. The primary objective of the BBC was to present a set of recommendations to be included in the 2024/25 base operating budget for Provost Budget Committee (PBC) consideration. All recommendations consider the following:

- Provincial & operational constraints on the major sources of institutional operating revenue
- Existing and forecasted student enrolment trends
- Ability to meet current service delivery quality and quantity
- Respect for all existing collective agreements and University policies and procedures
- Impacts on current staffing levels
- Unavoidable cost increases related to inflation (and other influences)
- Impacts of operational changes across the entire institution
- Utilization of reserve (one-time) funds to bridge potential short-term budget deficits

The Committee's assigned mandate was to identify not less than \$5M in savings to that could be realized in fiscal 2024/25.

BBC set out on a brainstorming process to identify potential budget balancing 'action items' across the following themes:

- Academic Delivery
- Staffing and Salaries/Benefits
- Service Offerings/Levels
- Process Changes/Efficiencies
- Technology Improvements/Adoption
- Facility Utilization
- Non-operating Units
- Other Revenue Opportunities
- Budgeting Methodologies

Through this process, the BBC identified 59 action items that were evaluated against a set of criteria to determine overall viability and feasibility. Following evaluation, action items were broadly separated into two categories:

- i. Actions items leading to 2024/25 budget savings.
- ii. Actions items requiring further investigation that could lead to longer-term sustainability.

Action Items Leading to 2024/25 Budget Savings

After careful consideration, PBC has accepted the following budget balancing action items from the BBC:

Table 7: 2024/25 Budget Balancing Strategy (in \$000s)

#	Action Item	Budget Impact
1	Implement a realignment (1.5% of eligible salary + benefit budgets)	\$3,676
2	Divest base operating budget funding from profit-oriented units	\$1,044
3	Increase typical ABB reduction targets; decrease typical ABB investment	\$700
4	Increase ancillary department overhead contributions to operating	\$150
5	Reduce all institutional administrative travel budgets by 20%	\$120
TOTAL BASE BUDGET SAVINGS		\$5,690

Action Item #1: Implement a Realignment

Based on long-term projections and provincial policy outlook, the 2023/24 operating budget announced a 1% realignment for 2023/24 and indicated a further minimum 1% base budget realignment would be required for 2024/25. Because of the clarity that the institution has on the provincial funding framework for the next three years, and because of the limited discretionary budgets remaining across the campus, a different approach is being taken to the implementation of the realignment to ensure that the budget reductions are strategic and mitigate impact to the student experience wherever possible.

The academic share of the 1.5% realignment for 2024/25 will be allocated directly to the eight Revenue Centres (i.e. Faculties). Administration anticipates that a portion of the savings required within the faculties will be generated through ongoing faculty retirement incentives.

However, the non-academic department realignment obligations are being compiled and assigned at the executive level. This is a change from the previous years where realignment obligations were assigned directly at the department level. This year, each executive will develop a strategic and comprehensive realignment plan for their respective division. Support will be provided from the Budgets Office and Human Resources where headcount is impacted.

Action Item #2: Divest base budget funding from profit-oriented units

As part of the implementation of the ABB model in 2020, a small number of units who were historically funded as cost centres were identified as revenue centres by the budget model redesign committee. The budget adjustment in 2024/25 formally transitions these units into revenue centres and requires

the units to realign their cost structures to match only the revenues that they generate. In 2024/25, the Units will be treated as ‘hybrid’ within the budget model, and not allocated an overhead charge (similar to the ancillaries). The executives in charge of the units are working with leaders to ensure that this transition is smooth and does not threaten the strategic goals articulated in *Aspire*.

Action Item #3: Increase typical ABB reduction targets; decrease typical ABB investment

Under the ABB model, the Faculties negotiate either an investment (if positive) or a realignment (if negative) with the Provost. This budget adjustment will be realized by offering a lower investment and/or increasing the realignment targets more than in the past several years. Administration anticipates that a portion of the savings required within the Faculties will be generated through ongoing faculty retirement incentives.

Action Item #4: Increase Ancillary Overhead Contributions

Several significant changes were made to sustain our Ancillary departments (Bookstore, Food, Parking, Printshop, and Residence services) during the COVID-19 pandemic. One such change included decreasing the expectation for contributions from Ancillary service areas to the Operating budget. With a return to more ‘normal’ operations, we are increasing annual contributions by \$150K.

Action Item #5: Reduce Administrative Travel Budgets

The world has changed in the wake of the global COVID-19 pandemic. At UWindsor there has been a decline in administrative travel obligations from pre-pandemic levels as training sessions, meetings, and conferences are often able to be accommodated through digital applications. A 20% reduction of budget for administrative travel should have very little impact on a department’s ability to continue to participate in their required activities. It should be noted that this travel budget reduction does not impact the faculty professional development funding stipulated in the WUFA collective agreement, faculty member research travel funds held in their respective grant accounts, or travel funding for specific departments required to travel to engage in student recruitment activities.

Action Items Requiring Further Investigation

In addition to the action items being employed to balance the 2024/25 operating budget, the BBC identified several items where process reviews, policy changes, collective bargaining, and further investigation is required before implementing changes could set the institution on a path towards longer-term financial sustainability. In many cases these action items are already underway within various departments more directly responsible for their undertaking. However, there is an opportunity to create further efficiencies and develop enhanced awareness of these cost-saving activities. To this end, the PBC has taken stock of these ideas and will be forming a committee to investigate their status. Where appropriate, action will be taken to initiate the required changes and report back to the PBC.

VI. CONCLUSION

These are challenging financial times for most universities in Ontario. After 5 years of frozen domestic tuition rates, many universities, including UWindsor, have expanded international student enrolments to mitigate budget pressures. The softening of international enrolment has resulted in strained financial positions across the sector. Short term measures have been implemented and we are fortunate that the financial planning of the past two years has allowed for a 2024/25 operating budget that can be balanced through the application of the Postsecondary Education Sustainability fund. However, more extensive measures must be investigated if the institution is to achieve long-term financial sustainability necessary to ensure our students continue to be well supported, both socially and academically. The Budget Balancing Committee has brought forward a variety of recommended changes to operations to set UWindsor on this path. Together we will find our way forward, addressing challenges and upholding our institutional values.

APPENDIX A: 2024/25 OPERATING BUDGET

	2023/24 RECLASSIFIED BUDGET (\$000s)	2024/25 PROPOSED BUDGET (\$000s)	% OF TOTAL 2024/25 BUDGET	\$ INCREASE/ (DECREASE) TO 2023/24 (\$000s)	% INCREASE/ (DECREASE) TO 2023/24
OPERATING REVENUE					
Student Academic Fees	\$ 236,500	\$ 226,721	66.3%	\$ (9,779)	(4.1%)
Less: Enrolment Contingency Reserve	(2,000)	(2,000)	(0.6%)	-	0.0%
Less: Extraordinary Enrolment Offset	(5,500)	-	0.0%	5,500	(100.0%)
Student Incidental Fees	8,874	9,158	2.7%	284	3.2%
Government Grant - Provincial	96,684	96,657	28.3%	(27)	(0.0%)
Government Grant - Federal	3,444	3,550	1.0%	106	3.1%
Investment Income	3,772	4,200	1.2%	428	11.3%
Other Revenue	3,528	3,528	1.0%	-	0.0%
TOTAL OPERATING REVENUE	\$ 345,302	\$ 341,814	100.0%	\$ (3,488)	(1.0%)
OPERATING EXPENDITURES					
Faculty Expenditures	\$ 169,613	\$ 171,848	49.9%	\$ 2,235	1.3%
Research Services	7,361	7,356	2.1%	(5)	(0.1%)
Outreach & Communications	14,140	14,231	4.1%	92	0.6%
Academic & Student Services	29,075	29,771	8.6%	696	2.4%
Library	14,037	14,530	4.2%	493	3.5%
Scholarships	14,352	14,352	4.2%	-	0.0%
Administration	26,187	24,140	7.0%	(2,046)	(7.8%)
Information Technology	13,642	14,151	4.1%	509	3.7%
Facility Costs (including Utilities)	32,144	32,351	9.4%	207	0.6%
Debt Costs	10,954	10,779	3.1%	(175)	(1.6%)
<i>Subtotal Base Operating Expenditures</i>	\$ 331,504	\$ 333,509	96.8%	\$ 2,005	0.6%
STRATEGIC INVESTMENT & RESERVE FUNDS					
Strategic Investment Funds	\$ 5,598	\$ 5,098	1.5%	\$ (500)	(8.9%)
Reserve Funds	8,200	6,000	1.7%	(2,200)	(26.8%)
<i>Subtotal Strategic Investment & Reserve Funds</i>	\$ 13,798	\$ 11,098	3.2%	\$ (2,700)	(19.6%)
TOTAL EXPENDITURES	\$ 345,302	\$ 344,607	100.0%	\$ (695)	(0.2%)
BASE OPERATING POSITION	\$ 0	\$ (2,792)	0.0%	\$ (2,792)	100.0%
Postsecondary Education Sustainability Fund		2,792			
BALANCED OPERATING BUDGET		\$ 0			

APPENDIX B: 2024/25 PROVINCIAL GRANTS

	2023/24 RECLASSIFIED BUDGET (\$000s)	2024/25 PROPOSED BUDGET (\$000s)	% OF TOTAL OPERATING REVENUE	\$ INCREASE/ (DECREASE) TO 2023/24 (\$000s)	% INCREASE/ (DECREASE) TO 2023/24
PROVINCIAL GRANT					
Core Operating Grant (COG)	\$ 36,545	\$ 31,238	9.1%	\$ (5,307)	(14.5%)
Performance (Differentiation) Grant	56,534	61,840	18.1%	5,306	9.4%
Sub-Total	\$ 93,079	\$ 93,079	27.2%	\$ (0)	(0.0%)
Special Purpose Grants	\$ 1,453	\$ 1,523	0.4%	\$ 70	4.8%
Collaborative Nursing	5,500	4,844	1.4%	(656)	(11.9%)
Other Provincial Grants	372	372	0.1%	0	0.0%
International Student Recovery	(3,720)	(3,160)	(0.9%)	560	15.1%
TOTAL BASE PROVINCIAL OPERATING GRANTS	\$ 96,684	\$ 96,657	28.3%	\$ (27)	(0.0%)
Postsecondary Education Sustainability Fund*	-	2,792	0.8%	2,792	100.0%
TOTAL PROVINCIAL FUNDING	\$ 96,684	\$ 99,449	29.1%	\$ 3,325	3.4%

* The Postsecondary Education Sustainability Fund will not be incorporated into the University's base and is being treated as one-time funding for a 3-year period.

APPENDIX C: 2024/25 ABB FACULTY NET POSITION CALCULATION

	Faculty of Arts, Humanities & Social Sciences	Odette School of Business	Faculty of Education	Faculty of Engineering	Faculty of Human Kinetics	Windsor Law	Faculty of Nursing	Faculty of Science
	(\$000s)	(\$000s)	(\$000s)	(\$000s)	(\$000s)	(\$000s)	(\$000s)	(\$000s)
OPERATING REVENUE								
Student Fees	\$ 33,133	\$ 29,406	\$ 9,195	\$ 67,289	\$ 5,377	\$ 14,661	\$ 6,612	\$ 61,924
Government Operating Grant	30,013	8,158	6,718	13,129	6,377	4,642	7,594	21,619
Other Revenue	800	59	1,091	639	40	185	21	1,730
TOTAL BUDGETED REVENUE	\$ 63,946	\$ 37,623	\$ 17,004	\$ 81,057	\$ 11,794	\$ 19,488	\$ 14,227	\$ 85,273
OPERATING EXPENDITURES								
Direct Faculty Expenses	\$ 45,748	\$ 19,402	\$ 9,169	\$ 34,492	\$ 6,282	\$ 12,216	\$ 8,995	\$ 37,623
Other Direct Expenses	512	1,043	163	3,864	45	1,740	14	5,202
Allocation of Shared Service Cost Pools	28,703	14,426	6,144	39,113	5,253	5,859	5,821	36,225
Initial Contribution to University Fund	988	579	256	1,313	198	303	227	1,284
TOTAL BUDGETED EXPENDITURES	\$ 75,951	\$ 35,450	\$ 15,732	\$ 78,782	\$ 11,778	\$ 20,118	\$ 15,057	\$ 80,334
ABB NET POSITION	\$ (12,005)	\$ 2,173	\$ 1,272	\$ 2,275	\$ 16	\$ (630)	\$ (830)	\$ 4,939

**University of Windsor
Senate**

5.2.2: **Office of Open Learning Annual Report (2022-2023)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.

Office of Open Learning 2022-23 Annual Report

Introduction

The [Office of Open Learning](#) (OOL) provides strategic leadership in the design, development, and delivery of accessible, equitable, and inclusive digital and open learning opportunities for all learners. OOL works with partners across campus to empower educators to explore emerging digital pedagogies and technologies, recognising and utilising the power of today's highly connected digital world to provide transformational learning that prepares graduates for a complex and uncertain world. OOL provides a wide range of services including digital pedagogy consultation, developing interactive digital learning resources, instructional design, educational media development, open educational resource development, digital accessibility support, professional development on digital pedagogies and practice including workshops and mini-courses, funding for digital pedagogical innovation, and support for evaluating, selecting, and implementing local and institution-wide educational technology.

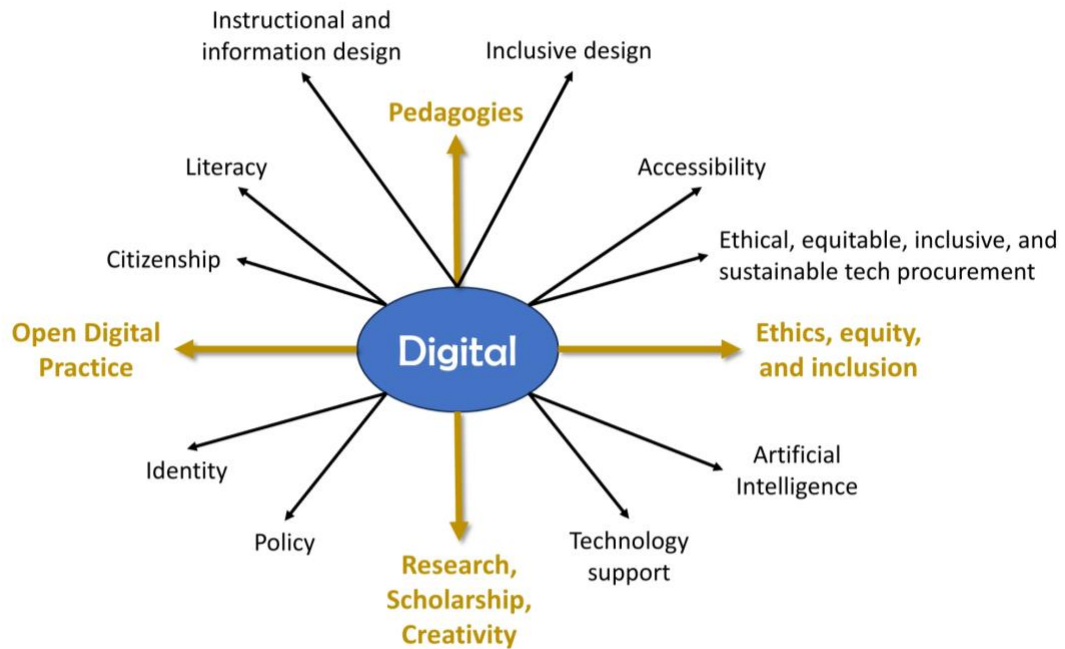


Figure 1. Office of Open Learning responsibilities and expertise

The following report summarises OOL's activities for the reporting year July 1, 2022 through June 30, 2023.

I. Addressing Foundational Commitments:

1. Establishing and Implementing an Institutional Data Strategy

The OOL has long advocated for evidence-informed decision-making as the foundation for enhancing the student experience and outcomes, and as a critical business practice that can shape the institutional teaching and learning culture. Activities contributing to a culture of data-informed practice included:

- Bringing together and chairing a working group from across campus to develop recommendations on digital media management, storage and archiving best practices.
- Demonstrating a proof of concept for including faculty and student input to classroom design and renovation.
- Encouraging the use of digital pedagogies that lead to richer and more nuanced data about student activities, and which uses appropriate storage locations for digital resources.
- Contributing to the ongoing critical conversation about digital content storage and data management in campus educational technology systems, such as Brightspace and YuJa.

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

The OOL team are committed to fostering a resilient, engaged learning organisation, demonstrated through our own programming and active presence in campus-wide initiatives, including:

- Hosting Communities of Practice in Digital Learning and Artificial Intelligence.
- Coordinating and hosting the annual Open Education Week with 10 events offered through online, hybrid, and in-person modalities (some open to a global audience).
- Facilitating and co-facilitating Senate information sessions and presentations on topics including accessibility, microcredentials, SET Taskforce, artificial intelligence, and the new course modalities.
- Actively participating in institutional events including Accessibility Awareness Days, the Indigenous Research and Scholarship Forum, UWindsor Pride, and New Faculty Orientation.
- As a team primarily composed of AAS faculty members with service requirements, OOL team members chaired, co-chaired, or were active members of 66 University of Windsor committees primarily associated with our mandate and university governance.
- Contributing to the development and launch of the new *Aspire* strategic plan, through engagement in committees, sub-committees, facilitating consultations, and reviewing drafts.
- Supporting the Associate Vice-President, Academic in professional development activities for Heads and Directors.

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

The OOL continues to advocate for, and support the development and adoption of inclusive, accessible, welcoming and engaging physical and digital spaces for teaching and learning. Activities in the reporting period included:

- Provincial Training Equipment Renewal Fund (TERF): OOL co-led with ITS and partners in facilities and finance the development of successful proposals for funding from the TERF program in 2021/2, and 2022/3, with an additional application prepared for the 2023/4 funding round (all three are mentioned here as work is ongoing in the reporting period). These projects address needs that were identified as high priorities for faculties and the institution, and which support pedagogical flexibility, and enhance the learning experience of many students. High level outcomes include:
 - \$2,299,605 in provincial funding (approximate 8% of the total funding available for the province), matched by UWindsor (central, faculty and departments contributions); total project costs \$4,636,608 over 3 years.
 - Transformation of 4 small classrooms into low tech flexible, active learning classrooms (Dillon Hall 365 and 367, and Erie Hall 1114 and 1115).
 - Development of a digitally enabled, active and collaborative learning lab (CHN G100).
 - Nursing upgrades including: hyflex equipment in simulation labs, renovation of the Nurse Practitioner lab to support hyflex and bi-modal teaching modalities, and a non-white simulation mannequin.
 - Virtual anatomy dissection tables in Biomedical Science, nursing, and HK.
 - Upgrades to AV equipment in classrooms with existing hyflex equipment, based on faculty feedback, including ceiling mics, cameras and large confidence monitors in 4 rooms.
 - Development of a community/industry collaboration space with the Department of Mathematics and Statistics.
 - AV upgrades in 3 classrooms in HK.
 - Renovation and upgrade of the Odette Finance Lab.
- Active engagement in creating more functional, inclusive, and diverse teaching spaces through membership on the institutional Classroom Prioritization Committee, which reviews classrooms for renovation and renewal. Advocated for the inclusion of pedagogical considerations and end-user input in the current prioritisation criteria, as well as different approaches to get the greatest value out of the budget.
- Funding, implementing, and supporting a wide range of digital systems including:
 - **Funded systems**
 - Yuja Enterprise Video Platform.
 - Panorama accessibility support platform (highlighting accessibility needs in Brightspace and creating alternative, accessible file formats for students).

- WordPress ePortfolios.
- CanCred digital badging platform.
- Co-funded (with CTL) 15 Mentimeter licences for campus.
- **Support for provincially funded systems**
- Read&Write and EquatIO (grant-funded accessibility support tools for reading, writing, and math).
- Pressbooks open textbook publishing system (hosted by eCampusOntario).
- H5P interactive lesson/activity platform (hosted by eCampusOntario).
- Facilitated three eCampus Ontario Digital Sandbox Pilots (Kahoot, Miro, and Hypothes.is).
- Brightspace Project: Co-chaired and co-led, with partners in CTL and ITS, the selection, rapid implementation and transition to D2L's Brightspace Learning Management system to replace Blackboard. Activities included:
 - Leading drafting of the RFP documentation and evaluation criteria, including developing robust evaluation of criteria for accessibility, EDI, and Indigenous perspectives on potential LMS partners (a first in Ontario higher education, ultimately leading to securing funding from D2L to support Indigenous students).
 - Co-funded the initial implementation costs of Brightspace with CTL and ITS.
 - Following Blackboard's refusal to extend UWindsor's contract to allow for an extended implementation period, 75% of the OOL team reassigned part of their time to supporting the transition, which was led by CTL.
 - Three OOL team members piloted Brightspace in credit courses and all OOL non-credit programming moved to Brightspace.
 - Advocated for and co-developed a business case and funding strategy for D2L's virtual assistant for after hours support.
 - Supported Virtual Drop-in sessions with CTL.
 - Co-developed needs analyses, business cases, and procurement strategies for replacements for SafeAssign and Blackboard Collaborate (which needed to be replaced with the end of the Bb licence).
- Membership in committees including LMS Advisory and LMS Steering Committee and contributing to the development of policy governing LMS use, access, data retention, etc.
- Supporting campus with emergency teaching transition and restoration of service during the cybersecurity incident.

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

OOL offers a wide range of programming and support services to faculty, staff, and students. Some key activities included:

- Hosting a Generative AI Community of Inquiry approximately monthly.
- Developing and facilitating 11 bespoke presentations and workshops on AI for committees, departments, and student groups across campus.
- Facilitating 3 Propel sessions for the Office of Career Development & Experiential Learning (130 attendees).
- ePortfolios: Facilitated 19 in-person sessions and offered 94 drop-in sessions supporting students in developing their ePortfolios.
- Facilitated 3 general staff development workshops on accessible digital content and facilitating hybrid meetings.
- OOL provides training for instructors on hyflex pedagogies through both formal workshops (one workshop offered this year) and by request as per the WUFA collective agreement requirements that training be available at least 6 months prior to teaching a hyflex course.
- In collaboration with our partners in CTL, co-facilitated 35 Brightspace workshops to 409 participants.
- Working with the FISHCast team in the Faculty of Science to design a microcredential series, (funded by NSERC) for graduate students to develop complementary and specialised skills that prepare them for future work with communities and industry.

5. Telling Our Stories and Sharing Our Knowledge

OOL is committed to open practices, which seek to share knowledge freely, and which raise the profile of UWindsor faculty, staff, and students who contribute to open educational resources (OERs). We support the development and

adaptation of OERs, publishing in open and alternative formats, and the UN's Declaration on OERs and its contribution to achieving the United Nations Sustainable Development Goals (UNSDGs). OOL initiatives in storytelling and knowledge sharing include:

- Open textbook production: Open textbooks can have significant reach and impact. OOL team members support the whole production process for faculty who wish to create, adopt, or adapt open textbooks (particularly in the provincial Pressbooks open publishing platform) or other forms of OERs, as well as authoring openly licenced resources for faculty and students. The 38 OOL-supported Pressbooks were visited 551,314 times by 343,972 individuals in the reporting period.
 - Open textbooks save students considerable money. One example is the open Astronomy textbook adopted in UWindsor's two astronomy classes, replacing a commercial textbook that went from \$97 in 2018 to \$218 in 2024. A conservative estimate of student savings since 2018 is \$1.6m. This approach provides students with a free, accessible digital resource from day one of class.
- H5P is a tool for creating interactive digital learning activities that can be embedded in websites and linked from Brightspace courses to help engage learners. The 24 interactive H5P resources developed by OOL during the reporting period were visited, 3,956 times during the reporting period. These are all openly licenced and shared in the provincial [h5PStudio](#) library.
- OOL-supported open resources have been nominated as finalists for global awards by Open Education Global in both 2022 and 2023, winning best OER in 2022, and nominated in the Pressbooks top 10 list globally for 2022.
- Participating in the community roundtable events with municipal leaders.
- Producing a monthly newsletter delivered digitally to 1,041 UWindsor and external subscribers.
- OOL's [Open Educational Practices Hub](#), which averages 600 visitors per month since it was created, had a total of 41,666 page visits by 3,730 unique users in the reporting period. Over half (55%) of visits came from the US, with Canada, the UK, Japan and the Russian Federation rounding out the top 5 locations. The hub includes faculty guest blog posts, information about emerging technologies, open pedagogies, open scholarship.
- The Open Learning [website](#) (currently undergoing a comprehensive re-design) was accessed 13,000 times and had 775 new visitors in 2022-23. The OOL Twitter/X account had 1,703 impressions and gained 21 new followers (994 followers in total) in 2022/23.
- OOL team members were interviewed by local, national and international media, as well as for international podcasts on a range of topics related to our work.

6. Improving Institutional Processes and Coordination of Services

OOL engaged in several institutional initiatives to improve processes, policies, and guidelines, as well as our own internal review and alignment of activities, including:

- As a member of the APC Sub-committee on Course Modalities, advocated for the development of official definitions of course modalities, provided a desktop review of equivalent policy across the province and Canada, proposed initial draft definitions (based on preliminary definitions OOL created during the pandemic), and supported the refinement of UWindsor's first ever definitions of course modalities.
- Reviewing and making recommendations on senate bylaws, policies, and the Student Code of Conduct in relation to generative Artificial Intelligence.
- Participating as active members of the Student Evaluations (Perceptions) of Teaching Task Force to develop a new, validated *Student Perceptions of Teaching Survey* instrument for piloting and further refinement. The taskforce also worked on a process to ensure the instrument could be expanded and updated to provide meaningful feedback on teaching from a student perspective, recognising contextual factors such as delivery modality, whether it was a new course, experimental approaches etc. Existing policy and guidance was adapted to ensure that SPTs are useful formative feedback tools.
- Piloting the new RPP tracking process and forms.
- Internally, OOL held a series of retreats and working sessions to re-examine our offerings in the post-pandemic environment, streamline and update resources, and map strategic alignment of services with the Aspire strategic plan.

II. Advancing Strategic Priorities:

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

The OOL's AAS LS members support and engage in scholarship and creative activity in their roles, collaborating with faculty and students on scholarly activities, including publishing (both traditional and open) and conference presentations, alternative scholarly dissemination including blog posts, podcasts and videos, and providing funding to support exploration of digital pedagogies. Activities in the reporting year included:

- Awarded \$50,000 in funding to 18 faculty-led projects across 7 faculties through the Digital, Open and Online Learning Strategic Development Grants. These grants support scholarship, development, and dissemination of digital teaching practices.
- Consulting with, collaborating, mentoring, and supporting instructors and students in researching digital pedagogies.
- Funded and facilitated a pilot project in the Faculty of Education working with four undergraduate education students to support exploration of scholarship in technology-enabled teaching.
- Two of the OOL team are members of the REB.
- Engaged in research, scholarly, and creative dissemination, with 2 peer-reviewed journal articles and 5 blog posts published, and an additional 3 journal articles, two edited books, 3 book chapters, and one monograph all due for publication in 2023-24. The team also presented 6 peer-reviewed conference presentations and workshops, two conference keynotes, and approximately 15 invited workshops.
- Collaborated on ongoing and new grants worth \$452,673, including a CIHR Grant with Nursing and Psychology, as well as two SSHRC grant submissions (one led by OOL).

2. Advancing the Journey toward Truth and Reconciliation

The OOL as a unit is in the early phase of exploring Indigenization and decolonisation in our work and our areas of expertise. We continue to work towards Indigenizing digital learning environments and curriculums, and our own work, as well as beginning to build relationships with local communities and seek opportunities for reciprocity. In the reporting period, key activities included:

- Securing external funding, matched with OOL funds, to hire our first Indigenous Digital Learning Specialist, who is a member of 18 institutional and external committees, including the REB as an Indigenous Member, the Equity Diversity and Inclusion Steering Committee, the Faculty of Law's Truth and Reconciliation Steering Committee, the Indigenous Education Council, and the Council of Ontario Universities Reference Group on Aboriginal Education.
- Presenting at the University's first Indigenous Research and Scholarship Forum, and at two Indigenous conferences, including the *Building Reconciliation Forum 2023* hosted by Western University, with additional presentations approved for the next reporting period.
- The OOL team visiting Walpole Island and meeting with Knowledge Holders to begin building relationships.
- Development of a video series on Land Acknowledgements (and associated workshops), supported by an institutional EDI grant.
- Co-hosting *Gikinoo amaaadiwag Cross-cultural Instructional Skills Workshop (GCCISW)*, adapted from the Western ISW model to incorporate Indigenous ways of knowing, funded by an ongoing Nanadagikenim: Seek to Know Grant, and continuing to co-facilitate events with the community that support digital capacity.
- Developing a new course, *Practicing Accessibility, EDI, Decolonization and Indigenization in Digital Teaching: An Introduction* (10 participants), with a future course planned to focus solely on Indigenizing digital teaching.
- Consulting with departments and faculties on Indigenization of digital pedagogies and practices.
- Collaborating and advising for the *Indigenous Workways* research project led by Dr. Cathy Kwantes and collaborators from University of Windsor, University of Waterloo, Wilfrid Laurier University, and Conestoga College.
- Consulting on the Ojibway Park Indigenous Installation Research Advisory.
- Taking steps to incorporate Indigenous perspectives and content in our own courses, particularly in the *Humanizing Digital Learning* program.
- Began working with external consultants Dwight Powless and Linda Manning (CultureScapes Consulting and Training) on Indigenizing our work and incorporating the i-DRAFT continuous improvement model through an Indigenous lens.

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

Striving to rise to the challenge of becoming a more equitable, diverse, inclusive, just, and accessible university is a thread that runs through all of OOL's work. In 2022-23, some key activities include:

- Co-chairing the Accessible Post-secondary Education Committee (with Erika Kustra), tasked with working towards operationalising the proposed new Accessible Post-secondary Education Standards.
- Delivering information sessions on the recommendations in the proposed Accessible Post-Secondary Education Standards (with Cherie Gagnon (OHREA) and Erika Kustra (CTL)) to Senate and the President's Committee on Diversity and Inclusion, and the broader campus community.
- Acting as members of the UWindsor Pride Committee, Accessibility Coordinating Committee (ACC), the Accessible Information and Communications Committee (AICC), the Classroom Prioritization Committee, the Employment Equity Coordinating Committee Training and Education Subcommittee, the Training Advisory Committee, the WUFA Racial Justice Committee, and the Windsor Essex Local Immigration Partnership.
- Working to develop a culture that considers equity, accessibility, and sustainability as critical values in selecting educational technologies at the individual and institutional levels; co-leading a project (funded by eCampus Ontario and in collaboration with colleagues across the province) to develop a guide to ethical, equitable, accessible and decolonial procurement of educational technologies. The progress and concept has been presented at two international conferences, as well as to groups from the University of Manchester, and University of Toronto.
- Membership of eCampus Ontario's Accessibility Advisory Group and the Ontario Network of Accessibility Professionals (ONAP).
- Consulting with provincial groups on accessibility, including the Council of Ontario Universities, HEQCO, the Ministry of Colleges and Universities, the Ministry of Seniors and Accessibility, and the Accessibility Standards Advisory Council.
- Presenting a workshop on tips for making Brightspace sites more accessible as part of the University's Accessibility Awareness Days, as well as 21 other workshops on accessibility, accessibility support technologies, and equity, diversity and inclusion in digital teaching to 96 participants.
- Co-facilitated 4 workshops on Supporting 2SLGBTQIA+ Students and Inclusive language, gender-neutral pronouns, and accent sensitivity to 158 participants.
- Providing one-on-one consultations with instructors on digital accessibility, inclusive practices in online and digital spaces, Universal Design for Learning, accessible multimedia design, and accessibility review of open educational resources.
- Modelling accessibility and inclusion in all our workshops, courses, and resources.

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

The OOL focuses on transforming digital teaching and learning through professional development (individual consultation, workshops and courses), digital learning design and development, educational media production, funding, and policy. Highlights for 2022-23 include:

- Generative Artificial Intelligence (GenAI): Provided critical exploration, policy, campus updates, workshops, consultations, and practical advice on the emerging impact of GenAI in academic practice.
- Fostered a focus on inclusion, accessibility, equity and anti-racism, particularly in technology-enabled learning environments, through consultation with instructors, workshops and courses, OER development, and grants.
- Working to create a more accessible, inclusive, and just learning environment across campus through implementation of the AODA Accessible Post-Secondary Education Standards.
- Offered 121 courses and workshops for faculty, staff, and students with a total of 1,042 attendees from across all faculties and several service units.
- Launched the first two courses of the new online [Humanizing Digital Learning](#) microprogram (24 participants), with the remainder of the program rolling out in the next reporting period.
- Provided over 2,500 hours of consultations to campus.
- Promoted and supported ethical and critical use of educational technologies in teaching that respect privacy, safety, accessibility, and sound, evidence-informed pedagogies. OOL directly supports and/or funds 14 institutional learning technologies, and provides regular consultation and workshops to support

instructors and others learning about these technologies.

- Continue to provide access to and support for flexible Wordpress ePortfolios for students and faculty to create their personal digital identities. In the reporting year, 538 new sites were created with 548 new users; the system has 6,675 sites and 7,289 users; provided 94 drop-in sessions and 19 bespoke workshops for students on ePortfolios across Nursing, Education, Translational Health, Music Education, and Computer Science.
- Supported the development, updating and adaptation of over 30 open educational resources.
- Continued to engage the Microcredentials Working Group and stakeholders in the development of a framework for microcredentials at UWindsor. Microcredentials support alternative approaches to learning and teaching, and often have a focus on adult learners who need to develop targeted new or updated skills and knowledge.
- As noted in FC3 above, the highly successful procurement and implementation of the new Brightspace Learning Management System was the result of a deep collaboration between OOL, CTL and ITS, along with partners in finance and other units across campus. The new system provides enhanced functionality, accessibility, and significant improvements in both reliability and scalability.

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

Since 2017 (with the exception of 2020/21 during the pandemic), the OOL has recognised exemplary digital teaching with an annual award, named in honour of Dr. Alan Wright, founder of the OOL and Canada's first Vice-Provost, Teaching and Learning. We support recognition of learning through non-traditional means such as digital badges and Microcredentials. OOL is also committed to sustainability in teaching and learning, especially in the choice and use of technologies, and facilitating low-carbon pedagogical approaches that also enhance accessibility and flexibility for learners. Work in 2022-23 includes:

- Awarding the Dr. Alan Wright Award for Exemplary Digital Teaching jointly to two recipients in 2022/23 – Professor Gemma Smyth (Law) and Dr. Tranum Kaur (Science).
- Working with the UWindsor Sustainability Officer to develop an online training course on sustainability for UWindsor.
- Ensuring sustainability criteria were included in the Request for Proposals (RFP) for the new LMS, providing a model for similar RFPs going forward.
- Developing a proof of concept for digital badging (non-assessed) and microcredentials (assessed completion or competence) issuance to recognise participation in a range of non-traditional learning opportunities.
- Developing and beginning implementation of a plan in response to the Employee Engagement Survey, including a reading group, social events, communication strategies, and review of preferences for one-on-one employee meetings.

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

As a team committed to open practices, sharing our work openly to a global audience is crucial, contributing to sustainability, knowledge equity, engagement with the community, and reputation of the institution. Efforts contributing to this strategic goal included:

- Offering 4 open webinars to participants globally, enhancing the reputation and reach of the Office of Open Learning and UWindsor as leaders in educational technologies and open practice.
- OERs authored by or collaboratively developed with OOL continue to have significant impact. The 38 Pressbooks created so far were viewed over 551,000 times by 344,000 visitors from all around the world in 2022/23.
- Members of 30 external committees and boards and 15 professional societies and organisations.
- With the leadership of Russell Nahdee, beginning the process of building relationships with local Indigenous communities.
- Supporting the Windsor-Essex community: Worked with [Bike Windsor-Essex](#) on a grant-funded project to develop open digital resources and build capacity in the organisation to manage their digital presence, supporting their work in the community.
- OOL offered their first [visiting fellowships in digital and open learning](#), with visitors scheduled from Ireland and Australia in the second half of 2023.
- Providing consultations to Universite Teluq on retention and success for online learners, and working with

artificial intelligence.

- Continuing to engage with provincial, national, and international groups in developing shared understanding of microcredentials.
 - Dave Cormier co-authored the microcredential toolkits for both eCampus Ontario and BC Campus with colleagues from across these provinces.
- Since Feb 2020, OOL has hosted a weekly meeting of Ontario centre directors, senior staff and leaders in online learning, innovation, and educational technology to support provincial planning, sharing of best practices, problem solving, and community building.

III. Challenges:

Accessibility: OOL has been striving to make teaching and learning more accessible since the office was established. While we wholeheartedly welcome the AODA Accessibility Standards for Post-Secondary Education, the implementation is and will continue to place significant load on the OOL team in helping support the development of accessible digital learning resources, evaluating technologies for accessibility, assisting with procurement processes, and providing consultation and opportunities to learn about and enhance accessibility of course design.

Artificial Intelligence: OOL has been engaging with artificial intelligence as an emerging educational technology since at least 2017. The arrival of Generative AI at scale however, has meant a significant change in the needs of campus, which OOL is addressing in multiple ways from facilitating a learning community, to workshops, resources, individual and group consultations, and developing ethical and practice guidelines. This necessarily results in shifting priorities to support these emerging needs, and working to develop digital and AI literacy across campus. The pace at which these systems are being developed and released is a significant challenge for everyone, as is understanding ethical, responsible, safe, and equitable use of the systems.

Space: While OOL's shared space with CTL and Quality Assurance is relatively new, we do not have enough offices for our staff, with 4 AAS members sharing offices and rotating working from home. It is also challenging with no access to production space to enable us to develop high quality educational media, though we hope to address this through TERF support in the next year. While the OOL contributed considerable funding (\$200k) to the renovation and moving costs of the transition into this space, some challenges such as sound control and adequate office space were not able to be addressed and remain.

Staffing: OOL has been largely staffed with AAS members on limited term contracts funded by external grant funding. We are in the process of transitioning to a more sustainable staffing structure using base budget allocations, but some skill sets remain extremely challenging to fill (e.g. technology analysts/programmers, educational media artists/media production, instructional designers) without the ability to offer more flexible working conditions and higher salaries. These roles are a challenge to fill for institutions in major metropolitan areas, and almost impossible to attract qualified candidates locally. Additionally, as AAS members are eligible for sabbatical and study leave, we will likely have two members on sabbatical over the next two years, and while the director has been eligible for sabbatical since 2015, has not been able to apply, given workload and other challenges.

Increasing reporting load: While OOL embraces evidence-informed decision-making and sharing our successes and challenges, the load created by having to track and report different metrics to multiple audiences and for different purposes is a significant burden that impacts workload and ability to complete other tasks. The OOL has always reported to Senate through APC and the performance of our AAS faculty members is separately reviewed through the RPP process, but we are now also tasked with reporting performance goals to the AVP-A and a Service Level Agreement through the SLA Committee and Finance to the ELT. OOL also contributes to external reporting for the institution, including accreditation, to MCU for selected SMA data, and Contact North, OnCAT/OnTransfer, and eCampus Ontario for online and hybrid course information.

University fiscal challenges impacting technology needs: OOL plays an important role in exploring and forecasting educational technology needs for campus. There are a number of gaps in functionality in the University's technology stack that we receive frequent requests by faculty to provide solutions for (e.g. peer review, audience engagement, AI, design tools, social annotation, plus integration of existing tools to the LMS). Providing these tools would likely

enhance the student experience and learning. While OOL could facilitate pilots and procurement processes, institutional budget constraints and the reduction in government focus on transformational technology and overall disinvestment in the sector presents a major challenge in being able to provide technology at scale to the institution.

Future Actions/Initiatives

In response to the Aspire strategic plan, OOL collaboratively developed five overarching goals for the unit for the next five years. These goals include:

1. *Become recognized as a trusted partner in the development of digital, open, accessible, and inclusive pedagogies, learning spaces, and scholarship;*
2. *Build trust and strong reciprocal relationships with the campus, local and global community, and Indigenous partners;*
3. *Support full implementation of the (AODA) Accessible Standards for Post-secondary Education;*
4. *Drive continuous improvement of the campus digital teaching and learning ecosystem and the capacity of faculty, staff and students to engage with emerging and existing technologies; and*
5. *Develop a robust, sustainable, appropriately resourced OOL to meet the needs of the campus and our community.*

OOL's planned annual initiatives contribute to these goals, and are mapped to the Aspire Foundational Commitments and Strategic Priorities.

Foundational commitments:

1. Establishing and Implementing an Institutional Data Strategy

- Contributing to the ongoing critical conversation about digital content storage and data management in educational technology systems.
- Implement data management strategy in YuJa.
- Seeking data about success of students with disabilities to support planning for AODA Accessible PSE Standards implementation .
- Contribute to the Strategic Enrollment Management plan.

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

- Continue to host community-building events and learning opportunities, such as communities of interest in digital teaching, artificial intelligence, and H5P interactive technology.

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

- Complete implementation of existing Training Equipment Renewal Fund (TERF) projects and initiate TERF 3 projects (co-lead with ITS, facilities, and finance).
- Contribute to planning and design of collaborative, active, and accessible learning spaces.
- Continue to champion technology that is accessible, equitable, inclusive, and ethical.

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

- Continually offer varied training and professional development opportunities and one-on-one consultation for instructors on educational technologies and digital pedagogies; AI will be a significant focus.
- Launch professional development initiative internally for OOL staff.

5. Telling Our Stories and Sharing Our Knowledge

- Complete redesign of the OOL website.

6. Improving Institutional Processes and Coordination of Services

- Explore the potential of generative AI to support OOL's work and share these learnings with campus.
- Develop processes for tracking and reporting SLA-related data.
- Explore possibilities for utilising Microsoft products including MS365 Copilot and PowerBI to more efficiently manage, track, and report on OOL data.

Strategic Priorities:

Advancing Bold, Impactful Research, Scholarship, and Creative Activity

- a. Seek a broader range of grant/funding opportunities to support scholarship and creative activity.

2. Advancing the Journey toward Truth and Reconciliation

- a. Foster a focus on inclusion, accessibility, equity, Indigenization, and anti-racism in technology-enabled

environments.

- b. Continue to build relationships and collaborations with Indigenous colleagues across campus, and with local communities to support development of digital capacity.
- c. Begin development of course on Indigenization and decolonisation of digital spaces as part of the *Humanising Digital Learning* microprogram.

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

- a. Co-chair the AODA Accessible PSE Standards Committee (APEC) and continue work towards implementation of the PSE Standards.
- b. Contribute to the development and refinement of institutional policies and procedures supporting accessibility and inclusive practice, especially through the use of digital technologies and pedagogies.
- c. Explore emerging technologies, such as AI, with potential to support accessibility and diverse learner needs.
- d. Develop pilot project with Student Accessibility Services on the use of Yuja for transcript creation in accommodations.
- e. Contribute to accessible classroom design.
- f. Support reviews of teaching technologies for accessibility, equity, and ethical practice.
- g. Continue to consult with instructors on accessible, equitable, and decolonial digital course designs.
- h. Launch additional courses in the Humanising Digital Learning program: *Practicing Accessibility, EDI, Decolonization and Indigenization in Digital Teaching: An Introduction*, and *Ethical Educational Technology*.
- i. Complete revisions and release open educational resource on equitable, accessible, and sustainable procurement guidance (led by OOL with cross-provincial partners).

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

- a. Consult with faculty across all disciplines on digital and emerging pedagogies
- b. Generative AI response:
 - i. Co-lead institutional response to genAI including creation of institutional guidelines for teaching and learning, policy review and development, and hosting a community of interest.
 - ii. Develop resources to support informed decision-making around use of AI in teaching and learning.
- c. Support development of the *Teaching and Learning Plan*.
- d. Begin development of Emerging Media Lab to streamline and enhance capacity for creation of educational media (e.g. video, H5P, simulations).
- e. Launch *Humanising Digital Learning* microcredentials and begin development of public version of the program.
- f. Continue to provide support and incentives for open educational practices, pedagogical innovation, accessibility, and equity, inclusion, and Indigenization in digital teaching.

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

- a. Continue work on OOL's response to the Employee Engagement Survey, enhancing skills and exploring interests, encouraging a healthy work-life balance, taking annual leave, and planning sabbatical for eligible employees.
- b. Commit to sustainability and wherever possible, generating social value in purchasing practices of the OOL and any procurements we support.
- c. Participate as a member of the Sustainability in Teaching committee.
- d. Continue development of sustainability course with the Sustainability Office.
- e. Continue to recognise excellence in digital and open teaching across campus.

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

- a. Develop more robust mechanisms for tracking OER impact and reach.
- b. Continue to seek opportunities to support development of digital capacity in local community organisations.

Recommendations for Senate consideration (if any)

Recommendation 1: Updating By-law 54: Undergraduate Academic Evaluation Procedures

Update by-law 54 to remove exception for distance education courses (now online asynchronous or online synchronous as per the new course modalities definitions) that allows courses in that modality to have final grades determined by a single piece of assessment. The by-law currently states:

“With the exception of distance education courses, grading policies that effectively allow a single evaluation procedure to be worth the entire course (i.e., a student who fails this assignment fails the course, regardless of the total grade received for other assignments), are not permitted.”

Rationale:

The by-law as currently written discriminates against learners on the basis of the course modality, which they and the faculty teaching the course may have little control over. This exception is inconsistent with the spirit of the rest of the section that attempts to ensure that all students have the best opportunity to demonstrate their learning, and are not subjected to the pressure of single-shot assessment. We recommend that APC and the Bylaw committee consider removing the exception and, ensuring that all students have an equitable opportunity to succeed in assessment, regardless of the course modality they are studying in.

University of Windsor
Senate

*5.2.3: **Global Engagement Annual Report (2022-2023)**
(formerly Internationalization Annual Report)

Item for: **Information**

Submitted by: **Academic Policy Committee**

See attached.

Global Engagement Report May 1, 2022 to April 30, 2023

Introduction

The Global Engagement mandate at the University of Windsor and other Canadian post-secondary institutions focuses on integrating a global dimension into their core missions. This approach is pivotal for modern higher educational institutions, often encompassing various aspects related to global, intercultural, or international elements, including recruitment.

Key to Canada's long-term competitiveness, this global education initiative encourages Canadian students to study abroad, fostering innovation and cross-cultural skills. Concurrently, it welcomes international students to Canadian campuses, greatly enhancing cultural diversity and potential talent. Whether choosing to stay in Canada or return to their home countries, these international students contribute significantly to Canada's economic and cultural outreach.

In response to the growing global competition for international students, with countries like Australia, New Zealand, the United States, China, and Malaysia as key players, the University of Windsor has changed its recruitment strategies, including more direct and agent-assisted recruitment efforts, focusing on diversifying the student body regarding nationalities, fields of study, and academic levels. Despite challenges like the pandemic, the university has seen positive outcomes from these strategies, such as establishing in-country recruiters and an expanded agent network. This approach aims to create a more cosmopolitan campus environment, foster sustainable university growth, and enhance student experience.

One of the most significant success stories has been the recruitment of international learners to the university, driving our global engagement efforts; however, this narrow focus on recruitment sometimes overshadows the broader aspects of internationalization, such as fostering cross-cultural exchange and global collaboration within the educational community. International enrolment now represents 33% (9% undergraduate and 75% graduate students).

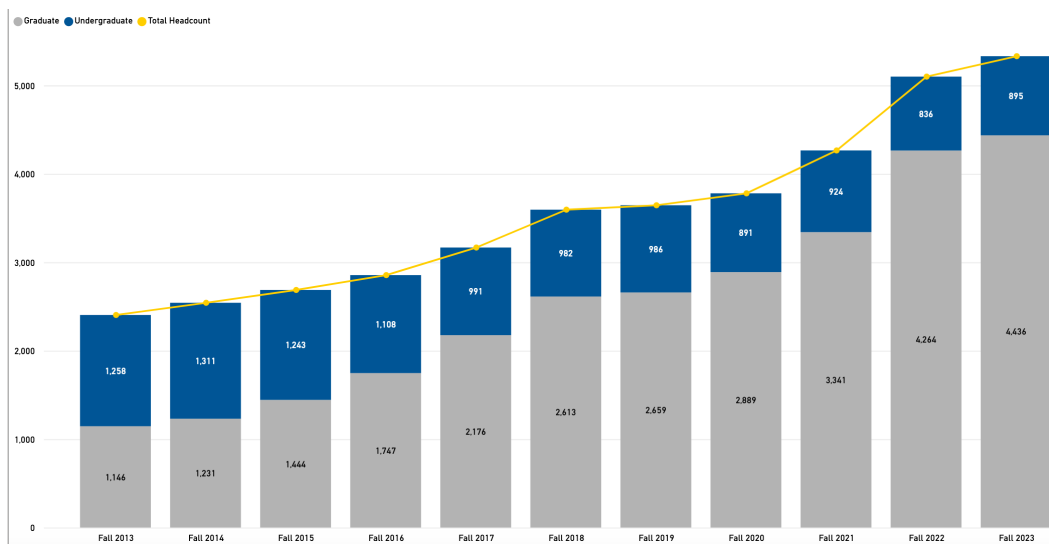


Figure 1: Headcount by level of study (OIA, 2024)

The University does not have a dedicated office responsible for global engagement, which causes challenges associated with comprehensive reporting to the Senate. Led by the Senior International Officer (Dr. Chris Busch), this report attempts to encapsulate critical activities across institutions' global engagement ecosystem with content provided by multiple areas.

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

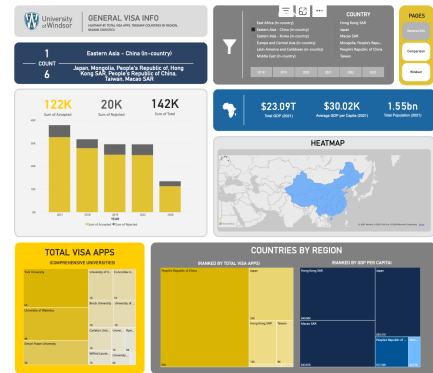
I. Addressing Foundational Commitments:

1. Establishing and Implementing an Institutional Data Strategy

Data Collection and Management: The Global Engagement team collects comprehensive data on international partnerships, student and faculty exchanges, international research collaborations, and global projects. This data is systematically managed to ensure accuracy and accessibility within our MoveOn Global Engagement System, which we look forward to connecting to other enterprise systems using PowerBI in early 2024.

Cross-Departmental Collaboration: Our team collaborates with other departments, such as Information Technology Services, Offices of the Provost and Vice-President Academic, Office of the Registrar, and Vice-President Research and Research Services, to integrate global engagement data into the broader institutional data strategy. This ensures a holistic view of the university's activities and impact, such as managing international agreements and in-and-out mobility and reporting on the status of inter-university cooperation.

The UWindsor International Recruitment Team, as an illustration of a decision grounded in data, initiated a project that harnessed information from the IRCC regarding study permit application and approval rates for international students at each Designated Learning Institution (DLI) spanning from 2018 to 2022. The aim was to create an informative dashboard using the Power BI platform, thereby augmenting the team's capacity to analyze recruitment trends in different markets and juxtapose UWindsor's visa data with other DLIs.



Supporting Decision-Making: By providing data-driven insights, the Global Engagement Team can support strategic decision-making at the institutional level, including sharing insights on potential new markets for student recruitment, international research opportunities, and emerging global trends in higher education. For example, in collaboration with Alumni Affairs, we use LiveAlumni to strengthen university-alumni relationships, understand alumni success in the job market, and build connections with employers, which can significantly enhance a university's reputation and attractiveness to prospective students.

Data Analysis and Reporting: The Global Engagement Team analyzes data to track the effectiveness of international programs and partnerships, including reporting on key performance indicators, like international student enrolment and study abroad studies.

Compliance and Risk Management: The office ensures that data collection and usage comply with legal and regulatory requirements, including those related to international students and partnerships. These actions are crucial for risk management and maintaining the integrity of the institution's global engagements, such as reviewing data sharing agreements and facilitating all academic partnership agreements in collaboration with Faculties, Office of the Provost and Vice-President Academic, Office of the Registrar, and Legal Services.

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

Building a Global Network: Independently and collaborating with other stakeholders, we foster,

develop and maintain a global network of partner institutions, alums, and organizations. This network is a valuable resource for sharing knowledge, best practices, and innovations, especially in times of crisis or change or, most recently, related to changes in immigration policies.

Facilitating International Collaborations: The Senior International Officer and team facilitates collaborations between faculty, researchers, and students across international borders, such as student exchange programs, Erasmus+ participation, and articulation or degree completion agreements.

Example: Established an Academic Cooperation Agreement with UNIFESP, the foundation for a faculty-led mobility experience initiated by Francine Schlosser within the Odette School of Business. This agreement promotes exchange programs, collaborative educational activities, and joint research projects, emphasizing social impact initiatives following institutional guidelines.

Leveraging Alumni Networks: Alumni working in various sectors and regions worldwide can be valuable assets. While in its infancy, we, in collaboration with Alumni Affairs, plan to engage these alumni for mentorship opportunities, guest lectures, or to facilitate connections with industry and other academic institutions. We plan to continue holding alum events as part of any outbound trade mission/market activation activity.

Encouraging Student Mobility and Exchange: Even in challenging times, promoting student mobility through virtual or hybrid exchange programs can foster a global mindset and resilience among students. We continue to receive and share opportunities for faculty to be involved in Collaborative Online International Learning (COIL). This educational approach connects students and faculty from different cultural backgrounds for collaborative learning and discussions in their courses. It emphasizes cross-cultural interaction and understanding, enhancing students' global awareness and intercultural competence.

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

N/A

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

N/A

5. Telling Our Stories and Sharing Our Knowledge

While our existing resources and mandate may not directly include this foundational commitment, we actively support the promotion of faculty and student achievements in global engagement via public affairs and communications (e.g., regular Daily News submissions). We encourage participation in events and conferences to share stories and knowledge about international education and research. Collaborative efforts are fostered across disciplines through the Office of Research Services and Innovation, enhancing the sharing of diverse perspectives and experiences. We share stories around international education and research strengths abroad to strengthen ties with current and potential international collaborating institutions, Canada's Trade Commissioner Service (a branch of Global Affairs), and representatives from international education associations (e.g., Association of International Education Administrators, Canadian Bureau for International Education, NAFSA, and European Association of International Education).

6. Improving Institutional Processes and Coordination of Services

We endeavour to improve institutional processes and coordination of services by:

Streamlining Communication: Establish clear communication channels between departments to enhance collaboration and information sharing, including maintaining a web-based portal on our global engagement activities and using Monday.com for project management, workflow automation, and collaboration across departments.

Centralizing International Efforts: The team maintains a central hub for international initiatives to coordinate efforts and resources more effectively, including in- and outbound student and faculty mobility and management of associated funding and agreements.

Enhancing Service Integration: We work closely with university services, like the Registrar's Office (e.g., admissions), Office of the AVP-Student Experience (e.g., student support), and academic faculties to provide seamless experiences for international students, such as pre-departure training and transition support program.

Example: In-country team members connect with students when they are admitted, once they confirm their offer and before departure to Canada to ensure they have the necessary information to be successful. Each interaction is tracked and reported in UWinsite Service.

Utilizing Technology: We leverage technological solutions to manage better and coordinate international programs and partnerships. Academic partnerships, international research agreements, and agent contracts are handled in a central repository (MoveOn), accessed by crucial campus stakeholders (e.g., Legal, Student Exchange, and Office of Research Services), and published online, reducing redundant databases.

Example: In 2022/23, our team improved institutional processes and coordination of services by integrating technology solutions, such as MoveOn by QS and DocuSign, into our business practices. MoveOn now manages international partnerships and student mobility more effectively, while DocuSign streamlines the execution of agreements and contracts, ensuring efficient and secure handling of essential documents. These tools enhance communication and coordination across departments, supporting the overall goal of streamlined and efficient global engagement activities.

II. **Advancing Strategic Priorities:**

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

The Office of Research Services and Innovation boosts innovative research and creativity by building international ties, seeking worldwide research opportunities, and backing our faculty and students in global projects. Our role includes knitting together cross-cultural academic partnerships and setting up spaces for global educational exchanges. This way, we're not just expanding our university's global footprint but also fueling the creation of cutting-edge, globally relevant knowledge and artistic works.

Example: In 2022/23, we became a member of the Shastri Indo-Canadian Institute (SICI), a binational organization between India and Canada that promotes, facilitates, and nurtures academic linkages, collaborations and exchanges, research partnerships, and networks on a binational corridor.

2. Advancing the Journey toward Truth and Reconciliation

Through a competitive application process, the University of Windsor has taken a significant stride in its journey toward truth and reconciliation by securing \$1 million in funding from the Government of Canada's Global Skills Opportunity program. This funding aligns with the program's goal to augment Canadian students' educational and career prospects through initiatives grounded in inclusivity and accessibility. As part of Canada's International Education Strategy, the Global Skills Opportunity program is committed to democratizing international learning experiences for young Canadians, focusing on engaging underrepresented groups such as Indigenous students, those with disabilities, and students from socioeconomically disadvantaged backgrounds.

This grant will empower the University of Windsor to bolster Indigenous learners through innovative programs like Go Global STEPs, which offers faculty-led international mobility experiences, and iWIL Go Global, encompassing international community service learning, international work-integrated learning, and international research opportunities. These initiatives are not just about providing global exposure to students; they are steps towards rectifying historical injustices by making educational opportunities more equitable and accessible to Indigenous communities, thereby advancing the national agenda for truth and reconciliation.

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

Our team supports becoming an increasingly equitable, diverse, inclusive, and just university by fostering an environment that values and integrates diverse cultural perspectives and experiences into its global activities and supporting international students experiencing financial hardship. We focus on inclusive policies and practices in international collaborations, ensure representation from various groups in global initiatives, and promote programs that address social justice and equity issues. This approach enhances cross-cultural understanding and respect, contributing to a more inclusive and globally aware university community.

Example: In 2022/23, we facilitated the outbound mobility for 50+ low-income, Indigenous and students with disabilities under our Go Global STEPS and iWIL Go Global programs.

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

Those teams involved in Global Engagement, such as the International Student Centre and International Student Recruitment, enhance teaching, learning, and student experiences by focusing on international student recruitment and providing learner transition support services. We develop strategic partnerships and collaborations with institutions worldwide to diversify the student body and enrich the academic environment. Through targeted recruitment efforts, we attract students globally. Once enrolled, the team ensures a smooth transition for these international students, including offering comprehensive support services that address their unique needs and challenges and creating an inclusive, equitable, and globally oriented educational experience.

Example: The International Students Centre (ISC) plays a crucial role in easing the transition for international students. The ISC hosts events that allow students to meet, share experiences, and learn about Canadian culture, along with professional advising on academic support, health coverage, and immigration information. Moreover, a wealth of extracurricular programming is available to ensure students' time at the University is academically fulfilling and socially engaging. The ISC also manages exchange programs for students from abroad and those looking to study at partner institutions worldwide, acting as a home away from home for international students and their families.

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

The Global Engagement Team is dedicated to enriching the university's international dimension, focusing on student recruitment, establishing global partnerships, and promoting cross-cultural exchanges and understanding. These activities are central to our mandate, and fostering an engaged, healthy, safe, and environmentally sustainable campus falls outside our scope. Nonetheless, in line with our commitment to sustainability, we conscientiously offset the environmental impact of our international travel, including CO₂ emissions, demonstrating our responsibility towards environmental conservation even as we pursue our global objectives.

Example: Choose (CO₂) offset.

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

Our Global Engagement Team generates local and global impacts through dynamic partnerships and community engagement. Establishing international academic partnerships enhances our educational offerings and research capabilities, contributing to worldwide knowledge and understanding. Our focus on student mobility and international student recruitment diversifies our campus community and fosters a rich, multicultural learning environment. These efforts extend our reach and influence, creating meaningful connections and collaborations across borders and contributing significantly to local and global educational landscapes.

III. Challenges:

The university's approach to global operations is currently compartmentalized, posing a significant obstacle to compelling collaborations and diminishing the impact of global engagement initiatives. This fragmentation is evident in the lack of coordination between departments, duplicated efforts, inconsistent communication, and scattered resources. It also presents challenges in adequately supporting international students, who often require specialized services and comprehensive assistance to manage their university journey's academic, cultural, and administrative dimensions. The compartmentalization hampers the creation of holistic support systems for these students, potentially affecting their well-being and academic achievement.

A concerted effort is necessary to dismantle these silos, something which we hope to address in 2023/24 as part of the International Strategy Plan, a cascading plan from *Aspire*. This involves strategic planning, improving communication across departments (e.g., international recruitment, international admissions, international partnership management, international student and scholar supports, etc.), gaining support from leadership, and cultivating a unified vision for internationalization. Such actions would lead to a more cohesive approach to global engagement, benefiting the entire university community and, notably, meeting the varied needs of international students.

Diversifying the University of Windsor's international student population faces challenges, including aligning with global educational demands and adapting to changing international mobility patterns. Efforts must consider geopolitical shifts, visa policies, and financial constraints that affect students' ability to study abroad. Balancing these factors to create a truly global campus requires innovative strategies and responsive policies.

Addressing concerns regarding the availability of relevant classes for graduate students in International Cohort-based programs requires a multifaceted approach. Our strategic enrolment planning prioritizes aligning enrolment targets with available resources, ensuring that teaching departments are well-equipped to offer a high-quality education. Recent investments in international student services, particularly in areas such as

Engineering, exemplify our commitment to enhancing support and educational offerings for our diverse student body. These efforts are part of ongoing strategies to ensure all students can access the courses and resources necessary to succeed academically.

Future Actions/Initiatives

List of Future Actions/Initiatives:

Global Engagement Steering Committee.

Objective 1: Establish a Global Engagement Steering Committee with representatives from diverse academic and administrative units to oversee and guide global engagement efforts.

Objective 2: Define the roles and responsibilities of the committee, ensuring clear lines of accountability and reporting.

Internationalization Framework (a sub-plan of Aspire).

Objective 1: Initiate the collaborative process to develop a pan-institutional global engagement strategy that aligns with the university's mission and goals for the 2024 - 2029 academic years.

Objective 2: Ensure that the global engagement strategy reflects the evolving landscape of internationalization in higher education and positions the university as a leader in this area.

Increase the diversity of the campus community.

Objective 1: Expand the level of engagement in countries identified in Canada's International Education Strategy by establishing strategic partnerships, conducting outreach, and participating in educational fairs and events in those regions. These countries include Brazil, Colombia, Indonesia, Mexico, Morocco, the Philippines, Thailand, Turkey, and Vietnam.

Objective 2: Increase the enrolment of international students from countries identified in Canada's International Education Strategy by 10% within the 2023/24 academic year.

Objective 3: Empower in-country recruiters in "diversity markets" (e.g., Latin America and ASEAN region) to promote course-based graduate programs effectively. These markets show a stronger preference for enrolling in course-based graduate programs due to the appeal of shorter program durations compared to undergraduate degrees and the need for specific advanced qualifications to meet employment or career advancement criteria in their home countries.

Improve the support system for faculty-led study-abroad programs.

Objective 1: Hire a part-time team member to coordinate and facilitate faculty-led study abroad programs, ensuring efficient organization and oversight.

Objective 2: Develop a comprehensive set of resources, guidelines, and best practices to support faculty members in planning and executing successful study abroad programs, including risk management, cultural sensitivity, and student support.

Objective 3: Develop a pre-departure orientation program for students participating in faculty-led study abroad programs, addressing health and safety considerations, cultural adaptation, and academic expectations.

Recommendations for Senate consideration (if any)

None.

Appendix 1: Year in Review – Global Engagement

Table 1: 2022/23 Student Demographics – An Overview of Diversity by Term, Student Group, and Nationalities (Data Source: OIA and ISC)

Term	Domestic	International	Total	# of Nationalities
Fall 2022	12,571	5,100	17,671	96
Winter 2023	12,065	5,283	17,348	95

Table 2: Overview of International Student Enrolment by Degree Level for the 2022/23 Academic Year, featuring both student counts and their proportion of the overall student body

Term	International	
	Undergraduate	Graduate
Spring 2022	450 (10%)	4,647 (73%)
Fall 2022	836 (7%)	5,838 (73%)
Winter 2023	873 (7%)	5,843 (75%)

A Top University The University of Windsor is recognized globally as one of the top universities, with the QS World University Rankings placing it in the 641-650 band (643) and the Times Higher Education (THE) World University Rankings situating it in the 501-600 band (556).

Globally Engaged The University of Windsor demonstrates a solid commitment to global engagement, evidenced by its 43 active exchange programs and 81 academic agreements with institutions worldwide. This extensive network fosters international collaboration and cultural exchange, enriching the educational experience for students and faculty.

Table 3: Global Distribution of International Exchange and Academic Agreements by Region (2022-23).

Region	International Exchange Agreements	Other International Academic Agreements
East & Southeast Asia	5	16
Europe	27	30
Latin America & Caribbean	2	7
Middle East & North Africa	1	3
North America	3	13
South Asia	0	7
South Pacific	5	3
Grand Total	43	81



Vibrant and Diverse The University of Windsor boasts a vibrant and diverse student body, representing 86 different nationalities and comprising over 5,245 learners. This rich tapestry of cultural backgrounds contributes to a dynamic and inclusive campus environment where students from around the globe come together to share perspectives, learn from each other, and engage in a multicultural educational experience.

Table 4: Charting the Origin: Top 20 Countries for UWindsor Students - Fall '22 & Winter '23 Terms (OIA)

Country	Fall 2022	Winter 2023
India	3,136	3,314
China	455	355
Iran (Islamic Republic Of)	350	369
Bangladesh	249	290
Nigeria	241	245
Pakistan	179	168
United States	57	54
Viet Nam	52	64
Ghana	42	48
Sri Lanka	26	32
Nepal	22	28
Lebanon	21	9
Egypt	15	13
Hong Kong	13	15
Brazil	12	15
Other Nationalities (n=81)	250 (n=81)	223 (n=80)
Total	5,120	5,245

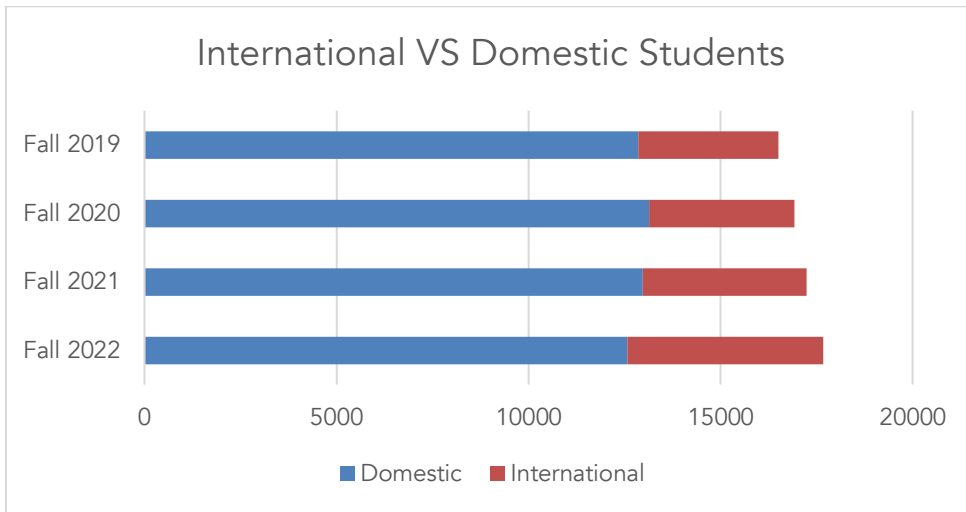


Figure 2: Historical Headcounts for Domestic and International Fall Enrolments (2019 – 2022) (Source: OIA).

Global Appeal

Last year, the University of Windsor attracted many applicants worldwide, with 4,726 undergraduate and 10,435 graduate applicants hailing from 132 countries. This high interest from a diverse global pool underscores the university's appeal as a sought-after destination for higher education, reflecting its reputation for academic excellence and an inclusive, international community.

Connecting Globally

Leveraging the Unibuddy platform since Fall 2023, we've enhanced peer-to-peer engagement for prospective students. Unibuddy is a platform connecting prospective students with current university students and staff. It offers insights and advice about campus life and academics through peer-to-peer interactions, helping applicants make informed decisions about their education. The UWindsor Student Ambassador Platform has seen over 23,000 visitors, with 4,200 users from 129 countries engaging in 5,300 conversations, showcasing its global reach and effectiveness.

Table 5: Unibuddy User Satisfaction Results (2022-23)

Question	Positive Response
Would you recommend that others who need help or information connect to a Student Ambassador?	97.44%
Did you find the Student Ambassador blogs (content) helpful?	87.18%
How would you rate the OVERALL experience of chatting with our Student Ambassadors?	87.18%

Global Alumni

The international alum community of this institution, spanning diverse global regions, has collectively contributed \$167,493 in donations for 22/23. Notably, the highest contribution comes from East & Southeast Asia, with 3,474 alumni donating \$67,653, demonstrating a solid global alum network's commitment to supporting their alma mater.

Table 6: Alum donation by region: A comprehensive breakdown (2022-23)(data provided by Alumni Affairs)

Region	# Alum	Donation (\$)
East & Southeast Asia	3,474	67,653
Europe	471	34,984
Latin America & Caribbean	358	24,190
Middle East & North Africa	307	9,470
North America	45	1,420
Russia & Central Asia	10	-
South Asia	3,102	635
South Pacific	152	10,325
Sub-Saharan Africa	247	18,816
Grand Total	8,166	167,493

Student Exchange Outbound international student exchanges enhance cross-cultural understanding, employability, and academic perspective. Our institution's student exchange program actively engages in outbound and incoming student mobility despite facing notable challenges. Significant barriers, including financial constraints and academic limitations, continue to impede our students' full realization of outbound mobility. Nevertheless, the program fosters a vibrant intercultural educational environment, enriching the academic experiences of both visiting and home students.

Mobility Direction	Fall	Winter	Full Year	# Students & Semesters
Outbound	22	22	21	65 / 89
Incoming	17	18	21	56 / 77

Global Placements Delivered by Co-operative Education and Workplace Partnerships, the university's International Co-operative Education stream provided student placements in various global cities, including Herzogenaurach and Schweinfurt in Germany, Kochi in India, Bien Hoa City in Vietnam, and International City in Dubai. This range of locations showcases the program's extensive international scope, offering students enriching and diverse work experiences across the globe.

Language Training The University of Windsor's English Language Improvement Program (ELIP) offers in-person and online options. It is steadily recovering its enrolment, although it remains below pre-COVID levels. This program serves as a flexible gateway to all academic programs at the university, meeting the diverse needs of our students.

To underscore ELIP's impact, we wanted to present a few student testimonials. Wei Qi hails the program as "transformative," highlighting its substantial improvement to his English proficiency and confidence, providing a solid foundation for his studies at Windsor University. Likewise, Mac Xuan Dieu Nguyen describes the program as "empowering," crediting its practical approach and personalized instruction to overcome his initial English apprehension and prepare him for mainstream courses.

Table 7: Enrolment Data for the 2022/23 English Language Improvement Program provided by the Centre for English Language Development (ConEd)

Term	New	Returning	Total
Summer	45	20	65
Fall	47	13	60
Winter	5	18	23
Total	97	51	

Global Impact

In the 2022/23 academic year, UWindsor faculty's engagement in international collaborations played a crucial role in scholarly publishing, accounting for 55.2% of all publications. These globally collaborative efforts resulted in 2,057 citations, with an average of 3.2 per publication and a field-weighted citation impact of 1.94. This highlights the significant value and importance of international collaborations in higher education, enhancing the quality and reach of research and bolstering the university's global reputation and academic standing.

Table 8: International Academic Publication Collaborations of UWindsor from May 1, 2022, to April 30, 2023, as sourced from Scopus and Leddy Library.

Country/Region	Scholarly Output	Views Count	Field-Weighted Citation Impact	Citation Count
China	241	4696	3.16	1216
United States	221	3504	1.76	575
Iran	60	1627	2.69	213
United Kingdom	53	1339	3.37	218
Australia	43	1172	5.45	253
Germany	30	927	4.04	107
Saudi Arabia	27	896	4.53	113
India	20	812	5.62	75
Japan	19	705	7.15	146
Brazil	18	795	5.94	78
Remaining Top 100 Countries	401	33,590	25.36 (avg)	3,263

Global Participation

The members of our Global Engagement Team, consisting of in-country recruiters, actively engaged in 569 event days throughout the 2022/23 period. These events encompassed public fairs, University of Windsor-hosted gatherings, and agent-sponsored occasions. Their active participation significantly contributed to submitting over 15,000 graduate and more than 4,700 undergraduate applications for the academic year 22/23.

Table 9: In-Country Recruiters' Engagement Levels in Recruitment Events by Region for the 2022/23 Period.

Region	Event Days
East Africa	69
East Asia	102
Europe and Central Asia	19
Latin America	56
Middle East	95
South Asia	100
Southeast Asia	97
West Africa	31
Total	569

Global Network

In the past year, we have expanded our global agent network, reinforcing our commitment to global engagement and student body diversity. By extending our reach into underrepresented regions, we've increased the accessibility of our world-class education to talented individuals worldwide. This strategic expansion diversifies our campus and bridges cultural gaps, enriching our academic environment with various perspectives and experiences. Anticipating a more vibrant and globally representative student community, we continue to foster an inclusive atmosphere where educational excellence and cultural understanding flourish together.

Table 10: University of Windsor's contracted educational representative network (2022-23).

Region	All Agencies	Active Agencies	New Agents (22/23)
Agent Agreements	705	475	63
East & Southeast Asia	157	136	10
Europe	39	35	4
Global (Online)	8	5	0
Latin America & Caribbean	76	69	14
Middle East & North Africa	127	104	16
North America	10	10	3
Russia & Central Asia	64	51	3
South Asia	89	75	5
South Pacific	17	16	5
Sub-Saharan Africa	114	109	17

* - Please note that agencies recruiting in more than one region will count as one agency for each region (i.e. an agency that recruits in Europe, South Asia, and the South Pacific will be accounted for, once in each region, for a total of three).

Global Leadership

At the MoveON Conference 2023 in Dublin, Deena Wang and Ian Trepanier showcased a new system within MoveON for managing data on recruitment agencies. Their presentation highlighted the University of Windsor's innovative use of MoveON for student exchange and recruitment, enhancing networking with global institutions and demonstrating advanced methodologies compared to other universities. This leadership was recognized when Ian was recruited to participate in an international co-op placement with MoveOn.



**University of Windsor
Senate**

*5.3.1: **Black Studies Institute – Name Change**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: That the Black Studies Institute be renamed the Black Scholars Institute.

Rationale/Approvals:

- Black Scholars Institute is a more inclusive name, which highlights the focus on community among the now approximately 29 Black faculty across the University, Black students, and community with Black resources outside of the institution.
- Renaming the Black Studies Institutes as the Black Scholars Institute suggests that it is a home to Black scholars, meaning any Black knowledge producer, irrespective of their subject of study.
- Black ontologies are intricately wrapped up in our epistemologies as Black people. Therefore, irrespective of our subject of study, we are engaging in Black Studies because it is about how, what, and why we think. It is about our worldviews as broad and unlimited, which contributes to the intricate tapestry of Black life, and life more broadly.
- Since most understand Black Studies as being restricted in its scope, the shift to Black Scholars Institute will allow for a more expansive view.

**University of Windsor
Senate**

5.3.2: **Proposed Revisions to Bylaw 31**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: That the proposed revisions to Senate Bylaw 31 be approved.

Rationale:

In Spring 2023, a subcommittee of the Associate Deans Group consider whether there was an opportunity for revisions to Bylaw 31 which would increase efficiency while maintaining due process, ensuring equitable practices, and adhering to the principles of fairness and justice.

The subcommittee discussed concerns over timeliness of process, particularly around minor infractions, and the impact this has on students who are awaiting decisions and strain on Associate Deans within larger Faculties. The Subcommittee's discussion was founded on the principle that the process and sanction should be proportional to the offence. The proposal was reviewed by Academic Policy Committee (November 2023), Senate Governance Committee (December 2023), and AAU Heads meeting (January 2024); all of which supported it, in principle.

The Bylaw Review Committee was then tasked with drafting revisions to the Bylaw 31 incorporating the following:

1. Allowing Heads to issue specific sanctions in matters worth 10% or less of the final grade.
 - To ensure due process while minimizing workload and training associated with investigating complaints, the Head could only issue a sanction where the student has admitted to the misconduct and the misconduct is a first offence. If the student has not admitted to misconduct or if the misconduct is a subsequent offence, the Head would forward the matter to the Associate Dean for investigation and adjudication (as is currently the case). (see process at UofT: <https://www.academicintegrity.utoronto.ca/key-consequences/>)
 - Where the matter relates to an evaluation worth less than 10% of the final grade but the Head feels that the act of academic misconduct is egregious and warrants a sanction outside of those that the Head can impose, the Head would forward the matter to the Associate Dean for adjudication.
2. For academic misconduct representing more than 10% of the final grade, the matters would be forwarded to the Associate Dean for investigation and adjudication, as is currently the case.
 - This would ensure consistency of approach and sanctioning on misconduct matters greater than 10% of the final grade across departmentalized Faculties and across Faculties more generally since Associate Deans meet regularly and can share experiences.
3. Sanctioning guidelines would continue to be part of the bylaw; though scope of sanctioning authority would be clarified for matters decided by the Heads. These guidelines have proven effective in ensuring consistency and fairness in the application of sanctions and transparency for students in what they can expect should there be a finding of misconduct.

4. To ensure findings of misconduct are not influenced by knowledge of prior offences, access to records is restricted to the University Secretariat and confirmation of first or subsequent offences are provided upon request to the adjudicator and the Discipline Appeal Committee when there has been a finding of misconduct and prior to issuing a sanction. While this principle applies for Heads, the process is different in that they will be permitted to directly impose sanctions where the student has admitted the misconduct, always assuming that it is a first offence. The Head will then forward the file to the University Secretariat, which will forward the matter to the Associate Dean for final adjudication if it was found to be a subsequent offence. The goal is to provide a more efficient and streamlined process by removing the first offence check step for Heads, while ensuring that sanctions are appropriate for repeat offenders. To ensure there is no confusion for students, the Head will inform the student that the sanction will be changed by the Associate Dean if, upon filing the matter with the University Secretariat, it is found that the matter is a subsequent offence.
5. Clearer definition and better understanding of the “teachable moment” vs the sanction of admonition/warning has been added.
6. There was some discussion around allowing instructors to issue sanctions, possibly limited to sanctions that do not have a grade penalty or impact a student progression through the program (eg, admonition, educational session). Following extensive feedback, it was agreed that this not be pursued for the following reasons: 1) this would have implications for the teaching and learning relationship between instructors and their students by creating an adversarial environment that emphasizes policing; and 2) significant decentralization is also a concern as the University does not have an enterprise-wide tracking system that would allow instructors to input and record individual cases, check prior offences, and flag inappropriate sanctions. There would be no way of ensuring consistency and fairness in the review, finding, or sanctioning process.
7. Forms will be created to help ensure process is followed and will be linked to the bylaw.
8. Education/training sessions for adjudicators/heads, instructors, and students on academic integrity, the process, and what to consider when assessing a potential case of misconduct should be developed, with the added recommendation that these be mandatory for students and adjudicators/heads, at minimum.
9. In addition to the changes presented in this package, work has begun on initiatives to employ a decolonial approach to academic integrity, which will include bylaw wording but will also require broader education and training initiatives. This work is in the preliminary stages.

See attached for proposed changes.

Bylaw 31 Proposed Revisions:

[changes are in red underline and strikethrough]

[...]

3 Definitions

In this bylaw:

Academic Misconduct means any action taken by a student that gives the student an unearned advantage in matters affecting the student's academic standing. For professional programs, all actions that result in a breach of the rules of conduct as set out by the professional bodies and adopted in whole or in substance by the relevant professional program as part of its code of conduct shall also be considered acts of academic misconduct. (See Student Code of Conduct for some examples of academic misconduct.)

Adjudicator means the Dean or designate of the Dean who will normally act to investigate and adjudicate academic misconduct matters occurring in courses offered by their Faculty. In the case of Continuing Education studies, the Executive Director of Continuing Education shall act as adjudicator. Where the instructor reporting the misconduct is also the adjudicator who would normally be reviewing the matter, the Dean shall act in the adjudicator's place or designate another to act as adjudicator under this bylaw on that particular matter. In the event of the absence or inability to act of the adjudicator, the Dean shall act in the adjudicator's place or designate another to act as adjudicator under this bylaw. If the Dean or the Executive Director of Continuing Education is the instructor initiating the complaint, the Provost shall act as, or designate, an adjudicator. In the case of academic misconduct involving graduate students, the Dean of the Faculty of Graduate Studies or designate of the Dean of the Faculty of Graduate Studies will normally act to investigate and adjudicate such matters.

Admonition means a notice to the student, orally or in writing, that they have violated a rule of conduct and that continuation or repetition of the conduct found wrongful may be cause for more severe disciplinary action. An admonition is a sanction and can only be applied where there is an official finding of misconduct pursuant to the procedures outlined in sections 5 and 6. An admonition is reported and filed as formal record of misconduct, and should incorporate a teachable moment; while a teachable moment, on its own, is not reported or filed as it is not the result of a formal allegation and finding of misconduct but rather a determination that the act occurred due to an oversight, error, or lack of understanding of expectations on the part of the student and does not rise to the level of misconduct.

Advisor means family member, friend, or other person (such as an ombudsperson), but does not include legal counsel.

Associate Dean. In Faculty units Associate Dean(s) will normally be designated as the adjudicator(s) within their areas of responsibility at the direction of the Dean of the Faculty.

Discipline Appeal Committee means the Senate Committee that has final and binding jurisdiction over academic appeals of decisions of an adjudicator and over any appeals of decisions imposed under the Faculty of Law student discipline policy.

Head means head of the academic administrative unit, or program offering the course in which the alleged misconduct occurred and includes Heads of Departments, Directors of Schools, and Program Administrators as designated by the Dean. Where the instructor reporting the misconduct is also the Head that will be reviewing the matter, the Dean of the Faculty shall appoint a designate to act in their capacity under this bylaw on that particular matter. In the event of the temporary absence or inability to act of the Head, the faculty member appointed in a temporary acting capacity will act in the Head's place under this bylaw.

Instructor means an individual assigned to teach a course and includes supervising. Any member of the University Community who believes an act of academic misconduct has occurred must bring the matter to attention of the course instructor. An academic misconduct complaint should normally be initiated by the instructor.

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Academic Integrity Office includes the Academic Integrity Officer and other staff appointed to that office and provides support at all stages of the process and in any capacity required, to all members of the University Committee on academic integrity and discipline matters. This includes but is not limited to investigating complaints where requested by an adjudicator. ¶

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Legal counsel means lawyer or other legal practitioners, including individuals working under the auspices of a lawyer such as Community Legal Aid students.

Party means either the adjudicator or the student.

Parties means the adjudicator and the student.

Student means applicants and current or former students that applied and/or were registered at some point at the University of Windsor.

Teachable Moment means a learning opportunity for a student, whereby the instructor engages in an informal lesson or discussion with the student on the particular matter and in cases where the act is determined to be the result of an oversight, error, or lack of understanding of expectations on the part of the student. In such cases, the matter does not rise to the level of misconduct and, as such, there is no record of misconduct. Teachable moments are not to be used or interpreted as sanctions. An admonition, which may incorporate a teachable moment, is a formal sanction issued where there is a finding of misconduct following the review and adjudication of an allegation of misconduct as outlined in sections 5 and 6. Teachable moments can be a more appropriate and effective way for an instructor to reach and educate the student than the pursuit of a complaint and/or the imposition of any sanction, where the act is the result of an oversight, error, or lack of understanding of expectations on the part of the student, and does not rise to the level of misconduct. It is understood that adjudicators and the Discipline Appeal Committee should incorporate teachable moments in the review and adjudication of all formal complaints.

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4 Allegation of Misconduct

4.1 At every stage in the process, the merits of potential misconduct cases should be assessed with careful consideration of whether misconduct occurred. The instructor, the Head, adjudicator, and the Discipline Appeal Committee (once a complaint has been filed) should:

Deleted: or other University Community member (prior to forwarding a complaint), the ...

a) Determine the advisability of a teachable moment, in cases where the act is determined to be the result of an oversight, error, or lack of understanding of expectations on the part of the student, and does not rise to the level of misconduct. In such cases, a teachable moment offered by the instructor or, if a complaint is filed, by the Head, adjudicator, or the Discipline Appeal Committee should be considered in lieu of filing or pursuing a complaint.

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b) Determine the need for further investigation and/or a disciplinary response, taking into account the nature and scope of the possible misconduct, whether there was intent, the context in which it occurred, the student's educational and cultural background and other relevant circumstances. Specific illustrations include (this list is not exhaustive):

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- Relative weight of the assignment
- The level of the student's academic experience
- Whether the student accepts responsibility for their action(s) and is amenable to educative remedies
- Extenuating circumstances that may help explain the action taken by a student
- Any other aggravating or mitigating factors (health, personal issues, etc.)
- Whether the work in which the offence has been committed is one of the major milestones of the graduate or undergraduate program (capstone, thesis, major paper)
- The severity of the offence, including its impact on others (within and outside the university community)

5 Procedures in Cases of Academic Misconduct

5.1 Step 1 – Preliminary Review (Instructors or Supervisors)

An instructor or supervisor who suspects that a student has committed an act of academic misconduct should meet informally with the student to discuss the matter. This shall normally be done within 10 working days of discovering the potential misconduct. At the meeting, the instructor or supervisor may dismiss the matter and, if appropriate, offer a teachable moment. Should the instructor or supervisor choose not to dismiss the matter, they will forward the matter including all relevant documentation and evidence to the Head, in the case of Departmentalized Faculties, or directly to the adjudicator in the case of non-Departmentalized Faculties.

In cases where the student does not respond to the invitation or chooses not to meet with the instructor, the instructor will forward the matter to the Head (in the case of departmentalized Faculties – Step 2) or to the adjudicator (in the case of non-departmentalized Faculties – Step 3), including all relevant documentation and evidence, and a note stating that attempts to meet with the student failed.

5.2 Step 2 – Review and Decision by the Head (Departmentalized Faculties)

5.2.1 Following a review of the documentation, the Head will either dismiss the matter or schedule a meeting with the student to discuss the matter. The meeting shall normally be held within 10 working days of receiving the allegation of misconduct from the instructor or supervisor. The student may bring an advisor as support. At the conclusion of the meeting:

- a) the Head shall inform the student that the matter is being dismissed and, where appropriate, offer a teachable moment; or
- b) where the student has admitted to the misconduct, the evaluation is worth 10% or less of the final grade, and the Head has determined that misconduct falls within their scope of authority to sanction (per Appendix A), the Head shall, within 10 working days of the meeting, impose a sanction and inform the student of the decision, their right to appeal the sanction decision to the Discipline Appeal Committee, and the process to be followed. The Head also shall inform the student that, upon filing the matter with the University Secretariat, should it be determined that the matter is a subsequent offence, the decision of Head will be annulled, and the matter will be forwarded to the adjudicator for investigation; or
- c) where the student has admitted to the misconduct and the evaluation is worth 10% or less of the final grade, but the Head has determined that the misconduct is such that it does not fall within their scope of authority to sanction (per Appendix A), the Head shall inform the student that the matter will be forwarded to the adjudicator for a decision, including all relevant documentation, evidence, and notes from the meeting with the student; or
- d) where the student has not admitted to the misconduct and/or the Head determines that the matter does not fall within their scope of authority (per Appendix A) or requires further review and investigation, the Head shall inform the student that the matter will be forwarded to the adjudicator for further review and adjudication, including all relevant documentation and evidence, and notes from the meeting with the student.

In cases where the student does not respond to the invitation or chooses not to meet with the Head, the Head will forward the matter to the adjudicator, including all relevant documentation and evidence, and a note stating that attempts to meet with the student failed.

5.2.2 When imposing a sanction under 5.2.1b, the Head shall take into consideration the nature and scope of the misconduct, whether there was intent, the context in which it occurred, the student's educational and cultural background, and other relevant circumstances (see 4.1), and shall follow the sanctioning guidelines in Appendix A.

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5.3 Step 3 – Review and Decision by Adjudicator

5.3.1 Where an allegation of misconduct is forwarded to the adjudicator, the adjudicator shall investigate the complaint. ~~As part of the investigation, the adjudicator shall request a meeting with the student to review the evidence in support of the complaint. The student shall be informed in advance of the purpose of the meeting and that they have the right to have an advisor present at this meeting. In cases where the student does not respond to the request for a meeting or chooses not to meet with the adjudicator, the student shall be informed in writing that the adjudicator will be required to make a decision without the student's input.~~

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The investigation shall normally be completed within 20 working days of having received the complaint.

5.3.2 With the agreement of all parties, at any time during the post-investigation, pre-sanction period, a tripartite meeting may be held involving the instructor, the student (and their advisor) and the adjudicator.

5.3.3 Having completed the investigation, the adjudicator shall either:
a) dismiss the matter and, where appropriate, offer a teachable moment, or
b) impose a sanction (see Appendix A for list of sanctions and sanctioning guidelines)

Upon a finding of misconduct and when imposing a sanction, the adjudicator shall take into consideration the nature and scope of the misconduct, whether there was intent, the context in which it occurred, the student's educational and cultural background, whether this was a first offence (see 8.1), and other relevant circumstances (see 4.1), and shall follow the sanctioning guidelines in Appendix A.

5.3.4 The adjudicator shall inform the student of the decision and of the student's right of appeal to the Discipline Appeal Committee and the process to be followed. This shall normally be done within 25 working days after having received the complaint.

5.4 Step 4 – Appeal

5.4.1 Students have an automatic right of appeal to the Discipline Appeal Committee (see section 6). A student wishing to exercise their right to appeal a finding of misconduct and/or sanction imposed by an adjudicator shall initiate the appeal process within 10 working days of the decision having been issued by the adjudicator. The decision shall be deemed to have been received by the student three working days after it has been sent by the adjudicator.

An appeal to the Discipline Appeal Committee shall operate as a stay on the decision of an adjudicator.

[...]

8 Records of Misconduct

8.1 At the conclusion of a matter, ~~the Head or~~ adjudicator shall submit ~~the file to the University Secretariat, which shall maintain~~ a record containing the student's name ~~and~~ student number (subject to 8.4), the allegation of misconduct, the finding of misconduct and the sanction ~~in~~ a central database. The record shall be kept indefinitely. The purpose of such a record shall be to determine, after ~~an admission or~~ finding of misconduct and before a sanction is imposed, whether there has been a previous offence. Access to the records in the database shall be restricted to the University Secretariat. Confirmation of first or subsequent offences shall be provided upon request to the ~~Head, adjudicator,~~ and the Discipline Appeal Committee by the University Secretariat if and when there has been ~~an admission or~~ finding of misconduct as determined by these persons/bodies.

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8.2 The length of time for maintaining notations on transcripts, as they relate to sanctions, shall comply with Appendix A.

8.3 Where there has been a finding of misconduct, the file, including any audio-recorded hearings, other than that listed under 8.1, shall be destroyed upon the expiration of the sanction, provided that the file has been kept for a minimum of one year beyond its last use.

8.4 In the event that the complaint is dismissed, the student's discipline file relating to the case, which shall include all records collected for the case, shall be retained for a period of one year and the records, including any audio-recorded hearings, shall be destroyed thereafter, subject to the provision of Bylaw 33, section 3.9.1.2. No personal identifying information shall be retained following this period. A record containing the allegation(s) of misconduct and the dismissal of the complaint shall be kept indefinitely for statistical purposes only.

9 Report to Senate

~~An annual report shall be submitted to Senate, including the allegations of misconduct and their disposition,~~

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APPENDIX A – SANCTIONING GUIDELINES

~~Dispositions that diverge significantly from the guidelines shall be reported by the University Secretariat to the Provost (or delegate) who will determine appropriate action (if any) and these shall not normally affect the sanctioning guidelines.~~

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I Scope of Authority and Imposing Sanctions

~~a) A Head may impose sanctions 1-6 (see section III below), where a student has admitted to the misconduct, the evaluation is worth 10% or less of the final grade, and where the matter is a first offence.~~

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~~b) Adjudicators may impose sanctions 1-11 (see section III below) on all matters that come before them under this bylaw.~~

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~~c) The Discipline Appeal Committee may impose sanctions 1-11 (see section III below), and may recommend the rescinding of a degree (section III, sanction 12 below), on all matters that come before it under this bylaw. The recommendation to rescind a degree requires approval by the President of the University.~~

II Determining the Sanction(s) to Impose

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a) Where ~~the student has admitted to the misconduct or where~~ there is a finding of misconduct, as defined in this bylaw, one or more of the sanctions listed below may be imposed by ~~a Head, Adjudicator,~~ or by the Discipline Appeal Committee (with the exception of #12, which also requires the approval of the President), taking into account the nature and scope of the misconduct, whether there was intent, the context in which it occurred, the student's educational and cultural background and other relevant circumstances. Specific illustrations include (this list is not exhaustive):

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- Relative weight of the assignment
- The level of the student's academic experience
- Whether the student accepts responsibility for their action(s) and is amenable to educative remedies
- Extenuating circumstances that may help explain the action taken by a student
- Any other aggravating or mitigating factors (health or personal issues)
- Whether the work in which the offence has been committed is one of the major milestones of the graduate or undergraduate program (capstone, thesis, major paper)
- The severity of the offence, including its impact on others (within and outside the university community)
- ~~For adjudicators or the Discipline Appeal Committee, any record of previous offences~~

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b) Disciplinary actions are an opportunity to educate and should, where appropriate, also incorporate a teachable moment.

III List of Sanctions

1. **Admonition:** A notice to the student, orally or in writing, that they have violated a rule of conduct and that continuation or repetition of the conduct found wrongful may be cause for more severe disciplinary action. There shall be no transcript notation related to this sanction.
2. **Letter of Apology/or Reflection:** A short reflective paper describing the misconduct and acknowledging wrong-doing, to be submitted to the Head, Adjudicator, or Discipline Appeal Committee for distribution to the appropriate party(ies). There shall be no transcript notation related to this sanction.
3. **Educational Session:** A requirement that the student attend an educational session, if available, on what constitutes plagiarism and how to cite properly, on time management, or on stress management, *etc.* (The educational session may be offered by an individual (*e.g.*, Associate Dean) or through a formal workshop offered through an appropriate University office, where available. There shall be no transcript notation related to this sanction.
4. **Mark Reduction:** A reduction of the mark or assigning a mark of zero for the work submitted, based on an evaluation of the academic merit of the work and taking into account the criteria for, and nature of, the assignment and, taking into account the extent of the work that is the result of the misconduct. This may result in a reduction of the final grade in the course. There shall be no transcript notation related to this sanction.
5. **Repeat Work for Assessment:** A requirement that the student re-do the assignment or re-sit the test/examination for full or partial credit. There shall be no transcript notation related to this sanction.
6. **Censure:** A reprimand for violation of a specified University regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period of time stated in the reprimand. This sanction shall normally result in a transcript notation for a specified period of time.
7. **Zero in the Course:** A grade of zero in the course, where the academic misconduct so taints the student's academic performance in the course that no credit can be given. There shall be no transcript notation related to this sanction.
8. **Denial of Registration:** A decision to deny the student permission to register in a course or a program, or to cancel the student's registration in a course or program. There shall be no transcript notation related to this sanction where there is no existing transcript. Where there is an existing transcript, this sanction shall normally result in a transcript notation for a specified period of time.
9. **Community Service:** Community service work within the campus or wider community as set forth in the order of community service for a definite period of time. The student shall make appropriate arrangements with the intended agency, with which they may be serving their community service work, and shall submit proof of hours worked by the deadline stated in the order. The community service work setting shall be approved by the person or body responsible for adjudicating the matter. This sanction shall normally result in a transcript notation for a specified period of time.
10. **Suspension:** Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a specified period of time. This sanction shall result in a transcript notation for a specified period of time.
11. **Expulsion:** Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion. A notation shall be placed on the student's transcript for an indefinite period of time. A student may apply to the adjudicator or the Discipline Appeal Committee,

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as the case may be, to request to have the notation of expulsion removed from their transcript three years after the imposition of the sanction.

12. **Rescinding Degree:** Rescinding the student’s degree, requires approval by the President of the University, based on a recommendation from the Discipline Appeal Committee. In cases where this may be warranted, the adjudicator shall forward the matter with their recommendation to the Discipline Appeal Committee for a hearing. The rescinding of a student’s degree shall remain on their transcript permanently.

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IV Transcript Notations

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In the case of #6, and #8 - #10, the sanction shall be automatically removed from the student’s transcript upon the expiration of the sanction. In cases where placement of a sanction on the transcript will have an adverse impact on employment or on applications to graduate programs, or other post-secondary programs, the student may apply to the adjudicator or the Discipline Appeal Committee, as the case may be, to have the notation period shortened or the notation removed.

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V Guidelines for Types of Sanctions to Impose by Offence

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Table A.1 – Sanctioning Guidelines

Where there is a finding of misconduct, one or more of the sanctions listed below may be imposed, subject to Appendix A(la), by a Head where a student has admitted to the misconduct, the evaluation is worth 10% or less of the final grade, and where the matter is a first offence, by an adjudicator, or by the Discipline Appeal Committee. Disciplinary actions are an opportunity to educate and should, where appropriate, also incorporate a teachable moment.

Offences	First offence	Subsequent offence
	Consideration should be given to assigning an educational sanction, possibly in addition to the sanctions listed here ¹	A subsequent offence will normally lead to a more severe sanction
PLAGIARISM		
Minor²	<ul style="list-style-type: none"> Admonition Mark reduction: up to zero on the assignment Resubmission of the assignment for partial credit Letter of apology/or reflection 	<ul style="list-style-type: none"> Censure: 12 months until graduation Mark reduction: zero in the course Letter of apology/or reflection
Major	<ul style="list-style-type: none"> Censure: 6 months to 12 months Mark reduction: zero on the assignment Letter of apology/or reflection 	<ul style="list-style-type: none"> Suspension: 4 months up to 2 years Mark reduction: zero in the course Letter of apology/or reflection
CHEATING³		
Minor	<ul style="list-style-type: none"> Censure: 6 months to 12 months Mark reduction: zero on the assignment Letter of apology/or reflection 	<ul style="list-style-type: none"> Censure: 12 months until graduation Mark Reduction: zero in the course Letter of apology/or reflection
Major	<ul style="list-style-type: none"> Censure: 12 months until graduation Mark reduction: zero on the assignment Letter of apology/or reflection 	<ul style="list-style-type: none"> Suspension: 4 months up to 2 years Mark reduction: zero in the course Letter of apology/or reflection
UNAUTHORIZED COLLABORATION		
Minor	<ul style="list-style-type: none"> Admonition Mark reduction: up to zero on the assignment Letter of apology/or reflection 	<ul style="list-style-type: none"> Censure: 1 year up to until graduation Mark reduction: zero in the course Letter of apology/or reflection

¹ For factors to be considered when determining a sanction, see section I of this Appendix.

² Minor offences usually include only one student, a small percentage of the value of the course, and would not involve criminal charges.

³ Examples of cheating include but are not limited to: using unauthorized aid during examination; glancing at another student’s paper during examination; asking a student or a proctor the answer for one or some questions of an examination

Offences	First offence	Subsequent offence
	Consideration should be given to assigning an educational sanction, possibly in addition to the sanctions listed here¹	A subsequent offence will normally lead to a more severe sanction
Major	<ul style="list-style-type: none"> Admonition Mark reduction: zero on the assignment Letter of apology/or reflection 	<ul style="list-style-type: none"> Suspension: 4 months up to 2 years Mark reduction: zero in the course Letter of apology/or reflection
IMPERSONATION		
Minor	<ul style="list-style-type: none"> Admonition Mark reduction: zero on the assignment Letter of apology/or reflection 	<ul style="list-style-type: none"> Censure: 2 years or until graduation Mark reduction: zero in the course Letter of apology/or reflection
Major	<ul style="list-style-type: none"> Censure: 1 year up to until graduation Mark reduction: zero on the assignment up to zero in the course Letter of apology/or reflection 	<ul style="list-style-type: none"> Suspension: 4 months up to 3 years Mark reduction: zero in the course Letter of apology/or reflection
ACADEMIC FORGERY OR FRAUD		
Minor	<ul style="list-style-type: none"> Admonition Mark reduction: zero on the assignment Letter of apology/or reflection 	<ul style="list-style-type: none"> Censure: 2 years up to until graduation Mark reduction: zero in the course Letter of apology/or reflection
Major	<ul style="list-style-type: none"> Censure: 1 year up to until graduation Mark reduction: zero on the assignment Letter of apology/or reflection 	<ul style="list-style-type: none"> Suspension: 4 months up to 3 years Mark reduction: zero in the course Letter of apology/or reflection
EXAM/TEST TAMPERING AND RESUBMITTING		
Minor	<ul style="list-style-type: none"> Admonition Mark reduction: up to zero on the assignment Letter of apology/or reflection 	<ul style="list-style-type: none"> Censure: 1 year up to until graduation Mark reduction: zero in the course Letter of apology/or reflection
Major	<ul style="list-style-type: none"> Censure: 6 months up to 1 year Mark reduction: zero on the assignment Letter of apology/or reflection 	<ul style="list-style-type: none"> Suspension: 4 months up to 3 years Mark reduction: zero in the course Letter of apology/or reflection
VIOLATING EXAM/TEST RULES⁴		
Minor	<ul style="list-style-type: none"> Admonition Mark reduction: up to zero on the assignment Letter of apology/or reflection 	<ul style="list-style-type: none"> Censure: 1 year up to until graduation Mark reduction: zero in the course Letter of apology/or reflection
Major	<ul style="list-style-type: none"> Censure: 6 months up to 1 year Mark reduction: zero on the assignment Letter of apology/or reflection 	<ul style="list-style-type: none"> Suspension: 4 months up to 3 years Mark reduction: zero in the course Letter of apology/or reflection
FURNISHING FALSE INFORMATION		
Minor	<ul style="list-style-type: none"> Admonition Community service: 6 hours up to 20 hours Letter of apology/or reflection 	<ul style="list-style-type: none"> Censure: 1 year up to until graduation Community service: 30 hours up to 60 hours Letter of apology/or reflection
Major	<ul style="list-style-type: none"> Censure: 6 months up to 2 years Community service: 20 hours up to 60 hours Letter of apology/or reflection 	<ul style="list-style-type: none"> Suspension: 4 months up to 3 years Community service: 40 hours up to 100 hours Letter of apology/or reflection
VIOLATION OF THE UNIVERSITY'S SCHOLARSHIP RULES		

⁴ Examples of violating exam/test rules include but are not limited to: not following direct instructions; possession of unauthorized aids; talking with another student

Offences	First offence	Subsequent offence
	Consideration should be given to assigning an educational sanction, possibly in addition to the sanctions listed here ¹	A subsequent offence will normally lead to a more severe sanction
Minor	<ul style="list-style-type: none"> • Admonition • Community Service: 6 hours up to 20 hours • Letter of apology/or reflection 	<ul style="list-style-type: none"> • Censure: 6 months up to 2 years • Community service: 30 hours up to 60 hours • Letter of apology/or reflection
Major	<ul style="list-style-type: none"> • Censure: 6 months up to 2 years • Community service: 20 hours up to 60 hours • Letter of apology/or reflection 	<ul style="list-style-type: none"> • Suspension: 6 months up to 2 years • Community service: 40 hours up to 100 hours • Letter of apology/or reflection

Table A.1 – Sanctioning Guidelines is based on the following documents:

- [Penalty Guidelines for Findings of Academic Misconduct, University of Guelph](#)
- [Guidelines for the Assessment of Penalties, University of Waterloo](#)
- [Sanctions and Offences, University of Toronto](#)

University of Windsor
Senate

5.3.3: **Proposed Revisions to Bylaws 54, 40, 44**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION 1: That the proposed revisions to Senate Bylaw 54 be approved.

Proposed Revisions:

[changes are in bold and strikethrough]

2.5 Other Evaluation Procedures

2.5.1 No student enrolled in a first-entry undergraduate program at the University of Windsor shall be required to complete a single evaluation procedure worth more than **forty percent (40%)** ~~one-half~~ of their final course grade ~~(50%)~~ in any undergraduate course (with the exception of independent study/seminar/research/directed reading/capstone courses, and performance courses). ~~Further, no final course mark should be based entirely on a single piece of work.~~ However, if a student is unable to complete an evaluation procedure based on medical or compassionate grounds, the instructor shall have the option to add the portion of the evaluation procedure not completed to the value of the final evaluation procedure even if the result is that the final evaluation procedure is worth more than **40%** ~~50 percent~~, **subject to paragraphs 2.6 and 2.18.2.**

Exemptions may be granted by the Dean of the Faculty in which the course is offered upon the presentation of significant evidence of the necessity of an evaluation procedure worth more than ~~50%~~ **40%**.

~~With the exception of distance education courses, g~~Grading policies that effectively allow a single evaluation procedure to be worth the entire course (i.e., a student who fails this assignment fails the course, regardless of the total grade received for other assignments), are not permitted.

Rationale:

- Changing the maximum weight of an assessment from 50% to 40%, is a reasonable and minimal change, which would allow students to not be too adversely affected by a single evaluative performance.
- Different evaluative procedures tend to be aimed at determining the achievement of some, but not all learning outcomes in a course. Heavily weighted evaluative procedures can hinder the student's ability to demonstrate their attainment of all learning outcomes. It is important that students have the opportunity to demonstrate learning in the areas of all of the course's learning outcomes through multiple forms of assessment.
- Requiring a student to complete an evaluative procedure (e.g., midterm, essay, project, final examination, etc.) worth more than 40% of the final course grade may result in an unfair and inaccurate assessment of their knowledge, abilities, and achievement in that course. Since individual learn differently, in courses where at least one substantial piece of work per term is expected, multiple and differing evaluative procedures will produce a more valid assessment of a student's knowledge and capability.

- Students are facing numerous pressures in attending university including financial, emotional, mental health, and academic stresses. Requiring a minimum of three evaluative procedures, subject to any exemptions granted by the Dean, supports student learning and mental health, and helps dissuade cheating because assignments are more varied and spread out and there is less at stake connected to one assessment.
- This would apply to first-entry undergraduate programs. The revision also reminds instructors of other bylaw requirements (providing 20% feedback before the VW date and decanal (associate dean) decisions on alternate accommodations/evaluations based on compassionate grounds), thereby mitigating possible appeals of procedural irregularity.
- Redundant wording in the first paragraph (which is captured in the last paragraph) is being deleted. As well, reference to distance education is removed as it is no longer offered as a modality. Where there are concerns about identity, there are now a number of defined modalities (approved by Senate in January 2024) that can be selected. Exemptions can also be granted by the Dean, where there is clear evidence of the necessity for an evaluative procedure with greater weight.
- There was general consent with such a proposal during discussions at Senate Student Caucus (September 2023), the Associate Deans Group (October 2023), and Senate (October 2023).

MOTION 2: That the proposed revisions to Senate Bylaws 40 and 44 be approved.

Proposed Revisions:

[changes are in bold and strikethrough]

Bylaw 40:

4.1.6 Members of Councils under 4.1.3 and 4.1.5 shall not participate in appointment procedures for new faculty, or in renewal, promotion and tenure procedures, or selection procedures (including Search Committee size, composition and membership) for Deans, Associate Deans, and AAU Heads, or stand for election to the Senate or the Faculty Coordinating Councils.

With the exception of ~~external~~ searches **and renewals** for Deans, Associate Deans, and AAU Heads, members of Councils under 4.1.2 shall not participate in appointment procedures for new faculty, or in renewal, promotion and tenure procedures, or selection procedures (including committee size, composition and membership) for Appointments Committees and RTP Committees.

Bylaw 44:

3.1.8 Members of Faculty Coordinating Councils under 3.1.7, including the limited-term faculty members and ancillary academic staff appointed as learning specialists on temporary appointment, shall not participate in appointment procedures for new faculty, or in renewal, promotion and tenure procedures, or selection procedures (including Search Committee size, composition and membership) for Deans, Associate Deans, and AAU Heads, or stand for election to the Senate.

With the exception of ~~external~~ searches **and renewals** for Deans, Associate Deans, and AAU Heads, sessional lecturers on Faculty Coordinating Councils shall not participate in appointment procedures for new faculty, or in renewal, promotion and tenure procedures, or selection procedures (including committee size, composition and membership) for Appointments Committees and RTP Committees.

Rationale:

- Clarifying language as it has raised questions about sessional lecturers being able to participate in internal searches and in renewal procedures for Deans, Associate Deans, and AAU Heads. Bylaws 5, 8, and 10 are clear that they can do so as the “faculty members/sessional lecturers on [these] Search Committee[s] shall be elected by and from regular faculty members/sessional lecturers”.

**University of Windsor
Senate**

5.5.1: **Report from the Student Presidents – UWSA**

Item for: **Information**

Forwarded by: **Ghallia Hashem**

March

1. AGM – [link to the 2023/2024 Presentation](#)
 - a. Overview of the year
 - b. Motions (discipline of officers and directors, bds, sustainability)
2. Gala Planning
 - a. Scholarships
 - b. awards
 - c. volunteer recognition

April

1. Thanking leaving board members
2. welcoming new and returning board members
3. campus sustainability competition
4. exam pizza

May

1. officially transitioning new execs
2. yearly plans
3. hiring 2024/25 coordinators
4. meeting administration & campus stakeholders

**University of Windsor
Senate**

5.5.2: **Report from the Student Presidents – GSS**

Item for: **Information**

Forwarded by: **Brahmjot Singh**

Cricket Pitch Project

- As part of our ongoing efforts to enhance recreational facilities for our diverse student body, the GSS is actively planning to establish a cricket pitch at the TLC grounds. We are planning to release a Daily News article by the end of this month to announce the commencement of the cricket pitch project.
- We have allocated \$250,000 towards this project. Additionally, Odette and Engineering have pledged a contribution for field upgrades, irrigation, drainage, new bowling area, ground leveling, and netting along Huron Church.
- We are also in talks with Faculty of Human Kinetics to split the project cost over two years.

Annual General Meeting (AGM)

- All executives presented their reports, highlighting the achievements and initiatives undertaken during their tenure.
- The issue of international PhD tuition was prominently discussed, with a comprehensive report presented to the General Membership. This issue remains a priority for the GSS, and we are committed to advocating for fair and equitable tuition fees for international students.

New Executives

- I am pleased to announce that our new executives will commence their term on May 1st. The current VP Finance will assume the role of President, while the VP Academic's position will be filled by the current Research and Innovation Liaison individual who drafted the report on International Tuition Fee.

Annual Gala

- Our Annual Gala is scheduled for May 7th, and invitations are currently being sent out. You may have already received the invitation, or it will be arriving in the coming days.
- We look forward to your presence at this esteemed event celebrating our achievements and fostering camaraderie within our community.

**University of Windsor
Senate**

5.5.3: **Report from the Student Presidents – OPUS**

Item for: **Information**

Forwarded by: **Christopher Baillargeon**

Celebration of Nations – March 6th, 2024

This event we participated in and helped celebrate the diversity of students we have on campus, through flag representation and speeches, tabling events by many countries introducing the campus community to their rich heritage, culture, and traditions.

OPUS Free Pizza Friday – March 22nd, 2024

We had several students in attendance for this event, mostly international students. We served approx. 200 to 250 students. All students attending this event were appreciative and asked when the next event/activity is to follow. Board, staff, and volunteers assisted with the distribution to make it a continued success.

OPUS Annual General Meeting (AGM) – March 26th, 2024

We had approx. 40 students in attendance, conducted our meeting for our part-time members, and designated our auditor for the 2024-25 year. No constitutional or policy amendments were made at this time. Our financial report and minutes were reviewed and approved at last year's meeting. Any questions, concerns, and/or comments were addressed, and further suggestions were submitted via a suggestion box to be taken into consideration for future improvements. All members enjoyed food, drink, and hospitality during this event.

OPUS/UWSA Transit Windsor Upass update – March 21st, 2024.

In collaboration with GSS and UWSA, the UPass fees for returning students will be assessed at \$95 for returning students, and newly attending will be assessed at \$148 per semester with discussions with Transit Windsor for Fall 2024.

OPUS Health Plan Fee update – March 21st, 2024

Our OPUS Health Plan will be assessed with a slight increase from \$340.97 to \$349.49 for the Fall 2024-25 academic year. This is still at a cost savings; however, with increased plan usage and coverage of premiums we needed to adjust ancillary fee and absorb majority of cost for our members. These were a few of the highlights.

Upcoming Events

April 5, 2024 – Last free pizza Friday of Winter 2024 semester

April 6, 2024 – Spring Open House event

University of Windsor Senate

President's Report April 2024

April 12, 2024
University of Windsor



Rodzik Foundation Gift

- Rodzik Family Foundation is providing a major gift for naming rights to new student residence:
 - Being constructed by Tilbury Capital Corporation
- “Rodzik Hall” is on track for a Fall 2025 opening.
- Formal announcement of gift this Spring.
- Gift will be used primarily to support the purchase and development of the 7-Eleven site.



YMCA of Southwestern Ontario Partnership

- MOU to develop long-term partnership framework signed this week by the Southwestern Ontario YMCA Board and the University of Windsor.
- Space design underway with planned occupancy of 300 Ouellette Ave in 2025, pending final lease execution.
- Alignment of programming and resources; collaborations in newcomer support and career resources envisioned.



Turtle Island House Update

- As noted in [Aspire](#), the University of Windsor is committed to the creation of additional Indigenous spaces across campus.
- Development of new space at 223 Sunset is a key component.
- Highlights include:
 - Design and project planning activities currently being completed
 - Tendering process is planned for Summer 2024
 - Substantial completion is planned for Fall 2025



Notable Book Launches

Black Activist, Black Scientist, Black Icon: The Autobiography of Dr. Howard D. McCurdy

- First Black Canadian to hold tenure-track position
- Second Black member of Parliament
- UWindsor microbiologist for 25 years/Dept. head



- Dedicated life to advancement of civil rights
- Co-founded National Black Coalition of Canada & Windsor and District Black Coalition

Black Moss Press: What Time Can't Touch & Where The Map Begins: Windsor Through Poetry



- Involved students in Editing & Publishing practicums
Books: Prof. Marty Gervais retiring after 22 years
 - Guided >1,000+ students
 - 50 books published
- Professor Andre Narbonne taking over



Bill 166: Strengthening Accountability and Student Supports

Amends the MCU Act, requiring universities and colleges to have:

1. A student mental health policy that describes the programs, policies, services, and supports available
2. Policies/rules to address and combat racism and hate, including anti-Indigenous racism, anti-Black racism, antisemitism, and Islamophobia
3. Policies published on websites, reviewed every five years and annual reports on implementation/effectiveness reported to the Board of Governors on an annual-basis

MCU Minister authorized to issue directives about costs associated with attendance at university or college; may include ancillary fees and the costs of textbooks and other learning materials

- Government acknowledges legislative amendment may result in institutions incurring increased administrative costs

COU has responded on behalf of the sector:

- “Unnecessary legislative intervention” that adds more red tape, additional costs, and duplicates efforts (universities already include financial information for students on their websites)
- Longer term financial sustainability package would be helpful



Distinguished University Professors



Electrical and Computer Engineering
Professor & Canada Research Chair
Dr. Narayan Kar



Applied Social Psychology
Professor & Canada Research Chair
Dr. Charlene Senn

Spring Convocation 2024

- June 4 (Tuesday) – June 7 (Friday), 2024
- 11 sessions
- 5,220 students applied/eligible to graduate



Inaugural Sustainability Annual Report

- The University of Windsor is committed to measuring and reporting progress achieved towards objectives defined within the campus [Carbon Neutrality Plan](#)
- To support reporting this progress, a Sustainability Annual Report is currently being drafted which will highlight recent successes in sustainability initiatives and identify priorities for the forthcoming year including:

- Assessment of progress against goals utilizing established frameworks:



- Showcasing successes within priority Aspire Cascading Framework areas



- Will include disclosures about responsible investing (RI) aligned with our RI policy.
- Annual Report is currently planned for issuance in May 2024

**University of Windsor
Senate**

5.8: **Report of the Provost**

Item for: **Information**

Forwarded by: **Robert Aguirre**

The Office of the Provost works collaboratively across the university to advance academic excellence. Guided by our strategic plan (*Aspire: Together for Tomorrow*), the office oversees long-range academic planning, teaching and learning, faculty innovation, student life and academic success, enrolment management, and institutional analysis. We are committed to promoting equity, sustainability, and the rich diversity of our campus.

1. Campus Update—Emeritus Faculty Centre

I am pleased to inform the Senate that the University has committed to launch a centre for emeritus faculty. This initiative will be led by the Office of the Provost and is in concert with a desire to achieve “age-friendly” designation for the university. The idea is to formalize a space where emeritus faculty may gather, engage with and contribute to the intellectual and social life of the university, and remain vital members of our community. A dedicated space has been identified, and discussions about programming and emeritus leadership will begin soon. Dr. Erika Kustra, associate vice president, academic, will serve as point person for this project.

2. Campus Update—Renewal process for Dean of the Faculty of Nursing

The process to consider the request of the Dean of the Faculty of Nursing for a 5-year renewal is reaching its conclusion. I am grateful to the Faculty of Nursing and the review committee for their engagement with this process and will update the Senate once the review has been completed.

3. Campus Update—Launch of Joint Academic and Research Strategic Planning process

As noted in previous Senate reports, the process for cascading strategic plans is unfolding across campus. A Senate Information Session for the strategic enrolment management plan has already taken place, as has a preview of the joint academic and research plan, which I am co-leading with the VPRI, Dr. Shanthi Johnson. We have designed a process that will balance the need for campus consultation with the need to complete the plan in a timely manner. We will co-chair a small working group that will be tasked with designing the plan. A larger group, composed of members across campus, will serve as a bellwether committee. Both committees are broadly representative. Our hope is to present a draft of the plan to the Senate early in the fall term.

**University of Windsor
Senate**

5.8.1: **Enrolment Management Update**

Item for: **Information**

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

Fall 2024 Enrolment

Table 1: Historical Fall Applicants by Degree Level and Type (PowerBI – As of April 1, 2024; accessed April 2, 2024)

Applicants					
Undergraduate	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Domestic (High School)	6,171	5,786	6,227	6,850	7,163
Domestic (Transfer)	441	465	513	474	596
International (all)	2616	2100	2530	2348	1903
Second Entry					
Law	1,943	2,259	2,083	1,943	2,110
Education	715	967	1,064	1,070	1,133
Graduate					
ICBM	3,795	3,602	3,538	3,602	5,593
Research Master's	639	735	818	825	953
PhD	301	440	345	403	358

The volume of admissions extended to high school applicants has increased by 1.5% from last year. Even though it is early in the admission confirmation phase, preliminary data indicates a rise in acceptances compared to the same period in the previous two cycles (Fall 2022 and Fall 2023). Additionally, there has been consistent growth for the fifth year in a row in applicants listing our institution as their first, second, or third choice, now constituting more than 56% of all applicants.

On-Campus Engagement

Spring Open House

On Saturday, April 6th, we hosted guests at an event that showcased our vibrant campus life, diverse academic programs, and the tight-knit community that defines our institution. This occasion kicked off our yield activities, providing a strategic opportunity to engage with current applications and admitted learners, their families, and the broader community, offering them a glimpse into the transformative educational experiences that await them at UWindsor.

Various faculties and departments are collaboratively curating interactive sessions and informative workshops to prepare for this event. These will give attendees a holistic understanding of our academic offerings and campus facilities. Our objective is to create a welcoming environment that informs and inspires our guests to envision themselves as part of the UWindsor family.

The Open House is more than just an event; it is a platform that will allow us to connect with potential students on a personal level, answer their questions in real time, and foster relationships that we hope will encourage them to join our academic community.

March Break Engagement

During the March break, the UWindsor Campus was alive with activity as the Recruitment Office warmly welcomed 112 applicants along with their families. This surge of potential students was an excellent chance to display the University of Windsor's offerings and the vast opportunities that lie ahead. Attendees experienced everything from immersive tours of the Nursing Simulation lab to one-on-one sessions with academic advisors and faculty members and a look into our classrooms and labs. Our main aim was to underscore why the University of Windsor is preferred.

In parallel, we celebrated our 2nd Annual Transfer Week, showcasing a rich mix of 12 presentations and tours that combined virtual with face-to-face interactions. Notably, this event saw a 10% increase in attendance over the last year.

The Recruitment Office is immensely thankful to the University community for their solid support in showcasing our campus to the potential UWin Lancers of tomorrow!

Provincial Attestation Letters (PALs)

In response to the federal cap on international students, the University of Windsor has received an allocation of 814 international study permit applications for the year 2024. This allocation, determined by the Ministry, was based on an evaluation of labour market demands, an adjustment to match the previous year's approvals, and tailored to the university's specific approval rates.

International undergraduate students from abroad who accept their admission offer and pay their deposit will receive a PAL through UWinsite Student, facilitating their application for a study permit.

We will keep a close eye on the distribution of PALs as the process progresses.

Global Engagement

MOUs were signed with **Tecnológico de Monterrey** (Mexico) and **Indian Institute of Technology Indore** (India) to foster collaboration in Engineering, aimed at boosting cross-cultural exchanges, joint research, and mutual educational and innovative progress, thereby establishing a strong, enduring international partnership.

Applications were submitted to two Canadian government scholarship programs: three applications for "Study in Canada" (two for study, one for research) and seven for the "Emerging Leaders in the Americas Program" (four for study, three for research).

Dr. Jean Kaya received a grant from Global Affairs Canada's Faculty Mobility Program to promote international teacher education and intercultural research at **Universidad Distrital Francisco José de Caldas** in Colombia, aiming to foster or enhance partnerships under the Emerging Leaders in the Americas Program.

Africa Engagement

Our university's approach to international student recruitment and global engagement has embraced a forward-looking perspective, notably turning our focus toward the promising educational market in Africa, among other markets. The continent boasts a vast, young demographic, with burgeoning middle-class and economic indicators that outpace the capacity of local higher education institutions. This educational appetite, magnified by aspirations for high-quality academic experiences, positions Africa as a crucial nexus for strategic student recruitment and research partnerships, as cited by ICEF Monitor and NAFSA.

In March, significant strides were made in this direction. Dr. Bill Van Heyst, Dean of Engineering, and myself, along with in-country recruitment specialists, extended the University of Windsor's reach into Nigeria and Kenya—two

major growth markets for the institution. We actively engaged with distinguished establishments, including the **University of Lagos, Lagos State University, Bells University of Technology, and Covenant University** in Nigeria. In Kenya, engagements with the **University of Nairobi, Kenyatta University, and the Technical University of Kenya** have been pivotal to our outreach.

These interactions have been dual-purposed—primed to bolster student recruitment and to lay the groundwork for meaningful academic and research collaborations in the future. These actions aim to enhance our academic community's diversity and propel the UWindsor brand into the spotlight within the African educational sector.



Upcoming Important Dates:
Spring Virtual Open Day, May 16, 2024

Respectfully submitted,
Chris

**University of Windsor
Senate**

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

Item for: **Information**

Forwarded by: **Clinton Beckford**

Organizational & Leadership Development

Employee Mental Health Strategy

- The EMHS Implementation matrix has been completed. A summary of the matrix outlining the timelines only has been posted on the [EMHS website \(under key actions timelines\)](#).
- Presentations to Faculty and/or Departmental Council concluded in March. Thank you to all the Deans and Department Heads for providing us with the opportunity to highlight the EMHS.
- The EMHS Ambassador initiative was launched January 24th to enhance communication and engagement with faculty and staff. Over 60 ambassadors have been recruited to date. See the [website](#) for more information.
- A proposed Leadership Development program has been completed. Conversations currently taking place to refine the launch/completion phase.
- A sub-group of the EMHS Implementation Working Group has been established to develop a comprehensive trauma informed leaders guide to impairment at work. More details to come.

Employee Engagement

- The next Employee Engagement Survey is being planned for 2025. The 2022 survey results will be used as a benchmark to measure progress.
- Leaders/managers play a key role in fostering engagement within their department/unit/team. A document highlighting the key practices of leaders/managers that can support employee engagement can be found on the [Employee Engagement Survey website](#).
- A campaign will be launched this spring to take stock of the actions/activities taking place across the university to foster engagement within faculties/departments and to continue to highlight what leaders and faculty and staff can do to foster engagement.

Anti-Racism and Organizational Change:

EDID Week Symposium on Slurs

- The first symposium on slurs which was held during EDID week 2024 was a huge success. Early post-symposium survey results indicate that there is an interest in making this an annual event.

Office of Human Rights, Equity, and Accessibility

Accessibility Awareness Days 2024

- Accessibility Awareness Days 2024 event concluded at the end of March. The event consisted of three virtual, mini-workshops and a film screening held at the Leddy Library.

IDEA Competition 2024

- A number of students provided submissions to the Innovative Design for Enhancing Accessibility (IDEA) Competition. The IDEA competition is designed to challenge students to develop innovative, practical, and cost-effective solutions to address accessibility issues that affect persons with disabilities. The 2024 winners are listed below:

- First place – Femi Soluade (International Relations) – Human Subtitlers
- Second place - Laila Albalkhi (Computer Science) and Dana Sleiman (Nursing) – Educate2
- Third place - Shivani Sharma Ramesh Kumar (Electrical and Computer Engineering) – WinSor-A Smart Sensor to Inclusive Living

Celebration of Nations 2024

- The annual Celebration of Nations 2024 was held on Wednesday, March 6th, 2024, at the CAW Student Centre to celebrate the rich diverse cultures of the University community and the Windsor-Essex area. For more information, please visit the [website](#).

Additional Key Highlights

Strategic Planning

- Planning is currently underway for the University of Windsor's first People, Equity, and Inclusion Strategy, with three defined pillars or chapters (see the [attached document](#)).

Food Security Plan

- The Food Security Action Group, was formed in March 2024, to develop an action plan to address food insecurity among students at the University of Windsor. The specific areas of responsibility of the Food Security Action Group will include:
 - Take stock of the current situation (needs, current supports, etc.) and identify best practices emerging from research and literature review.
 - Identify key areas of focus based on the taking stock phase.
 - Identify key actions for each area of focus.
 - Prioritize key actions into short, medium, and long-term.
 - Develop implementation action plans including potential external and internal collaborations, partnerships, and synergies.

**University of Windsor
Senate**

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

Item for: **Information**

Forwarded by: **Shanthi Johnson**

Research, scholarship, creative activity, and innovation play a pivotal role in shaping the University's local and global influence, reputation, and impact. The research and innovation eco-system directly impacts our ability to recruit and retain undergraduate and graduate students and build a robust education and training capacity pipeline. The Office of the Vice-President, Research and Innovation (OVPRI) is committed to inspiring and advancing inclusive research, scholarship, creative activity, and innovation in alignment with the University's institutional strategic plan - *Aspire: Together for Tomorrow*. Our goal is to engage our community, creating strong, meaningful collaborations, actively involving both our internal and external stakeholders. The following provides a comprehensive overview of the recent activities and initiatives undertaken by the OVPRI.

Internal Research and Innovation Ecosystem

- The OVPRI has launched an internal call for applications for the position of [Associate Vice-President, Strategic Research Initiatives, Partnerships, and Performance](#) (AVP,SRIPP) with a closing date of May 1, 2024. Beginning with an initial term of up to three years, the AVP,SRIPP will significantly strengthen the University's research and innovation ecosystem by providing collaborative leadership in shaping and implementing a comprehensive research and innovation strategic plan, local, regional, and global partnerships, and a performance framework to advance bold and impactful research, scholarship, creative activity, and innovation.
- The joint strategic academic and research plan cascading from *Aspire: Together for Tomorrow* in collaboration with the Office of the Provost and Vice-President, Academic kicked off in April with the Senate Information Session on April 5.

Research and Innovation Services

- Searches for the Tier 2 Canada Research Chairs (CRCs) in Health Disparities and Public Health (FAHSS), Health Biostatistics (HK), and Public and Environmental Health (Science) are now well underway with calls for applications launched this month.
- The University has received the NSERC Discovery Grant (DG) and NSERC Research Tools and Instruments (RTI), and the fall SSHRC Insight Grant competition results. Our NSERC DG success rate has climbed to 58% in 2024, up from 45% in 2023, while our NSERC RTI success rate was 10%, down from 20% in 2023. Our SSHRC Insight Grant success rate climbed to 61% in 2024 (national success rate of 34%), up from 26.6% in 2023. Congratulations to our faculty members and research services staff.
- Dr. Drew Marquardt was awarded a highly competitive Early Researcher Award (ERA) by the Government of Ontario to support the development of their research team.

Senate-Approved Research Institutes

- Review of the University's Senate approved Research Centres and Institutes is currently underway. The review of the Institute for Diagnostic Imaging Research (IDIR) is now complete. In March, the OVPRI formed committees and launched reviews of the Cross-Border Institute (CBI) and the Fluid Dynamics Research Institute (FDRI), which are expected to conclude by June 2024. Reviews of the Great Lakes Institute for Environmental Research (GLIER) and the WE-Spark Health Institute are scheduled for fall 2024. Based on the review experiences, the Senate Policy will be reviewed and revised with appropriate consultations in 2025.

Research Integrity

- The University has received the Canadian Council on Animal Care (CCAC) assessment report from the site visit conducted in January, which was positive overall. Congratulations to the Chair, Animal Care Committee, and Animal Care staff.

Research Partnerships

- On April 8, 2024, Intellectual Property Ontario (IPON) announced \$300,000 in funding for the University of Windsor to advance research and intellectual property (IP) commercialization within our research community.
- Following the launch of the federal STRAC policy, the Tri-Agency released [new guidance on research security](#) for all Tri-Agency and Canada Foundation for Innovation (CFI) funding programs in March. The research security team will continue to work with faculty to prepare and position faculty for future funding success in light of emerging requirements.

Engagement

Our office continues to forge strong external relationships through meetings with those visiting our campus and by participating in external groups such as the Council of Ontario Universities Ontario Council on University Research (OCUR), MITACS, Tri-agencies (CIHR, SSHRC, and NSERC) committees, and others:

- On March 13, 2024, the OVPRI participated in a visit by Raymond Cho, Minister of Seniors and Accessibility Ontario featuring our research excellence in the aging area in the Faculty of Nursing and other faculties at the University of Windsor.
- In early April, the VPRI participated in a delegation of 17 Ontario Universities to France and Belgium led by the Council of Ontario Universities to explore opportunities to develop and enhance research collaborations with the [Horizon Europe](#) pillar 2 opportunities now open to Canadians.

In summary, our office remains dedicated to advancing research, scholarship, creative activity, and innovation at the University. We look forward to continued collaboration and success in these endeavours.