



NOTICE OF MEETING

There will be a meeting of the SENATE
Friday, December 12, 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 November 14, 2025** Approval
S251114M
- 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** Kyle Asquith-Approval
(a) **Engineering (Mechatronics) – Minor Program Changes** S251212-5.1.1
(Form C)
 - *5.1.2 **MSc and PhD in Earth Sciences – Suspension of Admissions** Kyle Asquith-Information
S251212-5.1.2
 - *5.1.3 **Business – Suspension of Admissions** Kyle Asquith-Information
S251212-5.1.3
 - *5.1.4 **Cross-listed/Cross-Career Courses** Kyle Asquith-Approval
S251212-5.1.4
 - 5.1.5 **Kinesiology – Major Program Changes (Form B)** Kyle Asquith-Approval
S251212-5.1.5
 - 5.2 **Academic Policy Committee**
 - 5.2.1 **Leddy Library Annual Report (2024-2025)** Isabelle Barrette-Ng-Information
S251212-5.2.1
 - 5.2.2 **Policy on Granting a Degree, Certificate, or Diploma** Isabelle Barrette-Ng-Approval
Posthumously or to a Terminally Ill Student – Revisions S251212-5.2.2
 - 5.3 **Senate Governance Committee**
 - 5.3.1 **Programs, Faculty Complement, and Enrolments Report** JJ McMurtry-Information
S251212-5.3.1
 - 5.3.2 **Fall 2025 UCAPT Report on Renewal, Tenure/Permanence,** JJ McMurtry-Information
and Promotion Processes S251212-5.3.2

5.4	Senate Student Caucus	Michael Macdonald
5.5	Report from the Student Presidents	UWSA/GSS/OPUS S251212-5.5
5.6	Report of the Academic Colleague	Fazle Baki -Information S251212-5.6
5.7	Report of the President	JJ McMurtry -Information S251212-5.7
5.8	Report of the Provost	Cheryl Collier -Information S251212-5.8
	5.8.1 Enrolment Management Update	Chris Busch -Information S251212-5.8.1
5.9	Report of Vice-President, People, Equity, and Inclusion	Clinton Beckford -Information S251212-5.9
5.10	Report of Vice-President, Research and Innovation	Shanthi Johnson -Information S251212-5.10
6	Question Period/Other Business	
7	Adjournment	

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

**University of Windsor
Senate**

*5.1.1a: **Engineering (Mechatronics) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Bachelor of Applied Science in Mechatronics Systems Engineering be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This proposal has been approved by the Departments of Mechanical and Materials Engineering (MAME) Council, the Electrical and Computer Engineering (ECE) Council, the Faculty of Engineering 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 November 18, 2025 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.4.

**University of Windsor
Senate**

*5.1.2: **MSc and PhD in Earth Sciences – Suspension of Admissions**

Item for: **Information**

Forwarded by: **Program Development Committee**

MEMORANDUM

To: Program Development Committee (PDC)

Date: October 31, 2025

Subject: Suspension of Admissions to MSc and PhD in Earth Sciences

Admissions have been suspended to the MSc and PhD in Earth Sciences for Winter 2026.

The suspension and eventual elimination of the MSc and PhD in Earth Sciences have been discussed at School of the Environment (SOE) Council multiple times as well as the most recent GLIER Council. The intention is to harmonize the Earth Sciences and Environmental Sciences graduate programs. To this end, SOE and GLIER are currently reviewing program changes with a view to harmonizing requirements. This intention was also communicated to the IQAP team during their site assessment this summer.

New students will be encouraged to apply to the MSc or PhD programs in Environmental Science.

The School of the Environment will continue to implement the programs for existing students until their graduation requirements have been met.

Sincerely,
Cláudio Verani



Dean, Faculty of Science
University of Windsor

**University of Windsor
Senate**

*5.1.3: **Business – Suspension of Admissions**

Item for: **Information**

Forwarded by: **Program Development Committee**

MEMORANDUM

To: Program Development Committee (PDC)

Date: November 4, 2025

Subject: Suspension of Admissions

Admissions have been suspended to the following programs in the Odette School of Business, beginning Fall 2026:

1. Bachelor of Commerce (Honours Business Administration and Political Science) (two graduates since 2020.)
2. Bachelor of Commerce (Honours Business Administration and Women's and Gender Studies) (zero graduates since 2021)

These programs are the lowest subscribed of our combined programs. Students have faced challenges in completing the non-Business component, and with further reductions in course availability anticipated, these challenges are expected to intensify. These programs are not sustainable in the current budget environment.

Students currently enrolled in these programs may remain and we will work with them to ensure a pathway to graduation.



Josianne Marsan
Dean, Odette School of Business

**University of Windsor
Senate**

*5.1.4: **Cross-Career/Cross-listed Courses**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Cross-Career/Cross-listed Courses (p. 2-4) be approved.^

^Subject to approval of the expenditures required.

Rationale:

- In January 2025, a new Policy on Cross-Listed and Cross-Career Courses was approved to clarify that such courses must be reviewed and approved by Senate prior to being offered. Effective September 1, 2025, all cross-listed and cross-career courses must receive Senate approval in accordance with the established PDC/Senate course approval process.
- In alignment with this policy, a memo was distributed to all Faculties requesting a list of existing cross-listed and cross-career courses to ensure they are properly reviewed and included in the academic calendar.
- In order to implement this policy for existing courses where there has been a practice of cross-listing, Faculties and Departments were asked to provide a list of such courses to be submitted to PDC/Senate by way of an omnibus motion. Moving forward, any current course not submitted in this package or new cross-listed or cross-career courses must be submitted using a PDC Form E. Approval of this form is required before a course can be added to the Academic Calendar and officially offered through the Registrar's Office.
- For cross-career courses, a note stating that the course "may be offered as cross-career course" will be added to the course description. This allows flexibility for a course to be offered solely as a graduate course or an undergraduate course, based on student demand and resources.
- Given that OCGS and the Ontario Quality Assurance Framework state that the number of undergraduate courses or combined courses in which undergraduate students predominate should not exceed one-third of the total course requirement for the degree, the cross-career listed courses will be denoted on the UWinsite with a special section number for tracking.

See attached.

Cross-Career Courses (across levels/careers): These are courses listed under different course numbers, possibly in the same or different subject areas, but offered across different academic levels or careers.

The note in the calendar will say: “May be offered as a cross-career course with XXXX-XXXX”.

Undergraduate	Course Title	Graduate	Course Title
ACSC-3980	Theory of Interest	ACSC-8020	Theory of Interest
ACSC-4030	Derivative Markets I	ACSC-8030	Derivative Markets I
ACSC-4980	Life Contingencies I	ACSC-8050	Life Contingencies I
ACSC-4981	Life Contingencies II	ACSC-8060	Life Contingencies II
BIOC-3140	Protein and Enzyme Engineering	BIOC-8008 (Section 1 & 2)	Protein and Enzyme Engineering
BIOC-4008	Special Topics in Biochemistry	BIOC-8008	Nanobiosensors
BIOC-4008	Special Topics in Biochemistry	BIOC-8020	Structural Proteomics and Its App
BIOC-4020	Lipids, Lipoproteins, and Signaling	CHEM-8650	Membrane Biochemistry
BIOC-4580	Human Subject: Animal-Free Methods in Biomedical Research and Toxicology	BIOC-8580	Human Subject: Animal-Free Methods in Biomedical Research and Toxicology
CHEM-4308	Special Topics in Organic Chemistry	CHEM-8308	Special Topics in Organic Chemistry
CHEM-4350	Advanced Organic Chemistry	CHEM-8350	Advanced Organic Chemistry
CHEM-4410	Statistical Thermodynamics	CHEM-8410	Statistical Thermodynamics
CHEM-4450	Advanced Physical Chemistry	CHEM-8458	Special Topics in Physical Chemistry
CHEM-4520	Free Radicals in Chemistry and Biology	CHEM-8520	Free Radicals in Chemistry and Bio
CHEM-4600	Surface Chemistry and Analysis	CHEM-8600	Surface Chemistry and Analysis
CHEM-4610	Polymer Chemistry	CHEM-8308	Special Topics in Organic Chemistry
CHEM-4630	Self-Organization by Molecular Design	CHEM-8630	Self-Organization by Molecular Design
CHEM-4641	Bio-and Sustainable Materials	CHEM-8641	Bio-and Sustainable Materials
CHEM-4660	Special Topics in Chemistry	CHEM-8208	Special Topics in Analytical Chemistry
CMAF-4900	Honours Seminar	CMDC-8590	Selected Topics
COMP- 4540	Design and Analysis of Computer Algorithms	COMP- 8540	Advanced Algorithms
COMP-4500	Modeling and Animation	COMP-8500	3D Animation and Data Visualization
ECON-3060	Mathematics Economics I	ECON-8230	Mathematics for Applied Economics
ELEC-4190	Digital Communications	ELEC-8900 (Section:9)	Special Topics
ELEC 4330	Digital Integrated Circuit Desing	ELEC 8900 (Section: 42)	Special Topics
ELEC 4340	Automotive Electronics	ELEC 8900 (Section: 45)	Special Topics
ELEC- 4350	Microelectromechanical Systems	ELEC-8900 (Section:43)	Special Topics
ELEC 4370	Intelligent Computing	ELEC 8330	Computational Intelligence
ELEC 4390	Multimedia Systems	ELEC 8900 (Section: 49)	Special Topics

ELEC 4400	Wireless Communications	ELEC 8639	Wireless Communications
ELEC-4440	Analog Integrated Circuit Design	ELEC-8900 (Section: 89)	Special Topics
ELEC 4470	Computer Networks Security	ELEC 8900 (Section: 70)	Special Topics
ELEC-4500	Power Systems	ELEC-8900 (Section: 52)	Special Topics
ELEC 4600	Power Systems II	ELEC 8900 (Section: 51)	Special Topics
ENGL-4710A/B	Creative Writing III	ENGL-8910 (A) ENGL-8920 (B)	Creative Writing Seminar
MATH-4000	Topics In Mathematics	MATH-8980	Special Topics
MATH-4210	Ring Theory and Modules	MATH-8210	Ring Theory and Modules
MATH-4220	Introduction to Group Theory	MATH-8200	Abstract Algebra
MATH-4230	Introduction to Field Theory	MATH-8220	Introduction to Field Theory
MATH-4300	General Topology	MATH-8300	General Topology
MATH-4570	Functional Analysis	MATH-8120	Functional Analysis
MATH-4580	Measure Theory and Integration	MATH-8100	Measure Theory and Integration
MATH-4960	Portfolio Optimization	MATH-8820	Portfolio Optimization
MECH-4241 (Section 1)	Directed Studies in Mechanical Engineering	CIVL/ENVE/MECH- -8006	Life Cycle Thinking for Engineering Projects
MECH-4871	Automotive Materials and Manufacturing Methods	MATL-8890 (Section 11)	Special Topics in Materials
PHIL-4000 (to PHIL-4100)	Senior Seminars	PHIL-8210	Topics in Social and Political Philosophy
PHYS-4160	Condensed-Matter Physics	PHYS-8160	Condensed-Matter Physics
PHYS-4250	Design and Application of Lasers	PHYS-8250	Design and Application of Lasers
PHYS-4600 (Section: 1)	Special Topics in Physics: (Topic: Quantum Computing)	PHYS-8600 (Section 01)	Physics of Quantum Information
PHYS-4600 (Section 2)	Special Topics in Physics: (Topic: Astro particle Physics)	PHYS-8600- (Section 02)	Astro particle Physics
PHYS-4600 (Section 3)	Special Topics in Physics: (Topic: NMR)	PHYS-8600- (Section 03)	NMR
PHYS-4600 (Section 4)	Special Topics in Physics: (Topic: Atomic Physics)	PHYS-8600- (Section 03)	Atomic Physics
PHYS-4600 (Section 5)	Special Topics in Physics: (Topic: Ultrafast Physics)	PHYS-8600- (Section 05)	Ultrafast Physics
PHYS-4670 (Section 1)	Special Techniques in Health Physics: (Topic: Fundamentals of Physical Acoustics)	PHYS-8600- (Section 04)	Fundamentals of Physical Acoustics
PHYS-4670 (Section 2)	Special Techniques in Health Physics: (Topic: Ultrasound)	PHYS-8600- (Section 07)	Ultrasound
PHYS-4720	Magnetic Resonance Imaging (MRI)	PHYS-8600- (Section 06)	MRI for Graduate Students
POLS-4110	Canadian Politics: Participation and Processes	POLS-8210	Canadian Politics: Participation and Process
POLS-4450	Today's Totalitarian Trends	POLS-8910	Special Topics in Political Science
POLS-4610	International Relations Seminar: Theory and Practice	POLS-8910	Special Topics in Political Science

STAT-4000	Topics in Statistic	STAT-8590	Special Topics
STAT-4200	Actuarial Regression and Time Series	ACSC-8200	Actuarial Regression & Time Series
STAT-4410	Stochastic Processes	STAT-8410	Stochastic Processes
STAT-4460	Statistical Data Analysis	STAT-8460	Statistical Data Analysis
STAT-4470	Survival Analysis	STAT-8470	Survival Analysis
STAT-4490	Discrete Multivariate Analysis	STAT-8490	Discrete Multivariate Analysis
STAT-4500	Generalized Linear Model	STAT-8500	Generalized Linear Models
STAT-4550	Regression Analysis	STAT-8550	Regression Analysis
STAT-4560	Statistical Consulting	STAT-8560	Statistical Consulting
STAT-4700	Biostatistics	STAT-8700	Biostatistics
STAT-4980	Experimental Design	STAT-8520	Experimental Designs
STAT-4981	Sampling Theory	STAT-8540	Theory of Sampling and Surveys

Cross-Listed Courses (same level/career): These are courses listed under different course numbers in different subject areas, but within the same academic level or career.

BIOC-3581	Biotechnology Laboratory	BIOM-3581	Biotechnology Laboratory
BIOM-4904	Undergraduate Research in Biomedical Sciences I	BIOM-4914	Undergraduate Research in Biomedical Sciences (Prerequisite: BIOM-4904)
BIOM-3581	Biotechnology Laboratory	BIOC-3581	Biotechnology Laboratory
CIVL-8900/ MECH-8290/ ENVE-8900	Special Topics in Civil Engineering Directed Special Studies Special Topics in Environmental Engineering	CIVL-8900/ MECH-8290/ ENVE-8900	Special Topics in Civil Engineering Directed Special Studies Special Topics in Environmental Engineering
EDUC-5367	Music (Vocals)	EDUC-5368	Music (Instruments)
EDUC-5373	Biology	EDUC-5380	General Science
EDUC-5374	Chemistry	EDUC-5376	Physics
ELEC-8900	Special Topics	MECH 8290	Directed Special Studies
ENVE-4000	Capstone Design	CIVL-4000	Capstone Design
ESCI-3735	Field Methods for Environmental Science	ESCI-3745	Field Methods for Environmental Science
ESCI-4900 A&B	Thesis Research in Environmental Science	ESTU-4900 A&B	Environmental Studies Research Project
ESCI-8800	Graduate Seminar	GLIE-8500	Graduate Seminar
ESCI-8970	Master's Thesis	GLIE-8970	Thesis
ESCI-9900	Doctoral Research Proposal	GLIE-9980	Dissertation
ESCI-9980	Doctoral Dissertation	GLIE-9980	Dissertation
GENG-8060	Strategic Entrepreneurial Management	INDE-8900 (Section 04)	Special Topics
GLIE-8500	Graduate Seminar	ESCI-8800	Graduate Seminar
INDE-8360	Computer Aided Design (CAD)	MECH-8290 (Section 09)	Directed Special Studies
INDE-8595	MASc Graduate Seminar	INDE-9695	PhD Graduate Seminar
MECH-8290	Directed Special Studies	MATL-8890	Special Topics in Materials
MECH-8295	MASc Graduate Seminar	MECH-9295	PhD Graduate Seminar

**University of Windsor
Senate**

5.1.5: **Kinesiology – Major Program Changes (Form B)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the Bachelor of Science (Kinesiology and Health Studies) degree completion pathway with St. Clair College's Occupational Therapist Assistant/Physiotherapist Assistant program be approved.^**

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposal been approved by the Faculty of Human Kinetics Council, the Associate Vice President Academic (as Acting Provost) (Nov 11, 2025), and the Program Development Committee.
- Acting Provost's Comments: *"The change is consistent with building our relationship with St Clair, and facilitating transfer pathways, and there is a clear plan for maintaining a quality program".*

See attached.

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM B

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 Science (Kinesiology and Health Studies) degree completion pathway with St. Clair College Occupational Therapist Assistant/Physiotherapist Assistant program
Proposed Year of Offering* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall, 2026
Mode of Delivery:	In person
Planned steady-state Student Enrolment (per section B.4.2)	3
Normal Duration for Completion:	3 years (6 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-centered 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 Kinesiology and Health Studies remain steady as students graduate with a unique combination of knowledge and skills that touch both the science of the human body and the broader systems that shape health. Our students go into a wide variety of careers such as teachers, physicians, chiropractors, physiotherapists, exercise consultants, sport and exercise psychology consultants, sports therapist, athletic trainers, ergonomic specialists, and human performance specialists. Our program is accredited through the Canadian Council of Physical Education and Kinesiology Administrators (CCUPEKA), is recognized by the College of Kinesiologists of Ontario (CKO) and the Ontario Kinesiology Association (OKA), and has been approved by the National Strength and Conditioning Association (NSCA) as a recognized program.

With a diploma in Occupational Therapist Assistant/Physiotherapist Assistant from St. Clair College, students are provided with hands-on experiences and skills related to working within the rehabilitation industry. Combined with the theoretical, foundational, and practical knowledge attained in the Honours Bachelor of Science in Kinesiology and Health Studies (BSc-KHS) degree, this degree completion pathway is a natural partnership for student success.

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM B

Moreover, Human Kinetics' long-standing degree completion pathways 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 the OT/PTA program at St. Clair College to bring in a few students each year, thus helping to increase our intake of domestic 105 students. The Chair of the School of Health Sciences (Dr. DeFranceschi) program is excited to see this relationship get off the ground (see support letter in appendix).

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 pathway with our Honours BSc-KHS is not new, but rather we are adding an additional program (OT/PTA) from St. Clair College. There are some differences (e.g., required courses based on previous coursework), but for the most part, this degree completion pathway 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 pathway with our Honours BSc-KHS is not new, but rather we are adding an additional program (OT/PTA) from St. Clair College. We have already had several students begin a second diploma/degree with us after the completion of an OT/PTA program and they have been successful. This pathway will help make the transition more seamless for those interested students.

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 stronger, and more meaningful and 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 in *italics*. From a program- and faculty-wide perspective:

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM B

- We introduced new program learning outcomes (senate approved: May 9, 2024) for the BSML and BScKHS undergraduate degree programs:
 - Recognize the nature and value of diversity across the spectrum (cognition, behaviour, physiology, region/nationality, socioeconomic status, race, ethnicity, Indigeneity, religion, sex, gender and gender identity, sexual orientation, ability, language, and/or age) where they work, live, and play.
- 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, which is a core course for both degree (BSML and BScKHS) students, introduced a guest lecture by a Health Promotor with the Northern Inter-Tribal Health Authority *and now includes teachings related to the Medicine Wheel.*
- Both the Toldo Lancer Centre and Kinesiology signage boards have Land acknowledgements
- Over the recent years, several events have occurred:
 - *Recreational Services provided support for the Turtle Island March Break Camps in 2024 and 2025, including sport activities, fitness classes, and the challenge course.*
 - *Recreational Services provided support for the Turtle Island Summer Camps in 2024 and 2025, including aquatic activities, sport activities, and the challenge course.*
 - *Recreational Services continues to honour an agreement with the Can-Am Friendship Centre for TLC memberships to use the indoor walking track.*
 - 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 and Kat Pasquach in honour of Orange Shirt Day in 2023.
 - *A Pow Wow is currently being planned/scheduled in the Toldo Lancer Centre for May 1 & 2, 2026 (being organized by the Aboriginal Outreach and Retention Coordinator). The last Pow Wow held in the TLC was May 11-13, 2023.*
- *Drs. Dixon and Eddy are currently co-editing a textbook that will likely be used in future iterations of KINE-1200 and KINE-1500 (working title of Fundamentals of Sport Management in Canada). Within the text, Dr. Christine O'Bonsawin, and Indigenous scholar from University of Victoria, was asked to join the editorial team to ensure that, where applicable and appropriate, the text is responding to the Truth and Reconciliation Commission of Canada's Call to Action 87 (greater public education on Indigenous sport history) by ensuring that our contributing authors present Indigenous content in as many chapters as possible. Drs. Gee, Millar, and Morrison have all contributed chapters to this textbook, as well as at least eight (8) SML alumni.*
- *Ms. Danielle Matias is an active board member for the CUBE, in which she provides culturally relevant resources, mentorship, and opportunities specifically designed for Indigenous students to thrive in the educational pursuits.*

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM B

- 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 GECDsB).
- Established a VOICES of Excellence Scholarship valued at \$1000 to support Black and/or Indigenous students entering Human Kinetics.

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.
 - *See above re Fundamentals of Sport Management in Canada textbook currently being co-edited by Drs. Dixon and Eddy.*
 - In addition to the 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, 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 is continually discussed in both the working group on EDII in the curriculum and our EDII committee. While we recently approved new program learning outcomes at the undergraduate level, we expect to continue discussions about how to bring in additional content at the graduate level.

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,

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- 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.
- 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 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 has not changed, we are simply adding a new degree completion pathway for graduates with a diploma in Occupational Therapy Assistant/Physiotherapy Assistant from St. Clair College.

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 the past 2 years (Fall 2024 and 2025), approximately 15 students (each year) entered our undergraduate degree programs after completing a college diploma/certificate. Based on our current degree completion pathways and the sizes of graduating classes, we expect 2-3 students/year from the OT/PTA program at St. Clair College (40 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.)

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.

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	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		4		7		9		9	
<i>In the co-op/ experiential learning stream (if applicable)</i>										

Based on conversations with Dr. DeFranceschi (Dean) and John Spirou (Program Coordinator), they suggest approximately 1-4 students will be interested each year (and qualify for admissions), and we expect a steady state enrolment of 9 students at all times (once the program is up and running).

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/>. 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 pathway with St. Clair College. That said, our Honours BSc-KHS is currently growing since our direct entry program began in the Fall of 2021. Overall enrollment has slowly trended upwards, and we expect this to continue. In Fall 2025, we had an enrolment target for 105s set at 20 students (both BSc-KHS and BSML combined), yet we fell just short of 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. 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 pathway has been running for several years with Fanshawe College and St. Clair College (Health and Fitness Promotion Programs), and as such, there are no new resources needed. All courses are offered as part of our Honours BSc-KHS degree.

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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*

The Department of Kinesiology boasts a distinguished faculty whose expertise spans the major disciplines in kinesiology, health studies, sport management, and leadership. This breadth of knowledge ensures that students receive a comprehensive education, grounded in both theoretical and applied aspects, within our undergraduate and graduate programs and certificates. Faculty members play a pivotal role in delivering the curriculum and facilitating experiential learning opportunities, ensuring the course content remains current and reflective of the latest research and industry trends.

Specific to those that teach/research within the Kinesiology and Health Studies program, we have 11 full Professors (including the Vice President Research and Innovation, Dean of the Faculty of Graduate Studies, and Dean of Human Kinetics), 6 Associate Professors, 3 Assistant Professors, and 2 Ancillary Academic Staff. Faculty members have a diverse range of research interests, which when combined provide a unique and innovative way of studying Kinesiology and Health Studies, and their related sub-disciplines. Equally diverse are the research methods employed to collect and analyze research data (e.g., qualitative interviews, secondary data analysis, focus groups, questionnaires, document analysis, laboratory-based data acquisition). The innovation continues in the state-of-the-art research facilities we have and their academic productivity. Faculty members have also been very active within their professional associations organizing and hosting academic conferences and serving as journal editors. Many of our faculty members have had tremendous success in publishing articles within high-quality, peer-reviewed journals and/or other peer-reviewed outlets. The success with research over the most recent years is attributed to the individual and collective excellence of our faculty, expansion of our doctoral program, and the overall enhancement of our research culture.

Several of our KHS faculty members have recently won Internal research awards, including:

- Excellence in Research Award, University of Windsor Vice-President Office of Research and Innovation, 2023 (Dr. F. Biondi)
- University of Windsor Human Kinetics Research Award, 2023 (Dr. F. Biondi)
- Excellence in Research Award (Mid-Career Scholar), University of Windsor Vice-President Office of Research and Innovation, 2021 (Dr. S. Woodruff)
- Excellence in Research Award (Mid-Career Scholar), University of Windsor Vice-President Office of Research and Innovation, 2020 (Dr. C. McGowan)
- Excellence in Research Award (Mid-Career Scholar), University of Windsor Vice-President Office of Research and Innovation, 2018 (Dr. S. Horton)

And several KHS faculty have won internal and external teaching awards, including:

Faculty-Level (Internal)

- Wayne Marino Faculty of Human Kinetics Teaching Award, 2023 (Dr. D. Andrews)

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- Faculty of Human Kinetics Mentorship Award, 2023 (Dr. K Chandler)
- Wayne Marino Faculty of Human Kinetics Teaching Award, 2020 (Dr. S. Horton)
- Faculty of Human Kinetics Mentorship Award, 2020 (Dr. T. Loughead)
- Wayne Marino Faculty of Human Kinetics Teaching Award, 2018 (Dr. K. Milne)

University-Level (Internal)

- University of Windsor Alumni Award for Distinguished Contributions to University Teaching Award, 2024 (Dr. K. Milne)
- University of Windsor Educational Leadership Award, 2023 (Dr. D. Andrews)
- University of Windsor Alumni Excellence in Mentoring, 2021 (Dr. T. Loughead)
- Golden Apple (Teaching and Service), 2020 Langara College (Dr. A. Perrotta)

External

- 3M National Teaching Fellowship, 2020 (Dr. D. Andrews)
- Council of Fellows (3M), 2020 (Dr. D. Andrews)
- Minister of Colleges and Universities (Ontario) Award of Excellence, 2020 (Prof. A. Duquette)

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 BSc-KHS 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

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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. 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 BSc-KHS degree after completing the two-year Diploma in Occupational Therapy Assistant/Physiotherapy Assistant with a cumulative average equivalent to 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.

Students enrolled in the OT/PTA program at St. Clair College take 2 terms of foundational courses, followed by 2 terms of intensive lab/hands-on training and field experience. Upon graduation, students:

- will be able to assist in the implementation of therapeutic plans and programs
- will be able to assist in enabling a client's optimal performance, and help them effectively cope with limitations to function, activities of daily living, leisure, and work
- will have completed clinical placements within a variety of work settings including hospitals, private clinics, long-term care facilities, and children's treatment centres

Therefore, students who graduate from the OT/PTA program at St. Clair College with a minimum of 70% (3.0) will be sufficiently prepared for the Honours BSc-KHS.

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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.*

Bachelor of Science (Kinesiology and Health Studies) Degree Completion Pathway with St. Clair College Occupational Therapist Assistant/Physiotherapist Assistant program

Total courses: 30

Degree requirements: Students will have to complete the following courses in order to fulfill the requirements of the BSc-KHS degree program.

(a) Human Kinetics Core Courses (TAKE ALL 4 COURSES):

- o KINE-1000. Health and Wellness
- o KINE-2250. Ethics in Sport and Physical Activity
- o KINE-2690. Measurement and Evaluation
- o KINE-2700. Research Design

b) Required Kinesiology and Health Studies Courses (TAKE ALL 7 COURSES):

- o KINE-1110. Principles of Mental Skills Training
- o KINE-1660. Functional Anatomy II
- o KINE-1800. Fundamental Mechanics of Human Motion
- o KINE-2040. Sport Nutrition
- o KINE-2100. Human Performance
- o KINE-2240. Physical Ergonomics and Injury Prevention
- o KINE-2600. Physiology of Human Performance

Kinesiology and Health Studies Course (SELECT 8 COURSES):

- o KINE-3010. The Use and Abuse of Drugs
- o KINE-3020. Exercise Psychology
- o KINE-3030. Imagery Effects on Performance
- o KINE-3060. Obesity and Eating Disorders
- o KINE-3100. Motor Learning and Control
- o KINE-3330. Applied Sport Psychology
- o KINE-3501. Practical Strategies for Social Change: Intervening to Prevent Sexual Violence
- o KINE-3600. Respiratory Physiology
- o KINE-3610. Musculoskeletal Physiology
- o KINE-3630. Cognitive Ergonomics
- o KINE-3150. Scientific Principles of Strength and Conditioning
- o KINE-3770. Sport Tactics and Strategies
- o KINE-3800. Global Perspectives in Human Kinetics
- o KINE-4000. Human Movement and Aging
- o KINE-4040. Population Health
- o KINE-4080. Dynamics of Skill Acquisition
- o KINE-4100. Adapted Physical Activity
- o KINE-4150. Fundamentals and Application of Sport Science
- o KINE-4330. Selected Topics in Sport Leadership
- o KINE-4530. Perceptual Motor Development

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- o KINE-4580. The Endocrine System in Sport, Exercise and Health
- o KINE-4600. Cardiovascular Physiology
- o KINE-4610. Clinical Exercise Rehabilitation
- o KINE-4620. Exercise in Extreme Environments
- o KINE-4630. Applied Neurophysiology
- o KINE-4640. The Pathophysiology of Pain
- o KINE-4650. Advanced Physical Ergonomics and Injury Prevention
- o KINE-4660. Cardiac Rehabilitation
- o KINE-4670. User Experience
- o KINE-4710. Sports Therapy
- o KINE-4750. Individual Studies
- o KINE-4760. Principles of Coaching
- o KINE-4770. Outdoor Recreation
- o KINE-4780. Undergraduate Thesis* (6 credits)
- o KINE-4800. Advanced Biomechanics
- o KINE-4850. Group Dynamics in Sport
- o KINE-4900. Special Topics in Kinesiology and Health Studies
- o KINE-4980. Internship (4 months)

Kinesiology and Health Studies Labs (SELECT 2 COURSES):

- o KINE-4920. Laboratory Experiences in Kinesiology I
- o KINE-4930. Laboratory Experiences in Kinesiology II

(c) four courses (at the 2000 level or above) from the Faculty of Engineering, the Faculty of Nursing, Department of Psychology, the Faculty of Science and/or the Faculty of Education (Minor in Organizational Learning and Teaching only).

(d) five courses from any area of study, excluding KINE courses.

*KINE-4780 is a 6-credit course, and as such, students successfully completing KINE-4780 will be required to take only 7 of the Kinesiology and Health Studies elective courses listed in section (b).

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

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.

Courses used to calculate the major average are: N/A (no major average in Kinesiology)

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

Does the revised program include new courses?:

____ Yes [All new course proposals must be submitted on PDC Form Ds and submitted for approval with the revised program proposal (PDC Form B)]

__X__ No

If yes, list all new courses: N/A

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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).

Suggested Course Sequencing

Year 1

KINE-1000 – Health and Wellness (F)
KINE-1110 – Principles of Mental Skills Training (F)
KINE-2250 – Ethics in Sport and Physical Activity (F)
KINE-2700 – Research Design (F)
KINE-1800 – Fundamental Mechanics of Human Motion (W)
KINE-2100 – Human Performance (W)
KINE-1660 – Functional Anatomy II (W)
+ 3 additional courses

Year 2

KINE-2240 – Physical Ergonomics and Injury Prevention (F)
KINE-2600 – Physiology of Human Performance (F)
KINE-2690 – Measurement and Evaluation (W)
KINE-2040 – Sport Nutrition (W)
+2 3rd and 4th year major courses
+4 additional courses

Year 3

KINE-4920 (Laboratory Experiences in Kinesiology I) (F)
KINE-4930 (Laboratory Experiences in Kinesiology II) (W)
6 3rd and 4th year major courses
2 additional courses

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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 pathway will obtain the same program learning outcomes as the Honours BSc-KHS (Senate approval May 24, 2024). The courses chosen for this degree completion pathway have been chosen based on the requirements and courses that students will have taken at St. Clair College.

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

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 BSc-KHS 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 Honours BSc-KHS degree 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 30 credits with a minimum average of 60% to graduate with the Honours BSc-KHS degree.

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

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.

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 BSc-KHS (Senate approval May 8, 2020).

Honours Bachelor of Science (Kinesiology and Health Studies)

Last Updated: May 24, 2024

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
PLO #1: Identify and describe current concepts and issues in Kinesiology and Health Studies. PLO #2: Identify, measure and evaluate appropriate movement patterns and functioning across multiple settings including: The workplace, sport, health, and rehabilitation. PLO #3: Explain the importance of Kinesiology and Health Studies research and the application of knowledge gained from such inquiry. PLO #4: For CO-OP: Apply Kinesiology and Health Studies concepts in a practical context.	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
PLO #5: Locate research through library databases. PLO #6: Appraise, interpret and summarize Kinesiology and Health Studies research, relating	B. Research skills, including the ability to define problems and access, retrieve and	1. Depth and breadth of knowledge

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FORM B

<p>the findings to relevant literature and industry practice.</p> <p>PLO #7: Define research questions relevant to the study of human movement.</p> <p>PLO #8: Utilize applicable laboratory equipment, software and scientific principles to collect and report research data.</p>	<p>evaluate information (information literacy)</p>	<p>2. Knowledge of methodologies 3. Application of knowledge 5. Awareness of limits of knowledge</p>
<p>PLO #9: Identify and apply appropriate Kinesiology and Health Studies concepts, theories and methodologies to improve human functioning and well-being.</p> <p>PLO #10: Utilize academic knowledge and critical thinking skills to analyze problems within the field of Kinesiology and Health Studies.</p> <p>PLO #11: For CO-OP: Utilize academic knowledge to solve practical problems relevant to Kinesiology and Health Studies.</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 5. Awareness of limits of knowledge</p>
<p>PLO #12: Use appropriate statistical analysis techniques as required by the research design.</p> <p>PLO #13: Interpret quantitative and qualitative data to solve questions related to the description and cause of human movement.</p>	<p>D. Literacy and numeracy skills</p>	<p>4. Communication skills 5. Awareness of limits of knowledge</p>
<p>PLO #14: Recognize and follow the University of Windsor ethics guidelines and academic integrity standards when conducting scholarly, professional and/or research work.</p> <p>PLO #15: For CO-OP: Recognize and follow professional etiquette standards specific to the workplace.</p> <p>PLO #22: Recognize the nature and value of diversity across the spectrum (cognition, behaviour, physiology, region/nationality, socioeconomic status, race, ethnicity, Indigeneity, religion, sex, gender and gender identity, sexual orientation, ability, language, and/or age) where they work, learn, live, and play.</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>PLO #16: Communicate Kinesiology and Health Studies concepts, methods and research effectively, in both oral and written formats.</p> <p>PLO #17: 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>

PROGRAM DEVELOPMENT COMMITTEE

MAJOR PROGRAM CHANGES

FORM B

PLO #18: Work successfully and respectfully with peers, university personnel 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
PLO #19: Identify and apply innovative solutions to current Kinesiology and Health Studies issues. PLO #20: Recognize and assess human movement patterns and development across the lifespan and within different settings, including the workplace, sport, and rehabilitation.	H. Creativity and aesthetic appreciation	2. Knowledge of methodologies 3. Application of knowledge 6. Autonomy and professional capacity
PLO #21: Identify relevant academic and non-academic sources to remain current with research and popular trends in Kinesiology and Health Studies.	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 BSc-KHS 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*
- *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 pathways 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

University of Windsor
Senate

5.2.1: **Leddy Library Annual Report (2024-2025)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.

Introduction

The Leddy Library facilitates and transforms learning, teaching, and scholarship by providing expertise, services, physical space, and collections of resources and materials to meet the needs of our community of students, staff, faculty, and researchers.

It is important to note that the 2024–2025 year marked a significant period of structural renewal for the Leddy Library. The most substantial undertaking of the reporting cycle was the implementation of a new organizational structure for Leddy Library. The organizational restructuring marks a meaningful shift in how the library represents its expertise and structures its work. This change reflects the library's commitment to professional values, the unique identity of the library as the intellectual heart of the campus, and its important role in advancing the University of Windsor's mission.

Leddy Library now operates through four specialized service units. The structure increases clarity, enhances coordination, and deepens collaboration across the organization. This re-organization aims to showcase the full range of expertise, services, and supports the library and its staff and librarians offers to the community, and to enable librarians to deepen their specialization in the increasingly complex and evolving library and information landscape.

1. **Research & Publishing Services** supports students and faculty across the research and publishing lifecycle.
2. **Teaching & Learning Services** is the heart of the library's instructional work. The team delivers reference, instruction, outreach, and digital learning materials.
3. **Collections & Licensing Services** is responsible for building, managing, and preserving the library's collections (digital and print), including archives and rare materials. It includes two teams: Collection Development & Technical Services and Archives & Special Collections.
4. **Access & Discovery Services** connects users to collections, systems, and spaces. The unit includes Circulation & Patron Services and Systems & Discovery. These teams deliver responsive front-line support, maintains access systems, and advances user-centred digital infrastructure.

The initial transition in 2024–2025 laid the groundwork for continued reorganization in 2025–2026 as the library establishes baseline resourcing, refines workflows, and stabilizes operations. The outcomes already emerging illustrate the benefit of investing in deeper professional and domain expertise within the complex information and knowledge ecosystem, enabling the Leddy library to navigate and contribute meaningfully within an increasingly broad and complex environment.

Like many academic support units across campus, Leddy Library experienced significant cuts to its resources. The significant loss of positions in Leddy Library, especially within the Office of the University Librarian, is outlined in challenges.

2024-2025 marked the completion of **Dr. Selinda Berg's** fourth year in the role of University Librarian. The university announced that Dr. Berg will be renewed for a second five-year term as University Librarian and Dean of the University Library, effective July 1, 2026. The renewal also confirms an updated title, **University Librarian and Dean of the University Library**, which reflects both the administrative and academic scope of the role and aligns Windsor with peer institutions. Dr. Berg looks forward to continuing this work as Leddy Library builds on its momentum and advances key digital, physical, and scholarly initiatives.

I. FOUNDATIONAL COMMITMENTS

1. Establishing and Implementing an Institutional Data Strategy

The Leddy Library continues to provide structures and lend expertise to help establish and implement an Institutional Data Strategy. During the reporting period the following activities have been prioritized:

- A key step in ensuring comprehensive and reliable institutional data at the University of Windsor is the integration of unique, enduring digital codes assigned to research entities such as individuals,

organizations, or objects, called **Persistent Identifiers (PIDs)**. Academic libraries advance PID adoption by promoting best practices, collaboration, and training across the research lifecycle. One notable example is ORCID, a PID for researchers. As a member of the Canadian Research Knowledge Network, the Administrative Lead for the Canadian ORCID Consortium, Leddy Library supports our institutional membership. University of Windsor researchers continue to adopt institutionally affiliated **ORCID IDs** strengthening institutional alignment with best practices in research identity management.

- The transition to a new institutional repository, platform, described more comprehensively in Priority #1, also contribute to stronger institutional research data.
- Leddy Library continued to advocate for the responsible use of **research metrics**, promoting contextual interpretation and methodological transparency in the application of institutional data for planning, assessment, and benchmarking. When engaging with researchers, leaders, and administrators, librarians emphasize the limitations of commonly used metrics and make explicit what these measurements capture, what they omit, and why these distinctions are consequential for decision-making and assessment.

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

The Leddy Library strives to foster cross-campus collaborations and as well as partnerships off campus. The following initiatives were undertaken during the reporting period:

- The library remains a central hub for both campus-centred and community-engaged collaboration. The library is a welcoming entry point for community members into the university. The library hosted programming, workshops, and events that connect students, faculty, and partners while also contributing to the university's collective academic mission.
- The implementation of the new organizational structure has strengthened internal collaboration, with teams now working in cross-functional configurations that reflect the interdependent nature of instructional support, discovery, research dissemination, and collections management. This has been particularly evident in coordinated efforts to align physical and digital spaces and resources, integrate teaching and learning activities, and advance joint initiatives in collections and research publishing.

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

The Leddy Library's spaces serve as a welcoming hub for the entire campus community. During the current reporting period, the following initiatives were prioritized:

- Our ability to enhance the physical space is constrained by budget limitations, making building maintenance and low or no-cost upgrades top priorities for the library. In 2024-2025, modest furniture upgrades were made using surplus furniture available through the university.
- Through the reporting year, Leddy Library had the pleasure of working with GSS, campus facilities, and other institutional partners in the design and transformation of the main floor of the West Building. In 2023, Leddy Library received a **\$1.2 million donation from the University of Windsor Graduate Student Society (GSS)** to transform the main floor of the West Building. The renovation is being driven on the principles of creating a space that is welcoming, accessible, inclusive, and engaging for all members of the campus community.
- The role of the library as a physical and virtual learning environment continues to be central to the student experience. Physical usage of the library continues to rise, demonstrating the ongoing demand for this academic space: gate counts increased again this year to **783,995 in-person visits**, surpassing last year's total. Study room usage remained extremely high throughout the year, **with 25,247 confirmed bookings for personal study rooms and 9,642 for group study rooms**, often at fully booked during peak periods. Physical improvements to the space were made incrementally as resources allowed, with continued enhancements to inclusive seating design and student-centered study areas.

Reporting Years	2021-2022	2022-2023	2023-2024	2024-2025
# of In-Person Visits	111,053	489,068	667,743	783,995

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

As the library underwent reorganization, there was a strong recognition of the experience, expertise, and passion that Leddy Library's staff and faculty bring to the university. Their commitment to ensuring positive student experiences, outstanding services, and innovative ideas continue to propel the library in new and exciting directions. The new structure fosters deeper expertise in key areas of the library and information landscape while supporting the growth of faculty and staff in alignment with the University's evolving direction. During the reporting period, the following activities were prioritized:

- To advance shared and distributed leadership, several communication forums were created during the reorganization. The **Faculty Forum**, held monthly, brings together all professional librarians and AAS, including those in administrative roles. Unlike the University Library Administrative Committee, which serves a formal governance function similar to faculty councils, the Forum remains intentionally semi-formal and peer-driven. Administrators participate as colleagues rather than decision-makers, reinforcing that influence derives from expertise rather than position. The Forum's purpose is to foster open, cross-organizational dialogue, idea exchange, and project updates in a collegial and less structured setting.
- Leddy Library's communication model includes a triannual **Library Assembly** that brings together all employees, administration, manager, support staff and faculty to share information, ask questions, and celebrate achievements. Chaired by an Associate University Librarian, each session combines leadership updates with opportunities for open discussion and staff-led contributions. This structure promotes transparency, unity, and timely communication across all levels of the library.
- The new units were also encouraged to dedicate time to development of skills, knowledge, and culture as individuals and as teams. In addition to local initiatives, members of the Leddy Library community attended many skills development and professional growth opportunities on vast topics including change management, artificial intelligence, Indigenous data sovereignty, and narrative inquiry.

5. Telling Our Stories and Sharing Our Knowledge

Leddy Library plays a unique role on campus, and it is critical that there is an understanding of our expertise, function, and importance. One key role is to steward and share the stories, histories, and records of the University. Leddy Library strives to foster an informed and connected campus community through sharing its own story, as well as celebrating the stories of our campus. Notable initiatives undertaken during the reporting period include:

- Leddy Library's Archives and Special Collections is proud of its role in stewarding, sharing, and preserving the stories of our institution and our wider community. In collaboration with the School of Dramatic Art, the University Archives took a critical and proactive role in ensuring the records and archives of the **University Players** were properly stewarded and preserved. Additional initiatives to ensure proper stewardship of university records include work with **Windsor University Retirees Association (WURA)** and **Public Affairs and Communication (PAC)**.

6. Improving Institutional Processes and Coordination of Services

Leddy Library is a large system with multiple complex and dynamic systems and services. The staff, librarians, and systems of Leddy Library interact with many units and intersect with infrastructures across the university, the province, and the country to ensure efficient and effective service delivery. During the reporting period the following activities have been prioritized:

- Through our consortial memberships in the **Ontario Council of University Libraries (OCUL)** and the **Canadian Research Knowledge Network (CRKN)**, Leddy Library benefits from large-scale licensing and content acquisition initiatives that are essential to its service provision. These partnerships leverage shared infrastructure, expertise, and processes.
- In addition to consortial activities, Leddy Library has employed many strategies to try to alleviate resource (budgetary and personnel) pressures. For example, we have adopted an affordable third-party platform (LibGuides) for our online user guides, migrated to the national shared infrastructure for our institutional repository, and evaluated resource utilization to ensure responsible spending.

- Leddy Library, as the home of the University Archives, continues to advocate and support stronger records management practices and processes for the university. In 2024-2025, two optional workshops on **Records Management** were provided to the University community by Leddy Library.

II. ADVANCING STRATEGIC PRIORITIES

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

Leddy Library advances research, scholarship, and teaching guided by a commitment to open access, sustainable scholarly communication practices, and emerging modes of knowledge dissemination. Leddy Library helped to advance the university's research and scholarly mission through multiple interconnected initiatives that improve access, visibility, and preservation of Windsor's academic output including:

- One of our most significant initiatives of the reporting period was the structural implementation of **Scholaris**, the national open-source institutional repository infrastructure developed in partnership with CARL, OCUL, and Scholars Portal. The transition to Scholaris demonstrates the Leddy Library's deepening commitment to the principles of open access and to challenging the constraints of the conventional commercial academic publishing models. It is a reflective of academic libraries' collective vision for sustainable, accessible, and interoperable research dissemination in Canada.
- As of July 2025, **13,590** items were live in the new repository, including theses, dissertations, major papers, journal articles, and faculty works. With the launch of Scholaris, the university ended its contract with Elsevier for the Digital Commons commercial repository infrastructure. Between 2014 and 2025, when the subscription ended, the UWindsor Digital Commons recorded 6,806,197 downloads from 14,712 items. Scholaris will continue to help researchers share their work, while its robust shared infrastructure ensures long-term preservation, data integration, and alignment with national open access mandates at the University of Windsor.
- The Library's support for **open access publishing** continues to grow, with **18 journals** now hosted through Open Journal Systems (OJS). These journals operate under a diamond open access model, eliminating author publishing fees. Complementary to this, Leddy Library has negotiated agreements that cover the entire article processing charge (APC) when publishing in most journals. The APC was waived for 94 articles published by UWindsor researchers in 2024, saving approximately **\$304,608 USD**. **UWindsor** researchers have saved more than **\$656,243 USD** in publication costs since 2021.

Waived Author Processing Fees (in \$US)					
Faculty / Unit	2021	2022	2023	2024	Total
Centre for Teaching and Learning	\$3000	-	-	-	\$3000
Faculty of Arts, Humanities, and Social Sciences	\$21000	\$21,020	\$64,370	\$32,486	\$138,876
Faculty of Education	\$6000	\$9,500		\$4,100	\$19,600
Faculty of Engineering	\$6000	\$16,625	\$26,095	\$82,299	\$131,019
Faculty of Human Kinetics	\$3,000	\$3,250	\$23,190	\$22,290	\$51,730
Faculty of Law	-	\$3,255	\$15,765	\$3,000	\$22,020
Faculty of Nursing	-	-	\$4,590	\$10,780	\$15,370
Faculty of Science	\$880	\$17,575	\$79,830	\$133,563	\$231,848
Odette School of Business	-	\$6,750	\$19,940	\$16,090	\$42,690
Total (US dollars)	39,880	77,975	230,230	\$304,608	\$656,243

- Over the last year, Leddy Library completed the digitization of all major papers completed by University of Windsor students, marking a substantial local preservation success. A total of **3,494 major papers**, encompassing **315,029 pages**, were digitized and are now being prepared for upload into the institutional repository. These works represent decades of undergraduate and graduate research from the 1950's to 2010's and will now be fully discoverable and preserved for long-term access.
- Leddy Library also continued its leadership in **Research Data Management (RDM)**. co-led the RDM Operational Leadership Committee, bringing together ORIS, ITS, and REB representatives to advance the

implementation of the Institutional RDM Strategy. Key milestones included the creation of an RDM Implementation Roadmap and the initiation of an institutional RDM policy.

- Leddy Library also contributes to the research mission of the University through the scholarship, research, and creative activity of our members. Explore our list of **scholarly publications** in [Appendix A](#).

Through these integrated initiatives—repository modernization, data stewardship, and open publishing—the Leddy Library continues to strengthen the foundations of university’s scholarly ecosystem.

Advancing Bold, Impactful Research, Scholarship, and Creative Activity by the Numbers	
# of open access journals supported by Leddy Library	18
# of scholarly peer reviewed articles publications by Leddy faculty	16
# of scholarly non-peer reviewed articles publications by Leddy faculty	5
# of scholarly and research presentations by Leddy Faculty	27

2. Advancing the Journey Toward Truth and Reconciliation

The Leddy Library continues to foster reconciliation and learning about Indigenous ways of knowing and decolonization. The work of decolonizing the library is not the work of one person or one unit, but rather a commitment made across the library. During the reporting period, we have worked with our Indigenous colleagues on campus to prioritize the following activities:

- Leddy Library continued to expand its Indigenous-focused collections and resources, integrating materials that foreground Indigenous voices, methodologies, and epistemologies. This year, the Collection Services Unit began work on inclusive cataloguing practices through a review of subject headings and metadata that reflect colonial bias. In collaboration with the Law Library, the Statement on Harmful Language was added to the Library Catalogue. Leddy Library continues to support the work of the National Indigenous Knowledge and Language Alliance (NIKLA), supporting the advancement of Indigenous-led practices in knowledge organization and stewardship.
- Leddy Library supported outreach through events such as the Turtle Island March Break and Summer Camps, where library staff facilitated sessions on information literacy and storytelling for Indigenous youth.
- Like many universities, the University of Windsor is recognizing the need to develop ways for Indigenous objects, artefacts, and data to be repatriated back to the communities to which they belong, as a means to respect Indigenous sovereignty. Leddy Library has been working collaboratively with campus partners, community members, and Indigenous leaders to find ways to assist and support this important work. Through these efforts, the library seeks to advance reconciliation and promote respectful relationships grounded in trust, accountability, and reciprocity.

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

Leddy Library aims to become an Equitable, Diverse, Inclusive, and Just Library through its collections, services, and spaces. The library aspires to be a place where our campus community is inspired and enabled to learn about and enact the principles of equity, diversity and inclusion. During the reporting period the following activities have been prioritized:

- Leddy librarians advanced an inclusive cataloguing project that examines and updates subject headings to remove biased or harmful language, aligning local practices with national standards for decolonized metadata. The team also collaborated with the Law Library to draft a Statement on Harmful Language in the Catalogue, ensuring transparency and sensitivity in how materials are described and accessed.

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

The Leddy Library plays a pivotal role in fostering high quality teaching and learning experience through various means. Ensuring that students have the space, technology, and support for their success is an ongoing priority for the Library. Leddy Library also continues to develop as a site for experiential learning on campus, with new opportunities emerging each year. The following activities took place during the reporting period:

- Instruction, outreach, and student learning remained at the core of the Library’s mandate. During 2024–2025, the Teaching & Learning Unit delivered 117 instructional sessions and outreach events, reaching 3,704 participants across graduate, undergraduate, and high-school levels. The breadth of instruction

extended across 25 disciplines, with high engagement in Social Work, Biology, Education, and Engineering.

- Librarians also developed and offered a Leddy Workshop Series open to the full campus community, covering topics such as research data management, scoping reviews, citation management, and ORCID use. Instruction was delivered through multiple modalities ensuring accessibility and flexibility for students and faculty.
- Infrastructure and learning environments continued to evolve. Printing and technology loan services remained heavily used, with over 750 loans of laptops during the reporting period. These figures reaffirm the Library's role as an essential technology access point for students.

Teaching, Learning & Student Experience by the Numbers	
# of 120 day loans	29,060
# times of laptop loaned (1-day and 14-day loans)	752
# of classes using course reserves	881
# of bookings for personal study rooms	25,247
# of bookings for group study rooms	9,642
# of instruction and outreach sessions.	117

- The Leddy Library continued to expand the library's course resource services, supporting equitable and affordable learning. The library collaborated with 38 departments to provide 881 courses with zero-cost learning materials. Across all courses, 8,997 citations were made available at no cost to students. This service combines licensed e-resources, open educational resources (OER), and instructor-provided materials within the university's learning management system, ensuring seamless, equitable access.

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

The staff and faculty of Leddy Library consistently demonstrate their commitment to the University of Windsor's students and faculty. The library's values and priorities are evident in both ongoing and new initiatives. Staff work to ensure seamless access to the library's services and resources for the entire campus community. During the reporting period, the following activities have been prioritized:

- The new breastfeeding room, located in Room W118 on the 1st Floor of the West Building, is available during all library hours and open to students, staff, faculty, and visitors. Designed for comfort and equipped with practical amenities, the space can be booked online for sessions ranging from 30 minutes to three hours. For privacy, the room remains locked—parents and caregivers may sign out the key at the Information Desk on a first-come, first-served basis. This new space replaces the former room in Chrysler Hall Tower, with extended hours and easier access. It builds on the success of the Child-Friendly Study Room, opened in 2024, and reinforces the library's commitment to inclusive, supportive spaces that meet the diverse needs of our campus community.
- Leddy Library continues to invest in collections, resources, and spaces that help student balance against academic stress. There is high use of its games, leisure reading collection, and wellness activities such as chess, UNO, and colouring. These offerings reflect the library's commitment to fostering a balanced and healthy student experience. By creating spaces and opportunities for students to pause, connect, and recharge, the library supports well-being as an integral part of academic success and a vibrant campus life.

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

The Leddy Library supports our local region by offering a welcoming and inviting spaces, events, and services for the community to engage with the university. Faculty and staff involvement in regional, provincial, and international professional academic associations and societies help to ensure the library at the University of Windsor remains an important voice on timely issues. During the reporting period, initiatives undertaken include:

- In collaboration with community members and partners, Leddy Library developed ***Queer Life in Windsor and Essex County***, a curated digital portal documenting the long-standing 2SLGBTQIA+ presence in the region and key milestones in this community's history. Created in partnership with the Windsor/Essex Rainbow Alliance (WERA), the portal evolved from Leddy Library's physical collections and community-

curated artifacts and stories of 2SLGBTQIA+ life. The project invited community members to contribute their stories, materials, and reflections—creating a living archive that positions the region’s queer history as shared heritage and a resource for ongoing research and connection.

- Leddy Library’s support for **open access** strengthens community engagement by making the university’s research freely available to all. This open sharing of knowledge enables educators, organizations, and citizens to access and apply research that benefits the region and beyond. Through open access, the library acts as a bridge between scholars and the wider community, fostering collaboration and shared learning.

CHALLENGES

Loss of resources and staffing: The reporting period was marked by sustained challenges due to reductions in resources and the centralization of administrative functions across the university. Over the current reporting year, the library **lost 16 staff positions** (including four within the Office of the University Librarian), reducing the Library’s complement from 44 to 28. An additional 5 vacant lines were defunded. The total **budget loss for staff exceeded 1.1 million dollars**. Additionally, we have experienced multiple VCTs within the WUFA complement and was unable to renew Limited Term Appointments.

These reductions have placed heightened pressure on existing staff and diminished the library’s capacity to respond quickly to emerging needs. The loss of key positions and administrative support has further constrained operations, necessitating ongoing adaptation and prioritization to sustain core services and advance strategic initiatives.

Organizational Culture: The reorganization has underscored the necessity of sustained attention and investment in organizational culture within the library. Change, while difficult, has required openness, patience, and trust as roles, responsibilities, and workflows evolve. Continued attention to communication, collaboration, and shared purpose will be vital to fostering a resilient and adaptive organizational culture.

FUTURE INITIATIVES

Library Student Advisory Committee: Leddy Library aims to launch a Student Advisory Group that will serve as a structured forum for students to share their experiences, needs, and priorities directly with library leadership. By fostering open dialogue, the group will help shape library services, spaces, and resources to better reflect the student perspective. Through this collaboration, SAG will also promote student leadership and strengthen the connection between the library and the broader campus community.

Textbook Affordability: Looking ahead, Leddy Library will collaborate with the Centre for Teaching and Learning to expand awareness of affordable and open educational resources. Together, the partners will launch a coordinated strategy for student learning materials affordability that promotes the adoption of library-licensed and openly available materials in courses across all faculties. This initiative will support equitable student access to learning resources while fostering sustainable, cost-effective teaching practices across campus.

Space Enhancements: Leddy Library will continue to modestly enhance its physical environment to better meet student and faculty needs. In spring 2025, the library will celebrate the opening of a new Graduate Student Society-sponsored study and lounge space, a reimagined space that reflects the values of collaboration, inclusivity, decolonization, accessibility, and partnership. Alongside this, modest but meaningful enhancements will include the creation of a dedicated thesis defence space equipped for hybrid participation and the relocation and revitalization of the Curriculum Resource Centre (CRC) collection to improve accessibility and integration with teaching and learning activities.

Fulbright scholar: The Leddy Library hopes to host its first Fulbright Visiting Scholar in 2025. This Fulbright Visiting Scholarship is made possible through the generous sponsorship of the Vice-President, Research and Innovation; the Vice-President, People, Equity and Inclusion; the Leddy Library; Vice President, Academic (Provost); and the Black Scholars Institute. The Fulbright Scholar will work on a research-based creative project exploring the lives and legacies of Black communities who fled enslavement in the southern United States and settled in Windsor, Ontario. The work resonates deeply with the rich archival holdings of the Leddy Library, including the E. Andrea Moore collection, and contributes meaningfully to the preservation and advancement of Black history in Canada.

University of Windsor
Senate

5.2.2: **Policy on Granting a Degree, Certificate or Diploma Posthumously or to a Terminally Ill Student – Revisions**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the proposed revisions to the Policy on Granting a Degree, Certificate or Diploma Posthumously or to a Terminally Ill Student be approved.

Proposed Revisions:

[revisions are in bold and strikethrough]

Policy

A degree, certificate or diploma may be granted posthumously or to a terminally ill student, where a student has completed ~~almost all~~ substantive degree, certificate or diploma requirements. ~~Courses where the main requirement is attendance at seminars will not be considered as substantive requirements for the purpose of this policy.~~

Degrees

A student in an undergraduate program **or course-based graduate program** will have completed ~~all but the last semester of courses (or equivalent)~~ **50%** of the ~~program~~ **course** requirements. A student in a thesis or major paper based graduate program will have completed all course work as well as the **comprehensive exam or thesis/major paper proposal**. ~~a majority of the thesis or major paper. A student in a course-based graduate program will have completed all but two courses.~~

Certificates or Diplomas

~~An undergraduate~~ A student in an **undergraduate or graduate** certificate or diploma program will have completed ~~in full approximately 85%~~ **50%** of the course requirements ~~(e.g., 7/8 courses, 8/10 courses, or 10/12 courses).~~ A student in a graduate diploma program will have completed all but two courses.

In Commemoration Certificate

An “In Commemoration” certificate may be awarded to a student who was enrolled in a degree, certificate, or diploma but has not met the requirements outlined above at the time of death or terminal illness.

Procedure

1. A request to have a degree, certificate, ~~or~~ diploma, **or in commemoration certificate** granted posthumously or to a terminally ill student may be submitted to the Dean of the Faculty in which the student was registered. The person making the request will be referred to herein as the applicant. In the event that there is more than one requestor, the Dean will determine which requestor will be known as the applicant.
2. Prior to consideration of the granting of a degree, diploma, ~~or~~ certificate, **or in commemoration certificate** under this policy, the Dean will determine which, if any, courses merit completion with aegrotat standing.
3. The Dean will consult with the AAU Head and the Registrar and then submit a recommendation to the Provost.

4. The decision to grant the degree, certificate, ~~or~~ diploma, **or in commemoration certificate** posthumously or to the terminally ill student will be made by the Provost and communicated to the Dean of the Faculty.
5. The Dean of the Faculty will inform the applicant of the decision.
6. If the decision is to award the degree, certificate, diploma, **or in commemoration certificate** posthumously, the applicant will be invited to attend the next appropriate convocation ceremony. If the applicant so chooses, the applicant (or designate) may cross the stage carrying the appropriate hood and any cords of distinction that have been earned. The deceased's name and degree, certificate or diploma will be read with the statement "awarded posthumously, being accepted by (applicant's (or designate's) name)". Otherwise, the name will not be read. In any event, the name will be published in the convocation program followed by "(posthumously granted)". If the decision is to award the degree, certificate, diploma, **or in commemoration certificate** to a terminally ill student, arrangements will be made with the applicant.

Rationale:

- While it is essential to maintain the integrity of the degrees, certificates, and diplomas granted by the University, awarding a credential posthumously or to a terminally ill student represents a compassionate and supportive gesture that carries no cost or risk to the institution.
- According to an environmental scan, the University of Windsor currently has one of the strictest posthumous degree policies in Ontario. Adopting a 50% completion threshold would bring us in line with peer institutions such as the University of Toronto and the University of Waterloo. (See item 5.4 of the November 18, 2025 Combined Academic Development Committee PDF posted on the APC website at: [APC Agendas and Minutes | University Secretariat](#).)
- Granting an in-commemoration certificate to those who do not meet the requirements for receiving a degree, certificate, or diploma posthumously would also be a compassionate and supportive gesture.
- A list of students who passed away during the last academic year will be sent to Deans, who will be invited to nominate any individuals meeting the new requirements. Cases involving students who passed away prior to the last academic year will be reviewed individually upon request.
- The proposed policy has been vetted by the Associate Deans Council and the Academic Policy Committee.

**University of Windsor
Senate**

5.3.1: Programs, Faculty Complement, and Enrolments

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: That the annual reporting to Senate by way of this Programs, Faculty Complement, and Enrolments Report be discontinued.

Rationale:

- The report provides only a snapshot of available data, making it more likely that data is misinterpreted or assumptions made (positive or negative) based on insufficient data. Institutional Analysis maintains a comprehensive website which includes the data presented in this report and much more.
- Reducing duplication and ensuring that members are reviewing and relying on more fulsome data (accessible on the Institutional Analysis website) to engage in conversations and decisions should be the priority.
- With regard to the portion of the June 2022 motion that required reporting on programs that rely on a single permanent member of the instructional community, SGC noted that it is not only the responsibility of the Deans to monitor this (and possibly suspend admissions if this were the case), but this is regularly reviewed by the Ontario Quality Council, under the Quality Assurance Framework, which reviews programs to ensure academic quality and program viability.
- Institutional Analysis will continue to be invited to Senate to provide clarification on data and support debate and decisions.

Background for the Programs, Faculty Complement, and Enrolments report:

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

Five-year historical enrolments and faculty complement are provided in the attached. Recruitment activities and initiatives are reported monthly at Senate meetings. A listing of programs by department is also attached. There are no programs that rely on a single permanent member of the instructional community.

Overall projected enrolment targets for Fall 2026 will be provided next semester, with the presentation of the budget to Senate.

Program Listing by Faculty/Department

FACULTY OF ARTS, HUMANITIES AND SOCIAL SCIENCES (FAHSS)

PROGRAMS ADMINISTERED BY THE OFFICE OF THE DEAN OF FAHSS

Honours Bachelor of Interdisciplinary Arts and Science (IAS)
 Honours Bachelor of Interdisciplinary Arts and Science (IAS) Double Major Concentration
 Honours Bachelor of Interdisciplinary Arts and Science (IAS) Major and Double Minor Concentration
 Honours in Commercial Aviation Leadership
 Argumentation Studies (PhD)

COMMUNICATION, MEDIA AND FILM

General Communication, Media and Film
 Honours Communication, Media and Film (with/without Co-op)
 Combined Honours Communication, Media and Film
 Honours Film Production (Bachelor of Fine Arts)
 Concurrent General Bachelor of Arts (Communication, Media and Film)/Bachelor of Education
 Master's in Communication and Social Justice (MA)

DRAMATIC ART

General Bachelor of Arts in Drama
 Honours Bachelor of Arts in Drama (with/without Co-op)
 Honours Bachelor of Arts in Drama for Graduates of the Theatre Arts Ontario College Advanced Diploma
 Honours Bachelor of Arts in Drama for Graduates of the Music Theatre Performance Ontario College Advanced Diploma
 Honours Bachelor of Arts in Drama in Education and Community with concentration in Applied Theatre (with/without Co-op)
 Combined Honours Bachelor of Arts in Dramatic Art
 Bachelor of Fine Arts (BFA) in Dramatic Art - Acting
 Concurrent General Bachelor of Arts (Drama)/Bachelor of Education

ENGLISH AND CREATIVE WRITING

General English
 Honours English (with/without Co-op)
 Honours English and Creative Writing
 Combined Honours English
 Combined Honours English and Creative Writing
 Concurrent General Bachelor of Arts (English)/Bachelor of Education
 Master's in English: Literature and Creative Writing (MA)
 Master's in English: Literature and Language (MA)

HISTORY

BA General History
 BA Honours History (with/without Co-op)
 Combined BA Honours History
 Concurrent General Bachelor of Arts (History)/Bachelor of Education
 Master's in History (MA)

INTERDISCIPLINARY AND CRITICAL STUDIES

DISABILITY STUDIES

BA Honours in Disability Studies
 Combined Honours BA in Disability Studies and Psychology

Combined Honours BA in Disability Studies
 Honours Bachelor of Social Work and Disability Studies
 BA Honours Bachelor of Arts in Disability Studies for Ontario College Child and Youth Care Program Graduates - Degree Completion Pathway
 Honours Bachelor of Arts in Disability Studies for College of Applied Arts and Technology Graduates - Degree Completion Pathway
 BA Honours Bachelor of Arts in Disability Studies for Ontario College Child and Youth Care (formerly Child and Youth Worker) - Degree Completion Pathway
 Honours Bachelor of Arts in Disability Studies for College of Applied Arts and Technology Graduates - Degree Completion Pathway
 LIBERAL AND PROFESSIONAL STUDIES
 General Liberal Arts and Professional Studies
 Honours Liberal Arts and Professional Studies
 General Liberal Arts and Professional Studies Degree Completion Program (for Lambton College Liberal Studies Graduates) (formerly General Arts and Science University (GASU))
 Honours Liberal Arts and Professional Studies Degree Completion Program (for Lambton College Liberal Studies Graduates) (formerly General Arts and Science University (GASU))
 General Liberal Arts and Professional Studies for Career Professionals Degree Completion Program (for Graduates of Qualifying CAAT (or equivalent) Diploma Programs)
 General Liberal Arts and Professional Studies for Career Professionals Degree Completion Program (for Graduates of Qualifying CAAT (or equivalent) Advanced Diploma Programs)
 SOCIAL JUSTICE
 Combined Honours in Social Justice
 WOMEN'S AND GENDER STUDIES
 General BA in Women's and Gender Studies
 BA Honours in Women's and Gender Studies
 Combined Honours in Women's and Gender Studies
 Combined Honours Women's and Gender Studies when taken with Criminology
 Honours Business Administration and Women's and Gender Studies (with/without thesis)
 Honours Bachelor of Social Work and Women's Studies

 LANGUAGES, LITERATURES AND CULTURES/LANGUES, LITTÉRATURES ET CULTURES (LLC)
 GREEK AND ROMAN STUDIES
 Honours Greek and Roman Studies (Greek or Latin Option)
 Combined Honours Greek and Roman Studies¹
 FRENCH STUDIES
 General Bachelor of Arts in French Studies
 Honours Bachelor of Arts in French Studies (with/without Co-op)
 Combined Honours French Studies Programs
 Concurrent General Bachelor of Arts (French Studies)/Bachelor of Education
 MODERN LANGUAGES
 Honours Modern Languages (with year abroad)
 Honours Modern Languages and Second-Language Education
 Combined Honours Modern Languages
 Honours Modern Languages with Two Languages Option
 Concurrent General Bachelor of Arts with Second Language Education/Bachelor of Education

 PHILOSOPHY
 General Philosophy
 Honours Philosophy (with/without Co-op)
 Combined Honours Philosophy Programs
 Master of Philosophy (MA)

POLITICAL SCIENCE

General Political Science

Honours Political Science (with/without Co-op)

Honours Political Science (with Thesis)

Honours Political Science with French Specialization

Honours Political Science with French Specialization and Thesis

Honours Law and Politics

Honours Law and Politics (with Thesis)

Honours International Relations and Development Studies

Honours International Relations and Development Studies (with Thesis)

Combined Honours Political Science Programs

Combined Honours Political Science Programs with Thesis in Political Science

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

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

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

Master of Arts in Political Science (MA)

PSYCHOLOGY

General Psychology

General Child Psychology

Honours Psychology (with/without Co-op)

Honours Psychology with Thesis

Honours Psychology – Interdisciplinary Health Stream

Honours Developmental Psychology

Honours Developmental Psychology with Thesis

BSc Honours Program in Behaviour, Cognition and Neuroscience (with/without thesis)

Combined Honours Psychology Programs

Combined Honours Programs in Psychology with Thesis

Combined Honours Programs in Developmental Psychology

Combined Honours Programs in Developmental Psychology with Thesis

Concurrent General Bachelor of Arts (Psychology)/Bachelor of Education/Diploma in Early Childhood Education

General Psychology for Ontario College Child and Youth Care (formerly Child and Youth Worker) Program Graduates – Degree Completion Pathway

General Child Psychology for Ontario College Child and Youth Care (formerly Child and Youth Worker) Program Graduates – Degree Completion Pathway

Honours Psychology for Ontario College Child and Youth Care (formerly Child and Youth Worker) Program Graduates – Degree Completion Pathway

Honours Psychology with Thesis for Ontario College Child and Youth Care (formerly Child and Youth Worker) Program Graduates- Degree Completion Pathway

Honours Developmental Psychology for Ontario College Child and Youth Care (formerly Child and Youth Worker) Program Graduates – Degree Completion Pathway

Honours Developmental Psychology with Thesis for Ontario College Child and Youth Care (formerly Child and Youth Worker) Program Graduates – Degree Completion Pathway

Bachelor of Arts in Psychology (Honours) with Autism and Behavioural Sciences (ABS) Post-Graduate Certificate program from Fanshawe College, Lambton College or St. Clair College

Bachelor of Arts in Developmental Psychology (Honours) with Autism and Behavioural Sciences (ABS) Post-Graduate Certificate program from Fanshawe College, Lambton College or St. Clair College

Bachelor of Commerce (Honours Business Administration and Psychology) (with/without thesis)

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

Clinical Psychology (MA and PhD)

Applied Social Psychology (MA and PhD)

SCHOOL OF CREATIVE ARTS

Bachelor of Fine Arts in Film Production

Honours Bachelor of Arts in Music

Honours Bachelor of Music

Combined BA Honours Music Programs

Concurrent Bachelor of Music (Honours Music Education)/ Bachelor of Education

General BA in Visual Arts

BA Honours in Media Arts and Culture

Combined BA Honours Visual Arts Programs

Bachelor of Fine Arts in Visual Arts

Bachelor of Fine Arts in Visual Arts and the Built Environment (VABE)

Concurrent General Bachelor of Arts (Visual Art)/Bachelor of Education

Master of Fine Arts in Film and Media Arts (MFA)

Master of Fine Arts in Visual Arts (MFA)

SOCIAL WORK

Honours Bachelor of Social Work

Honours Bachelor of Social Work and Disability Studies

Honours Bachelor of Social Work and Women's Studies

Honours Bachelor of Social Work for University Graduates

Honours Bachelor of Social Work for Ontario Child and Youth Care Program Graduates

BA Honours in Disability Studies

Combined Honours BA in Disability Studies and Psychology

Combined Honours BA in Disability Studies

BA Honours Bachelor of Arts in Disability Studies for Ontario College Child and Youth Care Program Graduates - Degree Completion Pathway

Honours Bachelor of Arts in Disability Studies for College of Applied Arts and Technology Graduates - Degree Completion Pathway

PhD in Social Work

Master of Social Work (MSW)

Master of Social Work for Working Professionals (MSW)

SOCIOLOGY AND CRIMINOLOGY

Honours Criminology

Combined Honours Criminology Programs

General Family and Social Relations

Honours Family and Social Relations

Combined Honours Family and Social Relations

General Sociology

Honours Sociology

Combined Honours Sociology Programs

Combined Honours in Sociology and Criminology

Master of Arts in Criminology (MA)

Master of Arts in Sociology (MA)

Social Data Analysis (MA) (Joint Program with Psychology)

PhD in Sociology with Specialization in Social Justice

ODETTE SCHOOL OF BUSINESS

Honours Business Administration (with/without Thesis)

Honours Business Administration Co-operative Education Program (with/without Thesis)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Honours Business Administration and Economics (with/without Thesis)

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

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

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

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

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

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

Honours Business Administration and Mathematics (with/without Thesis)

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

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

Honours Mathematics with Finance Concentration

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

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

Honours Business Administration and Psychology (with/without thesis)

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

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

Honours Business Administration for Baccalaureate Degree Holders

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

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

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

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

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

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

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

Fast-Track Honours Business Administration Program for 3-year Diploma Holders in Marketing from St. Clair College
 Fast-Track Honours Business Administration Program for 3-year CAAT (or equivalent) Diploma Holders in Finance
 Honours Business Administration for Students from Southwestern University Finance and Economics, China
 Honours Business Administration (with/without thesis; with/without co-op, and with any specialization) for students from the Global Institute of Management and Economics (GIME) of Dongbei University of Finance and Economics
 Honours Business Administration for students from Chitkara University, Punjab
 Master of Business Administration (MBA)
 Master of Business Administration with Professional Accounting Specialization
 Master of Business Administration (MBA) (For Managers and Professionals)
 Master of Business Administration/Juris Doctor (MBA/JD)
 Master of Management (MOM) (with/without Co-op)
 Master of Engineering Management (MEM) (Joint Program with Engineering)
 Master of Business Administration/Doctor of Medicine (MBA/MD) (Concurrent Program with Schulich School of Medicine)

FACULTY OF EDUCATION

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

FACULTY OF ENGINEERING

PROGRAMS ADMINISTERED BY THE OFFICE OF THE DEAN OF ENGINEERING

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

CIVIL AND ENVIRONMENTAL ENGINEERING

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

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

ELECTRICAL AND COMPUTER ENGINEERING

Bachelor of Applied Science in Electrical Engineering
Electrical Engineering (MAsc)
Electrical Engineering (MEng) (Co-op/Internship Option)
Electrical Engineering (Computer Engineering Field) (MEng) Electrical Engineering (PhD)

MECHANICAL, AUTOMOTIVE, AND MATERIALS ENGINEERING

Bachelor of Applied Science in Industrial Engineering (General Program)
Bachelor of Applied Science in Industrial Engineering - Minor in Business Administration Option
Bachelor of Applied Science in Mechanical Engineering
Bachelor of Applied Science in Mechanical Engineering with Aerospace Option
Bachelor of Applied Science in Mechanical Engineering with Automotive Option
Bachelor of Applied Science in Mechanical Engineering with Environmental Option
Bachelor of Applied Science in Mechanical Engineering with Materials Option
Bachelor of Applied Science in Mechanical Engineering Articulation Agreement with St. Mary's University Diploma of Engineering
Bachelor of Applied Science in Mechanical Engineering with Automotive Option Articulation Agreement with St. Mary's University Diploma of Engineering
Bachelor of Applied Science in Mechanical Engineering with Environmental Option Articulation Agreement with St. Mary's University Diploma of Engineering
Bachelor of Applied Science in Mechanical Engineering with Materials Option Articulation Agreement with St. Mary's University Diploma of Engineering
Automotive Engineering (MEng)
Engineering Materials (MAsc)
Engineering Materials (MEng)
Engineering Materials (PhD)
Mechanical Engineering (MAsc)
Mechanical Engineering (MEng) (with/without Co-op/Internship Option)
Mechanical Engineering (PhD)
Automotive Engineering (MAsc/Laurea Magistrale) (International Master of Engineering with Politecnico di Torino (Dual Degree Program))
Materials Chemistry and Engineering (MEMC) (Joint with Chemistry)
Industrial Engineering (MAsc)
Industrial Engineering (MEng) (with/without Co-op Internship/Option) Industrial and Manufacturing Systems Engineering (PhD) (Multi-Disciplinary Program)

FACULTY OF HUMAN KINETICS

Honours Bachelor of Science (Kinesiology and Health Studies)
Honours Bachelor of Sport Management and Leadership
Honours Bachelor of Sport Management and Leadership for Graduates of Lambton College's Three-Year Sport and Recreation Management Diploma
Honours Bachelor of Sport Management and Leadership for Graduates of Durham College's Three-Year Advanced Diploma in Sport Management Diploma
Honours Bachelor of Sport Management and Leadership for Graduates of St. Clair College's Three-Year Sport and Recreation Management Diploma
Honours Bachelor of Sport Management and Leadership (Degree Completion) for Graduates of Saskatchewan Polytechnic Business Sport Management
Honours Bachelor of Science (Kinesiology and Health Studies) for Graduates of St. Clair College's Two-Year Fitness and Health Promotion Diploma
Honours Bachelor of Science (Kinesiology and Health Studies) for Graduates of Fanshawe College's Two-Year Fitness and Health Promotion Diploma

Honours Bachelor of Science (Kinesiology and Health Studies) for Graduates of Lambton College of Applied Arts and Technology's Massage Therapy Diploma
Bachelor of Science (Kinesiology and Health Studies) for Graduates of Fanshawe College's Recreation and Leisure Services Diploma
Master of Science in Kinesiology and Health Studies
Master of Sport Management and Leadership (MSML)
PhD in Kinesiology

FACULTY OF LAW

Juris Doctor
Concurrent Juris Doctor/Juris Doctor with University of Detroit Mercy
Concurrent MBA/JD
Concurrent MSW/JD
Master of Laws

FACULTY OF NURSING

Honours Bachelor of Science in Nursing
BScN Program for Graduates of Lambton College's and St. Clair College's Practical Nursing Programs – Degree Completion Pathway
PhD in Nursing
Master of Science in Nursing (MScN)
Master of Nursing (MN) Advanced Clinical Practice and Leadership in Nursing Fields
Master of Nursing (MN) Primary Health Care Nurse Practitioner

FACULTY OF SCIENCE

PROGRAMS ADMINISTERED BY THE OFFICE OF THE DEAN OF SCIENCE

Bachelor of Science (General Science)
Bachelor of Science (General Science) for Graduates of a College Diploma Program in Medical Laboratory Technology
Concurrent General Bachelor of Science (General Science)/Bachelor of Education
Honours Bachelor of Forensic Science (BFS)
Combined Bachelor of Arts in Forensics
Combined Bachelor of Arts in Forensics and Criminology (Applied Forensic Science Stream) - Degree Completion Pathway
Environmental Science (MSc)
Environmental Science (PhD)

BIOMEDICAL SCIENCES

Honours Biomedical Science
Honours Biochemistry and Biomedical Science (Health Stream)
PhD in Biological Science (PhD) (Joint with Integrative Biology)
Master's in Biological Sciences (MSc) (Joint with Integrative Biology)
Master of Science (MSc) in Translational Health Sciences (THS)

CHEMISTRY AND BIOCHEMISTRY

Honours Chemistry (with/without Co-op)
Honours Chemistry with Thesis (with/without Co-op)
Honours Chemistry (Applied Chemistry Stream)
Combined Honours Chemistry Programs
Honours Biochemistry (with/without Co-op)
Honours Biochemistry with Thesis (with/without Co-op)
Honours Biochemistry (Pharmacy Stream) (with/without Co-op)
Honours Biochemistry (Pharmacy Stream) with Thesis (with/without Co-op)
Honours Biochemistry and Biomedical Science (Health Stream)

Combined Honours Biochemistry Programs
Chemistry and Biochemistry (MSc)
Medical Biotechnology (MMB)
Master of Materials Chemistry and Engineering (MMCE) (Joint Program with Engineering)
Chemistry and Biochemistry (PhD)

COMPUTER SCIENCE

Bachelor of Computer Science (General)
Bachelor of Computer Science (Honours)
Bachelor of Computer Science (Honours Applied Computing)
Bachelor of Science (Honours Computer Information Systems)
Bachelor of Science (Honours Computer Science with Software Engineering Specialization)
Honours Business Administration and Computer Science (with/without Co-op and with/without Thesis)
Honours Business Administration and Computer Science with Specialization in Accounting (with/without Co-op and with/without Thesis)
Honours Business Administration and Computer Science with Specialization in Human Resources (with/without Co-op and with/without Thesis)
Honours Business Administration and Computer Science with Specialization in Finance (with/without Co-op and with/without Thesis)
Honours Business Administration and Computer Science with Specialization in Supply Chain and Business Analytics (with/without Co-op and with/without Thesis)
Honours Business Administration and Computer Science with Specialization in Marketing (with/without Co-op and with/without Thesis)
Honours Business Administration and Computer Science with Specialization in Strategy and Entrepreneurship (with/without Co-op and with/without Thesis)
Honours Mathematics and Computer Science
Combined Honours Computer Science Programs
Bachelor of Computer Science (General) for University Graduates
Bachelor of Computer Science (Honours) for University Graduates
Bachelor of Computer Science (Honours Applied Computing) for University Graduates
Bachelor of Computer Science (General) for Graduates of Qualifying Ontario and Other College Diploma Holders
Bachelor of Computer Science (Honours Applied Computing) (with and without Co-op) for Qualifying Ontario and Other College Diploma Holders
Bachelor of Computer Science (General) for Qualifying Ontario CAAT (or equivalent) Students with 2 Years of Study at CAAT (or equivalent) Diploma Program
Bachelor of Computer Science (Honours Applied Computing) (Co-op) for Qualifying Ontario CAAT (or equivalent) Students with 2 Years of Study at CAAT (or equivalent) Diploma Program
Honours Bachelor of Information Technology (BIT)
Honours Bachelor of Information Technology (BIT) Degree Completion Pathway for Students from Web Development and Internet Applications)
Honours Bachelor of Information Technology (BIT) Degree Completion Pathway (for Students from Computer Information Systems Technicians)
Honours Bachelor of Information Technology (BIT) Degree Completion Pathway (for Students from Computer Systems Technology – Networking at St. Clair College)
Honours Bachelor of Information Technology (BIT) Degree Completion Pathway (for Students from Mobile Application Development at St. Clair College)
Honours Bachelor of Information Technology (BIT) Degree Completion Pathway (for Graduates from Chitkara University)
Master of Applied Computing (MAC)
Master of Science in Computer Science (MSc)
Master of Science in Computer Science (MSc) - Artificial Intelligence Stream
PhD in Computer Science (PhD)

ECONOMICS

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

SCHOOL OF THE ENVIRONMENT

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

INTEGRATIVE BIOLOGY

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

MATHEMATICS AND STATISTICS

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

PHYSICS

Honours Physics (with/without Co-op)

Honours Physics with Thesis (with/without Co-op)

Honours Physics (Medical Physics) (with/without Co-op)

Honours Physics (Medical Physics with Thesis) (with/without Co-op)

Combined Honours Physics Programs

Master of Science (MSc)

Doctor of Philosophy (PhD)

University of Windsor Senate

Update - Fall 2025 Enrolment and Faculty Count

Presented by: **John Dube, Director, Office of Institutional Analysis**

Notes and Definitions

1. INTRODUCTION

Whereas the Senate is the body of governance uniquely responsible for the fulfillment, stewardship, and maintenance of the academic mission of the Institution, be it resolved that the Senate receive a presentation of academic health, including the five-year historical trends and future projections for:

- (i) enrolment targets and outcomes,*
- (ii) recruitment practices and investments, and*
- (iii) faculty complement associated with program delivery including (iv) the identification of any program that relies on a single permanent member of the instructional community that would otherwise be discontinued or collapsed.**

In response to the data requested in this motion, each year, the Director of the Office of Institutional Analysis (OIA) presents five-year historical trends as of the Fall term for (i) enrolment outcomes and ii) faculty complement associated with program delivery; the following has been provided:

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

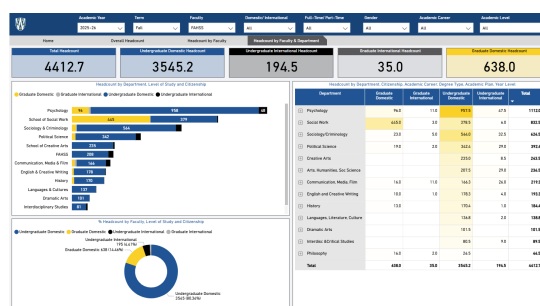
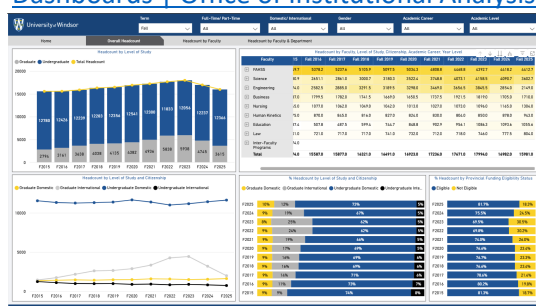
*Note: There are no programs that rely on a single permanent member of the instructional community.

2. ENROLMENT DATA DEFINITIONS:

Timelines

Enrolment numbers are based on the University Statistical Enrolment Reports (USER) submitted to the Ontario Ministry of Colleges and Universities (MCU). Enrolment count date for Fall is November 1st. The Enrolment information presented for Fall 2025 reflects preliminary November 1, 2025, enrolment information. The enrolment information presented will be updated after the final November 1st enrolment data is submitted to the Ministry of Colleges and Universities in December.

Enrolment data is available through the Data Centre accessible on the OIA website ([Student Enrolment Dashboards | Office of Institutional Analysis](#)):



Counting Combined Majors and Joint Programs

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

Counting Double Degrees

Double degrees are allocated proportionally to each degree. For example, MSW/JD is allocated 100% to the first degree, with students registering in either the MSW (FAHSS/Social Work) or the JD (Law) portion in different terms. Concurrent Education is allocated based on the student's program for example, the Psychology (BA) / Concurrent Education (Bed)/ Early Childhood Education is split 50% FAHSS and 50% Education. Please note this allocation method provides partial head counts in some of the reports.

3. FACULTY DATA DEFINITIONS:

As of Fall 2025, the full-time faculty data presented in this report is sourced from UWinSite People, the University of Windsor's new human resources platform. This year marks the first transition away from the legacy HRIS system. While the underlying definitions remain consistent, this system change may introduce minor differences in categorization. However, the data remains reliable for institutional reporting.

Included in the Report:

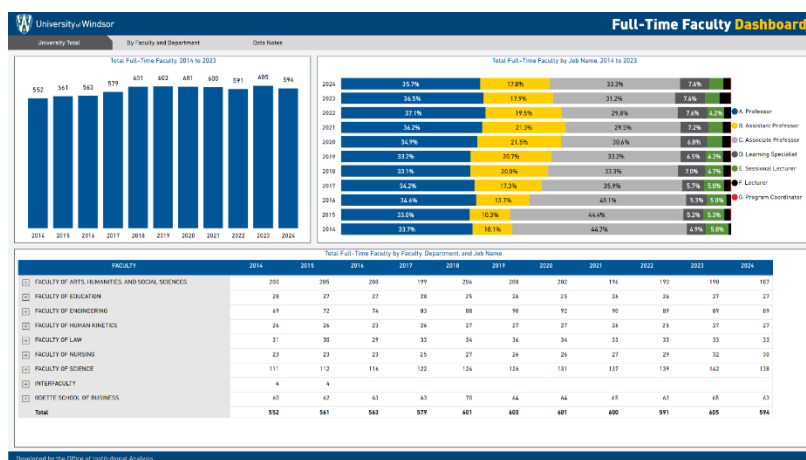
- **Academic Executives (Deans):** All individuals serving in the role of Dean are included in their official executive capacity within their respective faculties.
- **Faculty Members:** All tenured or tenure-track/permanence or permanence-track Assistant Professors, Associate Professors, Professors, Lecturer, and Ancillary Academic Staff appointed as Learning Specialists (ranks I, II, III, IV), as well as sessional lecturers, as defined by bylaw 20. It also includes all limited-term appointments.

Excluded from the Report:

- **Temporary and Part-Time Faculty:** This category excludes all faculty members who are designated as temporary part-time within the Windsor University Faculty Association (WUFA) bargaining unit. This specifically includes Letter VII instructors, part-time sessional instructors, and part-time special instructors.
- **Faculty in Administrative and Service Units:** Faculty appointments linked to non-academic administrative and service units are excluded. This includes but is not limited to the Division of Student Affairs, the Center for Teaching and Learning, the Office of the Associate Vice-President (Academic), and similar units not directly tied to a faculty.
- **Senior Administrative Roles and Libraries:** Excluded from the report are faculty members who serve in senior administrative portfolios such as the President, Provost, Vice-Presidents, and Associate

Vice-Presidents. Additionally, all faculty associated with the Leddy Library, Law Library, and the Schulich School of Medicine – Windsor Program are not included in these counts.

Similar to enrolment information, full-time faculty information as of September 1st is accessible through the Data Centre on the OIA website ([Faculty & Staff Dashboards | Office of Institutional Analysis](#))



University of Windsor
Fall Undergraduate Headcount Full and Part Time Headcount

Faculty and BAU	Fall 2021			Fall 2022			Fall 2023			Fall 2024			Fall 2025		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total
FAHSS	3,339	725	4,064	3,068	659	3,727	3,043	616	3,659	3,112	606	3,718	3,148	593	3,741
Arts, Humanities, Soc Science	215	103	318	172	104	276	113	55	168	156	61	217	151	86	237
Communication, Media, Film	194	32	226	177	41	218	173	30	203	155	29	184	174	18	192
Creative Arts	200	38	238	186	46	232	216	32	248	225	38	262	210	34	243
Dramatic Arts	110	12	122	104	4	108	106	6	112	101	8	109	97	4	101
English and Creative Writing	174	42	216	176	33	209	176	29	205	157	33	190	159	24	183
History	121	35	156	116	19	135	118	24	142	142	23	165	153	18	171
Interdisc &Critical Studies							78	41	119	60	37	97	51	39	90
Languages, Literature, Culture	143	22	165	118	30	148	131	22	153	122	21	143	118	21	139
Philosophy	24	6	30	23	6	29	17	5	22	16	6	22	19	8	27
Political Science	261	48	309	240	35	275	255	35	290	299	37	336	333	38	371
Psychology	914	199	1,113	875	170	1,045	844	176	1,020	839	159	998	838	167	1,005
Social Work	373	65	438	330	62	392	300	68	368	328	61	389	327	58	385
Sociology/Criminology	610	123	733	551	109	660	516	93	609	513	93	606	519	78	597
Business	960	210	1,170	893	193	1,086	908	183	1,091	923	165	1,088	918	158	1,076
Odette School of Business	960	210	1,170	893	193	1,086	908	183	1,091	923	165	1,088	918	158	1,076
Education	693	8	701	722	5	727	810	4	814	787	5	792	785	5	790
Faculty of Education	693	8	701	722	5	727	810	4	814	787	5	792	785	5	790
Engineering	945	296	1,241	805	304	1,109	897	243	1,140	988	241	1,229	1,062	254	1,316
Civil and Environ.l Engin.g	155	39	194	145	42	187	123	51	174	138	39	177	148	37	185
Elec.l and Compnr Engineering	239	81	320	205	88	293	272	78	350	330	79	409	334	92	426
Faculty of Engineering	104	23	127	92	11	103	117	15	132	127	18	145	164	14	178
Mech, Auto, Materials Eng	447	153	600	363	163	526	385	99	484	393	105	498	416	111	527
Human Kinetics	685	66	751	669	60	729	703	68	771	721	66	787	792	60	852
Human Kinetics	685	66	751	669	60	729	703	68	771	721	66	787	792	60	852
Law	703	1	704	712	2	714	739	1	740	770	1	771	796	3	799
Law	703	1	704	712	2	714	739	1	740	770	1	771	796	3	799
Nursing	893	29	922	934	32	966	946	46	992	995	31	1,026	1,113	29	1,142
Nursing	893	29	922	934	32	966	946	46	992	995	31	1,026	1,113	29	1,142
Science	2,376	377	2,753	2,395	385	2,780	2,455	401	2,856	2,453	379	2,832	2,315	340	2,655
Biomedical Sciences	456	17	473	485	25	510	500	29	529	553	23	576	542	24	566
Chemistry and Biochemistry	177	41	218	159	31	190	140	25	165	136	28	164	125	25	150
Computer Science	738	175	913	771	199	970	861	221	1,082	850	182	1,032	715	180	895
Economics	88	23	111	68	14	82	83	9	92	59	22	81	80	9	89
Faculty of Science	180	19	199	184	22	206	171	21	192	154	17	171	39	2	41
Integrative Biology	465	59	524	447	53	500	457	52	509	457	56	513	567	61	628
Mathematics and Statistics	105	16	121	109	14	123	97	14	111	110	15	125	110	18	128
Physics	54	11	65	55	11	66	47	11	58	47	9	56	50	6	56
School of the Environment	113	16	129	117	16	133	99	19	118	86	27	113	86	15	101
Grand Total	10,594	1,712	12,306	10,198	1,640	11,838	10,501	1,562	12,063	10,749	1,494	12,243	10,929	1,442	12,371

*Fall 2025 is preliminary data

University of Windsor

Fall Graduate Headcount Full and Part Time Headcount

Faculty and BAU	Fall 2021			Fall 2022			Fall 2023			Fall 2024			Fall 2025		
	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total	Full-Time	Part-Time	Total
FAHSS	746	1	747	735	9	744	731	5	736	693	9	702	667	6	673
Arts, Humanities, Soc Science	11	1	12	15	1	16				8	1	9	27		27
Communication, Media, Film	12		12	7		7	8		8						
Creative Arts	10		10	11		11	13		13	20		20			
English and Creative Writing	20		20	16	2	18	11		11	11		11	11		11
History	17		17	16		16	17		17	13		13	13		13
Philosophy	8		8	10		10	25	2	27	22	3	25	16	2	18
Political Science	34		34	40	1	41	24		24	20	1	21	20	1	21
Psychology	96		96	98		98	104		104	102		102	107		107
Social Work	495		495	479	3	482	484	2	486	458	3	461	445	3	448
Sociology/Criminology	43		43	43	2	45	45	1	46	39	1	40	28		28
Business	568		568	836		836	729		729	618		618	635		635
Odette School of Business	568		568	836		836	729		729	618		618	635		635
Education	196	6	202	188	41	229	229	43	272	264	37	301	231	35	266
Faculty of Education	196	6	202	188	41	229	229	43	272	264	37	301	231	35	266
Engineering	2,226	2	2,228	2,538	10	2,548	2,696	9	2,705	1,617	8	1,625	825	8	833
Civil and Environ.l Engin.g	360		360	497	2	499	561	1	562	359	4	363	211	2	213
Elec.l and Comptr Engineering	766		766	739	5	744	847	5	852	586	3	589	303	4	307
Faculty of Engineering	39		39	51		51	32		32	36		36	54		54
Mech, Auto, Materials Eng	1,061	2	1,063	1,251	3	1,254	1,256	3	1,259	636	1	637	257	2	259
Human Kinetics	79		79	74	1	75	76	3	79	87	4	91	86	5	91
Human Kinetics	79		79	74	1	75	76	3	79	87	4	91	86	5	91
Law	8		8	4		4	6		6	7		7	5		5
Law	8		8	4		4	6		6	7		7	5		5
Nursing	104	1	105	81	22	103	93	10	103	127	12	139	141	17	158
Nursing	104	1	105	81	22	103	93	10	103	127	12	139	141	17	158
Science	998		998	1,296		1,296	1,306		1,306	1,261	1	1,262	948	2	950
Biomedical Sciences				22		22	26		26	23		23	34		34
Chemistry and Biochemistry	261		261	262			281		281	322		322	290		290
Computer Science	497		497	786		786	762		762	685		685	431		431
Economics	56		56	59		59	68		68	63		63	32		32
Faculty of Science	31		31	26		26									
Integrative Biology	68		68	71		71	72		72	68	1	69	67	2	69
Mathematics and Statistics	58		58	47		47	58		58	66		66	55		55
Physics	13		13	8		8	9		9	8		8	7		7
School of the Environment	14		14	15		15	30		30	26		26	32		32
Grand Total	4,925	11	4,936	5,756	83	5,839	5,869	70	5,939	4,676	71	4,747	3,542	73	3,615

*Fall 2025 is preliminary data

University of Windsor

Number of Full-Time Faculty, Fall 2020 to Fall 2025

		Human Resources Information System (HRIS)					Uwinsite People
FACULTY	DEPARTMENT	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
FAHSS	Communication, Media And Film	12	12	9	10	10	10
	English And Creative Writing	17	18	17	18	17	16
	Faculty Of Arts, Humanities, And Social Sciences	3	3	3	3	3	3
	History	11	10	10	9	9	7
	Interdisciplinary And Critical Studies				6	7	7
	Languages, Literatures & Cultures	15	15	15	14	14	14
	Philosophy	12	11	10	9	8	8
	Political Science	15	17	17	16	15	14
	Psychology	33	34	32	32	33	29
	School Of Creative Arts	19	19	18	16	15	11
	School Of Dramatic Art	11	11	10	10	9	6
	School Of Social Work	33	29	32	29	28	27
	Sociology, Anthropology And Criminology	21	17	17	18	19	17
Total FAHSS		202	196	190	190	187	169
Education	Faculty Of Education	25	26	24	27	27	25
	Total Education	25	26	24	27	27	25
Engineering	Civil & Environmental Engineering	18	19	19	22	25	23
	Electrical & Computer Engineering	23	23	23	22	22	21
	Faculty Of Engineering	7	6	5	5	2	2
	Mechanical, Automotive & Materials Engineering	44	42	42	40	40	40
Total Engineering		92	90	89	89	89	86
Human Kinetics	Faculty of Human Kinetics						1
	Kinesiology	27	26	25	27	27	25
	Total Human Kinetics	27	26	25	27	27	26
Law	Law	34	33	33	33	33	30
	Total Law	34	33	33	33	33	30
Nursing	Nursing	26	27	29	32	30	28
	Total Nursing	26	27	29	32	30	28
Science	Biomedical Sciences	12	12	12	15	15	14
	Chemistry and Biochemistry	25	25	25	25	24	21
	Economics	11	11	12	10	10	10
	Faculty of Science						1
	Integrative Biology	15	15	15	17	16	14
	Mathematics and Statistics	16	16	17	17	17	17
	Physics	8	7	8	9	6	6
	School of Computer Science	25	31	33	32	33	29
	School of the Environment	19	20	17	17	17	16
	Great Lakes Institute for Environmental Research						1
Total Science		131	137	139	142	138	129
Odette School of Business	Odette School of Business	64	65	62	65	63	58
	Total Business	64	65	62	65	63	58
Grand Total		601	600	591	605	594	551

University of Windsor
Senate

5.3.2: **Fall 2025 UCAPT Report on Renewal, Tenure/Permanence, and Promotion Processes**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

See attached.

University of Windsor FALL 2025 REPORT to SENATE – UCAPT, UCRPPLM, and RTP Processes

This report summarizes the **Fall 2025** University Committee on Academic Promotion and Tenure (UCAPT) information on aggregated Renewal, Tenure/Permanence and Promotion (RTP/RPP) details, in accordance with the [December 2023](#) motion regarding UCAPT reporting to Senate. According to Bylaw 22: 8.1 “The primary responsibility of the UCAPT shall be to review all recommendations made by the various AAU RTP Committees regarding promotion, tenure, or contract renewal as specified in Bylaw 23, and to ensure that **established criteria** for promotion and/or tenure have been satisfied, and the **appropriate procedures** are followed.” Additionally, UCAPT approves ongoing significant updates and changes to RTP/RPP criteria and provides commentary on general issues that may arise in the RTP/RPP process. A parallel process governs advancement for librarians via the University Committee on Renewal, Permanence, and Promotion for Library Members (UCRPPLM). These committees meet regularly between September and June during the academic year (July 1 to June 30). The UCAPT meeting schedule is established at the beginning of the academic year and posted publicly on the [UCAPT website](#).

Candidate Related Data

For the 2025-2026 year, meetings were initiated with Equity training in September, and committee meetings commencing in October. The majority of RTP related activities will occur between December and June.

For the 2024-2025 academic year, we expected to receive approximately 38 files from all Faculties and three from the Library, for a total of 41 files, and we received 41 files. The trends for total RTP/RPP files over the past six years are summarized by Faculty in Appendix 1.

The following Faculty files were received for the 2024-2025 academic year:

- 12 contract renewals
- 10 tenure and promotion to Associate Professor
- 3 early tenure and promotion to Associate Professor
- 5 permanence and promotion to AAS III
- 1 early permanence and promotion to AAS III
- 5 promotions to full professor
- 1 promotion to Sessional Lecturer III
- 1 permanence only

For the 2024-2025 academic year, three (3) files were received from the libraries:

- 1 early permanence and promotion to Librarian II
- 1 permanence and promotion to Librarian III
- 1 promotion to Librarian IV

UCAPT Report of Equity, Diversity, Inclusion, Decolonization and Indigenization (EDI-DI) Data

Because of the confidential and sensitive nature of EDI-DI information, UCAPT does not directly receive the data, rather Human Resources has compiled the current information for July 1, 2024-June 30, 2025 (Appendix 2).

Revisions to UCAPT Processes and AAU RTP Criteria

AAU RTP/RPP Criteria: 20 AAU RTP Criteria were reviewed between July 1 2024-June 30 2025, with the approved criteria [shared](#) online. New and revised criteria included EDI-DI and the new Student Perceptions of Teaching survey.

Conflicts of Interest FAQ: In the Spring 2025 report, addressing questions about conflicts of interest and arms-length reviewers was identified as an issue. An FAQ was developed with the University Secretariat and shared on the [website](#).

Equity: This year, the UCAPT committee dedicated the first meeting in September to Equity training specifically targeted for UCAPT processes, led by Diane Luu-Hoang. The UCAPT Meeting Guidelines developed in spring 2025

were reviewed and updated in September 2025, drawing attention to the role of all members in ensuring an equitable process.

The [Student Perception of Teaching \(SPT\)](#) AAU RTP/RPP criteria continue to be updated to address the new SPT forms. UCAPT encourages all applicants to submit a teaching dossier, and Heads and RTP committees to use this additional evidence, to avoid over reliance on one source of data. Faculty-level norms are available in the [User Guide](#) (page 17). Reliability calculations for response rates showed that when there are 10 responses or more, the SPT have good rater agreement (page 6). Based on feedback from administrative assistants and Heads, the process for sharing SPT Reports with Heads was modified for Fall 2025 reports, using Teams Channels. This will enable a repository of the reports to be developed, that will be available as people change in the roles.

The RTP/RPP Workflow and Tracking System and eCV Request for Proposals (RFP) The excel tracking tool developed in 2024 continues to be the system to meet the goal for transparency in process as required by Senate. The system is manually maintained and was intended as a temporary solution. The RFP search for a more robust workflow system and eCV system was temporarily paused for budgetary reasons. This will be re-examined in the next year.

Identified Issues

Delayed submission of packages continue to be an issue, primarily due to delays in the external letters, as identified in the Fall 2024 report. Recommended timelines with earlier start dates are being piloted, particularly for tenure/permanence and promotion with external referees.

Training and Information Sessions

1. AAU Heads meeting was held on January 17, 2025 and lead by Dennis Jackson on usage of SPT Reports for RTP/RPP and Performance Reviews
2. RTP General Information e-mail to all Administrative Assistants was sent on February 13, 2025 and shared in the Teams Group for reference.
3. Early Career Faculty Workshop on *Creating and Sharing your eCV* with Erika Kustra on March 21, 2025. Discussed using the eCV system, including using the AAU /RPP criteria to guide development of the eCV and using the eCV for RTP/RPP package. 15 participants attended this session
4. AAU Heads meeting was held on March 28, 2025 to discuss RTP/RPP Draft Revised Timelines to help faculty members prepare for the process, noting these are recommendations not required by Senate Bylaws. It was suggested that Heads send confirmation messages to candidates in February and that candidate inform their Heads of submission intentions by March. Proposed establishing RTP committees in April rather than September. This process may help address external referee challenges.
5. A Spring RTP Information Session for all faculty members was held on Wednesday, April 30, 2025 in Freed Orman Commons, with 32 individuals attending.
6. A Spring RTP Information Session for all administrative assistants was held on Tuesday, May 6, 2025 in Freed-Orman Commons, with 14 individuals attending.
7. A Fall RTP Information Session for all faculty members was held on Monday, September 29, 2025 in Freed-Orman Commons, with 28 individuals attending.
8. A Fall Information Session for all administrative assistants was held on Monday, September 29, 2025 in Freed-Orman Commons, with 13 individuals attending.
9. The Centre for Teaching and Learning provided support for teaching dossiers, including the 5-day Teaching Dossier Academy, consultations, and short workshops.

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

- Specifics of applying the various Bylaws, and Collective Agreement rules and procedures
- Timelines
- Preparing a teaching dossier
- Using the SPT reports
- Using the UCAPT Evaluation forms

Appendix 1

Table 1: RTP/RPP Files by Faculty and Year from 2018-2025*

	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019	TOTALS BY FACULTY
Business	6	8	3	14	9	5	1	45
Education	3	3	3	3	0	0	0	10
Engineering	3	1	9	10	10	8	4	44
FAHSS	9	19	19	22	16	18	11	108
Human Kinetics	0	1	0	3	7	3	1	16
Law	1	3	5	4	6	1	3	26
Libraries (Leddy/Law)	3	3	5	4	2	2	2	18
Nursing	3	2	2	5	1	1	2	16
Science	9	16	16	12	12	11	6	81
CTL	1	0	0	2	2	2	1	7
OOL	0	1	1	1	2	0	1	6
ARC	3	2	3	0	5	2	0	19
TOTALS BY YEAR	41	59	66	80	72	54	30	395

*The totals include all processes including contract renewal, tenure/permanence and promotion.

Appendix 2

Table 2: UCAPT Report of Equity, Diversity, Inclusion, and Decolonizing (EDID) Data July 1 to June 30, 2025

*An applicant may be a member of multiple designated groups categories. As such, the sum of the numbers from the first five columns may be greater than the total number of designated group members. For the “total number of designated group members” column, each applicant is to be counted only once.

Applicants	# of Indigenous people	# of persons with disabilities	# of sexual/gender minorities (2SLGBT QIA+)	# of racialized people/minorities	# of women	Total # of designated group members (do not double count individuals) *	Total # of all applicants (designated and non-designated)	Ratio of designated to non designated-group applicants
For Renewal	0	1	N/A*	5	8	11	12	91.67%
For Tenure	0	1	N/A*	6	7	12	18	66.67%
For Promotion	0	1	N/A*	7	10	14	22	63.64%

*Information not provided.

**University of Windsor
Senate**

5.5: Report from the Student Presidents

Item for: **Information**

Forwarded by: **UWSA/GSS/OPUS**

UWSA

- The UWSA is hosting a Centre Craft & Tote Night with all Service Centres on December 3rd.
- The UWSA Womxn's Centre is holding a L'Ecole Polytechnique Massacre Memorial on December 4th at 12:00 PM.
- The UWSA is hosting Exam Puppy Yoga on December 3rd.
- The UWSA hosted two Faculty Feuds on November 20 and 27, with over 170 combined attendees. Four societies participated (EngSoc, SciSoc, SAHSS, OCS), with the Engineering Students' Society and Odette Commerce Society winning their respective rounds and moving on to the finale. \$10 Whamburg gift cards were provided to all students supporting the winning society. The finals will take place in January.
- The UWSA has officially released a statement on all communications channels opposing the decision made to pass Bill 33. With the bill now receiving Royal Assent, the UWSA continues its advocacy efforts in collaboration with CFS-O, local MPPs, and University administration as regulations are developed.
- Executives attended multiple University committees and meetings to represent and advocate for full-time undergraduate students.
- The UWSA is welcoming the following coordinators to the team. Each coordinator has now been working with their supervisor, the President, and University counterparts to begin planning Winter 2026 programming for their respective portfolios:
 - Sustainability Coordinator: Trevor Ramieri
 - Scholarship Coordinator: Nadine Houad
 - Graphic Design & Communications Assistant: Ilige Youssef
 - Board Facilitator & Minute-Taker: RJ D'Aguilar
 - Blue & Gold Coordinator: Yara Abouzeeni
- The UWSA is currently preparing its Mid-Year Meetings and Transparency Reports, outlining all Summer/Fall activities and decisions made within committees and governing bodies with UWSA representation (excluding any confidential matters).
- The UWSA met with the Office of Student Awards & Financial Aid to discuss potentially funding one full Global Conflict Relief Bursary, as well as planned Winter collaborations promoting Enriched Academy and financial literacy programming.
- The UWSA successfully completed all U-Pass responsibilities, including processing opt-outs and distributing bus passes. A significant increase in opt-out requests required additional internal coordination, meetings, and evaluation. The UWSA continues to work with students and campus partners to ensure all concerns are heard and addressed re; U-Pass.
- The UWSA is working with the Peer Support Centre, Student Health, Counselling & Wellness Services, and Student VIP to promote the I.M. Well App through Winter media campaigns.
- The UWSA hosted Presidents' Council with all society presidents to discuss Winter programming collaborations and collective advocacy. The UWSA and the SREO are creating a UWSA Academic Issues Form to help capture:
 - Allegations of academic misconduct
 - Violations of Senate Bylaw 31, 32, and/or 54
 - Issues with instructors
 - Concerns regarding academic procedures or irregularities
 - With the submitter's permission, relevant data will also be shared with the respective society so they are aware of issues affecting their students.

- The UWSA has been working with the Engineering Students' Society and Science Society to address student concerns regarding AI usage in academic settings.
- The UWSA met with President McMurtry to discuss UWin Bookstore revenue considerations, food insecurity, Bill 33, and the University's role in supporting the UWSA Needs Assessment.
- The UWSA met with Dr. Shetina Jones, focusing on Student Affairs restructuring, academic advising, tutoring frameworks, and the non-academic misconduct process.
- The UWSA has been working with our respective University counterparts to address multiple residence-related concerns raised by students across all residence buildings.
- The UWSA launched its Equity Collective Initiative, beginning with a student survey to determine which collectives students are most interested in establishing. Meetings for each collective will begin in Winter 2026 based on survey results.
- The UWSA is working on a UWS Board Chamber Advancement Project.
- UWSA representation was at the Board of Governors Dinner.
- The UWSA is developing multiple new policies, including an Investment Policy, Financial Policy, Telecommuting Policy, and others.
- The UWSA office will be closed from Thursday, December 18th until Monday, January 5, 2026.

GSS

Brightspace Survey

The GSS has conducted a survey as part of our membership on the LMS Advisory Committee to gather student feedback regarding Brightspace. The feedback will help guide the committee's decision on policy, best practices, and help improve students' Brightspace experience. Students who completed the survey were entered to win a \$20 gift card. VP Academic Dora Strelkova led this survey on behalf of the GSS.

GSS Events

Holiday Bowling Night: November 17th the GSS hosted a friendly bowling night at Rose Bowl.

Holiday Jolly Trolley: A festive ride on a trolley from Vanier Hall to Brightlights at Jackson Park.

GSS Board Meeting

Scheduled for November 12th

OPUS

On Nov. 21st, 2025, we held our last Free Pizza Friday for the Fall semester for all students. This was another successful free pizza Friday event with many happy students in attendance for this occasion.

On Nov. 25th, 2025, we sponsored a Labour History discussion with presentation for students at the Leddy Library Collaboratory space given by Tony Leah held from 5pm to 7pm. The author presented some history from the local area and what was contained in his book "The Truth of the 1937 GM Oshawa Strike". We had some interested students' turnout for event, along with book signing. Thank you to all those who could attend this initiative.

On Nov. 27th, 2025, we held our annual OPUS Potluck event for staff, faculty, and students. Several students attended this event with much success. Students brought various cultural dishes and shared in the festivities. Thank you to all those who could attend this event.

From Nov. 1st, 2025, to Dec. 16th, 2025, we are conducting our annual Can and Food Drive for our local campus food bank for the holiday season to help students in need. Please stop by and donate if you have an opportunity.

From January 5th, 2026, to January 9th, 2026, we will be hosting our OPUS Annual Winter Appreciation Week whereby we will be giving swag items to incoming and returning students for the Winter 2026 semester.

On February 12th, 2026, we will be hosting our annual Winter Social for the Winter 2026 semester. Please get connected and stay tuned for further information.

**University of Windsor
Senate**

5.6: Report of the Academic Colleague

Item for: **Information**

Forwarded by: **Mohammed Fazle Baki**

The next academic colleagues meeting will be held on December 9-10.

Follow-up on last month's discussion on the COU response on fall economic statement:

1. COU's Core Message

- COU welcomes the government's focus on strengthening Ontario's economy but emphasizes that universities cannot support that economic vision without urgent and sustained reinvestment in the postsecondary sector.
- Ontario's universities are facing significant and escalating financial pressures that directly affect institutional sustainability, program viability, and our ability to meet student demand.

2. Key Financial Challenges Highlighted by COU

COU outlined four major pressures affecting all Ontario universities:

- Tuition Cut and Freeze
 - i. The 10% tuition cut and subsequent freeze since 2019 have reduced real revenue per student year over year.
- Declining Real Per-Student Operating Funding
 - i. Operating grants have not kept pace with inflation.
 - ii. The current funding cap means that 28,000 Ontario students are already unfunded, and without adjustment, an additional 77,000 students are projected to face access challenges in the coming years.
- International Student Permit Reductions
 - i. Federal changes are projected to cost universities \$1 billion over two years, with deeper losses expected if international study permits are cut by half.
 - ii. COU notes that universities acted responsibly in their international student recruitment.
- Rising Demand from Ontario High School Students
 - i. Applications to Ontario universities have increased 17% over the last five years, with continued growth expected—straining already insufficient funded capacity.

3. Sector-wide Impact and Efficiency Measures

- Across the province, universities have already implemented approximately \$550 million in cost reductions—including cuts to programs, services, and staffing.
- Despite these efforts, COU projects a sector-wide deficit of \$265 million in 2025–26, with deficits continuing to rise.
- The clear message: the system has reached its limit on cost-cutting without jeopardizing academic quality, student supports, and research capacity.

4. COU's Requests to the Province

To address these structural challenges, COU has asked the government to take four actions:

- Double and annually increase sustainability funding, to reflect rising costs.
- Fund enrolment expansion, so Ontario high school graduates have access to programs of choice.
- Increase operating grants for Northern, small, regional, and francophone/bilingual institutions and programs.
- Cover Bill 124 costs and offset international student revenue losses.

COU's position is that investment in universities is essential to protecting Ontario's talent pipeline, research capacity, and long-term economic prosperity.

**University of Windsor
Senate**

5.7: Report of the President

Item for: **Information**

Forwarded by: **J.J. McMurtry**

1. Advocacy Efforts

Advocacy efforts have continued this fall to advance the University of Windsor's priorities locally, provincially, and nationally. In addition to several local meetings that are ongoing with officials and community partners, I also participated in a series of meetings at Queen's Park with several provincial ministers and senior staff, including the Attorney General, Ministers Prabmeet Sarkaria, Jill Dunlop (via her Chief of Staff), Neil Lumsden, and Nolan Quinn. Discussions revolved around justice, economic development, postsecondary education, tourism and culture, and social services.

2. Campus and Community Engagement

Campus and community engagement has remained a central focus this season. Highlights for me included a productive meeting with St. Clair College President Michael Silvaggi to discuss ongoing collaboration and shared priorities. I also participated in greenhouse tours in Leamington, gaining insight into the region's innovative agricultural sector. A few administrators attended the Athena Scholarship Luncheon, celebrating leadership and excellence among emerging women leaders, and I joined the Windsor Law community for the Zuber Moot, which showcased the outstanding advocacy skills of our law students. Finally, the Chancellor and I had the opportunity to participate in the annual tree lighting ceremony in the CAW Student Centre. I'm looking forward to taking part in more engagements in the new year.

3. Search for Provost and Vice-President, Academic

The search for the next Provost has been launched. With the assistance of search consultants Odgers, a position profile will be created and posted in January 2026. The University community will be provided with an opportunity to provide confidential feedback on the position profile to the search consultants. It is expected that interviews and public presentations will be held in late Winter - early Spring, with the hope of having a successful candidate beginning their term by September 1, 2026. Senators are invited to view the [search committee's webpage](#) for updates.

4. Growth Strategy

We are close to finalizing the details of a growth strategy which will have four pillars:

- Enrolment
- Government Grants and Research
- Advancement
- Monetization strategy

**University of Windsor
Senate**

5.8: **Report of the Provost and Vice-President, Academic**

Item for: **Information**

Forwarded by: **Cheryl Collier**

1. Approval of ONCAT Military-Connected Learner Grant

The University of Windsor is the recipient of \$55,000 of provincial funding for the [ONCAT Military-Connected Learner Grant](#). The funding will allow the University of Windsor to build clear academic pathways for military-connected learners, recognizing the skills and experiences they bring to higher education, including Canadian Armed Forces students and veterans. This grant funding was secured through the dedicated cross-collaborative efforts of Sheri Lowrie (FAHSS), Bill Van Heyst (Engineering), Roger Reka (Leddy Library), Natasha Wiebe (Office of Research and Integrity Services), Erika Kustra (Office of the Provost) and Chris Busch (Office of Enrolment Management).

2. CUPE 4580 Contract Ratification

The CUPE bargaining team and National representative showed true commitment in reaching this agreement. The agreement reflects collaborative efforts to modernize language, improve clarity and transparency, and ensure continued support for both the University's academic mission and the student experience.

The agreement includes 2% across the board increases, retroactive in year one to August 31, 2025.

For operational clarity there are new definitions in Article 1 for Graduate Assistantship offer and Terms of Support.

There is a new process for Supervisors to address GA/TA members not meeting expectations in a collaborative manner, with the goal of improving performance. This non-disciplinary coach and counsel process will ensure that all voices are heard in performance management.

In addition, there is revised language throughout Article 11 with an updated framework for progressive discipline, emphasizing a corrective and educational approach; new process timelines and procedural fairness including notice, union notification and employee right to representation.

The first training session was held on Thursday December 4, 2025 with another session to be held in Winter 2026. Thank you to the administration co-leads Lindsey Tetreault and Patti Weir, along with Svetlana Georgieva from the Faculty of Graduate Studies for their commitment to a fair, transparent agreement.

3. Deans Retreat

On November 24, Deans gathered for a full-day retreat focused on integrated budgeting models. The discussion examined best practices from Canadian and U.S. institutions and explored how integrated budgeting can align academic priorities with financial planning, providing academic leadership with the processes to identify and establish priorities. This approach enables Faculties to set short and long-term academic goals while ensuring budgets serve as a control mechanism for approved priorities.

Follow-up meetings are underway to refine Faculty priorities, advance initiatives, and strengthen collaboration across units.

4. MCURES Funding Formula Review Regional Consultation

On November 21, John Dube (Director, Institutional Analysis) and I participated in the London Regional Consultation with the Ministry of Colleges, Universities, Research Excellence and Security (MCURES) and peer institutions. This session was part of ten consultations informing a new provincial funding model, expected in Spring 2026. The model will address six themes: labour market alignment, financial sustainability, unique institutional needs, quality, efficiency, and streamlining. Advocacy continues to ensure Windsor's priorities are reflected in the final framework.

5. Student Persistence, Retention Initiatives

A number of initiatives are underway to support student persistence and retention. These include a faculty-led community of practice who has recently distributed a survey, [Student Persistence and Belonging at the University of Windsor](#), to students to examine their learning experiences at the University of Windsor. The team has received more than 1,500 responses thus far, with the survey closing on January 19. Survey results will be shared as part of a University-wide Forum on Student Persistence to be held in the spring (date will be announced soon). Further, the cascading Teaching and Learning Plan will focus on student retention and persistence. The committee will consult with members from across campus as progress is made.

**University of Windsor
Senate**

5.8.1: Enrolment Management Update

Item for: **Information**

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

Enrolment Management

Domestic Undergraduate Recruitment

Work Undertaken

Significant foundational recruitment activity has been completed to support Fall 2026 enrolment. The University conducted 400+ high-school visits, delivered all major provincial recruitment events, including OUF, Fall Open House, Ontario fairs, and SHSM programming, and released updated faculty/program materials aligned with the “Ready for More” campaign.

A new series of email and nurturing journeys has been deployed, alongside early-cycle paid media (Flight 1) and a refreshed website experience. The University has also launched a redesigned virtual campus tour and digital viewbook to reduce costs and improve user experience.

We have already generated more than 1,500 early offers of admission to high-flyer secondary school students for Fall 2026, strengthening early-cycle momentum.

Work Currently Underway

Current efforts are focused on applicant conversion, including targeted calling and email outreach to all non-applicant prospects, the Fall Virtual Open Day, ongoing campus tours, and faculty-supported recruitment activities. Digital advertising (Flight 2) and sustained organic social media continue to support application generation.

Work Planned

Planned activity focuses on high-touch conversion and late-cycle yield. This includes in-school drop-ins, virtual application support, parent and counsellor engagement, and targeted outreach to high-intent leads (Open House attendees, campus tour registrants, digital viewbook users, and highly engaged prospects).

Additional planned initiatives include the high-achievers recognition event, conversion and late-conversion campaigns, Spring Open House promotion, and continued paid media (Flights 3 and 4). Transition campaigns will support Head Start and Welcome Week.

International Recruitment

Starting January 1, 2026, Immigration, Refugees and Citizenship Canada will exempt international master’s and PhD students at public institutions, such as the University of Windsor, from the federal study-permit cap and eliminate the need for a Provincial/Territorial Attestation Letter (PAL/TAL). In addition, doctoral applicants (and their accompanying family members) will benefit from expedited study-permit processing, potentially receiving decisions within approximately 14 days.

The removal of the cap and PAL/TAL requirement considerably simplifies the admissions process for international master’s and PhD students. This improves UWindsor’s attractiveness as a destination of choice, especially in competitive global recruitment markets. Faster processing for PhD students reduces uncertainty and enhances our ability to support timely arrival and enrollment, improving yield from admitted offers and boosting our graduate population stability.

These changes align with our global engagement efforts and support our outreach, recruitment, and transnational partnership strategies (e.g., South Asia, China), reinforcing Windsor's competitiveness in attracting high-calibre international graduate students.

Global Engagement

Mission – China

In November, UWindsor's leadership team, Dr. Cheryl Collier, Dr. Josianne Marsan, Dr. Bill Van Heyst, and Dr. Chris Busch, completed a successful five-city mission in China focused on transnational education partnerships, student recruitment, and re-engaging the UWindsor alumni community.

The team met with long-standing recruitment partners, reinforced UWindsor's presence through major outreach, including coverage in China Daily, and connected directly with prospective, applied, and admitted students to share program information, immigration updates, and transition guidance.

UWindsor also held its first post-pandemic alumni events in Shanghai and Beijing, celebrating alumni achievements and strengthening community ties.

Across the mission, the team visited eight institutions and signed three MOUs, renewing UWindsor's partnership with Beijing City University and establishing new agreements with Beijing Union University and Jiangnan University, laying the groundwork for expanded academic collaboration and student mobility.



Figure 1: UWindsor alumni event in Beijing, a key highlight of the China mission's community-building efforts.

Mission – South Asia

Following the China mission, a focused international recruitment trip to Bangladesh, Nepal, and India was undertaken across four cities. The delegation engaged with eight higher education institutions, delivered four student-facing recruitment events, and met with five key recruitment partners and counsellor groups.

The mission prioritized strengthening relationships with agents and counsellors, acknowledging their long-standing support and reinforcing UWindsor's commitment to the region. Student events supported incoming January 2026 students by providing updates on IRCC policy changes, program information, and practical guidance for their transition to Canada.

In Bangladesh, where UWindsor was one of the first Canadian institutions to return following recent challenges, the University's presence was especially well received. This created valuable goodwill and generated critical market insights that will inform future enrolment strategies across South Asia. The mission's outcomes are expected to significantly enhance UWindsor's recruitment momentum and regional positioning moving forward.

Upcoming Important Dates:

High-Achievers Undergraduate Scholarship Breakfast, January 30, 2026

Spring Open House, April 11, 2026

Spring Virtual Open Day, May 14, 2026

**University of Windsor
Senate**

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

Item for: **Information**

Forwarded by: **Clinton Beckford**

People, Equity, and Inclusion Strategy

- The implementation matrix for the People, Equity, and Inclusion Strategy has been completed and is available on the [Strategy webpage](#).
- A meeting of key stakeholders has been scheduled to support the development of an evaluation framework to measure progress and success.

EDID Training/Education Updates

- In addition to the [current modules on Anti-Semitism and Islamophobia](#), The University has entered into a license agreement with Western to offer the following modules to our campus community early in the new year:
- Building Inclusivity Through Anti Racism
- Historical Review of Racism in Canada
- Unpacking and Addressing Anti-Black Racism
- Unpacking and Addressing Anti-Asian Racism
- Transforming Power and Privilege
- Bias and Microaggressions: Impact, Prevention and Intervention
- The Office of the Senior Advisor to the President on Indigenous Initiatives has completed a review of Western's module on Unpacking and Addressing Anti-Indigenous Racism and we are now working on the next steps to make this module available to our campus community.

Leadership Development

- Information sessions related to progressive discipline were held for campus leaders in June 2025. The sessions will be scheduled quarterly in 2026 to ensure new people leaders are better equipped to address staff issues.
- The University's Leader Series was launched for the period September 2025 to April 2026 and is grounded on the Leadership Competency Framework.
- The Leadership and Culture Management Program, also grounded on the University of Windsor's [Leadership Competency Framework](#), will be launched in the coming weeks. The program has been designed to help University people leaders excel in today's complex and uncertain environment. This evidence-based program consists of four progressive modules delivered across eight half-day sessions with practical between-session reflection activities.

Policy and Program Development

- The Attendance Support Program will be rolled out in early 2026. A campus advisory committee has been established, with the first meeting scheduled on December 19, 2025.
- Human Resources continues the development and implementation of HR-related policies in follow up to the Administrative Policy Completeness Benchmarking Review (September 2024).
- The revised Disconnecting from Work Policy and the Vacation Policy have been communicated, posted, and linked to the [HR Policy webpage](#) along with supporting information.

UWinsite People HRIS System

- The engagement of an external partner to launch UWinsite People Phase Two has concluded. Implementation and training will be launched in December to introduce the Health and Safety module as well as academic and research hiring.
- The Learning Module Strategy will be drafted with an implementation plan beginning in January 2026. The full implementation of the Learning Module will be completed by December 2026, creating a unified framework for employee training and development. Once fully implemented the Learning Module will work to support the goal setting initiative.

Employee Engagement and Recognition

- The Years of Service recognition programming will be reimagined for 2025/2026. Employees who have achieved significant milestones will receive a certificate of recognition at the end of November 2025. Human Resources, in partnership with the Office of President, will host the annual 25 Years of Service event in Spring 2026.

Employee Engagement Survey

- Planning has commenced for the University's second Employee Engagement Survey. The first survey was completed in March 2022. The survey engagement period is planned for February 25 to March 11, 2026.

Employee Safety and Wellness

- The Health and Safety module in UWinsite People will be launched in early 2026, beginning with the digital Incident Reporting system. The workplace inspection system feature will be implemented later in 2026 to enhance legislative compliance.
- An Ability and Wellness Specialist one-year contract position has been posted. This position will work to ensure that faculty members are supported in medical leaves, accommodations and return to work.

Human Rights, Conflict Resolution, and Mediation

- Accessibility Compliance Report 2026 submitted to the AODA November 26, 2025.
- Final consultation conducted for the Anti-Racism Action Plan. Projected launch of the action plan – Winter 2026.
- Alternative Dispute Resolution training and education is underway (first campus cohort)

Food Security Action Plan

- The Food Security Working Group has been established, and members have met to review and identify key priorities for the 2025/2026 year.
- The Office of the Vice-President, People, Equity and Inclusion will be partnering with student groups and other key partners and offices to advance and support student-led initiatives. Over the next several months, the Office will undertake to establish a digital food security hub that connects students with campus and community food resources and information.

**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 are central to the University's academic mission and to its impact, influence, and reputation locally and globally. A strong research and innovation ecosystem directly impacts our ability to pursue bold and impactful scholarship, recruit and retain students, offer high quality learning experiences, and strengthen career/professional competencies. The Office of the Vice-President, Research and Innovation (OVPRI) advances this mission in alignment with *Aspire: Together for Tomorrow* through inclusive research and innovation, collaboration, and engagement. The following section highlights recent initiatives and priorities.

The Office of the Vice-President, Research and Innovation (OVPRI) encompasses several functional areas: Research and Integrity Services (including pre- and post-award grant management, animal care, research ethics, and research safety); Research Innovation, Partnerships, and Entrepreneurship; Senate-approved University research centres and institutes (GLIER, BSI, CBI, and WE-SPARK); and strategic institutional research and innovation initiatives. The OVPRI supports approximately 600 faculty members across campus in pursuing bold and impactful research and innovation, scholarship, and creative activity.

Strengthening the University's Research and Innovation Capacities

Research and Integrity Services

- From September through November, staff supported 107 applications by 79 researchers to 52 funding organizations, totaling \$26,500,000. This includes all federal, provincial, and other agency submissions, as well as submission of larger grant applications.
- NSERC -- 41 Discovery Grant submissions valued at app. \$17,686,557 and 7 Research Tools and Instruments Grants totaling \$904,131. These programs fund long-term research goals, innovation, and essential equipment, representing a significant increase over 2024 submissions (35 DGs valued at over \$11 million).
- SSHRC -- 26 regular SSHRC submissions including 8 Partnership Development Grants totaling \$3,142,314. By November, UWindsor researchers had already submitted as many SSHRC applications as in the entire 2024–25 fiscal year, with total value \$5,688,546, marking a 75% increase over last year.
- CIHR Applications: 14 CIHR applications were submitted totalling \$12,025,202, including 5 CIHR Project Grants, 7 CIHR Catalyst Grants, 1 CIHR Team Grant.
- Early-Career and Ontario Government Funding: 7 Ontario Early Researcher Awards at \$140,000 each, totaling \$980,000, helping recently appointed faculty build research teams and capacity.
- Mitacs Programs: UWindsor significantly increased participation this year. The Mitacs Globalink Research Award allocation grew from 10 to 40 units, supporting international research collaborations. ORIS hosted two information sessions with the Mitacs Business Development Senior Advisor to maximize faculty opportunities. VPRI, Dr. Shanthi Johnson attended the Mitacs full parter meeting in Ottawa to continue to strengthen our relationships and opportunities.
- During this period, University of Windsor researchers were awarded \$2,400,000 from 24 agencies.

Innovation, Partnership and Entrepreneurship Team

- The IPE team focused on growth and creating new opportunities this month, engaging students, faculty, and external partners in research, entrepreneurship, and innovation.

- Entrepreneurship Programs: The team is building toward the launch of Fusion: Entrepreneurship and Leadership Network, collaborating with the Centres for Teaching & Learning and Careers & Co-op to provide students with interdisciplinary, hands-on entrepreneurial experiences.
 - With CTL: Developing a strategy for instructional programming across disciplines, formats, and credentialing opportunities, with offerings planned for September 2026.
 - With Careers & Co-op: Launched the eCo-op program, allowing students to spend a semester developing a start-up from concept to early venture under guidance from the IPE start-up team.
- Student Engagement: Over 360 first-year students in HK, Business, and Engineering were introduced to creative problem-solving and entrepreneurial thinking, linking their academic studies to innovation and ideation.
- Technology Transfer: The team is evaluating 3 new IP disclosures, advancing commercialization of 2 existing IP files, and developing a University Affiliated Start-up Program to support early-stage start-ups and recognize faculty and student contributions.
- Research Connections: The first Research & Innovation Connect Series hosted 25 researchers from 7 faculties, fostering mentorship, networking, and interdisciplinary collaboration through structured activities like “Research SpeedDating.”
- Strategic Partnerships: Agriculture leadership engaged with partners such as JEM Farms and Biophi, strengthening UWindsor’s role in AgTech and Food Security Research.
- Provincial Engagement: VPRI participated in OCUR Research Day at Queen’s Park, highlighting UWindsor’s cross-disciplinary Health Sciences research and programs like INSPIRE, emphasizing national collaboration on pathogen detection and awareness.