NOTICE OF MEETING

**There will be a meeting of the Senate
on Friday, January 10, 2025, at 2:30pm
LOCATION: Toldo Room 203 (2nd Floor)**

AGENDA

Land Acknowledgement

1   **Approval of Agenda** (Unstarring agenda items)

2   **Minutes of the meeting of December 13, 2024**   Approval
                                                                                          S241213M

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
            (a)   **Certificate in Forensic Science (Discontinuation) – Minor**   S250110-5.1.1a-d
                  Program Changes (Form C)
            (b)   **Kinesiology – Minor Program Changes (Form C)**
            (c)   **Kinesiology – New Course Proposal (Form D)**
            (d)   **Kinesiology (Graduate) – Minor Program Changes (Form C)**

      *5.1.2   **Business and Engineering Co-op Education Regulations – Revisions**   **Lionel Walsh**-Approval
                                                                                          S250110-5.1.2

      *5.1.3   **Dramatic Art – Suspension of Admissions**   **Lionel Walsh**-Information
                                                                                          S250110-5.1.3

   5.2   **Academic Policy Committee**
      5.2.1   **Policy on Cross-listed and Cross-Career Courses**   **Isabelle Barrette-Ng**-Approval
                                                                                          S250110-5.2.1

      *5.2.2   **Experiential Learning Annual Report (2023-2024)** **Isabelle Barrette-Ng**-Information
                                                                                          S250110-5.2.2

   5.3   **Report of the Academic Colleague**   **Fazle Baki**-Information
                                                                                          S250110-5.3

   5.4   **Report of the President**

6   **Question Period/Other Business**

7   **Adjournment**

****The agenda has been amended given that there were only 11 business days between the last Senate meeting
and the January Senate meeting and focus necessarily has been on students and the start of classes.****

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 Forensic Science (Discontinuation) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Certificate in Forensic Science be discontinued.

Approvals:
- The proposal has been approved by 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 December 17, 2024 Combined Program Development Committee PDF posted on the PDC website at: http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes. To access this item, go to item 2.0.

University of Windsor
Senate

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

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Honours Bachelor of Science (Kinesiology and Health Studies) programs and Honours Bachelor of Sport Management and Leadership programs 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 Faculty of Human Kinetics Council (Nov 22, 2024), and the Program Development Committee.
- The new course KINE-3880. *Global Perspectives in Human Kinetics* (*See Form D)* is being added to the list of approved courses that students can take in HK programs.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the December 17, 2024 Combined Program Development Committee PDF posted on the PDC website at: http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes. To access this item, go to item 3.0.

University of Windsor
Senate

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

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following course be approved:^
              KINE-3800. Global Perspectives in Human Kinetics

^Subject to approval of the expenditures required.

Rationale/Approvals:
- The new course has been approved by the Faculty of Human Kinetics Council (Nov 22, 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 December 17, 2024 Combined Program Development Committee PDF posted on the PDC website at: http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes. To access this item, go to item 4.0.

University of Windsor
Senate

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

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the Master of Science (Kinesiology and Health Studies), Master of Sport Management and Leadership (MSML), and PhD in Kinesiology 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 Faculty of Human Kinetics Council, the Faculty of Graduate Studies 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 December 17, 2024 Combined Program Development Committee PDF posted on the PDC website at: http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes. To access this item, go to item 5.0.

University of Windsor
Senate

*5.1.2:   **Business and Engineering Co-op Education Regulations – Revisions**

Item for: **Approval**

Forwarded by: **Program Development Committee.**

MOTION: **That the proposed revisions to the Co-operative Education Regulations for the Bachelor of Commerce (Honours) Business Administration program, the Bachelor of Commerce (Honours) Business Administration and Computer Science program, and the Bachelor of Applied Science be approved.**

Rationale:
- The proposed revisisons were made in consultation with the Faculty of Engineering and Odette School of Business.
- The revisions are largely editorial, providing clarify information for students in the co-op program and updating the calendar on current practices.
- *See attached.*

1. BUSINESS ADMINISTRATION

Co-operative Education Program Regulations

The Business Administration Co-op Program integrates 3 four-month, paid, full-time, career related work terms. By combining semesters of study with career-related positions, students acquire valuable professional experience in the workplace.

Students can apply for the Business Administration Co-op Program either directly out of their Grade 12 (or equivalent) Year, or in the Fall term of their second year of study in either the Co-operative option is only available for the Bachelor of Commerce (Honours) Business Administration program or the Bachelor of Commerce (Honours) Business Administration and Computer Science program.

Admission to the Program is competitive. Students applying directly out of grade 12 (or equivalent) year will be admitted based on academic achievement (typically, a minimum of 78% is required). Second-year, term one must have a minimum major average of 70%, a minimum cumulative average of 65%, and no more than one outstanding grade below 50%.

Post-admission, co-op stream students must maintain a major average of 70% or better, a cumulative average of 65% or better and cannot have more than one outstanding grade below 50%. One probationary term will be granted for students with a minimum major average of 65%, a minimum cumulative average of 60% and no more than one outstanding grade below 50%.

Once students have accepted an offer of employment for a work term, they must remain in the co-op program until they have completed their work term requirements. Failure to complete the work term and/or work term requirements (as per the work term course outline) will result in a non-pass grade for that work term course, and they may be required to withdraw from the co-op stream. The co-op fee for the work term is non-refundable.

The deadline to withdraw from the co-op program and receive a fee refund for the current study term is the 1st Friday of classes. Students Students in the fall of second year have an extended withdrawal deadline date provided by Co-operative Education & Workplace Partnerships.

Students who choose to withdraw from the co-op program, cannot re-join the co-op program at a future date.

All co-op positions must be full-time, paid, related to the degree program and approved by the University. The process of securing a Co-op position is competitive. Co-op students will apply for work opportunities as advertised by the Co-operative Education and Workplace Partnerships office using an Internet-based software program and employers will make interview and hiring decisions. Students are also encouraged to seek co-op employment outside of the advertised postings by completing a guided job search process in partnership with their coordinator at Co-operative Education and Workplace Partnerships.

Students must successfully complete three work terms to be eligible for the co-op designation. Although we strive to provide co-op opportunities to all our students, placements are not guaranteed as students must be selected for employment by the employer.

Business and Business/Computer Science Co-op students must remain full-time students and typically follow a standardized work/study sequence schedule. Faculty advisors can assist with course scheduling. Work/study sequence changes are possible and must be approved by the WIL Coordinator and faculty advisor.

Year of Study	Fall Term	Winter Term	Summer Term
Year 1	Study term 1	Study term 2	Off
Year 2	Study term 3	Study term 4	Work term 1

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Year 3	Study term 5	Work term 2	Study term 6
Year 4	Work term 3	Study term 7	Study term 8

2. FACULTY OF ENGINEERING

CO-OPERATIVE EDUCATION PROGRAM

The Faculty of Engineering Co-operative Education Program integrates 3 four-month, paid, full-time, career-related work terms. By combining semesters of study with career-related positions, students acquire valuable professional experience in the workplace.

APPLICATION PROCEDURE

Admission to the Co-operative Education Program is competitive. Students can apply for the Bachelor of Applied Science Co-op Program either directly out of grade 12 (or equivalent) year, or in the fall term of their second year of study.

Students applying through OUAC directly out of their grade 12 (or equivalent) year will be admitted based on academic achievement. The Co-op portion of the degree will begin in the fall of 2nd year. Students who were not admitted and/or did not apply to Co-op directly out of grade 12 (or equivalent) can apply for the Bachelor of Applied Science Co-op program in September of their 2nd year of study. Second-year Co-op applications are available through the Co-operative Education and Workplace Partnerships office.

ACADEMIC STANDING

Students admitted to Bachelor of Applied Science Co-op directly out of high school must meet the following requirements for automatic continuation in Co-op in year 2:
- A minimum cumulative average of 70% at the end of year 1 of engineering studies
- Eligible for 2nd year standing, or at the discretion of the Faculty of Engineering
- Maintain a minimum 60% cumulative average in years 2, 3, and 4
- No more than one outstanding grade of 50% or lower on their transcript
- Maintain full-time status, with a minimum of 4 courses per study term

First year students with a cumulative average of 60-69.9%, can apply for re-admission to Co-op in the fall of their 2nd year.

Year 2, 3 and 4 students must maintain a minimum cumulative average of 60% and have no more than one outstanding grade below 50% in the evaluation period.

WITHDRAWING FROM THE CO-OP PROGRAM

Withdrawal from the Co-op program will be granted on an exception basis only as it must be determined that the student has no outstanding commitments to employers. Students who wish to withdraw must meet with a WIL Coordinator and complete a withdrawal form.

The deadline to withdraw from the co-op program and receive a fee refund for the current study term is the 1st Friday of classes. Students in the fall of their second year have an extended withdrawal deadline date provided by Co-operative Education & Workplace Partnerships.
Students who withdraw from Co-operative program cannot re-join the Co-op program at a future date.

Once students have accepted an offer of employment for a work term, they must remain in the co-op program until they have completed their work term requirements. Failure to complete the work term and/or work term

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requirements (as per the work term course outline) will result in a non-pass grade for that work term course, and they may be required to withdraw from the Co-op stream.   The Co-op fee for the work term is non-refundable.

CO-OP JOB SEARCH PROCESS

All Co-op positions must be full-time, paid, related to the degree program and approved by the University. The process of securing a Co-op position is competitive. Co-op students will apply for work opportunities as advertised by the Co-operative Education and Workplace Partnerships using an Internet-based software program and employers will make interview and hiring decisions. Students are also encouraged to seek Co-op employment outside of the advertised postings by completing a guided job search process in partnership with their coordinator at Co-operative Education and Workplace Partnerships.

CO-OP REQUIREMENTS

Students must successfully complete 3 work terms to be eligible for the co-op designation. Although we strive to provide Co-op opportunities for all our students, placements are not guaranteed as students must be selected for employment by the employer.

Bachelor of Applied Science Co-op students must remain full-time students and typically follow a standardized work/study sequence schedule. Faculty advisors can assist with course scheduling. Work/study sequence changes are possible and must be approved by the Work Integrated Learning (WIL) Coordinator and faculty advisor.

Year of Study	Fall Term	Winter Term	Summer Term
Year 1	Study term 1	Study term 2	Off
Year 2	Study term 3	Study term 4	Work term 1
Year 3	Study term 5	Work term 2	Study term 6
Year 4	Work term 3	Study term 7	Study term 8

Deleted: lead to being required to withdraw from the Co-op program and will

Deleted: failing

Deleted: on his/her transcript

Deleted: Centre for Career Education

Deleted: facilitated by the Centre for Career Education

Deleted: SEQUENCE OF WORK AND STUDY TERMS ¶
FIRST YEAR¶
Fall Term: Study term¶
Winter Term: Study term¶
¶
SECOND YEAR¶
Fall term: Study term¶
Winter term: Study term¶
Summer Term: Work term¶
¶
THIRD YEAR*¶
Fall Term: Study term¶
Winter Term: Work term¶
Summer Term: Study term¶
¶
THIRD YEAR* (for Environmental Engineering)¶
Fall Term: Study term¶
Winter Term: Study term¶
Summer Term: Work term¶
¶
FOURTH YEAR¶
Fall Term: Work term¶
Winter Term: Study term¶
Summer Term: Study term¶

Deleted: WORK TERM EVALUATIO

Deleted: A student's performance in a Work Term will be evaluated as either "Pass" or "Fail". To obtain a "pass" evaluation, a student must successfully complete all the requirements of the Co-operative Program as described in Co-op Commitments and Expectations provided to all Co-op students and available from the Co-op, Career and Employment Services Office.¶
¶
CO-OPERATIVE PROGRAM GRADUATION REQUIREMENTS¶
In addition to the requirements for graduation from the regular B.A.Sc. program, students in the Co-operative Program must satisfactorily complete three work terms, unless a student is involved in an internship which is approved for different specific conditions

University of Windsor
Senate

*5.1.3:   **Dramatic Art – Suspension of Admissions**

Item for: **Information**

Forwarded by: **Program Development Committee**

MEMORANDUM

To: Program Development Committee (PDC)

Date: December 12, 2024

Subject: **Suspension of Admissions – Bachelor of Fine Arts (BFA) Acting Program**

Admissions have been suspended to the School of Dramatic Art's (SoDA) Bachelor of Fine Arts (BFA) Acting Program for the 2025/2026 academic year. The University's budget deficit and cutbacks have resulted in reduced funding for sessional instructors, staff layoffs, and a freeze on hiring limited-term and tenure-track professors, all of which limit the teaching labour needed to deliver curriculum. The School has recently lost two full time faculty members, significantly impacting its program delivery. The suspension of admissions is for *new* student intake and does not impact the progression of current students already enrolled in the program.

This pause will allow the School to reassign professors who typically teach first-year courses to upper-year classes to ensure core courses will continue to be offered in the coming years so current students can enrol in the courses necessary to graduate on time.

The SODA is committed to maintaining quality programming and instruction for all of their students, both present and future. Over the next year, the SODA will be re-envisioning their programs to enhance their appeal to prospective students in a sustainable way, increase enrolment, and foster new and innovative approaches to studying dramatic art.

The Faculty Coordinating Council was informed on December 12, 2024.

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

University of Windsor
Senate

5.2.1:   **Policy on Cross-listed and Cross-Career Courses**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the Policy on Cross-Listed and Cross-Career courses be approved.

Rationale:
- The Undergraduate Calendar defines a Cross-Listed course as one which is listed under two different numbers in two different subject areas but at the same level. Cross-listed courses may be taken in either subject area, but credit may be earned in only one course.

- Currently, the University of Windsor has two types of courses that are commonly referred to as 'cross-listed':
  1. A course which is listed under two different numbers in two different subject areas but at the same level; and,
  2. Courses listed under two different course levels (undergraduate and graduate). In this instance, the classroom experience is shared between undergraduate and graduate students but the expectations, and learning outcomes are different.

  The proposed policy defines the latter type of course as a 'Cross-Career' course and provides the general framework for the creation and application of cross-listed and cross-career courses.

- All cross-listed/cross-career courses must be approved by Senate and the cross-listing/cross-career designation must be included in the course descriptions listed in the calendar(s).
- Individual topics offered under the "special topics" heading would reflect this cross-listing/cross-career designation in the broad umbrella-level course description listed in the calendars.
- Masters and PhD seminars which require student attendance at presentations are co-located, but not cross-listed.

- In line with OCGS guidelines, students may take up to 1/3 of the graduate program course requirements with a senior-level undergraduate course or a cross-career course.[1]
- If a graduate student has taken a cross-career course at the undergraduate level, they may obtain graduate credit for it by registering for the graduate level course, and completing only the graduate level assessments. Individual programs may develop policies limiting or restricting the number of cross-career courses that may be taken at both the undergraduate and graduate level.

- The APC Subcommittee engaged in consultations (i.e., through surveys and discussions) with Deans, Associate Deans, Department Heads, and the Graduate Executive Committee to identify challenges and advantages of cross-listed/cross-career courses, as well as the implications of implementing this policy.

See attached.

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[1] https://oucqa.ca/guide/graduate-programs-two-thirds-requirement/

Policy on Cross-Listed and Cross-Career Courses

Purpose and Scope
This Policy sets out the rules and regulations surrounding undergraduate and graduate cross-listed and cross-career courses.

Policy Statement

Cross-Listed Courses (cross-listed at the same level/career) means a course which is listed under different numbers in different subject areas at the same level or career (e.g., undergraduate – undergraduate; graduate – graduate). Cross-listed courses may be taken in either subject area, but credit may be earned in only one course since they are the same course with the same course title, calendar description, course syllabus, expectations, and learning outcomes.

Cross-Career Courses (cross-listed across levels/careers) means courses which are listed under different numbers in the same or different subject areas across different levels or careers (e.g., undergraduate – graduate). Such courses have the same course title and calendar description, but the course code, course syllabus, expectations, and learning outcomes are different. Cross-career courses may be taken for credit at both levels, to a maximum of one-third of the graduate program's course requirements, subject to program specific restrictions as listed in the calendars. Exceptions may be granted by the Dean (or designate) of the Faculty in which the course is offered for undergraduate students or by the Dean of Graduate Studies for graduate students. If a graduate student has taken the cross-career course at the undergraduate level, they may obtain graduate credit for it by registering for the graduate level course, and completing only the graduate level assessments.

All cross-listed courses or cross-career courses must be approved by Senate in accordance with the PDC/Senate approval process.

Cross References:
Policy on Integrated Undergraduate/Graduate Degree Programs

University of Windsor
Senate

*5.2.2:   **Experiential Learning Annual Report (2023-2024)**

Item for: **Information**

Submitted by: **Academic Policy Committee**

See attached.

2023-2024 Annual Report
Office of Experiential Learning

Introduction

The Office of Experiential Learning, led by the Executive Director and reporting to the Provost and Vice-President, Academic, champions experiential learning and career development initiatives across the University of Windsor. Through close collaboration with Deans, AAU Heads, faculty, program committees, and student services units, we advance innovative practices in career education, work-integrated learning, community engagement, and experiential opportunities for students in every Faculty.

Our team is structured into two dynamic departments, each reporting to the Executive Director:

- **Co-operative Education & Workplace Partnerships (CEWP)** focuses on connecting students with meaningful, paid work-integrated learning opportunities, such as co-op placements and internships, while fostering strong and diverse employer partnerships.
- **Career Development & Experiential Learning (CDEL)** integrates career and experiential education into academic programs as well as offers standalone co-curricular programming and delivers tailored career services to students and recent alumni.

Together, we empower students to build skills, make connections, and navigate their pathways to success. The following report from Summer 2023, Fall 2023 and Winter 2024 illustrates how our unit does just that as we strive to meet the strategic priorities as well as the foundational commitments of Aspire.

Foundational Commitments

A. Establishing and Implementing an Institutional Data Strategy

Orbis (mySuccess) training to improve data tracking for experiential learning across campus

Members of both CEWP and CDEL participated in a two-day review and training session with Orbis (mySuccess) representatives, focusing on optimizing UWindsor's mySuccess platform. The in-depth review covered Co-op, Ignite, VIP-Community Service Learning (VIP-CSL), and Job Shadow, where Orbis provided targeted recommendations to refine data collection, improve program tracking, and ensure more consistent and accessible data reporting. Additionally, they introduced the Experience Catalogue and Record - tools designed to track experiential opportunities across campus and act as a record of students' curricular and co-curricular achievements throughout their time at the university. This work has strengthened our capability to analyze program impact and streamline operations, positioning our experiential learning programs for continued growth and success.

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

HireUWindsor campaign with Alumni Affairs and Donor Communications

OEL continued our partnership with Alumni Affairs through the HireUWindsor Alumni Awareness Campaign, aiming to inspire employers to prioritize hiring University of Windsor alumni. The campaign showcased valuable partnership opportunities, connecting employers with UWindsor's talent pipelines and highlighting the exceptional skills and expertise that UWindsor graduates bring to the workforce.

This years' campaign included two partner engagement events to strengthen relationships with key employers and highlight the value of hiring UWindsor students. The Hire UWindsor event at the Armouries featured a keynote by Anita Nowak, author of Purposeful Empathy, emphasizing the role of empathy in workplace success. With over 30 employers in attendance, it was a platform for networking and appreciation.

The second event, held at the Windsor International Film Festival (WIFF), offered exclusive seating and a pre-screening of select films, creating a relaxed setting for employer engagement and served as a gesture of

appreciation for our key employer partners. Both events reinforced the importance of collaboration and were platforms to raise awareness about the benefits of hiring UWindsor alumni.

Expanded Plan Ahead recruitment program with the Office of Enrolment Management (OEM)

In collaboration with the marketing team in the OEM, we built upon last year's successful Plan Ahead recruitment event targeting students in Grades 9-11 by creating wrap-around web content, including a virtual career assessment tool and accompanying videos and infographics, to expand access and engagement beyond the event which hosted over 200 high school students from across the region.

Strong relationship formed with newly formed office, Research Partnerships

The newly established Research Partnerships office focuses on identifying new external partnerships while strengthening relationships with existing partners, creating significant synergies with our department. To leverage these shared objectives, we have committed to meeting regularly to exchange information and strategize on how to collaborate more effectively. Our goal is to ensure that external partners can seamlessly navigate and fully benefit from the wide range of opportunities and resources offered by the University of Windsor.

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

Hybrid career workshop offerings

To create accessible learning options for students, CDEL moved from fully virtual workshop offerings implemented during Covid19 to a combination of hybrid, in-person, and virtual sessions. While we saw a rise in attendance from last year, increasing from 2169 to 2302 attendees, this was almost fully supported by virtual offerings with an average of 17.38 attendees per virtual workshop compared to 3.53 per in-person.

Professional Headshot Photobooth

The addition of a permanent LinkedIn photobooth in the career center, which was visited by over 600 students, has created a welcoming, accessible, and inclusive resource for the campus community.

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

Improved information sharing and team engagement

Based on feedback provided through the Employee Engagement Survey process, we introduced new methods for connecting with team members, including the introduction of a monthly staff newsletter to celebrate successes, highlight upcoming events and programs, and share important information. This has been especially helpful to understand the work and priorities occurring across the various teams within the unit. Additionally, we formed a voluntary social committee to organize celebratory events, create social opportunities beyond the workplace, and build cohesion.

Investment in staff professional development

Also, in response to valuable feedback gathered through our employee engagement survey, we have made a strategic commitment to invest in the professional development of our staff. Recognizing the importance of continuous learning and growth, we are actively supporting opportunities for team members to enhance their skills and expand their knowledge in the field of experiential learning. This shift reflects our dedication to fostering an inclusive environment where all staff have access to training and development that enhances their expertise and engagement in their roles.

A significant shift in our approach has been our expanded participation in key industry conferences. While in the past, attendance at CEWIL (Co-operative Education and Work-Integrated Learning Canada) conferences was primarily reserved for management, we have broadened this opportunity to include staff from all areas of the department. Two members of our student-facing team had the opportunity to attend the CEWIL 2023 conference in Nova Scotia, 3 team members (1 employer-facing and 2 student-facing) attended the CEIA (Co-operative Education and Internship Association) annual conference in Tampa for perspectives on US-based WIL, and one career staff member attended Canada's largest career conference, Cannexus, in Ottawa.

This investment supports staff development, enhances their expertise, and aligns with the University's commitment to learning and improvement.

Kristen Morris also participated in the Senior University Administrators Course (SUAC) through the University of Winnipeg's Extended Education program. She also was elected as the Academic Professional voting member for Senate during this reporting period.

E. Telling Our Stories and Sharing Our Knowledge

Launched new CDEL website

With the goals of enhancing communication, strengthening outreach efforts, and improving internal channels for knowledge sharing and campus engagement, we initiated a new CDEL website.

Windsor/Essex Marketing Campaign

Within this reporting period a billboard and radio ad campaign were launched to help highlight the value of hiring UWindsor student talent to potential employers in the Windsor/Essex region. Radio spots were developed for AM800 as well as 93.9 FM. Billboards were designed and placed in strategic, high-value locations to increase awareness and solicit new in-bound employer partner leads. To complement this, a social media campaign was launched in tandem with paid ads on Facebook. A cross-section of co-op programs were featured with an emphasis on computer science where placement needs were the greatest. See Appendix B for pictures of a few items from the campaign.

Recognition Awards

Each term, the Co-operative Education & Workplace Partnerships office invites employers to complete final performance evaluations for their co-op or internship students and nominate outstanding individuals for the "Rising Star" award. Within this reporting period 241 students were nominated. Nominated students are then asked to submit a concise essay showcasing their achievements, which is then reviewed by a dedicated adjudication committee. One or more students are recognized each term for their exceptional workplace contributions and for representing the Co-operative Education & Workplace Partnerships department with distinction in the broader community. (Refer to Appendix C for a complete list of award recipients during the reporting period.)

Our employer partners play a critical role in shaping the success of our co-op and internship programs, and we proudly celebrate those who go above and beyond to support our students. The 2023 recipients included:

Co-op/Internship Employer of the Year – Stellantis / ARDC
Stellantis/ARDC has been a long-standing partner of the co-operative education program at the University of Windsor, showcasing an unwavering dedication to providing students with enriching and exceptional work term experiences. ARDC has opened doors to countless students, enabling them to gain invaluable hands-on experience in their fields of study.

Co-op/Internship Champion of the Year – Mike Van Nie, Senior Manager, Human Resources, Valiant TMS
Mike Van Nie was selected as the Co-op/Internship Champion of the Year for his exceptional contributions, dedication and collaborative spirit, which not only enhanced the work term experiences for our students but has also contributed significantly to the growth of the co-operative education program.

Increase in social media presence

This past year, OEL launched two dedicated Instagram accounts to deliver more targeted messaging to students on campus. The CEWP account, @uwincoop was created to serve as a valuable resource for co-op students, offering updates, advice, and inspiration by highlighting the success stories of peers who had exceptional work-term experiences. Meanwhile, the CDEL account, @uwincareercentre focuses on raising awareness of its career services, experiential learning programs, and events designed to support students in their professional journeys. The focus of both accounts was on content quality and collaborating with faculty and student society accounts helped raise awareness of services, events, and programs.

CEWP Account	**CDEL Account**
Reach – 52,571	Reach – 56,004
Average Engagement Rate – 6.09%	Average Engagement Rate – 4.81%
Impressions – 83,320	Impressions – 78,500

F. Improving Institutional Processes and Coordination of Services

Ignite Work Study hiring authorizations moved to VIP portal

Working with colleagues in HR and IT, we assisted with the transition from manual hiring authorization forms for all Ignite Work Study student hires to the virtual VIP portal. We now serve as approvers in the system for Ignite, significantly improving the efficiency of student hiring across campus.

MAC one course fee for extended work terms in co-op

Students in the Master of Applied Computing program who extended their work term by one semester were subject to an additional course fee unlike any other co-operative education student who only pays a supplemental co-op fee. We advocated for this to be removed for the sake of equality amongst all students who take programming within our co-operative education department and were successful.

Strategic Priorities

A. Advancing Bold, Impactful Research, Scholarship, and Creative Activity

In our unit, we advance research and scholarship in experiential learning and in teaching and learning within higher education. We also facilitate research and scholarly endeavors among faculty and staff by managing funding initiatives for on-campus employment, such as the Ignite Work Study Program, which supports part-time student employment through an experiential learning framework.

B. Advancing the Journey toward Truth and Reconciliation

Engaging in Indigenous learning and collaboration

To deepen our understanding of Indigenous ways of knowing, the OEL leadership team initiated and participated in three focused sessions with UWindsor's Indigenous relations leaders, exploring the significance of land acknowledgements, cultural practices like the tying of tobacco, and broader cultural awareness. We also sought to share this learning more broadly by organizing three additional sessions in collaboration with the Indigenous relations team for the entire OEL unit. While these sessions did not move forward as planned due to scheduling challenges, the initiative reflects OEL's dedication to advancing reconciliation and fostering meaningful engagement with Indigenous knowledge and practices.

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

IDEA-focused events and programming

We have hosted and promoted a variety of IDEA-focused events and programs aimed at supporting the career development and employability of equity-deserving groups. Highlights include:

- **Strengthening ABC Men's Employability and Resilience (S.A.M.E.):** Offering tailored career planning and job search workshops to African, Caribbean, and Black men to strengthen job acquisition and build resilience to structural inequalities experienced in the labour market.
- **Women in Tech Panel:** Highlighting career opportunities and pathways in technology while celebrating women's contributions to the field.
- **Fireside Chat with Women Transforming Technologies:** Partnering with Rocket Innovation Studio to provide insights and inspiration from female leaders advancing equity in tech careers.
- **Onyx Initiative:** Focusing on professional development and equitable access to employment opportunities for Black students and graduates.
- **ADaPT Program:** Helping Black youth learn the skills needed to excel in today's digital economy while providing access to mentors who guide them in securing job opportunities.

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

Increased engagement in CDEL workshops and advising appointments

CDEL's workshops and appointments saw notable increases in engagement in the 2023-24 year. A total of 145 workshops were offered, drawing 2,302 student attendances. This figure reflects continued demand for career services, particularly among international students, who accounted for 76% of all attendees. Targeted workshops, designed to address unique needs of specific Faculties and student groups, saw a jump in participation from 576 in 2022-23 to 794 in 2023-24, This surge highlights the strong demand for CDEL's tailored support and underscores the effectiveness of these specialized offerings in meeting the diverse and evolving needs of students across disciplines.

In addition to workshops, career advising appointments reached a total of 1,791 in 2023-24, representing a slight increase from the previous year. These appointments were attended by 1,159 unique students, with a significant portion of attendees being graduate and international students. Notably, peer-delivered appointments experienced a substantial rise, highlighting an increased interest in accessible career guidance. Overall, the growth in both workshop and appointment attendance suggests that there is demand for career development and employment readiness that caters to varying levels of academic experience and disciplinary backgrounds.

In-class facilitation

Support for in-class career initiatives has increased since the return to traditional classrooms post-COVID-19, with 81 presentations reaching 4,840 students, complemented by resource-intensive offerings, including over 100 course-specific mock interviews and more than 100 in-class resume/CV critiques. These efforts provide tailored support to help students achieve their professional goals.

Co-curricular experiential learning

CDEL's experiential learning programs facilitated over 1,000 co-curricular placements in 2023-24. The VIP-Community Service Learning (VIP-CSL) program saw students contribute nearly 3,930 hours of service to community organizations through 98 community placements, with a high completion rate of 90%. Job Shadow placements grew by 28% to 209, with students being matched to 55 different organizations, a significant increase in the diversity of host employers. Additionally, the Ignite Work-Study program continued to see strong employment numbers with 621 students hired into 86 departments across campus, highlighting the strong demand for student workers on-campus. These programs not only provided valuable hands-on learning opportunities but also strengthened CDEL's partnerships with employers and community organizations, fostering ongoing engagement and growth in experiential learning.

Generative AI in experiential learning and job readiness

The rapid rise of generative AI has significantly impacted experiential learning and job readiness, reshaping how students prepare for the job market. While AI offers valuable assistance with tasks like resume writing, over-reliance poses risks to critical thinking and personal branding. Embracing this technology, we focus on educating students and staff on responsible AI use, teaching students to craft prompts that enhance their resumes and applications while maintaining authenticity. Staff within our unit participated in generative AI training in May 2023 offered through the Office of Open Learning, equipping them to mentor students effectively. Insights from this training and further research conducted via conferences led to the creation of an AI for Job Search workshop attended by over 100 students throughout the reporting year and will inform updates to our Transform program, integrating AI literacy and ethical usage into job readiness education.

Soft launch of the FAHSS Co-op Program

In Fall 2023, CEWP launched the Faculty of Arts, Humanities, and Social Sciences (FAHSS) Co-op program, expanding co-op opportunities for students in these fields. As a soft launch, 9 students completed the *Transform* job readiness program in Winter 2024, preparing for their first job competition in Summer 2024. Collaborating with the Registrar's Office, we established direct admission pathways from high school and updated Ontario Universities' Application Centre (OUAC) codes for 10 new FAHSS programs. This foundational work has positioned the FAHSS Co-op program for future growth, aligning with our commitment to broadening experiential learning across diverse fields and preparing students for career success.

We continued to support the professional development of graduate students by sponsoring the GPDN Career Symposium for Graduate Students and Postdoctoral Fellows with the highest student registration of any participating institution for the third straight year.

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

Training Day

A cross-training committee was established by the co-op office to foster a cohesive team environment and deepen understanding of each role's objectives within the department. The committee organized a comprehensive half-day training session for the entire co-op team, resulting in enhanced knowledge, greater empathy for each other's challenges, and a more unified team.

Feedback from the post-event survey underscored the event's significant impact, solidifying plans to make it an annual initiative not only for the department but for the entire unit. Following the training, the team participated in an off-site outdoor team-building event, strengthening camaraderie, boosting morale, and providing a refreshing afternoon of fresh air and physical activity.

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

Expanded fairs and employer networking events

After returning to on-campus fairs last year, we saw a continued increase in student and alumni participation, rising from a total of 642 in 2022-23 to 1,040 in 2023-24. The Faculty of Education Career Fair doubled its attendance to 342 from 173, while the Engineering Job Fair attracted 559 attendees, up from 380. Additionally, the Nursing Career Fair saw an increase from 89 to 139 attendees. We also expanded our fair offerings with the return of Community and Public Service Fair, further diversifying the opportunities available. Employers across all fairs reported 100% satisfaction, highlighting the value and impact of these initiatives in connecting top talent with industry.

Employer networking events have also seen growth. CDEL-led opportunities, including Teacher Recruitment Days and Nursing Employer Booths, increased by 75%, from 16 events in 2022-23 to 28 in 2023-24 with a 100% employer satisfaction rating, while externally advertised employer-hosted events remained stable. Overall, the total number of events rose by 10%, from 111 to 122. Our event growth is a direct result of targeted efforts possible due to the dedicated support provided by the newly implemented Events Coordinator role.

Partnership development with NextStar Energy

This period marked the start of an exciting partnership with NextStar Energy, Canada's first EV battery manufacturing facility. Initial discussions introduced NextStar to the University's co-op program, highlighting the benefits of hiring UWindsor students to meet their growing workforce needs as they scale. As a key player in Windsor's sustainable energy sector, this collaboration will provide valuable learning opportunities for students while supporting local economic development. We look forward to strengthening this partnership as NextStar expands its operations.

Partnership with Kanata North Business Association (KNBA)

On June 6, 2023, the University of Windsor formalized a partnership with the Kanata North Business Association (KNBA) and Hub350, Canada's largest technology hub. Representing over 500 tech companies near Ottawa, KNBA supports collaboration and growth and serves as a pivotal organization supporting Canada's tech ecosystem. This strategic partnership, involving CEWP, the Office of Research and Innovation, and the Faculties of Science and Engineering, aims to connect UWindsor students with leading companies for co-op placements, internships, and research opportunities, bridging the talent gap and preparing students for careers in the tech industry, while fostering innovation and growth in the sector.

Challenges

- **Over-admission in the MAC program** - Increased enrollment in the Master of Applied Computing (MAC) program has led to lower placement rates for the internship portion of their degree, particularly for international students navigating a competitive tech job market.

- **Tech industry slowdown** - The tech sector downturn has reduced available internship positions, significantly impacting placement opportunities for MAC and Computer Science students.

- **Low application rates** – Co-op undergraduate students have been applying to fewer postings, limiting their job prospects. We continue to find ways to encourage students to apply to roles that would add value to their degree and allow them to gain valuable career insights prior to graduating.

- **Reluctance to relocate** – Most undergraduate co-op students prefer to stay in Windsor Essex despite limited local opportunities, bypassing roles elsewhere that could broaden their experience. The difficult housing/rental market in big cities like Toronto has only exacerbated this.

- **Unrealistic expectations** – Co-op and internship students seeking senior or specialized roles misaligned with their qualifications need better guidance on attainable career paths. We continue to educate students as to the type of roles they are qualified for and the importance of gaining experience to complement their degree.

- **Disparities in engagement across Faculties** – In 2023-24, the Faculty of Engineering and the Faculty of Science together accounted for roughly 70% of both CDEL workshop (71.28%) and appointment attendance (68%), with Engineering making a significant contribution at approximately 46% in each category. The majority of engagement from Engineering students came from graduate students, who accounted for 76.22% of workshop and 72.92% of appointment attendance among Engineering attendees. In contrast, the largest Faculty, the Faculty of Arts, Humanities, and Social Sciences (FAHSS), represented only 8.99% of workshop attendance and 15.3% of appointments. To address these disparities, increased marketing and targeted outreach efforts are needed to boost engagement among students in underrepresented Faculties.

- **Low in-person participation in CDEL workshops** - On average, virtual workshops had 17.38 attendees, while in-person workshops saw only 3.53 attendees. This low turnout for in-person sessions leads to inefficient use of resources and prevents hybrid workshops from achieving peak effectiveness, as they do not allow for optimal delivery for either in-person or virtual participants.

- **Increased Job Shadow demand** – Student participation in the Job Shadow Program continues to rise, with the number of placements increasing by 75% over the last two years. In addition, host participation has remained constant over the last year. More staff time is required to meet student demand and increase host engagement if this program's growth is to be supported.

- **Stagnated growth in VIP-CSL program** – While students who participate in VIP-CSL express high levels of satisfaction and highlight how impactful the experience is on their future career goals, participation remains stagnant and significantly below pre-COVID-19 levels. This could be a result of decreased engagement in campus programming among current students and limited marketing.

- **Inefficiencies in Ignite tracking and data management** – Currently, Ignite tracking is managed across three separate tools—Excel, Qualtrics, and mySuccess—leading to increased administrative workload, a higher risk of data entry errors, and inconsistent year-over-year data analysis.

- **Unmanageable student/alumni demand for Engineering Job Fair** – Capacity limits in the Centre for Engineering Innovation are insufficient to accommodate the extremely high levels of student participation in the Engineering Job Fair which places a limit on registration numbers.

- **Creating networking opportunities for diverse disciplines** – While student participation in all fairs has increased substantially, a focus on Faculty-specific fairs limits networking opportunities among students outside of those Faculties. In addition, employers from industries recruiting beyond those disciplines have limited access to UWindsor talent.

- **Increased recruitment needs in specific industries** – With high labour market demand for Nursing and Education students/graduates, expanded recruitment offerings are required.

- **Limited curricular experiential learning opportunities** – Curricular experiential learning (EL) opportunities outside of co-op remain limited, with placements facilitated through CDEL decreasing substantially over the past five years. Additionally, there are inconsistencies in the availability and delivery of these opportunities, emphasizing the need for improvement.

- **Balancing resource demands for course-based career activities** – While engaging with students through classroom workshops or career-related sessions allows for broader impact and higher overall engagement, some courses require substantial resource investment, particularly when individual services such as mock interviews or resume critiques are requested.

- **Cancelation of Indigenous training sessions –** In the past year, we had planned to host two sessions with our OEL entire staff in collaboration with the campus Indigenous relations team to foster greater understanding and engagement. Unfortunately, these sessions were canceled for a variety of reasons by those leading the session on three occasions and could not be rescheduled within the reporting period. We remain committed to prioritizing this initiative and are working to provide new opportunities for our staff to engage in training in Indigenous ways of knowing in the coming year.

Future Actions/Initiatives

- **401 Marketing Campaign** - Aimed at promoting the value of hiring UWindsor students, this campaign will target employers along Ontario's 401 corridor to expand job prospects beyond Windsor-Essex into southwestern Ontario.
- **GTA Consultant** - To enhance UWindsor's visibility in Canada's largest employment market, we will engage a consultant specializing in employer outreach in the Greater Toronto Area, focusing on opportunities in the tech sector.
- **Subsidy for Non-Profit FAHSS Employers** - A new subsidy program will support non-profit organizations hiring FAHSS co-op students, reducing financial barriers and encouraging experiential learning in meaningful, community-focused roles.
- **Continued Professional Development for Staff –** Sales training for our employer relations team is in the planning stages, continued CEWIL conference participation.
- **Increase presence on social media platforms –** Tell our story in unique ways using video and graphics on LinkedIn, Instagram, etc.
- **Sponsorship of conferences and events** – For increased brand visibility and networking.
- **Career Centre rebrand campaign** – To position ourselves as the lead in career development on campus and increase engagement from students in underrepresented Faculties, we will rebrand CDEL as the Career Centre, revitalizing our atrium into a dynamic hub for career activities. Additionally, we will launch a targeted marketing campaign with the support of PAC to enhance our visibility and strengthen our presence across campus.

- **VIP-CSL marketing initiative** – In tandem with our overall rebrand campaign, we will ramp up marketing efforts for the VIP-CSL program, ensuring increased visibility and student engagement.

- **Streamlining Ignite tracking through mySuccess integration** – Moving Ignite tracking fully onto mySuccess will streamline employer job proposals, work term records, evaluations, and the automatic tracking of student program requirements. This transition will eliminate inefficiencies caused by using multiple tools and enable more consistent year-over-year data analysis.

- **Return of campus-wide Job Fair** – To significantly expand networking opportunities and break down disciplinary silos, we will bring back a major, all-Faculties job fair at the Toldo Lancer Centre. This event will facilitate cross-disciplinary connections for students and provide employers with broader access to a diverse pool of talent across all Faculties.

- **Tailored networking events** – To better meet the specialized needs and labour market demands of employers and students in specific industries and disciplines, we will expand our tailored networking events with additional Teacher Recruitment Days, new engineering employer booths, employer panels, and

targeted nursing employer information sessions. Streamlined booking options for employers are expected to further increase participation and engagement.

- **Curricular experiential learning support** - To address the limitations in curricular EL opportunities, we will assess faculty needs and barriers to implementing EL programs and develop tailored support measures. This includes exploring the potential for cataloguing and managing these opportunities within mySuccess to ensure consistent delivery and increased access.

- **Move to virtual workshop format** – In response to student preferences and to ensure more effective content delivery for all participants, we are shifting to a predominantly virtual core workshop format, complemented by a select number of highly tailored in-person sessions.

- **Broader Job Shadow host procurement strategy** – In order to boost Job Shadow host registration, we are reviewing barriers to host engagement and developing a concerted development strategy with our employer relations team.

Recommendations for Senate consideration (if any)

None.

Appendix A: CDEL Figures & Tables

Career Development Workshops, Presentations, and Appointments

Table 1.1: Summary of Workshop Attendance by Delivery Type and Topic

CD&EL Core Workshops	Offered	Attendance	Average
Resume, Cover Letter	56	758	13.54
Interview Skills	24	234	9.75
Interview Skills for Professional School	3	4	1.33
Job Search	16	229	14.31
Social Media	13	167	12.85
Personal Statements for Grad and Prof School Apps	3	12	4.00
AI for Job Search	6	104	17.33
Core Workshop Subtotals	**121**	**1508**	**12.46**
Targeted Workshops			
Propel Grad PD Sessions (various topics)	11	339	30.82
ISC - Canadian Workplace Expectations	2	10	5.00
ISC – Part-time Jobs in Canada	3	241	80.33
Faculty of Nursing – Resume & Career Fair Prep	1	98	98.00
Faculty of Ed – Resume & Interview Prep for Career Fair	1	22	22.00
Faculty of Science – USci Careers in Science Week	1	6	6.00
EDI – Job Search	4	51	12.75
Targeted Workshop Subtotals	**24**	**794**	**27.00**
Grand Total (All Workshop Types)	**145**	**3069**	**15.88**

Table 1.2: Workshop Attendance by Faculty and Degree Type

Faculty	Total Attendances	% of Total	# Unique Attendees	# Unique Grad Attendees	# Unique UG Attendees
Education	97	4.21%	46	33	13
Engineering	1073	46.61%	614	468	146
Human Kinetics	12	0.52%	9	5	4
Nursing	36	1.56%	35	9	26
Science	568	24.67%	355	238	117
FAHSS	207	8.99%	150	24	126
Law	5	0.22%	3	3	0
Business	303	13.16%	181	150	31
Unknown	1	0.04%	1	N/A	N/A
Grand Total	**2302**	**100.00%**	**1394**	**930 (67%)**	**463 (33%)**

Table 1.3: Summary of Faculty and Club Presentations

Faculty	# Presentations	# Students*
Faculty of Education	8	156
Faculty of Engineering	22	1600
Faculty of Human Kinetics	2	5
Faculty of Nursing	0	0
Faculty of Science	16	401
FAHSS	15	756

Faculty	# Presentations	# Students*
Other (club/department/orientation)	17	1882
Schulich School of Medicine	1	40
Total	**81**	**4840**

* # of students are estimated attendances based on class enrollment numbers from professor or actual count on day of. Numbers are not unique bodies as students may attend more than one class or event in the reporting year.

Table 1.4: Summary of Appointments Attended by Topic

Topic	2022-23	2023-24	% Change YoY
Career Planning / What Can I Do With My Degree?	164	170	4%
Considering Further Education or Letters of Intent	99	112	13%
Cover Letter, Resume & CV	563	504	-10%
Interest Testing	41	19	-54%
Interview Prep (job or professional school)	85	66	-22%
Job Search	87	101	16%
Mock Interviews	213	137	-36%
LinkedIn Profile Critique	58	53	-9%
Unspecified or Onsite in Faculty Space	43	112	160%
Drop In	409	517	26%
Total	**1762**	**1791**	**2%**

Table 1.5: Summary of Appointments Attended by Visa Status and Degree Type

n=1791 appts	% of Total 2022-23	# Appts Attended 2023-24	% of Total 2023-24	YoY Trend
International	55.6%	1092	61.0%	Increase
Citizen/PR/Ref	44.4%	699	39.0%	Decrease
Grad & Doc	44.6%	1053	58.8%	Increase
Undergrad	53.5%	712	39.8%	Decrease
Med School	1.9%	21	1.2%	Stable
Unknown	0.0%	5	0.3%	Stable

Table 1.6: Summary of Appointments Attended by Faculty

Faculty	2022-23	2022-23 Ratio	2023-24	2023-24 Ratio	YoY Trend
Faculty of Education	96	5.4%	80	4.5%	Stable
Faculty of Engineering	757	43.0%	818	45.7%	Stable
Faculty of Human Kinetics	29	1.6%	24	1.3%	Stable
Faculty of Law	10	0.6%	4	0.2%	Stable
Faculty of Nursing	18	1.0%	33	1.8%	Stable
Faculty of Science	355	20.1%	399	22.3%	Stable
FAHSS	339	19.2%	274	15.3%	Decrease
Odette School of Business	126	7.2%	133	7.4%	Stable
Schulich School of Medicine	27	1.5%	21	1.2%	Stable
Unknown (includes ELIP)	5	0.3%	5	0.3%	Stable
Total	**1762**		**1791**		

Experiential Learning Programming

Table 2.1: Job Shadow Experience

	2021-22	**2022-23**	**2023-234**
Number of individuals who offered to host	88 (34 F + 54 W)	102 (54 F + 48 W)	104 (52 F + 42 W)
Number of organizations represented	30 (12 F + 18 W, some overlap)	48 (23 F + 25 W, some overlap)	55 (31 F + 24 W, some overlap)
Number of matches made	125 (48 F + 77 W)	180 (86 F + 94 W)	234 (105 F + 129 W)
Number of placements	119 (48 F + 71 W)	163 (76 F + 87 W)	209 (97 F + 112 W)

Table 2.2: Ignite - Work Study

Ignite - Work Study	Summer 2021	2021-22	Summer 2022	2022-23	Summer 2023	2023-24
Students Hired	219	567	180	562	106	515
Positions Requested	281	664	327	730	384	699
Positions Approved	215	505	188	517	110	457
Dollars Awarded	$430,000	$954,000	$188,000	$1,000,000	$110,000	$897,000
Supervisors	89	142	103	151	78	171
Departments	47	53	63	71	40	86
Unique Jobs Posted	128	265	133	259	92	240
Dollars Reimbursed to Hiring Budgets	131	402	117	464	94	248

*Summer Ignite funding is currently limited until 2025.

Table 2.3: Breakdown of Hired Ignite Students by Visa Status

Degree Category	Summer 2021	2021-22	Summer 2022	2022-23	Summer 2023	2023-24
International	35	131	47	140	26	80
Domestic	184	437	129	422	80	373
Total Hires	**219**	**568**	**180**	**562**	**106**	**453**

Table 2.4: VIP – Community Service Learning

VIP - Community Service Learning	**2021-22***	**2022-23**	**2023-24**
# of Placements	70	95	98
# of Unique Organizations	40	43	34
# of Students that Completed Program	67	83	87
Complete Rate	96%	87%	90%
Min. Hours Contributed (40 hrs/placement)	2680	3320	3480
Actual Hours Contributed****	Unknown	3691	3928

*In W22, the requirement for students to apply their academic knowledge in the community placement was removed to increase enrollment in response to impact of COVID-19.

Table 2.5: Curricular Internships Developed or Coordinated

	2020-21*	**2021-22**	**2022-23**	**2023-24**
DRAM-3980/DRAM-3990.Internship I/II: Arts Management Certificate	4	0****	3	1
CMAF-3990. Internship I / CMAF-4990. Internship II	5**	20	15	20
SACR-4670. Criminology Professional Development Practicum	0***	15	8	0*****
VSAR-3800. Visual Art Internship	4	5	7	10
Total Placements	**40**	**40**	**33**	**31**
Unique Organizations	**24**	**36**	**17**	**17**

* No placements in S20 due to COVID-19. **CMF department did not offer these courses in F20. ***Course was not offered in W21 due to lack of online placements available. ****Departments did not offer these courses S21-W22. *****Department did not offer these courses in F23.

Table 2.6: Additional Direct Supports Provided to Curricular Internships

	F20 for W21	F21 for W22	F22 for W23	F23 for W24
PSYC-4280. Practicum in Developmental Psychology*	12	9	19	0*****
PSYC-4290.Practicum in Psychology **	19	12	21	0*****
History-4810. Public History Practicum***	0	7	0****	0*****
Total	**31**	**28**	**40**	**0**

*Support by conducting interviews and recommending students and placement matches to professor. Supports placement development upon request. Number of placements confirmed by professor unknown. Number above = interviews conducted. **Support by conducting interviews and recommending student candidates and placement matches to professor. Numbers indicate the number of interviews conducted. Number of placements confirmed by professor unknown. ***Supports by coordinating MCU insurance process. Numbers listed indicate the number of placements insured. ****Number of applicants very low. Professor did not require assistance. *****Department did not offer these courses in W24.

Job Postings, Networking Events, and Fairs

Table 3.1: Fair Events Summary

| Fair	Timing	Exhibitors	Student Attendees
Community & Public Service Fair	Oct. 2023	17	Unknown
Nursing Career Fair	Nov. 2023	26	139
Engineering Job Fair	Feb. 2024	23	559
Faculty of Education Career Fair	Feb. 2024	29	342
Total		**95**	**1040**

Table 3.2: Summary of mySuccess Job Posting Activity

Type of Employment	2022-23	2023-24	% Change YoY	2022-23	2023-24	% Change YoY
Contract	101	123	22%	90	104	16%
Full-time	761	596	-22%	592	542	-8%
Graduating Student Recruitment	53	80	51%	44	7	-84%
Intern	13	71	446%	12	10	-17%
On-Campus (Ignite not included)	41	32	-22%	37	32	-14%
Ongoing or N/A	5	13	160%	5	10	100%
Part-time	154	116	-25%	92	113	23%
Summer	122	157	29%	91	150	65%
Volunteer	29	34	17%	16	33	106%
Total	**1279**	**1222**	**-4%**	**979**	**1001**	**2%**
# Unique Organizations				**316**	**278**	**-12%**

Table 3.3: Employer Networking Events

Event Type	2022-23	2023-24	% Change YoY
External (advertised only, hosted by employer)	95	94	-1%
CDEL-Led (hosted exclusively for UWindsor students)	16	28	75%
Total	**111**	**122**	**10%**

Appendix B: Local Marketing Campaign Sample
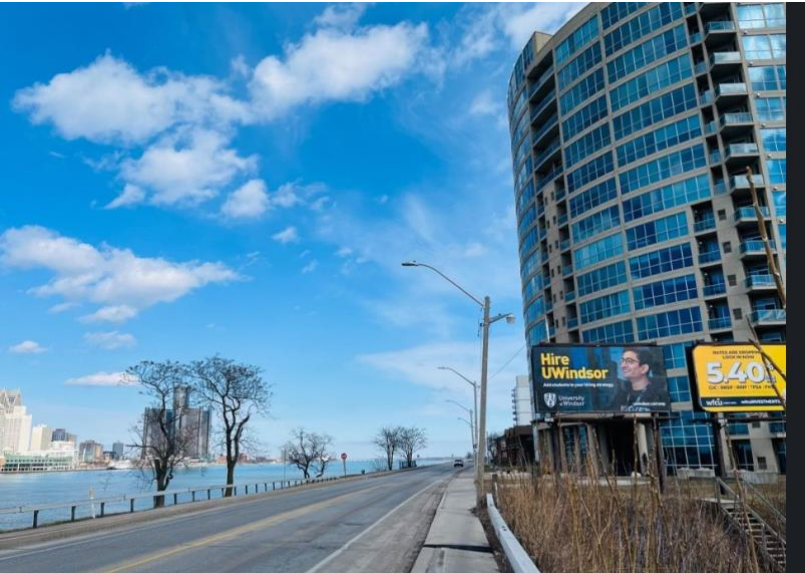
Billboard on Riverside Dr. Featuring computer science student who had a co-op work term at Rocket Innovations and drove home the 'Hire UWindsor' branding

Sample social media post that complemented the billboard and radio campaign

Appendix C: Rising Star Award Recipients and Sample Social Media Posts

Summer 2023

Evin Gorgees
Bachelor of Computer Science Co-op
Ground Effects, IT Co-op

Kyanna Mouawad
Bachelor of Business Co-op
Diageo, Manufacturing Excellence Specialist

Emma Reynolds
Bachelor of Applied Science, Mechanical Engineering with Environmental Option Co-op
Windsor Essex Community Housing Corporation, Engineering Student Intern

Fall 2023

Sharjeel Mustafa
Bachelor of Science – Computer Science with Software Engineering Coop
Swift Medical, Data Science Co-op Student

Chloe Crawford
Bachelor of Applied Science – Electrical Engineering Co-op
Diageo, Manufacturing Excellence Specialist

Kelsey Marrese
Bachelor of Commerce – Business Administration Co-op
Peak Processing Solutions, Marketing Co-op Student

Jace Jacobs
Bachelor of Commerce – Business Administration Coop
Windsor-Detroit Bridge Authority (WBDA), Communications Co-op

Maira Malik
Bachelor of Applied Science – Mechanical Engineering with Aerospace Option Co-op
Ford Motor Company, Process Engineer Co-op

Winter 2024

Jasmin Patel
Master of Science – Computer Science
Magna International

Anna Jones
Bachelor of Science – Chemistry with Internship
The Wine & Spirits Lab (UWindsor/Trant Team), Laboratory Technician

Shruti Deshpande
Master of Engineering – Electrical and Computer Engineering
University Pension Plan Ontario, Software Engineering Co-op

uwincoop

uwincoop Jace Jacobs, Co-op Rising Star Award Recipient and Bachelor of Commerce student, excelled during his work term at Windsor-Detroit Bridge Authority as Communications Co-op 🚀. Applying unique graphic design skills, he showcased flexibility across various projects, including website management, data analysis, and communication enhancement. This is what he had to say about his experience:

"During my co-op, I discovered the vital role of networking and relationship building. Actively engaging in extracurricular work events and activities helped me establish lasting connections with managers and colleagues. This shift in mindset enhanced my workplace enjoyment, improved interpersonal skills, and expanded collaboration abilities. Applying this approach beyond work, I've become more personable and open to new connections. This relationship-focused strategy created valuable opportunities, such as securing a job in the communications department through connections built during my first term with WDBA. My advice to future co-op students is to prioritize genuine relationships and participate in networking events for fulfilling and unforgettable experiences."

Congratulations Jace!

Liked by **gordiehowebrg** and 42 others
March 26

Add a comment...   Post

uwincoop

uwincoop As a #uwindsor co-op student, a groundbreaking, technological future is closer than ever!

Jasmin Patel, a dedicated 2nd year MSc Computer Science co-op student has been awarded our Rising Star Award for the work term he completed at Magna International. As a Magna co-op, Jasmin managed to exceed expectations for their team by providing excellent, fine-tuned ideas about AI and Computer Vision applications. Not only has Jasmin's contribution to the deployment of an AI system in Ford Work Cell #631 resulted in estimated annual savings of $450,000, but he continues to produce more fresh ideas, including a runner software development aimed at getting rid of a recurring $5,000 cost. Jasmin's positive experiences at Magna have helped him make the decision to pursue a professional career in AI development.

"The greatest area of learning and personal growth during my recent work term has been in developing a strong problem-solving mindset and enhancing my technical skills in AI and computer vision. I have honed a variety of skills, including soft skills like time management, adaptability, communication, empathy, teamwork, and leadership, and I have forged valuable connections and friendships, which I believe will be instrumental in my future career growth. One self-made quote I thought of during work is: 'Accept a $15 task, deliver $50

145 likes
September 13

Add a comment...   Post

Office of Experiential Learning

Annual Report 2023-24

The Office of Experiential Learning leads in the development and promotion of experiential learning opportunities, including work-integrated learning across campus. The Office is comprised of two distinct units: Co-operative Education and Workplace Partnerships and Career Development and Experiential Learning.

Co-operative Education & Workplace Partnerships

468 Employers hired co-op students

87 New employer partnerships

1,036 students participated in job readiness programs

2,287 Undergraduate & graduate students enrolled

2,270 Work term opportunities

1,760 co-op interviews conducted
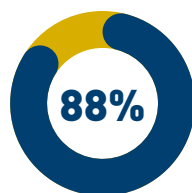
88% Undergraduate co-op placement rate
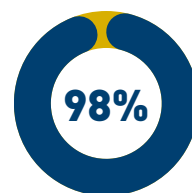
98% Engineering undergraduate co-op placement rate
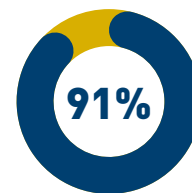
91% Business undergraduate co-op placement rate

> "Working at Canada's first EV battery plant has been incredible. It's been an amazing experience to be able to meet so many new people, to be working in a state-of-the-art facility, and to interact with real life engineers to help further my own career.

Lauren Schmidt
Engineering Co-op Student, NextStar Energy

Career Development & Experiential Learning

621 Ignite students hired into **567** positions across **86** units

98 VIP Community Service Learning students placed in **34** local non-profit & publicly funded organizations

209 Job Shadow students at **55** organizations with **104** individual hosts

33 Curricular placements coordinated at **17** organizations for courses in FAHSS

2,302 Career workshops conducted

4,407 Students attended presentations in-class or at special events

1,791 Career advising appointments conducted

3,928 Community volunteer hours through VIP-CSL program

1,040+ Students attended **4** job fairs with **95** employers across campus

122 Employer networking events hosted for students across various faculties

1,222 Jobs posted by **278** organizations on our job board

" The VIP-CSL program was an investment in my future and had a tremendous impact on my professional development. I was able to learn about my own career aspirations and explore my interest in the non-profit sector in a meaningful way. When the organization received a grant to hire someone, they offered me a job because I built relationships and was familiar with the team through the VIP program.

Moneeza Sami
UWindsor Business Grad & VIP Program Participant

University of Windsor
Senate

5.3:   **Report of the Academic Colleague**

Item for: **Information**

Forwarded by: **Mohammed Fazle Baki**

As reported at the December 2024 Senate meeting, academic colleagues met on November 19-20 and executive heads joined on November 20 in the afternoon.

The following questions were discussed: advocacy strategy and messaging from COU, role of universities in society, key messages to parents and non-parents and the value of university education to the broader public. At this meeting, Colleagues explored strategies for promoting the value of universities to the public, focusing on developing an effective and enduring narrative. The discussion was framed around key aspects of narrative-building and advocacy.

Anatomy of a Narrative
The Co-Chair emphasized that a strong narrative must:
- Have "legs," meaning it can stand the test of time.
- Be emotionally and value-driven, aligning with identities and persisting despite new information.
- Simplify complex realities and relationships, helping individuals make sense of them.

Narrative-Shifting Strategies
Participants discussed strategies to shift public perceptions, including:
- Identifying points of common ground.
- Reinforcing positive aspects of individuals' identities.
- Addressing and removing perceived threats.
- Speaking authentically and personally.

Breakout Group Discussions
Colleagues divided into smaller groups to reflect on these elements and brainstorm actionable ways to promote universities' value. They highlighted the importance of connecting the narrative to the broader public through emotional resonance and shared values.

Planning for the Meeting with Executive Heads
Building on these discussions, Colleagues prepared for their presentation to Members by identifying value propositions tailored to specific audiences: students, parents, communities, and businesses. Key points included:
1. **Counteracting Populist Messages About the Role in the Economy**
   Universities should be positioned as drivers of productivity and economic growth (GDP), emphasizing their role in skills development and career-long learning for Ontarians.
2. **Limiting Student Choice**
   A compelling theme for parents is the reduced options available to students due to financial pressures on universities, which may impact their children's education.
3. **Benefits to Businesses**
   Universities were noted for their critical contributions to the economy, from training highly qualified personnel to fostering innovation through intellectual property and commercialization.
4. **Collaborating with Advocacy Efforts for Funding**
   Participants underscored the importance of aligning messages with existing institutional and Council of Ontario Universities (COU) advocacy efforts for coherence and impact.

Meeting with the Executive Heads

The meeting with the executive heads emphasized the critical need for a cohesive and targeted narrative to highlight the public value of universities. Tailoring messages to diverse audiences and aligning them with ongoing advocacy efforts will enable universities to counteract negative perceptions more effectively and reinforce their essential role in society. Key takeaways include:

1. **Target Audiences:**
   - Key audiences include students, parents, the business community, and the broader public.
2. **Unified Approach:**
   - A united and coordinated effort across the sector is critical.
3. **Tailored Messaging:**
   - Messages should be customized for specific audiences to enhance effectiveness.
4. **Faculty Role in Storytelling:**
   - Faculty are important contributors to narratives about university value.
   - They need support with strategic communication and messaging.
5. **Internal Communication:**
   - Institutions must engage internal communities to ensure understanding of the sector's challenges.
   - Clear communication helps align efforts to address public perceptions.
6. **Local Engagement:**
   - Stronger partnerships with local communities and stakeholders are necessary to share impactful local stories.
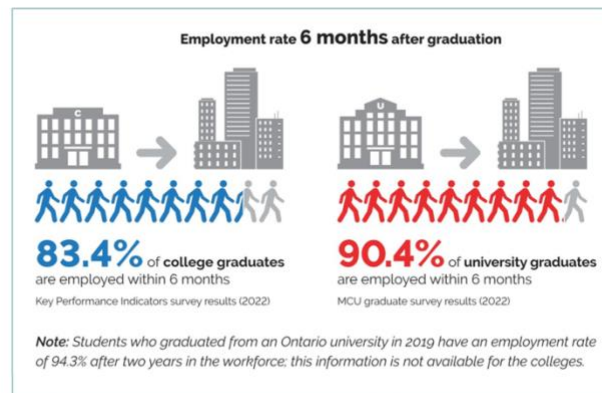7. **COU Commitment:**
   - The Council of Ontario Universities (COU) will develop key messages to help institutions communicate the sector's financial challenges internally.

The Council of Ontario Universities (COU) Key Messages

1. According to the government's own expert Panel, Ontario universities are generating job ready graduates, higher than colleges.

Ontario Universities are Graduating Job-Ready Students

Employment rate **6 months** after graduation

83.4% of college graduates are employed within 6 months
Key Performance Indicators survey results (2022)

90.4% of university graduates are employed within 6 months
MCU graduate survey results (2022)

Note: Students who graduated from an Ontario university in 2019 have an employment rate of 94.3% after two years in the workforce; this information is not available for the colleges.

Source: *Ensuring Financial Sustainability for Ontario's Postsecondary Sector* Ontario Blue-Ribbon Panel Report, November 2023, page 11.

2. A recent report by RBC shows that Ontario university graduates earn higher incomes by a large margin compared to all other credentials.

University Degrees Earn Much Higher Incomes

University graduates on average earn **more than twice the annual** earnings compared to High School diploma and almost **$2,000,000 more** in lifetime earnings.
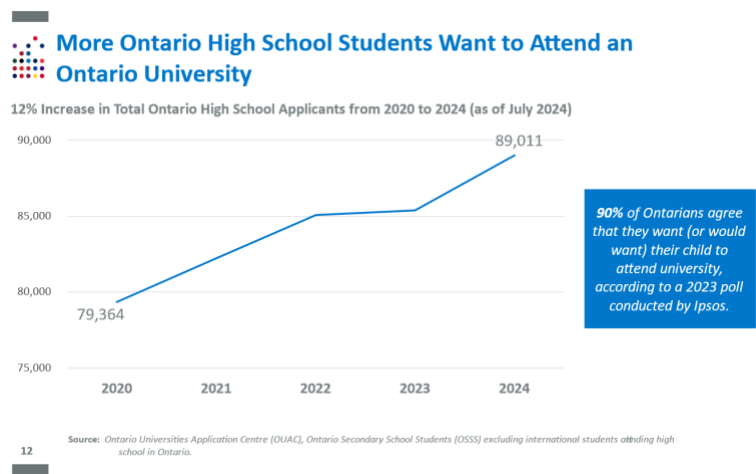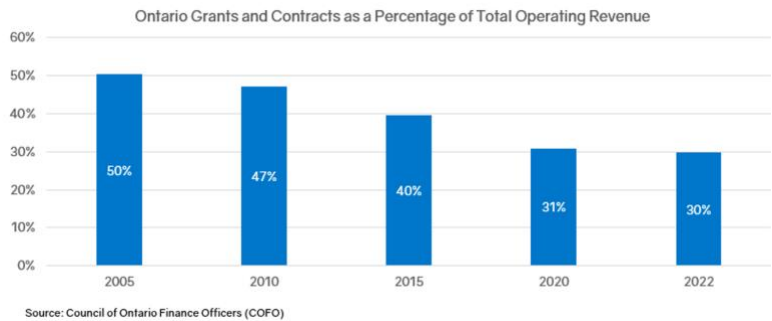
Source: RBC Thought Leadership, " Financial returns after a post -secondary education have diminished ," September 9, 2024
Note: See Lifetime Earnings Calculator for estimated lifetime earnings assuming 2% annual wages increases for 39 working age years.

3. Higher employment and earning rates are attracting more Ontario students to apply to an Ontario university.

More Ontario High School Students Want to Attend an Ontario University

12% Increase in Total Ontario High School Applicants from 2020 to 2024 (as of July 2024)

90% of Ontarians agree that they want (or would want) their child to attend university, according to a 2023 poll conducted by Ipsos.

Source: Ontario Universities Application Centre (OUAC), Ontario Secondary School Students (OSSS) excluding international students attending high school in Ontario.
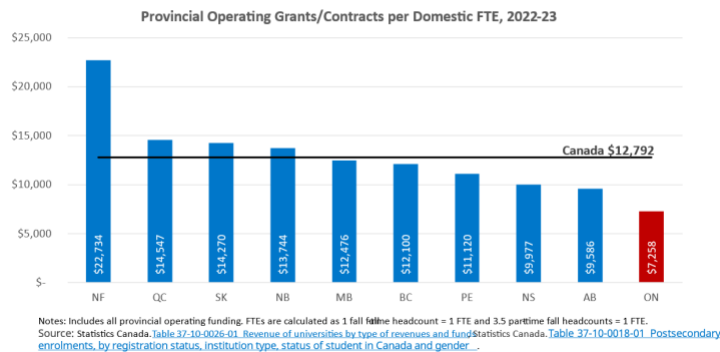
4. The government's expert panel highlighted that university base funding has remained stagnant since 2008-09, recommending a 10% increase in operating grants and a 5% tuition hike in the first year to address the gap, while current funding is limited to inflation-lagging, time-bound allocations ending in 2026-27. Meanwhile, provincial funding for Ontario universities has dropped significantly, covering just 30% of operating costs today compared to 50% in 2005.

Ontario Grants and Contracts as a Percentage of Total Operating Revenue

Source: Council of Ontario Finance Officers (COFO)

5. Ontario's universities receive less funding per student than any other province in Canada by a significant margin.

Ontario Universities Receive the Lowest Funding Per Domestic Student Full-Time Equivalent in Canada

Provincial Operating Grants/Contracts per Domestic FTE, 2022-23

Canada $12,792

Notes: Includes all provincial operating funding. FTEs are calculated as 1 fall full-time headcount = 1 FTE and 3.5 part-time fall headcounts = 1 FTE.
Source: Statistics Canada. Table 37-10-0026-01 Revenue of universities by type of revenues and fund Statistics Canada. Table 37-10-0018-01 Postsecondary enrolments, by registration status, institution type, status of student in Canada and gender .

6. **Financial Challenges:** Ontario universities rely on three main funding sources: domestic tuition fees, international student tuition fees, and provincial operating grants for essential activities like teaching and research. However, all three have been cut or frozen by the government, creating significant financial pressures. Since a 10% tuition reduction in 2019 and a subsequent freeze, the real value of tuition revenue has dropped by 30%. Additional restrictions on international student permits are expected to cost universities nearly $1 billion in revenue over the next two years. As a result, 10 universities are reporting collective deficits exceeding $300 million in 2023-24, compounding the financial strain.

7. **Domestic Student Funding Cap:** The provincial government's funding cap, frozen since 2016, limits the number of Ontario students who can attend provincial universities, creating barriers for high school graduates seeking higher education. Currently, about 28,000 students enrolled in Ontario universities receive no government funding, and this cap restricts universities' ability to admit qualified students. If unchanged, this cap will increasingly prevent more qualified Ontario students from accessing their desired programs or universities by 2030, further limiting educational opportunities in the province.

8. **Efficiency and Transparency:** Ontario universities have long been committed to finding cost savings and doing more with less, driving greater efficiencies, streamlining processes, and adopting innovative approaches to better support students. They prioritize responsible financial management, transparency, and accountability, ensuring that detailed financial information is accessible to all. Despite these efforts, the funding gap remains too large to bridge through efficiency measures alone.

9. **Public Perception Messages:** Education ranks low among Canadians' concerns, trailing significantly behind inflation, health care, immigration control, taxes, and poverty. Ipsos reports a decline in the social cohesion index—which measures neighborly connections, shared values, and societal improvement—indicating a shift from collective priorities to individual concerns. Most Canadians believe the country and their personal finances are on the wrong track, and despite declining inflation, many still feel its effects. Public sentiment has increasingly focused on personal, kitchen-table issues, emphasizing individual impacts over broader societal considerations.

10. **What's Needed:** Ontario's universities are at a critical juncture, requiring increased funding and the capacity to enroll more domestic students to meet the rising demand for university education. Without additional government support, the province risks losing the talent and research essential for driving economic growth and long-term success.