



NOTICE OF MEETING

There will be a meeting of the SENATE
Friday, April 10, 2026, 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 March 13, 2026 Approval S260313M
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 S260410-5.1.1a-f
(a) Kinesiology – New Course Proposal (Form D)
(b) Kinesiology – Minor Program Changes (Form C)
(c) Biomedical Sciences – New Course Proposal (Form D)
(d) Biomedical Sciences (New Minor) – Minor Program Changes (Form C)
(e) Environmental Studies – Minor Program Changes (Form C)
(f) Environmental Science – Minor Program Changes (Form C)
5.1.2 Bachelor of Commerce (Honours Business Administration) for Graduates of Georgian College’s General Business Diploma – Major Program Changes (Form B) Kyle Asquith-Approval S260410-5.1.2
5.2 Academic Policy Committee
5.2.1 Strategic Enrolment Management (SEM) Annual Report (2024-2025) (includes Global Engagement activities) Isabelle Barrette-Ng-Information S260410-5.2.1
5.2.2 2026-2027 Proposed Tuition and Compulsory Ancillary Fees Isabelle Barrette-Ng-Information S260410-5.2.2
5.2.2.1 Report from Academic Policy Committee Isabelle Barrette-Ng-Information
5.3 Senate Governance Committee JJ McMurtry
5.3.1 Policy and Procedures on University of Windsor Human Participant Research Johnson-Approval S260410-5.3.1
5.4 Senate Student Caucus Michael Macdonald
5.5 Report from the Student Presidents UWSA/GSS/OPUS

- 5.6 Report of the Academic Colleague Fazle Baki-Information  
S260410-5.6
- 5.7 Report of the President JJ McMurtry-Information  
S260410-5.7
- 5.8 Report of the Provost Cheryl Collier-Information  
S260410-5.8
- 5.9 Report of Vice-President, People, Equity, and Inclusion Clinton Beckford-Information  
S260410-5.9
- 5.10 Report of Vice-President, Research and Innovation Shanthi Johnson-Information  
S260410-5.10
- 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: **Kinesiology – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course be approved: ^  
KINE-3570. Community Sport**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The new course has been approved by the Faculty of Human Kinetics Council and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the March 18, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.2.

University of Windsor  
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\*5.1.1b: **Kinesiology – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the degree requirements for the Honours Bachelor of Sport Management and Leadership programs be changed in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposal been approved by the Faculty of Human Kinetics Council and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the March 18, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.3.

**University of Windsor  
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\*5.1.1c: **Biomedical Sciences – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course be approved: ^  
BIOM-3300. Neuroscience Methods**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- This new course proposal has been approved by the Department of Biomedical Sciences Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the March 18, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.5.

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\*5.1.1d: **Biomedical Sciences (New Minor) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the Minor in Biomedical Sciences be approved.**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- This new minor has been approved by the Department of Biomedical Sciences Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the March 18, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.6.

**University of Windsor  
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\*5.1.1e: **Environmental Studies – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the degree requirements for the Honours Bachelor of Environmental Studies (BES) be changed in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- This new course proposal has been approved by the School of the Environment Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the March 18, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.7.

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\*5.1.1f: **Environmental Science – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the degree requirements for the Honours Bachelor of Environmental Science (with/without thesis) be changed in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- This new course proposal has been approved by the School of the Environment Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the March 18, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.8.

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5.1.2: **Bachelor of Commerce (Honours Business Administration) for Graduates of Georgian College's 2-year General Business Diploma – Major Program Changes (Form B)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION:** **That the Bachelor of Commerce (Honours Business Administration) degree completion pathway for graduates of Georgian College's 2-year General Business Diploma be approved. ^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposal been approved by the Odette School of Business Council, the Provost, and the Program Development Committee.
- Provost Comments: *The Provost supports the proposed degree completion program with Georgian College and encourages the Odette School of Business to explore expanding this agreement to include additional colleges in the future.*
- Students who have completed the two-year Diploma in General Business from Georgian College and meet the admission requirements are eligible to enter the Bachelor of Commerce (Honours Business Administration) programs, where they can complete the degree by taking 20 additional courses.
- *See attached.*

**PROGRAM DEVELOPMENT COMMITTEE  
MAJOR PROGRAM CHANGES  
FORM B**

**A. Basic Program Information**

<b>Faculty(ies)</b>	Odette School of Business
<b>Department(s)/School(s)</b>	
<b>Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)</b>	Bachelor of Commerce (Honours Business Administration) for 2-year Diploma Holders in General Business from Georgian College
<b>Proposed Year of Offering*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2026
<b>Mode of Delivery:</b>	In-Person
<b>Planned steady-state Student Enrolment (per section B.4.2)</b>	10
<b>Normal Duration for Completion:</b>	2 years
<b>Will the program run on a cost-recovery basis?</b>	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](http://www.uwindsor.ca/president))*

The proposed program introduces an accelerated pathway to degree completion, utilizing our established transfer-credit policy to promote efficiency and access for both domestic and international students. In accordance with QAF section 2.1.2.1, which emphasizes clarity of program objectives and the appropriateness of degree nomenclature in relation to those objectives, our proposal clearly defines its aim to facilitate timely graduation for domestic students and deliver a pathway that aligns with Post-Graduation Work Permit (PGWP) eligibility for international students. Recent modifications to Immigration, Refugees and Citizenship Canada (IRCC) policy, particularly the narrowing and subsequent reinstatement of eligible fields of study, as well as a substantial increase in the required proof of funds (approximately CA\$22,895, effective September 1, 2025) – have heightened the urgency and value of such accelerated, policy-aligned programming. These changes make it essential to provide international learners with fast-track programs within eligible fields, maximizing their stay in Canada and mitigating financial strain. Simultaneously, domestic students benefit from an optimized academic route that supports earlier entry into employment or graduate studies. Embedding this dual-purpose intent within our program framework underscores our institution's responsiveness to shifting policy landscapes and its commitment to diverse student needs. Aligning with Ministry section 3, which guides program objectives toward accessibility, relevance, and positive outcomes for all learners, this framework offers a robust, inclusive, and compliant academic pathway that enhances our institutional competitiveness and upholds quality assurance standards.

**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 proposed pathway to the Bachelor of Commerce (Honours Business Administration) leverages our existing transfer-credit policy to significantly expand credit recognition for 2-year Diploma Holders in General Business from Georgian College. This streamlined structure directly aligns with the Quality Assurance Framework's Section 2.1.2.2, which emphasizes the necessity of a program's structure and requirements being clearly designed to achieve its stated objectives and program-level learning outcomes, aligning with Ontario's undergraduate Degree Level Expectations, and employing appropriate modes of delivery. By recognizing a greater number of transfer credits, the program is structured to meet its objective of enabling efficient degree completion without compromising academic rigour or expected learning outcomes. It also ensures that the curriculum remains relevant and aligned with current standards in business disciplines.

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**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.***

N/A

**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 Odette School of Business is committed to incorporating Indigenous content, perspectives, and material into its curriculum. As a faculty, we are undertaking collective learning on Indigenization and decolonization to meet this goal.

The school has established the Equity, Diversity, Inclusion, Belonging, and Reconciliation (EDIBR) Committee as a permanent standing committee. The EDIBR Committee's responsibilities include monitoring all practices at Odette, educating faculty, students, and staff on equity, diversity, inclusion, and Indigenization, and promoting professional development opportunities for faculty and staff that advance these goals at Odette. In January 2024, the EDIBR Committee Chair (then named EDII Committee) attended the Undergraduate Committee meeting to speak on the subject of integrating EDII content into quantitative classes. The EDII Committee Chair also collected syllabi – starting with required courses in the Bachelor of Commerce program – to suggest specific ways in which both EDI and Indigenous content can be incorporated into courses. Doing so paves the way for the future creation of an Indigenization competency in addition to our existing broad EDI Competency which was approved by Faculty Council in 2022. Our current actions build on previous efforts to incorporate Indigenous ways of knowing and content into courses.

In October 2021, faculty members were informed about the Senate's recommendation of identifying and sharing opportunities to Indigenize course content. Faculty who are tasked with course development actively participated in workshops and program development sessions designed to support their efforts to Indigenize the curriculum. To give some examples of curriculum development, Business Ethics and Sustainability, an MBA course, included classwork on

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the Caldwell First Nations project, attended by the Dean. Accounting courses incorporate Indigenous storylines developed by the Chartered Professional Accountants Western School of Business (CPAWSB), Aboriginal Financial Officers Association of Alberta (AFOA Alberta), and CPA Canada.

The University of Windsor’s Learning Specialist in Indigenization, Jaimie Kechego, presented at the Undergraduate Committee on November 5, 2021. The presentation was open to all faculty members of the Odette School of Business and was attended by some faculty members from outside the Undergraduate Committee. Odette has encouraged faculty members to attend workshops provided by the CTL to support efforts to Indigenize the curriculum.

In March 2023, Odette held an Indigenization of Business Education event that addressed topics such as “What is Indigenization?” and “How can Odette begin the process of Indigenizing our curriculum?” The goal of Indigenizing Odette and the student experience was discussed through the voices of Indigenous elders, university staff, faculty, and Odette alumni. Approximately 40 Odette faculty and staff attended the event, which was funded through a successful University Diversity, Indigeneity, and Anti-Racism Professional Development Funds grant application.

Odette’s faculty members have obtained other Indigenization grants, as well. Most recently, the Master of Management program received a CTL Curriculum Project Engagement (COPE) grant to undertake a formal process of decolonization of the program. This initiative, launched in January 2023, encompasses the entire program, including students, staff, and instructors. It examines all aspects of the program, including instructor orientation, student recruitment, admissions, student orientation, and coursework. It also provides the foundation for ongoing curriculum review and renewal.

**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*

Nomenclature consistent with existing degree completion pathways.

**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.*

The proposed pathway to the Bachelor of Commerce (Honours Business Administration), which builds on a 2-year diploma, responds directly to Ontario's labour market needs, international student policy changes, and strong domestic demand for degree-completion programs.

**Labour Market Demand:** Ontario continues to show strong employment growth in business-related sectors. In 2024, the finance, insurance, and real estate sector added nearly 24,000 jobs, while professional and technical services grew by over 63,000 positions. Job Bank forecasts a “good” outlook for management consulting roles, with most workers in the field holding at least a bachelor’s degree. Wages in business occupations remain well above the provincial average, underscoring employer demand for higher-credentialed graduates. By recognizing prior diploma credits and accelerating degree completion, the pathway directly addresses the skills and credential gap in Ontario’s business workforce.

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**IRCC Policy Changes:** Recent updates by Immigration, Refugees and Citizenship Canada (IRCC) further amplify international demand. Proof-of-funds requirements for study permits have more than doubled (to \$20,635 plus tuition), making efficient, value-driven programs more attractive. At the same time, PGWP rules require at least two years of postsecondary study in Canada to qualify for a 3-year work permit. Diploma-only graduates are not eligible; however, completing an Honours degree through this pathway ensures eligibility and enhances employment prospects.

**College-to-University Transfer Trends:** Approximately 60,000 students transfer annually between Ontario institutions, with business being one of the most common program areas of study. ONCAT-facilitated pathways and bridge programs demonstrate that diploma holders actively seek efficient routes to degrees. This proposal strengthens transfer opportunities by formalizing a 2+2 pathway between Georgian College and the University of Windsor.

**Domestic Demand:** Many Ontario diploma holders face career ceilings without a bachelor’s degree. Accelerated completion pathways allow them to upgrade credentials without duplicating coursework. This meets the Ministry’s goals of enhancing access, improving mobility, and helping students “graduate sooner” to address labour shortages. Mature and mid-career learners, who now make up a growing share of Ontario college enrolments, will benefit from the flexibility of this program. The pathway meets Ministry Section 1 requirements by demonstrating both student and societal demand. It provides domestic learners with a practical route to career advancement, offers international students a PGWP-eligible program aligned with IRCC rules, and supplies Ontario employers with the degree-qualified graduates they increasingly require.

**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.*

	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>	2	5	3	10	5	10	5	10	5	10
<i>In the co-op/experiential learning stream (if applicable)</i>	-	-	-	-	-	-	-	-	-	-

**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.*

N/A

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**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*

The proposal simply provides a pathway to the existing Bachelor of Commerce (Honours Business Administration) which will continue to be delivered entirely through existing faculty, staff, and administrative resources within the Odette School of Business and the University of Windsor. No new resources are required.

Teaching, supervision, and administrative support will be provided by faculty and staff already assigned to the Bachelor of Commerce (Honours Business Administration) program. The pathway builds on existing courses and curriculum, and faculty expertise in business disciplines is sufficient to accommodate students entering through this pathway.

Because this is a pathway to the existing Bachelor of Commerce (Honours Business Administration) using the same curriculum and instructional resources, there is no negative impact on other programs within the Odette School of Business or the wider university. The anticipated cohort size can be absorbed within current course offerings and faculty teaching loads.

Students will continue to draw on the same supports currently available to all business students, including the Leddy Library, Centre for Teaching and Learning, Information Technology Services, and student services (academic advising, career services, mental health and wellness). These units are already resourced and committed to supporting undergraduate programming and will not require additional investment to accommodate the revised pathway.

No specialized equipment, laboratories, or facilities beyond those already in use for the Bachelor of Commerce (Honours Business Administration) are required. Classrooms, computer labs, and common student areas are sufficient to meet the pathway's needs. The Bachelor of Commerce will continue to rely on the GA/TA support already assigned to undergraduate business courses. Current allocations are adequate and will not be impacted by the addition of this pathway.

**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*

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*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*

No new faculty are required to support the pathway. The Bachelor of Commerce is delivered by the existing faculty complement within the Odette School of Business, who already teach and supervise across the breadth of the undergraduate curriculum. These faculty members bring extensive qualifications, including doctoral degrees in their respective disciplines, professional designations (e.g., CPA, CFA, CHRP), and ongoing engagement in research, scholarship, and professional practice. Collectively, their expertise ensures a high-quality academic environment for students entering through this pathway.

Faculty at Odette have an established record of scholarly contributions, research funding, teaching excellence awards, and leadership in professional organizations. Their research and professional engagement span key areas of business, including accounting, finance, marketing, management, strategy, entrepreneurship, and human resources, ensuring that students benefit from instruction that is current, relevant, and informed by both theory and practice. This expertise fosters an intellectual climate that supports innovation, critical inquiry, and the development of applied skills.

Because this is a proposal for a pathway into the existing Honours Bachelor of Commerce curriculum, students will be taught, mentored, and supervised by the same faculty who are already committed to undergraduate business education. The faculty's strong record of research productivity, curriculum development, and student mentorship demonstrates both capacity and commitment to sustain the revised program. As a result, the intellectual quality of the student experience will be maintained and enhanced through the contributions of the current faculty complement, without the need for additional appointments. In summary, the pathway leverages existing human, physical, and financial resources without requiring additional commitments. The quality of student learning, scholarship, and support services will be maintained.

**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.*

The Bachelor of Commerce will continue to be delivered primarily by the existing full-time faculty complement within the Odette School of Business. No new sessional, adjunct, or limited-term appointments are required to support the delivery of this program. Faculty currently assigned to undergraduate teaching in business will continue to teach the courses leading to the Bachelor of Commerce, ensuring consistency in curriculum, delivery, and assessment.

While sessional instructors may occasionally contribute to the Bachelor of Commerce (Honours Business Administration) program, as is standard practice across the University, this reliance is limited and carefully managed. It does not represent a significant component of program delivery. The core of the program will be taught and supervised by tenured and tenure-track faculty with established research, teaching, and professional expertise, thereby sustaining the program's academic integrity and fostering a high-quality student experience.

This approach ensures the long-term sustainability of the program overall by drawing on a stable and committed faculty complement. Students will benefit from learning directly from research-active scholars and experienced practitioners, which supports the intellectual quality and rigour of the program while minimizing dependence on temporary instructional staff.

**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

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**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.*

No new resources are anticipated or required to support the pathway, which will be sustained entirely through existing faculty, staff, financial, and physical resources already allocated to the Odette School of Business and the University of Windsor. All teaching, supervision, and student support will continue to be provided through the current complement of faculty and staff. Existing facilities, technology, and academic support services are sufficient to meet the needs of students entering this pathway. The pathway does not rely on new external funding, government grants, or donations, and it does not require additional institutional investment beyond what is already committed to the Bachelor of Commerce (Honours Business Administration) program.

**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.)*

No reallocation of resources or cost-savings measures are required to support the pathway. The proposal is for a pathway into the existing Honours Bachelor of Commerce curriculum, utilizing the same suite of courses, faculty expertise, and student support that are already in place. Because the pathway leverages the current course offerings and transfer credit policy, there is no need to streamline or delete courses, nor to restructure existing programs. This approach ensures efficiency by maximizing the use of resources already committed to business education at the Odette School of Business, while maintaining the integrity and quality of the student learning experience.

**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.*

<b>Faculty:</b>	n/a
<b>Staff:</b>	n/a
<b>GA/TAs:</b>	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.*

<b>Library Resources and Services:</b>	N/A
<b>Teaching and Learning Support:</b>	N/A
<b>Student Support Services:</b>	N/A
<b>Space and Facilities:</b>	N/A
<b>Equipment (and Maintenance):</b>	N/A

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**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.*

Applicants must be graduates of Georgian’s 2-year General Business Diploma program to be eligible for the full amount of block transfer credit or advanced standing into the Bachelor of Commerce program outlined in this agreement. Georgian students must complete all degree requirements in the Business Diploma program with a minimum cumulative average of 70% to be eligible for the full amount of block transfer credit within the Bachelor of Commerce program. Students need to apply to UWindsor, meet all the admissions requirements and provide an official transcript from Georgian. Georgian students who do not meet the above requirements but do meet the University’s Business program admissions requirements may be eligible for individual transfer credits into the Bachelor of Commerce program at UWindsor, at the discretion of the Odette School of Business. Should all requirements be met, the following block of credits between Georgian Business Ontario College Diploma program and UWindsor Bachelor of Commerce will be given:

<b>Georgian Year</b>	<b>Georgian Course Code</b>	<b>Georgian Course Name</b>	<b>UWindsor Course Code</b>	<b>UWindsor Course Name</b>
Year 1	ACCT-1000 & ACCT-1001	Financial Accounting Principles I Financial Accounting Principles II	ACCT-1510	Principles of Financial Accounting
Year 1	BUSI-1001	Introduction to Organizational Behaviour	MGMT-2400	Organizational Behaviour
Year 1	COMP-1003	Microcomputer Applications	COMP-1XX7	First Year IT Elective
Year 1	MATH-1002	Mathematics of Finance	N/A	Does not transfer
Year 1	MKTG-1000	Introduction to Marketing	MKTG-1310	Principles of Marketing
Year 1	COMM-1016	Communication Essentials	MGMT-1000	Business Communications
Year 1	BUSI-2005	Customer Service	BUSN-3XXX	Third Year Business Elective
Year 1	ECON-1000	Microeconomics	ECON-1100	Introduction to Economics I
Year 1	HURM-1000	Human Resources Management Foundations	MGMT 2430	Human Resources Management
Year 1	MKTG-2033	Professional Edge	N/A	Does not transfer
Year 1	Communications	Varies	Varies	Non-Business Elective
Year 1	General Education	Varies	Varies	Non-Business Elective
Year 2	ACCT 1003	Finance and Management Accounting	ACCT 2550	Principles of Managerial Accounting
Year 2	ECON 2000	Macroeconomics	ECON-1110	Introduction to Economics II
Year 2	MGMT-2001	Principles of Management	BUSN-2XXX	Second Year Business Elective
Year 2	MGMT-2012	Introduction to Project Management	BUSN-2XXX	Second Year Business Elective
Year 2	STAT-2000	Statistics 1	MSCI-1000	Introduction to Business Data Analysis
Year 2	General Education	Varies	Varies	Non-Business Elective

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Year 2	ENTR-2009	Entrepreneurship and Small Business	STEN-2XXX	Second Year Strategy and Entrepreneurship Elective
Year 2	FNCE-2000	Business Finance	BUSN-1XXX	First Year Business Elective
Year 2	LAWS-2000	Business Law	STEN-2XXX	Second Year Strategy and Entrepreneurship Elective
Year 2	MGMT-2000	Production and Operations Management	BUSN -2XXX	Second Year Business Elective

**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.*

Admission requirements are consistent with existing degree completion programs. All transfer credits are pre-approved by the Faculty.

**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 Commerce (Honours Business Administration) – Degree Completion Pathway for Graduates of the 2-year General Business Diploma from Georgian College**

**Total courses:** 20

**Degree requirements:**

- FINA-2700. Business Finance I
- FINA-2710. Business Finance II
- MATH-1980. Mathematics for Business
- MGMT-3000. Business Ethics in a Global Context
- MSCI-2020. Business Data Analysis
- MSCI-2130. Introduction to Management Information Systems
- MSCI-2200. Quantitative Decision Models I
- MSCI-3310. Operations Management I or MSCI-3410 Supply Chain Management I: Introduction and Fundamentals
- STEN-1000. Introduction to Business
- STEN-3970. The Law and Business Administration
- STEN-4980. Strategic Management
- 1 additional Business Administration course
- 8 additional courses from any area of study, including Business

**Courses used to calculate the major average are:** FINA-2700, FINA-2710, MGMT-3000, MSCI-2020, MSCI-2130, MSCI-2200, MSCI-3310 OR MSCI-3410, STEN-1000, STEN-3970, STEN-4980, additional Business Administration courses

**Suggested Course Sequencing**

Sem 5 Fall (September – December)

- STEN-1000. Introduction to Business
- MATH-1980. Mathematics for Business

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MGMT-3000. Business Ethics in a Global Context  
2 additional courses from any area of study, including Business \*

Sem 6 Winter (January – April)

FINA-2700. Business Finance I  
MSCI-2020. Business Data Analysis  
STEN-3970. The Law and Business Administration  
2 additional courses from any area of study, including Business \*

Sem 7 Fall (September – December)

FINA-2710. Business Finance II  
MSCI-2130. Introduction to Management Information Systems  
MSCI-2200. Quantitative Decision Models I  
1 additional Business course\*  
1 additional courses from any area of study, including Business \*

Sem 8 Summer (January – April)

1 of:  
MSCI-3310. Operations Management I or  
MSCI-3410. Supply Chain Management I: Introduction and Fundamentals

STEN-4980. Strategic Management  
3 additional courses from any area of study, including Business \*

\*Additional courses may be taken from the Odette School of Business or another University of Windsor Faculty.

Students interested in pursuing a Specialization are encouraged to consult with an academic advisor before registering for courses.

\*\*Note: The following courses are part of the block transfer of credits and may not be taken for credit in this program: ACCT-1510, ACCT-2550, MGMT-1000, MGMT-2400, MGMT-2430, MKTG-1310, MSCI-1000, ECON-1100, ECON-1110.

**Description of thesis option (if applicable):** Not applicable.

**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)]

No

If yes, list all new courses: N/A

**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

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**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).*

See C.2.

**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.*

The courses included in the block transfer are pre-approved to ensure consistency with the Bachelor of Commerce (Honours Business Administration) program.

**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.*

N/A

**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.*

N/A

**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.*

Learning outcomes were last updated January 12, 2018. No changes are being made to the learning outcomes.

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<p><b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u></p>	<p><b>Characteristics of a University of Windsor Graduate</b> <u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<p>A. Evaluate, categorize and explain in-depth relevant relationships of technical knowledge in various business functions to managing business conducted in an ambiguous, complex and unpredictable environment. <i>For Co-op: Relate academic theory/background to co-op assignment/experience</i></p> <p><i>For specialization in Accounting:</i> Evaluate, categorize and explain in depth relevant relationships of technical knowledge in various business functions in particular Accounting to managing business conducted in an ambiguous, complex and unpredictable environment.</p> <p><i>For specialization in Human Resources:</i> Evaluate, categorize and explain in depth relevant relationships of technical knowledge in various business functions in particular Human Resources to managing business conducted in an ambiguous, complex and unpredictable environment.</p> <p><i>For specialization in Finance:</i> Evaluate, categorize and explain in depth relevant relationships of technical knowledge in various business functions in particular Finance to managing business conducted in an ambiguous, complex and unpredictable environment.</p> <p><i>For specialization in Supply Chain and Business Analytics:</i> Evaluate, categorize and explain in depth relevant relationships of technical knowledge in various business functions in particular Supply Chain and Business Analytics to managing business conducted in an ambiguous, complex and unpredictable environment.</p> <p><i>For specialization in Marketing:</i> Evaluate, categorize and explain in depth relevant relationships of technical knowledge in various business functions in particular Marketing to managing business conducted in an ambiguous, complex and unpredictable environment.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge</p>

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<p><b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u></p>	<p><b>Characteristics of a University of Windsor Graduate</b> <u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<p>For specialization in Strategy and Entrepreneurship: Evaluate, categorize and explain in depth relevant relationships of technical knowledge in various business functions in particular Strategy and Entrepreneurship to managing business conducted in an ambiguous, complex and unpredictable environment.</p>		
<p>B. Assess the quality of evidence available in various business contexts and propose ways to reduce the detrimental effects of, or harness legitimate benefits from ambiguity, complexity and unpredictability in various business contexts. (see also C and H)</p> <p><i>For Thesis: Select and justify and appropriate theoretical model and methodology to identify a specific issue relevant to business. Conduct a guided review of relevant academic literature.</i></p> <p>For specialization in Strategy and Entrepreneurship: Apply evidence-based strategic and entrepreneurial decision-making to reduce the detrimental effects of, or harness legitimate benefits from ambiguity, complexity and unpredictability in various business contexts. (see also C and H)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<ol style="list-style-type: none"> <li>1. Depth and Breadth of Knowledge</li> <li>2. Knowledge of Methodologies</li> <li>3. Application of Knowledge</li> <li>5. Awareness of Limits Knowledge</li> </ol>
<p>C. Synthesize models of thinking with personal experience making decisions to improve conclusions drawn in various ambiguous, complex, unpredictable business contexts. (see also I)</p> <p><i>For Thesis: Apply appropriate methods of data collection and analyses to draw inferences regarding a specific business issue. State the limitations of the analyses and inferences which can be legitimately drawn. Provide recommendations to advance research towards a resolution of a specific, relevant business issue.</i></p> <p>For specialization in Strategy and Entrepreneurship: Synthesize models of thinking with personal experience making strategic and entrepreneurial decisions to improve conclusions drawn in various ambiguous, complex, unpredictable business contexts. (see also I)</p>	<p>C. critical thinking and problem-solving skills</p>	<ol style="list-style-type: none"> <li>1. Depth and Breadth of Knowledge</li> <li>2. Knowledge of Methodologies</li> <li>3. Application of Knowledge</li> <li>5. Awareness of Limits of Knowledge</li> </ol>

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<p><b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u></p>	<p><b>Characteristics of a University of Windsor Graduate</b> <u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<p>D. Select and apply an appropriate combination of descriptive, predictive, and prescriptive analytics to calculate and analyze outcomes, then use the results to recommend the most appropriate plan of action to attain an organizational goal.</p> <p>Use an appropriate computing tool to describe the past, predict the future and recommend the most appropriate plan of action.</p> <p>For specialization in Accounting: Select and apply an appropriate combination of descriptive, predictive, and prescriptive analytics developed for the Accounting discipline to calculate and analyze outcomes, then use the results to recommend the most appropriate plan of action to attain an organizational goal.</p> <p>Use an appropriate computing tool developed for the Accounting discipline to describe the past, predict the future and recommend the most appropriate plan of action.</p> <p>For specialization in Finance: Select and apply an appropriate combination of descriptive, predictive, and prescriptive analytics developed for the Finance discipline to calculate and analyze outcomes, then use the results to recommend the most appropriate plan of action to attain an organizational goal.</p> <p>Use an appropriate computing tool developed for the Finance discipline to describe the past, predict the future and recommend the most appropriate plan of action.</p> <p>For specialization in Supply Chain and Business Analytics: Select and apply an appropriate combination of descriptive, predictive, and prescriptive analytics developed for the Supply Chain and Business Analytics discipline to calculate and analyze outcomes, then use the results to recommend the most appropriate plan of action to attain an organizational goal.</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>

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<p><b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u></p>	<p><b>Characteristics of a University of Windsor Graduate</b> <u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<p>Use an appropriate computing tool developed for the Supply Chain and Business Analytics discipline to describe the past, predict the future and recommend the most appropriate plan of action.</p> <p>For specialization in Marketing: Select and apply an appropriate combination of descriptive, predictive, and prescriptive analytics developed for the Marketing discipline to calculate and analyze outcomes, then use the results to recommend the most appropriate plan of action to attain an organizational goal.</p> <p>Use an appropriate computing tool developed for the Marketing discipline to describe the past, predict the future and recommend the most appropriate plan of action.</p>		
<p>E. Recognize the variation in ethical dilemmas posed by business activities within diverse socio-economic and environmental situations. Recognize and propose ways to promote and act on elements of corporate social responsibility in Business.</p> <p>For specialization in Human Resources: Recognize the variation in ethical dilemmas posed by business activities within diverse socio-economic and environmental situations in particular related to Human Resources Management.</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>
<p>F. Integrate appropriate forms, styles and techniques of analyses and persuasion with personal experience in communication to enhance communication intended to either reduce consequences arising from ambiguity, complexity and unpredictability in various business contexts or to harness their legitimate benefits.</p> <p>For specialization in Human Resources: Integrate appropriate forms, styles and techniques of analyses and persuasion with personal experience in communication in particular related to Human Resources Management to enhance communication intended to either reduce consequences arising from ambiguity, complexity and unpredictability in various</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>

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<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b> <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
business contexts or to harness their legitimate benefits.		
G. Synthesize models of managing diversity and conflict in a team with personal experience to propose ways to maximize team effectiveness in business contexts. For specialization in Human Resources: Synthesize models of managing diversity and conflict in a team with personal experience to propose ways to maximize team effectiveness in business contexts in particular related to Human Resources Management.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Assess the quality of evidence available in various business contexts and propose ways to reduce the detrimental effects of, or harness ambiguity, complexity and unpredictability.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Synthesize models of teamwork with personal experience in teamwork to recognize and harness opportunities to expand development of teamwork competence in business contexts.	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 proposal is a pathway to the existing Bachelor of Commerce (Honours Business Administration). The mode of delivery will therefore be unchanged. The Odette School of Business utilizes the in-person, hybrid, and online formats.

**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.*

An annual review will be conducted collaboratively by the Odette School of Business, the Office of Enrolment Management, and partners at Georgian College to monitor the academic success and progression of transfer students, as well as the effectiveness of the pathway. In addition, a separate agreement will be executed to ensure that all parties are formally aware of their commitments and responsibilities. This agreement will include provisions for admission criteria, transfer credit recognition, student advising, communication protocols, data sharing for program monitoring, and procedures for renewal or amendment. Together, the annual review process and the agreement will ensure ongoing quality assurance, transparency, and accountability in sustaining the program.

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**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.*

The University of Windsor and the Odette School of Business are committed to ongoing quality assurance and continuous improvement of proposed pathway to the Bachelor of Commerce (Honours Business Administration). The following plan outlines how program quality and student performance will be systematically monitored, documented, and used to inform pathway renewal.

**1. Monitoring Overall Program Quality**

- Pathway oversight will be the responsibility of the Odette School of Business with annual reporting in partnership with Georgian College.
- Quality indicators will include student retention, time-to-completion, graduation rates, and employment outcomes.
- Comparative analysis with other degree completion pathways will ensure the pathway remains competitive and aligned with institutional standards.

**2. Assessing Achievement of Program Objectives**

- Annual reviews will evaluate whether the pathway is meeting its stated objectives, including providing accelerated degree completion opportunities for diploma holders and ensuring alignment with labour market and IRCC requirements.
- Feedback from faculty, students, and external partners will be incorporated into the review.

**3. Evaluating Student Learning Outcomes**

- Student achievement of program-level learning outcomes will be assessed through existing course-embedded measures (assignments, projects, capstone courses) and external benchmarks such as accreditation standards.
- Transfer student performance will be tracked separately to ensure they receive the same level of support in meeting learning outcomes as direct-entry students.

**4. Monitoring Student Workload and Experience**

- Course evaluations will provide data on workload balance, course delivery, and overall student experience.
- Transfer-specific advising and support services will be assessed to confirm adequacy for this student group.

**5. Documentation and Use of Results**

- All assessment data and review findings will be compiled periodically in a pathway report, which will be shared with Odette leadership, Enrolment Management, and Georgian College.
- Reports will document strengths, challenges, and action plans. Where gaps are identified, targeted improvements will be implemented, such as adjustments to the curriculum, enhanced advising, or the development of new support resources.
- Outcomes will also inform the periodic cyclical program review process under the Quality Assurance Framework.

This plan ensures that the pathway will be continuously monitored for quality, that student learning outcomes and experiences are appropriately assessed, and that evidence-based decisions drive ongoing pathway enhancement.

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

N/A

**University of Windsor  
Senate**

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

Item for: **Information**

Submitted by: **Academic Policy Committee**

*See attached.*

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

### Introduction

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

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

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

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

#### I. Addressing Foundational Commitments:

##### 1. Establishing and Implementing an Institutional Data Strategy

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **5. Telling Our Stories and Sharing Our Knowledge**

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

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

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

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

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

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

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

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

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

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

## II. **Advancing Strategic Priorities:**

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

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

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

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

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

## **2. Advancing the Journey toward Truth and Reconciliation**

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

### **Progress this year:**

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

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

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

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

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

### **Progress this year:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Progress this year:**

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

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

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

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

### III. Challenges:

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

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

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

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

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

### **Future Actions/Initiatives**

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

#### **1. Clarify the Enrolment Growth Mix and Sequencing**

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

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

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

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

## **3. Modernize Enrolment Data, Systems, and Transparency**

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

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

## **4. Reassess Key Enrolment Levers: Scholarships and Pricing**

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

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

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

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

## **6. Reinforce Student-First Supports at Scale**

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

## **7. Strengthen Governance, Reporting, and Senate Engagement**

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

### **Recommendations for Senate consideration (if any)**

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

## Appendix A: Data

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

University of Windsor  
Senate

5.2.2: **2026-2027 Proposed Tuition and Compulsory Ancillary Fees**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

*See attached.*



# University of Windsor

## 2026/27 Tuition and Ancillary Fee Schedule

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

**2026/27 Tuition Fees: Undergraduate - Domestic (Ontario)**

UNDERGRADUATE TUITION FEES - DOMESTIC (ONTARIO) <sup>35 36</sup>		2026/27 PER	FEES PAID IN		\$ INCREASE	% INCREASE
		SEMESTER	2025/26 PER	SEMESTER		
		(PROPOSED)	(APPROVED)			
<b>FULL TIME</b>						
Business	1st year	5,282.55	5,179.00	103.55	2.0%	
Business	2nd year	5,282.55	5,179.00	103.55	2.0%	
Business	3rd year	5,282.55	5,179.00	103.55	2.0%	
Business	4th year	5,282.55	5,179.00	103.55	2.0%	
Computer Science	1st year	4,602.35	4,512.15	90.20	2.0%	
Computer Science	2nd year	4,602.35	4,512.15	90.20	2.0%	
Computer Science	3rd year	4,558.50	4,469.15	89.35	2.0%	
Computer Science	4th year	4,515.10	4,426.60	88.50	2.0%	
Education	1st year	3,478.90	3,410.70	68.20	2.0%	
Education	2nd year	3,478.90	3,410.70	68.20	2.0%	
Concurrent Education programs	1st year	3,115.10	3,054.05	61.05	2.0%	
Concurrent Education programs	2nd year	3,115.10	3,054.05	61.05	2.0%	
Concurrent Education programs	3rd year	3,115.10	3,054.05	61.05	2.0%	
Concurrent Education programs	4th year	3,115.10	3,054.05	61.05	2.0%	
Engineering	1st year	5,721.65	5,609.50	112.15	2.0%	
Engineering	2nd year	5,721.65	5,609.50	112.15	2.0%	
Engineering	3rd year	5,721.65	5,609.50	112.15	2.0%	
Engineering	4th year	5,721.65	5,609.50	112.15	2.0%	
Human Kinetics	1st year	3,045.65	2,985.95	59.70	2.0%	
Human Kinetics	2nd year	3,045.65	2,985.95	59.70	2.0%	
Human Kinetics	3rd year	3,045.65	2,985.95	59.70	2.0%	
Human Kinetics	4th year	3,045.65	2,985.95	59.70	2.0%	
Science (excl. Computer Science)	1st year	3,045.65	2,985.95	59.70	2.0%	
Science (excl. Computer Science)	2nd year	3,045.65	2,985.95	59.70	2.0%	
Science (excl. Computer Science)	3rd year	3,045.65	2,985.95	59.70	2.0%	
Science (excl. Computer Science)	4th year	3,045.65	2,985.95	59.70	2.0%	
Social Work	1st year	3,045.65	2,985.95	59.70	2.0%	
Social Work	2nd year	3,045.65	2,985.95	59.70	2.0%	
Social Work	3rd year	3,045.65	2,985.95	59.70	2.0%	
Social Work	4th year	3,045.65	2,985.95	59.70	2.0%	
Other	1st year	2,957.85	2,899.90	57.95	2.0%	
Other	2nd year	2,957.85	2,899.90	57.95	2.0%	
Other	3rd year	2,957.85	2,899.90	57.95	2.0%	
Other	4th year	2,957.85	2,899.90	57.95	2.0%	
Law	1st year	11,108.80	10,891.00	217.80	2.0%	
Law	2nd year	11,108.80	10,891.00	217.80	2.0%	
Law	3rd year	11,108.80	10,891.00	217.80	2.0%	
Dual JD	1st year	11,108.80	10,891.00	217.80	2.0%	
Dual JD	2nd year	11,108.80	10,891.00	217.80	2.0%	
Dual JD	3rd year	11,108.80	10,891.00	217.80	2.0%	

<sup>35</sup> The domestic (Ontario) tuition rates for the 2026/27 academic year will take effect on September 1, 2026. Until then, the rates for the 2025/26 academic year will remain in effect.

<sup>36</sup> The domestic (Ontario) tuition rates for 2026/27 are calculated by applying the increase to the previous year's rate tied to each student's progression, rather than a fixed linear scale.

## 2026/27 Tuition Fees: Undergraduate - Domestic (Ontario)

UNDERGRADUATE TUITION FEES - DOMESTIC (ONTARIO) <sup>35 36</sup>		2026/27 PER COURSE (PROPOSED)	FEES PAID IN 2025/26 PER COURSE (APPROVED)	\$ INCREASE	% INCREASE
<b>PART TIME</b>					
Business	1st year	1,056.51	1,035.80	20.71	2.0%
Business	2nd year	1,056.51	1,035.80	20.71	2.0%
Business	3rd year	1,056.51	1,035.80	20.71	2.0%
Business	4th year	1,056.51	1,035.80	20.71	2.0%
Computer Science	1st year	920.47	902.43	18.04	2.0%
Computer Science	2nd year	920.47	902.43	18.04	2.0%
Computer Science	3rd year	911.70	893.83	17.87	2.0%
Computer Science	4th year	903.02	885.32	17.70	2.0%
Education	1st year	695.78	682.14	13.64	2.0%
Education	2nd year	695.78	682.14	13.64	2.0%
Concurrent Education programs	1st year	623.02	610.81	12.21	2.0%
Concurrent Education programs	2nd year	623.02	610.81	12.21	2.0%
Concurrent Education programs	3rd year	623.02	610.81	12.21	2.0%
Concurrent Education programs	4th year	623.02	610.81	12.21	2.0%
Engineering	1st year	1,144.33	1,121.90	22.43	2.0%
Engineering	2nd year	1,144.33	1,121.90	22.43	2.0%
Engineering	3rd year	1,144.33	1,121.90	22.43	2.0%
Engineering	4th year	1,144.33	1,121.90	22.43	2.0%
Human Kinetics	1st year	609.13	597.19	11.94	2.0%
Human Kinetics	2nd year	609.13	597.19	11.94	2.0%
Human Kinetics	3rd year	609.13	597.19	11.94	2.0%
Human Kinetics	4th year	609.13	597.19	11.94	2.0%
Science (excl. Computer Science)	1st year	609.13	597.19	11.94	2.0%
Science (excl. Computer Science)	2nd year	609.13	597.19	11.94	2.0%
Science (excl. Computer Science)	3rd year	609.13	597.19	11.94	2.0%
Science (excl. Computer Science)	4th year	609.13	597.19	11.94	2.0%
Social Work	1st year	609.13	597.19	11.94	2.0%
Social Work	2nd year	609.13	597.19	11.94	2.0%
Social Work	3rd year	609.13	597.19	11.94	2.0%
Social Work	4th year	609.13	597.19	11.94	2.0%
Other	1st year	591.57	579.98	11.59	2.0%
Other	2nd year	591.57	579.98	11.59	2.0%
Other	3rd year	591.57	579.98	11.59	2.0%
Other	4th year	591.57	579.98	11.59	2.0%
Law - Part Time	1st year	5,554.40	5,445.50	108.90	2.0%
Law - Part Time	2nd year	5,554.40	5,445.50	108.90	2.0%
Law - Part Time	3rd year	5,554.40	5,445.50	108.90	2.0%

<sup>35</sup> The domestic (Ontario) tuition rates for the 2026/27 academic year will take effect on September 1, 2026. Until then, the rates for the 2025/26 academic year will remain in effect.

<sup>36</sup> The domestic (Ontario) tuition rates for 2026/27 are calculated by applying the increase to the previous year's rate tied to each student's progression, rather than a fixed linear scale.

**2026/27 Tuition Fees: Undergraduate - Domestic Out of Province**

UNDERGRADUATE TUITION FEES - DOMESTIC OUT OF PROVINCE		2026/27 PER SEMESTER (PROPOSED)	FEEES PAID IN 2025/26 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
<b>FULL TIME</b>					
Business	1st year	5,592.30	5,326.00	266.30	5.0%
Business	2nd year	5,539.20	5,275.45	263.75	5.0%
Business	3rd year	5,486.35	5,225.10	261.25	5.0%
Business	4th year	5,486.35	5,225.10	261.25	5.0%
Computer Science	1st year	5,758.65	5,484.45	274.20	5.0%
Computer Science	2nd year	5,703.80	5,432.20	271.60	5.0%
Computer Science	3rd year	5,649.45	5,380.45	269.00	5.0%
Computer Science	4th year	5,649.45	5,380.45	269.00	5.0%
Education	1st year	4,249.25	4,145.65	103.60	2.5%
Education	2nd year	4,249.25	4,145.65	103.60	2.5%
Concurrent Education programs	1st year	3,804.95	3,712.15	92.80	2.5%
Concurrent Education programs	2nd year	3,804.95	3,712.15	92.80	2.5%
Concurrent Education programs	3rd year	3,804.95	3,712.15	92.80	2.5%
Concurrent Education programs	4th year	3,804.95	3,712.15	92.80	2.5%
Engineering	1st year	6,068.25	5,779.30	288.95	5.0%
Engineering	2nd year	6,010.40	5,724.20	286.20	5.0%
Engineering	3rd year	5,953.10	5,669.65	283.45	5.0%
Engineering	4th year	5,953.10	5,669.65	283.45	5.0%
Human Kinetics	1st year	3,720.00	3,629.30	90.70	2.5%
Human Kinetics	2nd year	3,720.00	3,629.30	90.70	2.5%
Human Kinetics	3rd year	3,720.00	3,629.30	90.70	2.5%
Human Kinetics	4th year	3,720.00	3,629.30	90.70	2.5%
Science (excl. Computer Science)	1st year	3,810.75	3,629.30	181.45	5.0%
Science (excl. Computer Science)	2nd year	3,810.75	3,629.30	181.45	5.0%
Science (excl. Computer Science)	3rd year	3,810.75	3,629.30	181.45	5.0%
Science (excl. Computer Science)	4th year	3,810.75	3,629.30	181.45	5.0%
Social Work	1st year	3,720.00	3,629.30	90.70	2.5%
Social Work	2nd year	3,720.00	3,629.30	90.70	2.5%
Social Work	3rd year	3,720.00	3,629.30	90.70	2.5%
Social Work	4th year	3,720.00	3,629.30	90.70	2.5%
Other	1st year	3,612.80	3,524.70	88.10	2.5%
Other	2nd year	3,612.80	3,524.70	88.10	2.5%
Other	3rd year	3,612.80	3,524.70	88.10	2.5%
Other	4th year	3,612.80	3,524.70	88.10	2.5%
Law	1st year	11,436.00	10,891.00	545.00	5.0%
Law	2nd year	11,435.55	10,891.00	544.55	5.0%
Law	3rd year	11,360.70	10,819.75	540.95	5.0%
Dual JD	1st year	11,436.00	10,891.00	545.00	5.0%
Dual JD	2nd year	11,435.55	10,891.00	544.55	5.0%
Dual JD	3rd year	10,923.80	10,403.65	520.15	5.0%

**2026/27 Tuition Fees: Undergraduate - Domestic Out of Province**

UNDERGRADUATE TUITION FEES - DOMESTIC OUT OF PROVINCE		2026/27	FEES PAID IN		\$ INCREASE	% INCREASE
		PER COURSE (PROPOSED)	2025/26	PER COURSE (APPROVED)		
<b>PART TIME</b>						
Business	1st year	1,118.46	1,065.20	53.26	5.0%	
Business	2nd year	1,107.84	1,055.09	52.75	5.0%	
Business	3rd year	1,097.27	1,045.02	52.25	5.0%	
Business	4th year	1,097.27	1,045.02	52.25	5.0%	
Computer Science	1st year	1,151.73	1,096.89	54.84	5.0%	
Computer Science	2nd year	1,140.76	1,086.44	54.32	5.0%	
Computer Science	3rd year	1,129.89	1,076.09	53.80	5.0%	
Computer Science	4th year	1,129.89	1,076.09	53.80	5.0%	
Education	1st year	849.85	829.13	20.72	2.5%	
Education	2nd year	849.85	829.13	20.72	2.5%	
Concurrent Education programs	1st year	760.99	742.43	18.56	2.5%	
Concurrent Education programs	2nd year	760.99	742.43	18.56	2.5%	
Concurrent Education programs	3rd year	760.99	742.43	18.56	2.5%	
Concurrent Education programs	4th year	760.99	742.43	18.56	2.5%	
Engineering	1st year	1,213.65	1,155.86	57.79	5.0%	
Engineering	2nd year	1,202.08	1,144.84	57.24	5.0%	
Engineering	3rd year	1,190.62	1,133.93	56.69	5.0%	
Engineering	4th year	1,190.62	1,133.93	56.69	5.0%	
Human Kinetics	1st year	744.00	725.86	18.14	2.5%	
Human Kinetics	2nd year	744.00	725.86	18.14	2.5%	
Human Kinetics	3rd year	744.00	725.86	18.14	2.5%	
Human Kinetics	4th year	744.00	725.86	18.14	2.5%	
Science (excl. Computer Science)	1st year	762.15	725.86	36.29	5.0%	
Science (excl. Computer Science)	2nd year	762.15	725.86	36.29	5.0%	
Science (excl. Computer Science)	3rd year	762.15	725.86	36.29	5.0%	
Science (excl. Computer Science)	4th year	762.15	725.86	36.29	5.0%	
Social Work	1st year	744.00	725.86	18.14	2.5%	
Social Work	2nd year	744.00	725.86	18.14	2.5%	
Social Work	3rd year	744.00	725.86	18.14	2.5%	
Social Work	4th year	744.00	725.86	18.14	2.5%	
Other	1st year	722.56	704.94	17.62	2.5%	
Other	2nd year	722.56	704.94	17.62	2.5%	
Other	3rd year	722.56	704.94	17.62	2.5%	
Other	4th year	722.56	704.94	17.62	2.5%	
Law - Part Time	1st year	5,718.00	5,445.50	272.50	5.0%	
Law - Part Time	2nd year	5,717.78	5,445.50	272.28	5.0%	
Law - Part Time	3rd year	5,680.35	5,409.88	270.48	5.0%	

**2026/27 Tuition Fees: Undergraduate - International**

UNDERGRADUATE TUITION FEES - INTERNATIONAL		2026/27 PER	FEES PAID IN			
		SEMESTER	2025/26 PER	\$ INCREASE	% INCREASE	
		(PROPOSED)	SEMESTER	(APPROVED)		
<b>FULL TIME</b>						
Business	Cohort 2026-27 <sup>32</sup>	19,310.00	18,390.00	920.00	5.0%	
Business	Cohort 2025-26 <sup>26</sup>	18,390.00	18,390.00	0.00	0.0%	
Business	Cohort 2024-25 <sup>21</sup>	18,030.00	18,030.00	0.00	0.0%	
Business	Cohort 2023-24 <sup>19</sup>	17,170.00	17,170.00	0.00	0.0%	
Education	Cohort 2026-27 <sup>32</sup>	21,265.00	20,645.00	620.00	3.0%	
Education	Cohort 2025-26 <sup>26</sup>	20,645.00	20,645.00	0.00	0.0%	
Nursing	Cohort 2026-27 <sup>32</sup>	21,675.00	20,645.00	1,030.00	5.0%	
Nursing	Cohort 2025-26 <sup>26</sup>	20,645.00	20,645.00	0.00	0.0%	
Nursing	Cohort 2024-25 <sup>21</sup>	20,045.00	20,045.00	0.00	0.0%	
Nursing	Cohort 2023-24 <sup>19</sup>	19,460.00	19,460.00	0.00	0.0%	
Engineering	Cohort 2026-27 <sup>32</sup>	22,050.00	21,000.00	1,050.00	5.0%	
Engineering	Cohort 2025-26 <sup>26</sup>	21,000.00	21,000.00	0.00	0.0%	
Engineering	Cohort 2024-25 <sup>21</sup>	20,435.00	20,435.00	0.00	0.0%	
Engineering	Cohort 2023-24 <sup>19</sup>	19,460.00	19,460.00	0.00	0.0%	
Computer Science	Cohort 2026-27 <sup>32</sup>	18,750.00	18,750.00	0.00	0.0%	
Computer Science	Cohort 2025-26 <sup>26</sup>	18,750.00	18,750.00	0.00	0.0%	
Computer Science	Cohort 2024-25 <sup>21</sup>	18,275.00	18,275.00	0.00	0.0%	
Computer Science	Cohort 2023-24 <sup>19</sup>	17,745.00	17,745.00	0.00	0.0%	
Science (excl. Computer Science)	Cohort 2026-27 <sup>32</sup>	18,025.00	17,500.00	525.00	3.0%	
Science (excl. Computer Science)	Cohort 2025-26 <sup>26 31</sup>	17,500.00	17,500.00	0.00	0.0%	
Science (excl. Computer Science)	Cohort 2024-25 <sup>21</sup>	17,025.00	17,025.00	0.00	0.0%	
Science (excl. Computer Science)	Cohort 2023-24 <sup>19</sup>	16,530.00	16,530.00	0.00	0.0%	
Other	Cohort 2026-27 <sup>32</sup>	16,500.00	16,020.00	480.00	3.0%	
Other	Cohort 2025-26 <sup>26</sup>	16,020.00	16,020.00	0.00	0.0%	
Other	Cohort 2024-25 <sup>21</sup>	15,555.00	15,555.00	0.00	0.0%	
Other	Cohort 2023-24 <sup>19</sup>	15,100.00	15,100.00	0.00	0.0%	
Law	Cohort 2026-27 <sup>32</sup>	28,215.00	27,395.00	820.00	3.0%	
Law	Cohort 2025-26 <sup>26</sup>	27,395.00	27,395.00	0.00	0.0%	
Law	Cohort 2024-25 <sup>21</sup>	25,845.00	25,845.00	0.00	0.0%	
Dual JD	Cohort 2026-27 <sup>32</sup>	14,780.00	14,350.00	430.00	3.0%	
Dual JD	Cohort 2025-26 <sup>26</sup>	14,350.00	14,350.00	0.00	0.0%	
Dual JD	Cohort 2024-25 <sup>21</sup>	13,540.00	13,540.00	0.00	0.0%	

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

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

<sup>26</sup> Cohort 2025-26 refers to students who commence their degree either the Spring/Summer 2025, Fall 2025 or Winter 2026 semesters.

<sup>31</sup> The Bachelor of Human Kinetics was changed to Bachelor of Science (Kinesiology and Health Sciences). Thus starting with Cohort 2025-26, international undergraduate students will be charged the Science rate rather than previous Other rate.

<sup>32</sup> Cohort 2026-27 refers to students who commence their degree either the Spring/Summer 2026, Fall 2026 or Winter 2027 semesters.

**2026/27 Tuition Fees: Undergraduate - International**

UNDERGRADUATE TUITION FEES - INTERNATIONAL		2026/27	FEES PAID IN		
		PER COURSE (PROPOSED)	2025/26 PER COURSE (APPROVED)	\$ INCREASE	% INCREASE
<b>PART TIME</b>					
Business	Cohort 2026-27 <sup>32</sup>	3,862.00	3,678.00	184.00	5.0%
Business	Cohort 2025-26 <sup>26</sup>	3,678.00	3,678.00	0.00	0.0%
Business	Cohort 2024-25 <sup>21</sup>	3,606.00	3,606.00	0.00	0.0%
Business	Cohort 2023-24 <sup>19</sup>	3,434.00	3,434.00	0.00	0.0%
Education	Cohort 2026-27 <sup>32</sup>	4,253.00	4,129.00	124.00	3.0%
Education	Cohort 2025-26 <sup>26</sup>	4,129.00	4,129.00	0.00	0.0%
Nursing	Cohort 2026-27 <sup>32</sup>	4,335.00	4,129.00	206.00	5.0%
Nursing	Cohort 2025-26 <sup>26</sup>	4,129.00	4,129.00	0.00	0.0%
Nursing	Cohort 2024-25 <sup>21</sup>	4,009.00	4,009.00	0.00	0.0%
Nursing	Cohort 2023-24 <sup>19</sup>	3,892.00	3,892.00	0.00	0.0%
Engineering	Cohort 2026-27 <sup>32</sup>	4,410.00	4,200.00	210.00	5.0%
Engineering	Cohort 2025-26 <sup>26</sup>	4,200.00	4,200.00	0.00	0.0%
Engineering	Cohort 2024-25 <sup>21</sup>	4,087.00	4,087.00	0.00	0.0%
Engineering	Cohort 2023-24 <sup>19</sup>	3,892.00	3,892.00	0.00	0.0%
Computer Science	Cohort 2026-27 <sup>32</sup>	3,750.00	3,750.00	0.00	0.0%
Computer Science	Cohort 2025-26 <sup>26</sup>	3,750.00	3,750.00	0.00	0.0%
Computer Science	Cohort 2024-25 <sup>21</sup>	3,655.00	3,655.00	0.00	0.0%
Computer Science	Cohort 2023-24 <sup>19</sup>	3,549.00	3,549.00	0.00	0.0%
Science (excl. Computer Science)	Cohort 2026-27 <sup>32</sup>	3,605.00	3,500.00	105.00	3.0%
Science (excl. Computer Science)	Cohort 2025-26 <sup>26 31</sup>	3,500.00	3,500.00	0.00	0.0%
Science (excl. Computer Science)	Cohort 2024-25 <sup>21</sup>	3,405.00	3,405.00	0.00	0.0%
Science (excl. Computer Science)	Cohort 2023-24 <sup>19</sup>	3,306.00	3,306.00	0.00	0.0%
Other	Cohort 2026-27 <sup>32</sup>	3,300.00	3,204.00	96.00	3.0%
Other	Cohort 2025-26 <sup>26</sup>	3,204.00	3,204.00	0.00	0.0%
Other	Cohort 2024-25 <sup>21</sup>	3,111.00	3,111.00	0.00	0.0%
Other	Cohort 2023-24 <sup>19</sup>	3,020.00	3,020.00	0.00	0.0%
Law - Part Time	Cohort 2026-27 <sup>32</sup>	14,107.50	13,697.50	410.00	3.0%
Law - Part Time	Cohort 2025-26 <sup>26</sup>	13,697.50	13,697.50	0.00	0.0%
Law - Part Time	Cohort 2024-25 <sup>21</sup>	12,922.50	12,922.50	0.00	0.0%

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

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

<sup>26</sup> Cohort 2025-26 refers to students who commence their degree either the Spring/Summer 2025, Fall 2025 or Winter 2026 semesters.

<sup>31</sup> The Bachelor of Human Kinetics was changed to Bachelor of Science (Kinesiology and Health Sciences). Thus starting with Cohort 2025-26, international undergraduate students will be charged the Science rate rather than previous Other rate.

<sup>32</sup> Cohort 2026-27 refers to students who commence their degree either the Spring/Summer 2026, Fall 2026 or Winter 2027 semesters.

**2026/27 Tuition Fees: Undergraduate - US Neighbour**

		<b>2026/27 PER SEMESTER (PROPOSED)</b>	<b>FEES PAID IN 2025/26 PER SEMESTER (APPROVED)</b>	<b>\$ INCREASE</b>	<b>% INCREASE</b>
<b>UNDERGRADUATE TUITION FEES - US NEIGHBOUR - FULL TIME</b>					

**FULL TIME**

US Neighbour Fee -First Entry Programs	1st year	9,700.00	9,500.00	200.00	2.1%
US Neighbour Fee -First Entry Programs	2nd year	9,700.00	9,500.00	200.00	2.1%
US Neighbour Fee -First Entry Programs	3rd year	9,700.00	9,500.00	200.00	2.1%
US Neighbour Fee -First Entry Programs	4th year	9,700.00	9,500.00	200.00	2.1%
US Neighbour Fee -Dual JD	1st year	12,315.00	12,060.00	255.00	2.1%
US Neighbour Fee -Dual JD	2nd year	12,315.00	12,060.00	255.00	2.1%
US Neighbour Fee -Education	1st year	12,315.00	12,060.00	255.00	2.1%
US Neighbour Fee -Education	2nd year	12,315.00	12,060.00	255.00	2.1%

		<b>2026/27 PER COURSE (PROPOSED)</b>	<b>FEES PAID IN 2025/26 PER COURSE (APPROVED)</b>	<b>\$ INCREASE</b>	<b>% INCREASE</b>
<b>UNDERGRADUATE TUITION FEES - US NEIGHBOUR - PART TIME</b>					

**PART TIME**

US Neighbour Fee -First Entry Programs	1st year	1,940.00	1,900.00	40.00	2.1%
US Neighbour Fee -First Entry Programs	2nd year	1,940.00	1,900.00	40.00	2.1%
US Neighbour Fee -First Entry Programs	3rd year	1,940.00	1,900.00	40.00	2.1%
US Neighbour Fee -First Entry Programs	4th year	1,940.00	1,900.00	40.00	2.1%

## 2026/27 Tuition Fees: Graduate - Domestic (Ontario)

GRADUATE TUITION FEES - DOMESTIC (ONTARIO) <sup>35 36</sup>	2026/27 PER SEMESTER (PROPOSED)	FEES PAID IN 2025/26 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
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### FULL TIME

Master's Qualifying		All Masters Qualifying tuition rates equal to undergraduate tuition rates			
Master's Candidate	1st year	2,440.95	2,393.10	47.85	2.0%
Master's Candidate	2nd year	2,440.95	2,393.10	47.85	2.0%
Master's Candidate	3rd year	2,440.95	2,393.10	47.85	2.0%
Master's Candidate	4th year & beyond	2,440.95	2,393.10	47.85	2.0%
Master's Candidate -Social Work	1st year	3,143.35	3,081.75	61.60	2.0%
Master's Candidate -Social Work	2nd year	3,143.35	3,081.75	61.60	2.0%
Master's Candidate -Social Work	3rd year	3,143.35	3,081.75	61.60	2.0%
Master's Candidate -Social Work	4th year & beyond	3,143.35	3,081.75	61.60	2.0%
Master's Candidate -Economics	1st year	2,851.25	2,795.35	55.90	2.0%
Master's Candidate -Economics	2nd year	2,851.25	2,795.35	55.90	2.0%
Master's Candidate -Economics	3rd year	2,851.25	2,795.35	55.90	2.0%
Master's Candidate -Economics	4th year & beyond	2,851.25	2,795.35	55.90	2.0%
PhD - General Base Tuition	1st year	2,440.95	2,393.10	47.85	2.0%
PhD - Social Work	1st year	3,143.35	3,081.75	61.60	2.0%

### PART TIME

Master's Qualifying		All Masters Qualifying tuition rates equal to undergraduate tuition rates			
Master's Candidate - Part Time	1st year	1,220.48	1,196.55	23.93	2.0%
Master's Candidate - Part Time	2nd year	1,220.48	1,196.55	23.93	2.0%
Master's Candidate - Part Time	3rd year	1,220.48	1,196.55	23.93	2.0%
Master's Candidate - Part Time	4th year & beyond	1,220.48	1,196.55	23.93	2.0%
Master's Candidate -Social Work - Part Time	1st year	1,571.68	1,540.88	30.80	2.0%
Master's Candidate -Social Work - Part Time	2nd year	1,571.68	1,540.88	30.80	2.0%
Master's Candidate -Social Work - Part Time	3rd year	1,571.68	1,540.88	30.80	2.0%
Master's Candidate -Social Work - Part Time	4th year & beyond	1,571.68	1,540.88	30.80	2.0%
PhD - General Base Tuition - Part Time	1st year	1,220.48	1,196.55	23.93	2.0%
PhD - Social Work - Part Time	1st year	1,571.68	1,540.88	30.80	2.0%

<sup>35</sup> The domestic (Ontario) tuition rates for the 2026/27 academic year will take effect on September 1, 2026. Until then, the rates for the 2025/26 academic year will remain in effect.

<sup>36</sup> The domestic (Ontario) tuition rates for 2026/27 are calculated by applying the increase to the previous year's rate tied to each student's progression, rather than a fixed linear scale.

## 2026/27 Tuition Fees: Graduate - Domestic (Ontario)

GRADUATE TUITION FEES - DOMESTIC (ONTARIO)		2026/27 PER SEMESTER (PROPOSED)	FEES PAID IN 2025/26 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
<b>DOMESTIC GRADUATE - COHORT BASED MASTERS</b>					
<b>GOVERNMENT REGULATED PROGRAMS<sup>35</sup></b>					
Master of Applied Economics and Policy	1st year	2,851.25	2,795.35	55.90	2.0%
Master of Applied Economics and Policy	2nd year	2,851.25	2,795.35	55.90	2.0%
Master of Business Administration <sup>30</sup> - (charged per course - 17 courses)	1st year	1,122.00	1,100.00	22.00	2.0%
Master of Business Administration <sup>30</sup> - (charged per course - 17 courses)	2nd year	1,122.00	1,100.00	22.00	2.0%
Master of Business Administration - Accounting <sup>30</sup> - (charged per course - 11 courses)	1st year	2,497.00	2,448.00	49.00	2.0%
Master of Business Administration - Accounting <sup>30</sup> - (charged per course - 11 courses)	2nd year	2,497.00	2,448.00	49.00	2.0%
Master of Business Administration for Managers and Professionals <sup>30</sup> - (charged per course - 14 courses)	1st year	2,295.00	2,250.00	45.00	2.0%
Master of Business Administration for Managers and Professionals <sup>30</sup> - (charged per course - 14 courses)	2nd year	2,295.00	2,250.00	45.00	2.0%
Master of Engineering Management <sup>2</sup> - in person (charged per course - 10 courses)	1st year	1,711.00	1,677.21	33.79	2.0%
Master of Engineering Management <sup>2</sup> - in person (charged per course - 10 courses)	2nd year	1,711.00	1,677.21	33.79	2.0%
Master of Engineering Management <sup>3</sup> - online program	1st year	2,851.25	2,795.35	55.90	2.0%
Master of Engineering Management <sup>4</sup> - online program	2nd year	2,851.25	2,795.35	55.90	2.0%
Master of Engineering	1st year	2,851.25	2,795.35	55.90	2.0%
Master of Engineering	2nd year	2,851.25	2,795.35	55.90	2.0%
Master of Science in Translational Health Science <sup>16</sup>	1st year	3,586.95	3,516.66	70.29	2.0%
<b>UNREGULATED PROGRAMS<sup>37</sup></b>					
Master of Actuarial Sciences <sup>2,4</sup>	1st year	9,800.00	9,500.00	300.00	3.2%
Master of Actuarial Sciences <sup>2,4</sup>	2nd year	9,500.00	9,500.00	0.00	0.0%
Master of Applied Computing <sup>2,4</sup>	1st year	10,600.00	10,300.00	300.00	2.9%
Master of Applied Computing <sup>2,4</sup>	2nd year	10,300.00	10,300.00	0.00	0.0%
Master of Management <sup>30</sup> (charged per course - 12 courses)	1st year	4,000.00	3,915.00	85.00	2.2%
Master of Management <sup>30</sup> (charged per course - 12 courses)	2nd year	3,915.00	3,915.00	0.00	0.0%
Master of Medical Biotechnology <sup>2,4</sup>	1st year	11,100.00	10,625.00	475.00	4.5%
Master of Medical Biotechnology <sup>2,4</sup>	2nd year	10,625.00	10,625.00	0.00	0.0%
Master of Materials Chemistry and Engineering <sup>2,4</sup>	1st year	9,350.00	9,125.00	225.00	2.5%
Master of Materials Chemistry and Engineering <sup>2,4</sup>	2nd year	9,125.00	9,125.00	0.00	0.0%
Master of Engineering - Auto (charged per course -8 courses)	1st year	5,625.00	5,625.00	0.00	0.0%
Master of Engineering - Auto (charged per course -8 courses)	2nd year	5,625.00	5,625.00	0.00	0.0%

<sup>2</sup> Charged per semester over 4 semesters

<sup>3</sup> Charged per semester over 6 semesters

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

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

<sup>16</sup> Charged per semester over 3 semesters

<sup>30</sup> Students who start these programs in the 2025/26 academic year and beyond, will be charged on a per course basis. All others will continue to be charged on a per semester basis.

<sup>35</sup> The domestic (Ontario) tuition rates for the 2026/27 academic year will take effect on September 1, 2026. Until then, the rates for the 2025/26 academic year will remain in effect.

<sup>36</sup> The 2026/27 tuition rates for Domestic (Ontario) unregulated cohort-based masters programs will take effect on May 1, 2026, as they are not subject to the MCU Tuition Framework.

**2026/27 Tuition Fees: Graduate - Domestic Out of Province**

GRADUATE TUITION FEES - DOMESTIC OUT OF PROVINCE		2026/27 PER	FEES PAID IN		
		SEMESTER	2025/26 PER		
		(PROPOSED)	(APPROVED)	\$ INCREASE	% INCREASE

**FULL TIME**

Master's Qualifying					
	All Masters Qualifying tuition rates equal to undergraduate tuition rates				
Master's Candidate	1st year	2,908.75	2,770.25	138.50	5.0%
Master's Candidate	2nd year	2,908.75	2,770.25	138.50	5.0%
Master's Candidate	3rd year	2,908.75	2,770.25	138.50	5.0%
Master's Candidate	4th year & beyond	2,908.75	2,770.25	138.50	5.0%
Master's Candidate -Social Work	1st year	3,745.75	3,567.40	178.35	5.0%
Master's Candidate -Social Work	2nd year	3,745.75	3,567.40	178.35	5.0%
Master's Candidate -Social Work	3rd year	3,745.75	3,567.40	178.35	5.0%
Master's Candidate -Social Work	4th year & beyond	3,745.75	3,567.40	178.35	5.0%
Master's Candidate -Economics	1st year	3,397.65	3,235.90	161.75	5.0%
Master's Candidate -Economics	2nd year	3,397.65	3,235.90	161.75	5.0%
Master's Candidate -Economics	3rd year	3,397.65	3,235.90	161.75	5.0%
Master's Candidate -Economics	4th year & beyond	3,397.65	3,235.90	161.75	5.0%
PhD - General Base Tuition	1st year	2,770.25	2,638.35	131.90	5.0%
PhD - Social Work	1st year	3,567.40	3,397.55	169.85	5.0%

**PART TIME**

Master's Qualifying					
	All Masters Qualifying tuition rates equal to undergraduate tuition rates				
Master's Candidate - Part Time	1st year	1,454.38	1,385.13	69.25	5.0%
Master's Candidate - Part Time	2nd year	1,454.38	1,385.13	69.25	5.0%
Master's Candidate - Part Time	3rd year	1,454.38	1,385.13	69.25	5.0%
Master's Candidate - Part Time	4th year & beyond	1,454.38	1,385.13	69.25	5.0%
Master's Candidate -Social Work - Part Time	1st year	1,872.88	1,783.70	89.18	5.0%
Master's Candidate -Social Work - Part Time	2nd year	1,872.88	1,783.70	89.18	5.0%
Master's Candidate -Social Work - Part Time	3rd year	1,872.88	1,783.70	89.18	5.0%
Master's Candidate -Social Work - Part Time	4th year & beyond	1,872.88	1,783.70	89.18	5.0%
PhD - General Base Tuition - Part Time	1st year	1,385.13	1,319.18	65.95	5.0%
PhD - Social Work - Part Time	1st year	1,783.70	1,698.78	84.93	5.0%

## 2026/27 Tuition Fees: Graduate - Domestic Out of Province

GRADUATE TUITION FEES - DOMESTIC OUT OF PROVINCE	2026/27 PER SEMESTER (PROPOSED)	FEES PAID IN 2025/26 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
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### DOMESTIC GRADUATE - COHORT BASED MASTERS

#### GOVERNMENT REGULATED PROGRAMS

Master of Applied Economics and Policy	1st year	3,397.80	3,236.00	161.80	5.0%
Master of Applied Economics and Policy	2nd year	3,397.80	3,236.00	161.80	5.0%
Master of Business Administration <sup>30</sup> - (charged per course - 17 courses)	1st year	1,334.00	1,274.00	60.00	4.7%
Master of Business Administration <sup>30</sup> - (charged per course - 17 courses)	2nd year	1,334.00	1,274.00	60.00	4.7%
Master of Business Administration - Accounting <sup>30</sup> - (charged per course - 11 courses)	1st year	2,976.00	2,835.00	141.00	5.0%
Master of Business Administration - Accounting <sup>30</sup> - (charged per course - 11 courses)	2nd year	2,976.00	2,835.00	141.00	5.0%
Master of Business Administration for Managers and Professionals <sup>30</sup> - (charged per course - 14 courses)	1st year	2,871.00	2,735.00	136.00	5.0%
Master of Business Administration for Managers and Professionals <sup>30</sup> - (charged per course - 14 courses)	2nd year	2,871.00	2,735.00	136.00	5.0%
Master of Engineering Management <sup>2</sup> - in person (charged per course - 10 courses)	1st year	2,038.00	1,941.60	96.40	5.0%
Master of Engineering Management <sup>2</sup> - in person (charged per course - 10 courses)	2nd year	2,038.00	1,941.60	96.40	5.0%
Master of Engineering Management <sup>3</sup> - online program	1st year	3,397.80	3,236.00	161.80	5.0%
Master of Engineering Management <sup>3</sup> - online program	2nd year	3,397.80	3,236.00	161.80	5.0%
Master of Engineering	1st year	3,397.80	3,236.00	161.80	5.0%
Master of Engineering	2nd year	3,397.80	3,236.00	161.80	5.0%
Master of Science in Translational Health Science <sup>16</sup>	1st year	4,274.55	4,071.00	203.55	5.0%

#### UNREGULATED PROGRAMS

Master of Actuarial Sciences <sup>2,4</sup>	1st year	9,800.00	9,500.00	300.00	3.2%
Master of Actuarial Sciences <sup>2,4</sup>	2nd year	9,500.00	9,500.00	0.00	0.0%
Master of Applied Computing <sup>2,4</sup>	1st year	10,600.00	10,300.00	300.00	2.9%
Master of Applied Computing <sup>2,4</sup>	2nd year	10,300.00	10,300.00	0.00	0.0%
Master of Management <sup>30</sup> (charged per course - 12 courses)	1st year	4,000.00	3,915.00	85.00	2.2%
Master of Management <sup>30</sup> (charged per course - 12 courses)	2nd year	3,915.00	3,915.00	0.00	0.0%
Master of Medical Biotechnology <sup>2,4</sup>	1st year	11,100.00	10,625.00	475.00	4.5%
Master of Medical Biotechnology <sup>2,4</sup>	2nd year	10,625.00	10,625.00	0.00	0.0%
Master of Materials Chemistry and Engineering <sup>2,4</sup>	1st year	9,350.00	9,125.00	225.00	2.5%
Master of Materials Chemistry and Engineering <sup>2,4</sup>	2nd year	9,125.00	9,125.00	0.00	0.0%
Master of Engineering - Auto (charged per course -8 courses)	1st year	5,625.00	5,625.00	0.00	0.0%
Master of Engineering - Auto (charged per course -8 courses)	2nd year	5,625.00	5,625.00	0.00	0.0%

<sup>2</sup> Charged per semester over 4 semesters

<sup>3</sup> Charged per semester over 6 semesters

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

<sup>16</sup> Charged per semester over 3 semesters

<sup>30</sup> Students who start these programs in the 2025/26 academic year and beyond, will be charged on a per course basis. All others will continue to be charged on a per semester basis.

**2026/27 Tuition Fees: Graduate International**

GRADUATE TUITION FEES - INTERNATIONAL - MASTERS	FEES PAID IN			
	2026/27 PER SEMESTER (PROPOSED)	2025/26 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE

**FULL TIME**

Master's Qualifying					
	All Masters Qualifying tuition rates equal to undergraduate tuition rates				
Master's Candidate	Cohort 2026-27 <sup>32</sup>	8,295.00	8,295.00	0.00	0.0%
Master's Candidate	Cohort 2025-26 <sup>26</sup>	8,295.00	8,295.00	0.00	0.0%
Master's Candidate	Cohort 2024-25 <sup>21</sup>	8,055.00	8,055.00	0.00	0.0%
Master's Candidate	Cohort 2023-24 <sup>19</sup>	7,820.00	7,820.00	0.00	0.0%
Master's Candidate -Economics	Cohort 2026-27 <sup>32</sup>	8,745.00	8,745.00	0.00	0.0%
Master's Candidate -Economics	Cohort 2025-26 <sup>26</sup>	8,745.00	8,745.00	0.00	0.0%
Master's Candidate -Economics	Cohort 2024-25 <sup>21</sup>	8,490.00	8,490.00	0.00	0.0%
Master's Candidate -Economics	Cohort 2023-24 <sup>19</sup>	8,245.00	8,245.00	0.00	0.0%
Master's Candidate -Computer Science	Cohort 2026-27 <sup>32</sup>	8,785.00	8,785.00	0.00	0.0%
Master's Candidate -Computer Science	Cohort 2025-26 <sup>26</sup>	8,785.00	8,785.00	0.00	0.0%
Master's Candidate -Computer Science	Cohort 2024-25 <sup>21</sup>	8,530.00	8,530.00	0.00	0.0%
Master's Candidate -Computer Science	Cohort 2023-24 <sup>19</sup>	8,280.00	8,280.00	0.00	0.0%
Master's Candidate -Education <sup>5</sup>	Cohort 2026-27 <sup>32</sup>	9,125.00	9,125.00	0.00	0.0%
Master's Candidate -Education <sup>5</sup>	Cohort 2025-26 <sup>26</sup>	9,125.00	9,125.00	0.00	0.0%

**PART TIME**

Master's Qualifying					
	All Masters Qualifying tuition rates equal to undergraduate tuition rates				
Master's Candidate - Part Time	Cohort 2026-27 <sup>32</sup>	4,147.50	4,147.50	0.00	0.0%
Master's Candidate - Part Time	Cohort 2025-26 <sup>26</sup>	4,147.50	4,147.50	0.00	0.0%
Master's Candidate - Part Time	Cohort 2024-25 <sup>21</sup>	4,027.50	4,027.50	0.00	0.0%
Master's Candidate - Part Time	Cohort 2023-24 <sup>19</sup>	3,910.00	3,910.00	0.00	0.0%
Master's Candidate -Economics - Part Time	Cohort 2026-27 <sup>32</sup>	4,372.50	4,372.50	0.00	0.0%
Master's Candidate -Economics - Part Time	Cohort 2025-26 <sup>26</sup>	4,372.50	4,372.50	0.00	0.0%
Master's Candidate -Economics - Part Time	Cohort 2024-25 <sup>21</sup>	4,245.00	4,245.00	0.00	0.0%
Master's Candidate -Economics - Part Time	Cohort 2023-24 <sup>19</sup>	4,122.50	4,122.50	0.00	0.0%
Master's Candidate -Computer Science - Part Time	Cohort 2026-27 <sup>32</sup>	4,392.50	4,392.50	0.00	0.0%
Master's Candidate -Computer Science - Part Time	Cohort 2025-26 <sup>26</sup>	4,392.50	4,392.50	0.00	0.0%
Master's Candidate -Computer Science - Part Time	Cohort 2024-25 <sup>21</sup>	4,265.00	4,265.00	0.00	0.0%
Master's Candidate -Computer Science - Part Time	Cohort 2023-24 <sup>19</sup>	4,140.00	4,140.00	0.00	0.0%
Master's Candidate -Education <sup>5</sup> - Part Time	Cohort 2026-27 <sup>32</sup>	4,562.50	4,562.50	0.00	0.0%
Master's Candidate -Education <sup>5</sup> - Part Time	Cohort 2025-26 <sup>26</sup>	4,562.50	4,562.50	0.00	0.0%

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

<sup>12</sup> List of applicable programs can be found at: [www.uwindsor.ca/finance/788/fees-and-charges](http://www.uwindsor.ca/finance/788/fees-and-charges)

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

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

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

<sup>26</sup> Cohort 2025-26 refers to students who commence their degree either the Spring/Summer 2025, Fall 2025 or Winter 2026 semesters.

<sup>32</sup> Cohort 2026-27 refers to students who commence their degree either the Spring/Summer 2026, Fall 2026 or Winter 2027 semesters.

**2026/27 Tuition Fees: Graduate International - US Neighbour**

		2026/27 PER SEMESTER (PROPOSED)	FEE PAID IN 2025/26 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
<b>GRADUATE TUITION FEES - INTERNATIONAL - PHD</b>					
<b>FULL TIME</b>					
PhD General Base Tuition	Cohort 2026-27 <sup>32</sup>	7,895.00	7,895.00	0.00	0.0%
PhD General Base Tuition	Cohort 2025-26 <sup>26</sup>	7,895.00	7,895.00	0.00	0.0%
PhD General Base Tuition	Cohort 2024-25 <sup>21</sup>	7,895.00	7,895.00	0.00	0.0%
PhD General Base Tuition	Cohort 2023-24 <sup>19</sup>	7,665.00	7,665.00	0.00	0.0%
PhD -Computer Science	Cohort 2026-27 <sup>32</sup>	8,365.00	8,365.00	0.00	0.0%
PhD -Computer Science	Cohort 2025-26 <sup>26</sup>	8,365.00	8,365.00	0.00	0.0%
PhD -Computer Science	Cohort 2024-25 <sup>21</sup>	8,365.00	8,365.00	0.00	0.0%
PhD -Computer Science	Cohort 2023-24 <sup>19</sup>	8,120.00	8,120.00	0.00	0.0%
PhD -Education	Cohort 2026-27 <sup>32</sup>	8,685.00	8,685.00	0.00	0.0%
PhD -Education	Cohort 2025-26 <sup>26</sup>	8,685.00	8,685.00	0.00	0.0%
<b>PART TIME</b>					
PhD General Base Tuition - Part Time	Cohort 2026-27 <sup>32</sup>	3,947.50	3,947.50	0.00	0.0%
PhD General Base Tuition - Part Time	Cohort 2025-26 <sup>26</sup>	3,947.50	3,947.50	0.00	0.0%
PhD General Base Tuition - Part Time	Cohort 2024-25 <sup>21</sup>	3,947.50	3,947.50	0.00	0.0%
PhD General Base Tuition - Part Time	Cohort 2023-24 <sup>19</sup>	3,832.50	3,832.50	0.00	0.0%
PhD -Computer Science - Part Time	Cohort 2026-27 <sup>32</sup>	4,182.50	4,182.50	0.00	0.0%
PhD -Computer Science - Part Time	Cohort 2025-26 <sup>26</sup>	4,182.50	4,182.50	0.00	0.0%
PhD -Computer Science - Part Time	Cohort 2024-25 <sup>21</sup>	4,182.50	4,182.50	0.00	0.0%
PhD -Computer Science - Part Time	Cohort 2023-24 <sup>19</sup>	4,060.00	4,060.00	0.00	0.0%
PhD -Education - Part Time	Cohort 2026-27 <sup>32</sup>	4,342.50	4,342.50	0.00	0.0%
PhD -Education - Part Time	Cohort 2025-26 <sup>26</sup>	4,342.50	4,342.50	0.00	0.0%

		2026/27 PER SEMESTER (PROPOSED)	FEE PAID IN 2025/26 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
<b>GRADUATE TUITION FEES - US NEIGHBOUR<sup>12</sup></b>					
<b>FULL TIME</b>					
US Neighbour Fee - Masters	1st year	8,000.00	7,800.00	200.00	2.6%
US Neighbour Fee - Masters	2nd year	8,000.00	7,800.00	200.00	2.6%
US Neighbour Fee - PhD	1st year	7,800.00	7,800.00	0.00	0.0%
US Neighbour Fee - PhD	2nd year	7,800.00	7,800.00	0.00	0.0%
US Neighbour Fee - Master of Business Administration - Accounting <sup>30</sup> - (charged per course - 11 courses)	1st year	2,976.00	2,835.00	141.00	5.0%
US Neighbour Fee - Master of Business Administration - Accounting <sup>30</sup> - (charged per course - 11 courses)	2nd year	2,976.00	2,835.00	141.00	5.0%
<b>PART TIME</b>					
US Neighbour Fee - Masters	1st year	4,000.00	3,900.00	100.00	2.6%
US Neighbour Fee - Masters	2nd year	4,000.00	3,900.00	100.00	2.6%
US Neighbour Fee - PhD	1st year	3,900.00	3,900.00	0.00	0.0%
US Neighbour Fee - PhD	2nd year	3,900.00	3,900.00	0.00	0.0%

<sup>12</sup> List of applicable programs can be found at: [www.uwindsor.ca/finance/788/fees-and-charges](http://www.uwindsor.ca/finance/788/fees-and-charges)

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

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

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

<sup>26</sup> Cohort 2025-26 refers to students who commence their degree either the Spring/Summer 2025, Fall 2025 or Winter 2026 semesters.

<sup>30</sup> Students who start these programs in the 2025/26 academic year and beyond, will be charged on a per course basis. All others will continue to be charged on a per semester basis.

<sup>32</sup> Cohort 2026-27 refers to students who commence their degree either the Spring/Summer 2026, Fall 2026 or Winter 2027 semesters.

**2026/27 Tuition Fees: Graduate International**

INTERNATIONAL GRADUATE - COHORT BASED MASTERS		FEES PAID IN			
		2026/27 PER SEMESTER (PROPOSED)	2025/26 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
Master of Applied Economics and Policy <sup>2,4</sup>	Cohort 2026-27 <sup>32</sup>	9,400.00	9,250.00	150.00	1.6%
Master of Applied Economics and Policy <sup>2,4</sup>	Cohort 2025-26 <sup>26</sup>	9,250.00	9,250.00	0.00	0.0%
Master of Business Administration <sup>30</sup> - (charged per course - 17 courses)	Cohort 2026-27 <sup>32</sup>	3,413.00	3,261.00	152.00	4.7%
Master of Business Administration <sup>30</sup> - (charged per course - 17 courses)	Cohort 2025-26 <sup>26</sup>	3,261.00	3,261.00	0.00	0.0%
Master of Business Administration - Accounting <sup>30</sup> - (charged per course - 11 courses)	Cohort 2026-27 <sup>32</sup>	5,613.00	5,345.00	268.00	5.0%
Master of Business Administration - Accounting <sup>30</sup> - (charged per course - 11 courses)	Cohort 2025-26 <sup>26</sup>	5,345.00	5,345.00	0.00	0.0%
Master of Business Administration for Managers and Professionals <sup>30</sup> - (charged per course - 14 courses)	Cohort 2026-27 <sup>32</sup>	5,805.00	5,529.00	276.00	5.0%
Master of Business Administration for Managers and Professionals <sup>30</sup> - (charged per course - 14 courses)	Cohort 2025-26 <sup>26</sup>	5,529.00	5,529.00	0.00	0.0%
Master of Engineering Management <sup>2</sup> - in person (charged per course - 10 courses)	Cohort 2026-27 <sup>32</sup>	4,116.00	3,920.00	196.00	5.0%
Master of Engineering Management <sup>2</sup> - in person (charged per course - 10 courses)	Cohort 2025-26 <sup>26</sup>	3,920.00	3,920.00	0.00	0.0%
Master of Engineering (charged per course - 8 courses)	Cohort 2026-27 <sup>32</sup>	5,625.00	5,625.00	0.00	0.0%
Master of Engineering (charged per course - 8 courses)	Cohort 2025-26 <sup>26</sup>	5,625.00	5,625.00	0.00	0.0%
Master of Engineering - Auto (charged per course -8 courses)	Cohort 2026-27 <sup>32</sup>	5,625.00	5,625.00	0.00	0.0%
Master of Engineering - Auto (charged per course -8 courses)	Cohort 2025-26 <sup>26</sup>	5,625.00	5,625.00	0.00	0.0%
Master of Actuarial Sciences <sup>2,4</sup>	Cohort 2026-27 <sup>32</sup>	9,800.00	9,500.00	300.00	3.2%
Master of Actuarial Sciences <sup>2,4</sup>	Cohort 2025-26 <sup>26</sup>	9,500.00	9,500.00	0.00	0.0%
Master of Applied Computing <sup>2,4</sup>	Cohort 2026-27 <sup>32</sup>	10,600.00	10,300.00	300.00	2.9%
Master of Applied Computing <sup>2,4</sup>	Cohort 2025-26 <sup>26</sup>	10,300.00	10,300.00	0.00	0.0%
Master of Management <sup>30</sup> (charged per course - 12 courses)	Cohort 2026-27 <sup>32</sup>	4,000.00	3,915.00	85.00	2.1%
Master of Management <sup>30</sup> (charged per course - 12 courses)	Cohort 2025-26 <sup>26</sup>	3,915.00	3,915.00	0.00	0.0%
Master of Medical Biotechnology <sup>2,4</sup>	Cohort 2026-27 <sup>32</sup>	11,100.00	10,625.00	475.00	4.5%
Master of Medical Biotechnology <sup>2,4</sup>	Cohort 2025-26 <sup>26</sup>	10,625.00	10,625.00	0.00	0.0%
Master of Materials Chemistry and Engineering <sup>2,4</sup>	Cohort 2026-27 <sup>32</sup>	9,350.00	9,125.00	225.00	2.5%
Master of Materials Chemistry and Engineering <sup>2,4</sup>	Cohort 2025-26 <sup>26</sup>	9,125.00	9,125.00	0.00	0.0%
Master of Science in Translational Health Science <sup>16</sup>	Cohort 2026-27 <sup>32</sup>	9,500.00	9,000.00	500.00	5.6%
Master of Science in Translational Health Science <sup>16</sup>	Cohort 2025-26 <sup>26</sup>	9,000.00	9,000.00	0.00	0.0%

<sup>2</sup> Charged per semester over 4 semesters

<sup>3</sup> Charged per semester over 6 semesters

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

<sup>16</sup> Charged per semester over 3 semesters

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

<sup>26</sup> Cohort 2025-26 refers to students who commence their degree either the Spring/Summer 2025, Fall 2025 or Winter 2026 semesters.

<sup>30</sup> Students who start these programs in the 2025/26 academic year and beyond, will be charged on a per course basis. All others will continue to be charged on a per semester basis.

<sup>32</sup> Cohort 2026-27 refers to students who commence their degree either the Spring/Summer 2026, Fall 2026 or Winter 2027 semesters.

## 2026/27 Compulsory Ancillary Fees

	2026/27 RATES (PROPOSED)	2025/26 RATES (APPROVED)	\$ INCREASE	% INCREASE
<b><u>COOPERATIVE EDUCATION FEE</u></b> <sup>6</sup>				
Domestic	485.00	474.00	11.00	2.3%
International	601.00	587.00	14.00	2.4%
Domestic Co-op - Chemistry/Biochemistry - Work Term - New 2026/27	646.67	0.00	646.67	NEW
International Co-op - Chemistry/Biochemistry - Work Term - New 2026/27	801.33	0.00	801.33	NEW
<b><u>ISC OHIP EQUIVALENT HEALTH PLAN</u></b> <sup>11</sup>				
Single coverage <sup>8</sup>	985.09	875.58	109.51	12.5%
Couple coverage (additional premium) <sup>8</sup>	1,810.51	1,609.37	201.14	12.5%
Family coverage (additional premium) <sup>8</sup>	2,228.86	1,981.20	247.67	12.5%
<b><u>STUDENT ASSOCIATION FEES</u></b>				
UWSA - Operating Fee <sup>7</sup>	38.40	37.63	0.78	2.1%
UWSA - Other Fees <sup>7</sup>	26.15	26.15	0.00	0.0%
UWSA - Third Party Fees <sup>7</sup>	28.16	27.94	0.22	0.8%
UWSA - Transit Windsor Upass - 1st, 2nd, & 3rd year students <sup>7</sup>	158.24	153.03	5.21	3.4%
UWSA - Transit Windsor UPass - All other students <sup>7</sup>	101.57	98.23	3.34	3.4%
UWSA - Transit Windsor UPass Administration Fee <sup>14</sup>	2.50	2.50	0.00	0.0%
UWSA - Drug and Dental Plan <sup>8</sup>	425.00	425.00	0.00	0.0%
OPUS - Awards and Bursaries <sup>7</sup>	12.21	11.96	0.25	2.1%
OPUS - Social Events and Workshops <sup>7</sup>	14.13	13.84	0.29	2.1%
OPUS - Part Time Student Service <sup>7</sup>	13.53	13.26	0.27	2.1%
OPUS - CFS - Third Party <sup>7</sup>	6.11	5.99	0.12	2.1%
OPUS - Student Support Program <sup>7</sup>	2.41	2.37	0.05	2.1%
OPUS - Benefits Plan <sup>8</sup>	384.44	384.44	0.00	0.0%
OPUS - Transit Windsor Upass - 1st, 2nd, & 3rd year students <sup>7</sup>	158.24	153.03	5.21	3.4%
OPUS - Transit Windsor UPass - All other students <sup>7</sup>	101.57	98.23	3.34	3.4%
GSS - Capital Fee (charged per course)	8.03	7.86	0.16	2.1%
GSS - Operations Fee <sup>7</sup>	7.70	7.55	0.16	2.1%
GSS - Student Advocate Fee <sup>7</sup>	3.10	3.04	0.06	2.1%
GSS - Opportunity Fee (Full-Time) <sup>7</sup>	27.71	18.33	9.38	51.2%
GSS - Opportunity Fee (Part-Time) <sup>7</sup>	25.54	16.21	9.34	57.6%
GSS - CFS (Winter & Fall Full-Time) <sup>7</sup>	10.53	10.32	0.21	2.1%
GSS - CFS (Winter & Fall Part-Time) <sup>7</sup>	6.08	5.96	0.12	1.9%
GSS - Transit Windsor UPass <sup>7</sup>	158.24	153.03	5.21	3.4%
GSS - Transit Windsor UPass Administration Fee <sup>14</sup>	2.50	2.50	0.00	0.0%
GSS - Supplemental Benefits Plan (12 Month Fee) <sup>8</sup>	603.64	603.64	0.00	0.0%
GSS - Supplemental Benefits Plan (16 Month Fee) <sup>9</sup>	799.59	799.59	0.00	0.0%
GSS - Supplemental Benefits Plan Administration Fee <sup>8</sup>	0.00	9.00	-9.00	-100.0%
<b><u>STUDENT SOCIETY FEES</u></b> <sup>7</sup>				
Commerce (Business)	50.00	50.00	0.00	0.0%
Computer Science	20.00	20.00	0.00	0.0%
Creative Arts	5.00	5.00	0.00	0.0%
Dramatic Arts	5.00	5.00	0.00	0.0%
Education	2.25	2.25	0.00	0.0%
Engineering	20.00	20.00	0.00	0.0%
Human Kinetics (undergraduate)	5.00	5.00	0.00	0.0%
International Student (full time students only)	3.50	3.50	0.00	0.0%
Law	12.50	12.50	0.00	0.0%
Law - Part Time	12.50	12.50	0.00	0.0%
Nursing	15.00	15.00	0.00	0.0%
Nursing - Part Time	10.00	10.00	0.00	0.0%
Science	10.00	10.00	0.00	0.0%
Social Science	2.50	2.50	0.00	0.0%
Social Work	5.00	5.00	0.00	0.0%
M.B.A.	27.13	27.13	0.00	0.0%
M.B.A. - Part Time	13.56	13.56	0.00	0.0%
Graduate Nursing	15.00	15.00	0.00	0.0%
Graduate Nursing - Part Time	10.00	10.00	0.00	0.0%
Kinesiology Graduate Student Society (KGSA)	10.00	10.00	0.00	0.0%
Master of Management Student Society Fee	5.00	5.00	0.00	0.0%
<b><u>CAPITAL FEES</u></b> <sup>7</sup>				
Lancer Sports & Recreation (Toldo Lancer Centre) Fee (max of two semester assessments per year) <sup>10</sup>	75.97	72.35	3.62	5.0%
Sports and Recreation Capital Fee -Undergraduate (maximum of two semester assessments per year)	23.93	23.44	0.49	2.1%
Sports and Recreation Capital Fee -Graduate (maximum of two semester assessments per year)	18.40	18.03	0.37	2.1%

## 2026/27 Compulsory Ancillary Fees

	2026/27 RATES (PROPOSED)	2025/26 RATES (APPROVED)	\$ INCREASE	% INCREASE
<b><u>OTHER ANCILLARY FEES</u></b> <sup>7</sup>				
Athletics and Recreation Fee -Full Time	145.77	137.43	8.34	6.1%
Athletics and Recreation Fee -Part Time	60.37	56.91	3.46	6.1%
CAW Student Centre Operating - Full time	68.80	67.40	1.40	2.1%
CAW Student Centre Operating - per course (max of 5 course assessments per semester)	13.76	13.48	0.28	2.1%
Education Learning Centre Fee	35.98	35.25	0.73	2.1%
Engineering Students' Endowment Fund	23.92	23.43	0.49	2.1%
Human Kinetics Undergraduate Lounge Fee	10.00	10.00	0.00	0.0%
Human Kinetics Technology Fee	15.00	15.00	0.00	0.0%
Law Duplicating -Full Time	17.50	17.50	0.00	0.0%
Law Duplicating -Part Time	8.75	8.75	0.00	0.0%
Law - Career Development Officer - Full Time	130.00	130.00	0.00	0.0%
Law - Career Development Officer - Part Time	65.00	65.00	0.00	0.0%
Nursing Lab Fee 1st Year	122.88	111.71	11.17	10.0%
Nursing Lab Fee 2nd Year	124.87	113.51	11.35	10.0%
Nursing Lab Fee 3rd Year	62.63	56.93	5.69	10.0%
Nursing Lab Fee 4th Year	31.31	28.46	2.85	10.0%
Odette Career Services Fee - Undergraduate Full Time	61.24	60.00	1.24	2.1%
Odette Career Services Fee - Undergraduate Part Time	35.73	35.00	0.73	2.1%
Odette Career Services Fee - MBA and MBA-PAS	127.59	125.00	2.59	2.1%
Odette Career Services Fee - MEM and MOM	51.04	50.00	1.04	2.1%
Student Wellness Fee -Full Time	39.71	38.90	0.81	2.1%
Student Wellness Fee -Part Time	18.04	17.67	0.37	2.1%
<b><u>OTHER MISCELLANEOUS FEES</u></b>				
UWin Card Fee (assessed first semester only)	30.00	30.00	0.00	0.0%
Digital Uwin Card (mobile app) Fee	11.00	11.00	0.00	0.0%
Textbook All-Access Fee	18.50	18.50	0.00	0.0%
First Year Transition Support Fee (assessed first semester only)	90.00	79.31	10.69	13.5%
Nursing Badge Fee (assessed first semester only)	20.00	20.00	0.00	0.0%
<b><u>OTHER ADDITIONAL COST RECOVERY COURSE FEES</u></b>				
<b><u>Science</u></b>				
Field Measurement and Mapping Techniques (ESCI-3745-01)	500.00	500.00	0.00	0.0%
Field Methods in Environmental Science (ESCI-3735-01)	500.00	500.00	0.00	0.0%
Field Methods in Great Lakes Geomicrobiology (ESCI-3755)	500.00	500.00	0.00	0.0%
Global Perspective in Science - N. Europe (ESCI-3806-22)	2,500.00	2,500.00	0.00	0.0%
Global Perspective in Science - Costa Rica (EICI-3806-20)	3,000.00	3,000.00	0.00	0.0%
Global Perspective in Science - Iceland (ESCI-3806-21)	3,000.00	3,000.00	0.00	0.0%
Global Perspectives in Science - Destination Mexico (ESCI-3806-23)	3,000.00	3,000.00	0.00	0.0%
Special Topics - Global Perspectives - Scotland (FRSC-4018-20)	3,000.00	3,000.00	0.00	0.0%
Traditional Ecological Knowledge (BIOL-4208)	1,500.00	1,500.00	0.00	0.0%
Great Lakes Field Biology (BIOL-4864-11)	750.00	750.00	0.00	0.0%
Great Lakes Field Biology (BIOL-4864-XX) all other sections	350.00	350.00	0.00	0.0%
Field Methods in Intergrative Pest Management	500.00	NEW	500.00	NEW
MMB Lab Fee	1,000.00	1,000.00	0.00	0.0%
MMCE Lab Fee	1,000.00	1,000.00	0.00	0.0%
MAC Lab Fee	500.00	500.00	0.00	0.0%
<b><u>Human Kinetics</u></b>				
Kinesiology - Outdoor Education (KINE-4770)	679.27	665.48	13.79	2.1%
Kinesiology - PTA of Basketball (KINE-3920)	26.13	25.60	0.53	2.1%
Kinesiology - PTA of Golf (KINE-3820)	156.76	153.57	3.18	2.1%
Kinesiology - PTA of Hockey (KINE-3830)	130.63	127.98	2.65	2.1%
Kinesiology - PTA of Track & Field (KINE-3970)	26.13	25.60	0.53	2.1%
Kinesiology - Sports Therapy (KINE-4710)	57.48	56.31	1.17	2.1%
Kinesiology - Functional Anatomy (KINE-1650)	31.35	30.71	0.64	2.1%
Kinesiology - Functional Anatomy II (KINE-1660)	31.35	30.71	0.64	2.1%
Kinesiology - Laboratory Experience I (KINE-4920)	27.14	26.59	0.55	2.1%
Kinesiology - Laboratory Experience II (KINE-4930)	27.14	26.59	0.55	2.1%
Scientific Principles of Strength & Conditioning (KINE-3150)	26.13	25.60	0.53	2.1%
Crises Politics and Commercialism in the Modern Olympic Movement (KINE-8060)	261.26	255.96	5.30	2.1%
Strategic Management in the Sport Industry (KINE-8080)	261.26	255.96	5.30	2.1%
Principles of Sport Management (KINE-1500)	15.68	15.36	0.32	2.1%
Introduction to the Sport Industry (KINE-1200)	15.68	15.36	0.32	2.1%
Fitness and Lifestyle Assessment (KINE-2150)	26.13	25.60	0.53	2.1%
Fundamentals and Application of Sport Science (KINE-4150)	26.13	25.60	0.53	2.1%
<b><u>Education</u></b>				
Education Practicum Fee EDUC-5498 (assessed in Fall & Winter terms only)	320.00	320.00	0.00	0.0%
Education Practicum Fee EDUC-5499	160.00	160.00	0.00	0.0%

## 2026/27 Compulsory Ancillary Fees

	2026/27 RATES (PROPOSED)	2025/26 RATES (APPROVED)	\$ INCREASE	% INCREASE
<b><u>Business</u></b>				
MBA - Professional Accounting Specialization – Core 1, Core 2 and Electives Study Materials (ACCT- 8080)	416.00	416.00	0.00	0.0%
MOM Data Analytics Stream - Lab Fee <sup>17 34</sup>	0.00	1,500.00	-1,500.00	-100.0%
Master of Management Digital Services - FT Grad (max of 4 semesters) <sup>7</sup> - New 2026/27	300.00	0.00	300.00	NEW
Master of Management Digital Services - FT Grad Co-Op (max of 3 semesters) <sup>7</sup> - New 2026/27	400.00	0.00	400.00	NEW
Master of Management Digital Services - FT Grad Accelerated Stream (max of 3 semesters) <sup>7</sup> - New 2026/27	400.00	0.00	400.00	NEW
<b><u>Engineering</u></b>				
Cornerstone Design (GENG 1201) - New 2026/27	40.00	0.00	40.00	NEW
<b><u>Arts, Humanities, and Social Sciences</u></b>				
Aeronautics Flight - (CAVL-1970) - First Year <sup>18</sup>	0.00	0.00	0.00	0.0%
Aeronautics Flight - (CAVL-2970) - Second Year <sup>18</sup>	0.00	0.00	0.00	0.0%
Aeronautics Flight - (CAVL-3970) - Third Year <sup>18</sup>	0.00	0.00	0.00	0.0%
Aeronautics Flight - (CAVL-4970) - Fourth Year <sup>18</sup>	0.00	11,576.00	-11,576.00	-100.0%
Applied Composition - Western Classical (MUSP-3720) (full hour)	1,128.00	1,128.00	0.00	0.0%
Applied Composition/Arranging - Jazz/Pop (MUSP-3730) (full hour)	1,128.00	1,128.00	0.00	0.0%
Architectural Design I (VABE-1100)	756.48	756.48	0.00	0.0%
BioArt (VSAR-3860)	130.00	130.00	0.00	0.0%
Cinematography I (FILM-2400)	35.00	35.00	0.00	0.0%
Cinematography II (FILM-3400)	35.00	35.00	0.00	0.0%
Cinematography III (FILM-4400)	35.00	35.00	0.00	0.0%
Commercial & Industrial Film Production (FILM-4110)	35.00	35.00	0.00	0.0%
Directed Studies in Performance DRAM-4530	100.00	100.00	0.00	0.0%
Directing (FILM-3700)	35.00	35.00	0.00	0.0%
Documentary (FILM-2200)	35.00	35.00	0.00	0.0%
Documentary Production (FILM-3200)	35.00	35.00	0.00	0.0%
Drawing (VSAR-3030)	170.00	281.24	-111.24	-39.6%
Experimental Film & Video (FILM-4050)	35.00	35.00	0.00	0.0%
Film Editing I (FILM-2600)	35.00	35.00	0.00	0.0%
Film Editing II (FILM-3600)	35.00	35.00	0.00	0.0%
Film Production (FILM-2100)	35.00	35.00	0.00	0.0%
Film Production IV (FILM-3100)	35.00	35.00	0.00	0.0%
Film Production V (FILM-4100)	35.00	35.00	0.00	0.0%
Film Production VI (FILM-4105)	35.00	35.00	0.00	0.0%
Green Corridor (VSAR-3850)	65.00	65.00	0.00	0.0%
Independent Studio (VSAR-3650)	0.00	100.00	-100.00	-100.0%
Introductory Drawing (VSAR-2030)	170.00	322.40	-152.40	-47.3%
Introductory Painting (VSAR-2130)	300.00	575.00	-275.00	-47.8%
Introductory Photography (VSAR-2530)	120.00	120.00	0.00	0.0%
Introductory Printmaking Intaglio (VSAR-2230)	50.00	50.00	0.00	0.0%
Introductory Sculpture (VSAR-2330)	90.00	90.00	0.00	0.0%
Music Fee - Private Instruction (1/2 hour)	564.00	564.00	0.00	0.0%
Music Fee - Private Instruction (full hour)	1,128.00	1,128.00	0.00	0.0%
Painting (VSAR-3130)	300.00	315.92	-15.92	-5.0%
Photography (VSAR-2900/3460/3470/3480)	80.00	80.00	0.00	0.0%
Production Planning & Development (FILM-3800)	35.00	35.00	0.00	0.0%
Scene Painting for the Theatre DRAM-2130	100.00	100.00	0.00	0.0%
Sculpture (VSAR-3330)	90.00	90.00	0.00	0.0%
Sound I (FILM-2500)	35.00	35.00	0.00	0.0%
Stage Makeup DRAM-2500	150.00	150.00	0.00	0.0%
Studies in Design DRAM-3190	100.00	100.00	0.00	0.0%
Studio Practice & Ideas /Image (VSAR-1060)	90.00	50.00	40.00	80.0%
Studio Practice & Ideas/Drawing (VSAR-1070)	200.00	292.46	-92.46	-31.6%
Studio Practice & Ideas/Space (VSAR-1050)	60.00	60.00	0.00	0.0%
Studio Practice I (VSAR-4800)	110.00	110.00	0.00	0.0%
Studio Practice II (VSAR-4810)	110.00	110.00	0.00	0.0%
Style in Theatre (DRAM-4000)	100.00	100.00	0.00	0.0%
VABE Transportation Fee	1,000.00	1,000.00	0.00	0.0%
MSW for Working Professionals Practicum Fee <sup>7</sup>	412.00	412.00	0.00	0.0%
Project Development III (FILM 8030; currently VSAR-8630 Studio Practice 3) - New 2026/27	35.00	0.00	35.00	NEW
Studio Production (FILM-8100; currently VSAR-8650 Studio Production I) - New 2026/27	35.00	0.00	35.00	NEW
Studio Post-Production (FILM-8105; currently VSAR-8660 Studio Production II) - New 2026/27	35.00	0.00	35.00	NEW
Installation Art (VSAR-2550) - New 2026/27	50.00	0.00	50.00	NEW
Intermedia Process I (VSAR-3830) - New 2026/27	75.00	0.00	75.00	NEW
Intermedia Process II (VSAR-3840) - New 2026/27	75.00	0.00	75.00	NEW
Special Topics (VSAR-3900) - New 2026/27	75.00	0.00	75.00	NEW

- <sup>6</sup> Fee charged per semester-Students approved to complete work semesters in excess of the standard number out in their program, will incur a supplemental co-op fee for each additional work-semester.
- <sup>7</sup> Fee charged per semester
- <sup>8</sup> Fee charged annually
- <sup>9</sup> Charged to Cohort Based Masters 4 Semester programs only
- <sup>10</sup> The Lancer Sports and Recreation Centre opened during 2022-23 academic year.
- <sup>11</sup> Fee includes 8% RST. Coverage is effective Sept 1 - Aug 31.
- <sup>14</sup> Fee charged per semester; charged as 8-month in Fall term
- <sup>17</sup> Fee charged over 4 semesters
- <sup>18</sup> Students who started program in 2023/24 academic year and beyond, will pay the vendor under the new contract , Journey Air, directly for this fee.
- <sup>22</sup> Existing \$30.00 UWin Card Fee (first semester only) will become \$0 with the launch of the Digital UWin Card (mobile app) in May 2026, or in the academic year the Digital Uwin Card (monile app) becomes operational, whichever occurs later. The \$30.00 UWin Card Fee will be replaced by the Digital UWin Card (mobile app) fee.
- <sup>23</sup> Fee will be assessed commencing May 2026, or in the academic year the Digital Uwin Card (mobile app) becomes operational, whichever occurs later. The Digital Uwin Card (mobile app) will replace the previous \$30.00 UWin Card Fee.
- <sup>24</sup> Fee charged per credit hour. A course generally refers to a 3.00 credit hour offering given over one term. Students in graduate courses and Faculty of Law programs will be exempt.
- <sup>25</sup> Fee will be assessed in the academic year the Textbook All-Access program becomes operational. The launch date is still pending.
- <sup>28</sup> Fee charged to a maximum of 2 semester assessments per year.
- <sup>29</sup> Applies to Master of Engineering Management (MEM) in-person offering.
- <sup>33</sup> Course is pending approval from the Program Development Committee (PDC). Fee will become effective, when the course has been approved by PDC.
- <sup>34</sup> MOM Data Analytics Stream Lab Fee is being replaced with Master of Management Digital Services Fee starting in the 2026/27 academic year.

**University of Windsor  
Senate**

5.3.1: **Policy and Procedures on University of Windsor Human Participant Research**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

**MOTION: That the Guidelines on Research with Humans (2023) be rescinded and the proposed Policy and Procedures on University of Windsor Human Participant Research be approved.**

**Rationale:**

Background

Since the University was established, research, scholarship and creative activities have been a vital part of our work, informing our teaching and inspiring our connections to the world, such as community partnerships in Windsor, businesses in Canada, and academic collaborators abroad.

Whether our research is funded or benefits from indirect support, Tri-Agency grants and awards are essential to our work. In this time of economic uncertainty and fiercer competition for fewer resources, that financial support will be even more important. At the same time, with so many post-secondary institutions in Canada and elsewhere in flux and under greater scrutiny, we must continue to uphold our commitment to the responsible conduct of research and scholarly integrity, and acknowledge the interconnectedness and interdependence of our work and our university with our broader community. Our research and scholarship are not siloed activities; rather they rely on coordinated support from units across campus. To help make our research enterprise more visible both on and off campus, while also improving support for researchers, and the transparency and accountability of our processes, my office is working to standardize institutional research policies maintained and approved by the Office of the VPRI. [Board of Governors Bylaw #16 Schedule A, states that the Vice-President Research and Innovation shall *take primary responsibility for leading policy development on research matters, and for implementing new, or maintaining current, University policy related to research*].

**Human Participant Research**

The University's commitment to excellence in teaching, research and scholarship rests on the integrity of our work. Our integrity framework includes personal conduct and regulatory/legal requirements, as well as scholarly and professional standards, which are the standards we adopt as members of the academic community. Our standards, and the processes to ensure they are met, are described in our faculty collective agreement and in our institutional policies. Many of these standards are reinforced by legal, financial and other accountabilities consistent with being a publicly funded institution.

Further, the [Tri-Agency Agreement on the Administration of Agency Funds and Awards by Research Institutions](#) requires institutions receiving Tri-Agency funds to establish policies and processes to uphold the responsible conduct of research and promote the importance of research security in general as well as adherence to specific policies for all research, funded or not, involving human participants and all research, teaching and testing involving the use of animals. In addition, institutions are required to establish and maintain appropriate systems and standards to administer Tri-Agency funds and to guard against real, potential or perceived conflict of interest in decision-making related to Tri-Agency funded research.

For the past number of years, ethics review of human participant research has relied extensively on the work and commitment of the REB Chair, with support by the two staff members within the Office of Research Ethics (ORE). Two REBs, a network of Delegated Reviewers and several committees were established based on subject matter expertise. Working from strength to strength, Dr Rachel Zand, Interim REB Chair, and the Office of the Vice-President Research and Innovation are navigating a transition to a single REB that meets semi-monthly, efficient review processes and tailored resources for the REB, ORE, and research community, while we continue to search for administrative efficiencies across our research integrity processes.

### **Proposed Policy Suite**

Based on a review of human research ethics policies and organizational structures at universities in Ontario and across Canada as well as our existing standards, we propose that the existing [Guidelines for Research Involving Humans](#) (Guidelines) be rescinded and replaced with the attached Policy statement and related Procedures. The current Guidelines quote and paraphrase the TCPS. The proposed documents rely on incorporation by reference to the [Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans](#) (TCPS). Consequently, the proposed University's Policy and Procedures will be shorter and easier to navigate and update. Importantly, by linking our Policy to the TCPS, we will ensure that the Policy remains current.

Consistent with the TCPS, the proposed policy provides both that the REB shall be independent in its decision-making **and** that the REB is accountable to the institution for the integrity of its processes. The proposed [Human Participant Research Roles and Responsibilities Procedure](#) describes in greater detail how the University, researchers, the REB, the ORE, and the Office of the Vice-President (Research and Innovation) work together to *navigate a sometimes difficult course between the two main goals of providing the necessary protection of participants and serving the legitimate requirements of research* (TCPS Chapter 1 The Core Principles - Conclusion).

So that our ethics review processes and standards are as transparent as possible, while also providing appropriate confidentiality for review processes, the [Human Participant Research Structure, Application and Review Procedure](#) describes how the REB is constituted as well as its decision-making and review processes. These align with the proportionate approach to ethics review described in the TCPS and employ the same language used in the TCPS and at many other research-intensive universities. This Procedure also includes an overview of the application and review processes for new studies and amendments to existing studies, as well as reporting processes for incidents and unanticipated adverse events. Finally, the [Appeal Procedures](#) describes an appeal process for those rare cases where a researcher and the REB are otherwise unable to resolve their concerns through the ordinary cycle of revisions and reconsideration.

To promote wider discussion and understanding of research ethics requirements and the TCPS going forward, we propose that future policy amendments and related changes be routed to the Senate via the Associate-Deans Research Committee and the Senate Research and Innovation Advisory Committee. This will ensure that researchers and research administrators have the opportunity to discuss proposed changes and help build understanding and awareness of current ethics requirements and changes.

This omnibus package presents two motions to the Senate:

- 1) First, that the current [Guidelines on Research with Humans \(2023\)](#) be rescinded;
- 2) Second, that the proposed [Policy on Human Participant Research](#) and the [three related Procedures](#) be approved to take effect immediately.

The policy and procedures have been reviewed by the Deans, the Associate Deans Research, and the Senate Advisory Committee on Research and Innovation.

*See attached:*

1. Human Participant Research Policy (p.3)
2. Human Participant Research Policy: Human Research Roles and Responsibilities Procedure (p.6);
3. Human Participant Research Policy: Research Ethics Board (REB) Structure, Application and Review Procedure (p.10); and
4. Human Participant Research Policy: Human Research Appeal Procedure (p.14)

**Policy Title:** Human Participant Research Policy

**Date Established:**

**Office with Administrative Responsibility:** Office of the Vice-President, Research and Innovation

**Approver:** Senate

**Revision Date(s):** N/A

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### ***Introduction***

Research is an essential component of the mission of the University of Windsor, and the University is justifiably proud of the contributions to society and to the advancement of knowledge that have resulted from the research of its academic community. The University is committed to excellence in all its research based on the highest national and international standards.

### ***Purpose***

To cultivate an environment in which human participant research performed within the jurisdiction or under the auspices of the University of Windsor follows the highest ethical standards;

To adopt, and promote awareness and understanding of, the core principles, described in the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS)*:

Respect for persons that recognizes the intrinsic value of human beings and the respect and consideration they are due. Respect for autonomy and the need to seek free, informed and ongoing consent flows from respect for persons;

Concern for welfare is broadly construed to mean all aspects of a person's life, including their physical and mental health, spiritual well-being, and other elements of their life circumstances. Concern for welfare includes respect for the person's privacy and confidentiality and requires that Research Ethics Boards (REB) and researchers adopt an attitude that aims to protect the welfare of research participants, minimize foreseeable risks to those participants and their communities, and inform research participants of those risks; and

Justice which requires that people be treated equitably and fairly. The principle of justice takes into account the vulnerability of the person, the difference in power between participant and researcher, and seeks to equitably distribute the risks and benefits of research participation.

To identify the relationship between this Policy, the [TCPS](#) and the [Tri-Agency Agreement on the Administration of Agency Funds and Awards by Research Institutions](#);

To establish the jurisdiction and mandate of the University of Windsor Research Ethics Board (REB) and to define the key elements in the structure and implementation of this Policy and its Procedures;

To provide that research involving humans may not be commenced by a researcher unless first approved in accordance with this Policy and its Procedures and if approved may only be undertaken in accordance with any such approval and any requirements or conditions contained in or imposed in accordance with this Policy and its Procedures; and

To authorize the REB to accept the review of decisions of an external REB through formal Board of Record (BoR) agreements or informal arrangements, consistent with the TCPS.

### ***Application and Scope of Policy***

This Policy applies to all members of the University who conduct human participant research within the jurisdiction or under the auspices of the University. Members of the University include but are not limited to, faculty, professors emeriti, sessional lecturers, staff, trainees, clinical faculty, graduate and undergraduate students, adjunct professors, visiting professors, visiting scholars, professional affiliates, associate members, residents, and postdoctoral fellows (PDFs) at the University.

This policy also applies to research with human participants undertaken by any person or Institute/Centre associated with the University, or using any University resources including persons (i.e., students, staff, faculty), or if funds for such research is administered by the University.

### ***Policy***

1. The University regards the conduct of research involving humans as a privilege requiring a balance between scientific inquiry and the protection of the welfare of those involved as research participants. The University is committed to promoting the conduct of well-designed, responsible research with human participants and recognizes its value in advancing knowledge, scholarship and teaching.
2. The University of Windsor adopts as a part of this Policy the articles of the TCPS to apply in the implementation of this Policy and its Procedures and shall be guided by the application sections of the articles. In the event of any conflict between any adopted article of the TCPS and any other provision of this Policy or its Procedures, the adopted article shall apply and take precedence. If additional requirements to the adopted articles are imposed pursuant to this Policy or its Procedures or are dictated by provincial, territorial, federal, international or other requirements, those additional requirements shall not be considered to be in conflict with any adopted article of the TCPS and shall also be applied in the implementation of this Policy and its Procedures. This Policy and its Procedures conforms to the requirements of the Tri-Agency Agreement on the Administration of Agency Funds and Awards by Research Institutions.
3. Research Involving Humans, as described in the TCPS, may not be commenced by a researcher, including through contact with, or recruitment of, potential participants, until ethics approval has been requested and an approval has been granted according to this Policy and its Procedures. An ethics approval must be in place for the duration of the participation of humans in the research study. The maximum duration of an ethics approval is twelve months and it is the responsibility of the researcher to apply for any required renewal of the approval or to submit a final report in accordance with the Procedures. Failure to obtain approval for new, continuing or modified research is non-compliance and may constitute research misconduct.
4. The Senate of the University of Windsor establishes an REB (or additional REBs as determined appropriate) by the Vice-President (Research and Innovation). The University will provide sufficient financial and administrative resources via the Vice-President (Research & Innovation) to support the REB(s) in the fulfillment of its duties. The REB(s) shall be independent in its decision-making on individual ethics applications, and accountable to the Vice-President (Research and Innovation) for its ethics review processes. The REB(s) shall be responsible for and capable of considering the full range of ethical principles of the TCPS. If there is more than one REB, each REB shall have a specific area of expertise and must also be capable of considering a broad range of potential research methods, contexts, populations and risk. The REB(s) is mandated to approve, reject, propose modifications to, or terminate the approval of any proposed or ongoing research that is subject to review under this Policy.
5. Where an approval for minimal risk research involving humans is required from the University of Windsor REB and ethics approval is also required from a REB of one or more other institutions according to the human research ethics requirements of the other institution(s) - sometimes referred to as multi-jurisdiction review - the Windsor REB may accept the review of the REB of one of those other institutions, in accordance with the TCPS, without establishing a formal agreement.

The VPRI, on behalf of the University, may establish formal agreements with another institution or multiple institutions eligible to administer Tri-Agency Funds to: establish a conjoint REB to review human participant

research involving some or all of the participating institutions; to delegate review of research to the REB of another institution; and to accept delegation of review by another institution.

*Review By:*

Whenever the TCPS is amended or every five years, whichever is sooner

*Cross References*

1. Human Participant Research Policy: Human Research Roles and Responsibilities Procedure (attached);
2. Human Participant Research Policy: Research Ethics Board (REB) Structure, Application and Review Procedure (attached); and
3. Human Participant Research Policy: Human Research Appeal Procedure (attached).

*Related University of Windsor Policies*

[Research Integrity and Responsible Conduct of Research Policy](#)

[Senate Policy on Faculty Duties and Responsibilities](#)

[Policy on Responsibilities of Principal Investigators](#)

[Policy on Conflict of Interest or Commitment](#)

See also WUFA Collective Agreement

- Article 5 – Rights, Duties and Responsibilities
- Article 60 – Ethical Conduct of Research

*External Resources*

[Tri-Agency Agreement on the Administration of Agency Grants and Awards by Research Institutions](#)

[Tri-Agency Framework: Responsible Conduct of Research](#)

[Tri-Agency Research Data Management Policy](#)

[Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans \(TCPS\)](#)

**Policy Title: Human Participant Research Policy: Human Research Roles and Responsibilities Procedure**

**Date Established:**

**Office with Administrative Responsibility:** Office of the Vice-President, Research and Innovation

**Approver:** Senate

**Revision Date(s):** N/A

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### **Overview**

The University of Windsor serves the community by the dissemination of knowledge through teaching and the discovery of knowledge through research and scholarship. The University's commitment to excellence in its research and scholarship is demonstrated by its adoption of, and adherence to, the highest national standards for human participant research as described in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans.

The University's **Human Participant Research Policy** (the Policy) requires a statement of the terms of reference, composition and responsibilities of the Research Ethics Board (REB)(s) as well as the responsibilities of researchers, the Office of Research Ethics (ORE), and the Office of the Vice-President (Research and Innovation) (VPRI) in advancing the ethical conduct of human participant research.

### **Purpose**

- Describe the terms of reference and composition of the REB and the responsibilities of its members.
- Describe the roles and responsibilities of the researchers.
- Describe the role and responsibilities of the ORE.
- Describe the role and responsibilities of the Office of the VPRI and the Senate Committee on Research and Innovation.

## **1. RESEARCH ETHICS BOARD (REB) TERMS OF REFERENCE**

### **a. Scope and Mandate**

The REB shall review the ethical acceptability of all research, whether unfunded or funded and regardless of the source of funding, involving human participants and human biological materials derived from living and deceased individuals conducted within the jurisdiction or under the auspices of the University of Windsor, regardless of the location of the research. The REB is mandated to approve, reject, propose modifications to or terminate or suspend the approval of any proposed or ongoing research that is subject to review under this Policy. Further, as described in the Application and Review Procedure, the REB will provide post-approval review and monitoring of ongoing research, including review and approval of amendments; and review and approval of annual reports and renewals, unanticipated events and closing reports. In fulfilling its mandate, the REB shall provide impartial, fair, informed and balanced review, using a proportionate approach consistent with the TCPS.

### **b. Authority**

The REB shall be independent in its decision-making with respect to the ethical acceptability of individual proposed research projects. University offices and personnel shall respect this authority delegated to the REB and may not overturn a decision by the REB. Per the HPR Appeal Procedure, researchers may appeal a decision by the REB with respect to their research. Approval by the REB is not, in itself, authorization for the research to proceed and researchers shall obtain such additional operational approvals as required by their research.

**c. REB Membership and Composition**

The REB(s) shall be multi-disciplinary in nature and will meet the requirements outlined in the TCPS. The guiding principle is to ensure that the membership is of adequate size and composition to effectively manage the REB's workload and to ensure a reasonable pool of expertise to review applications normally received by the REB, recognizing it may also draw on *ad hoc advisors* as needed.

Potential REB members (who include REB Chairs) shall be recruited through nomination by the ORE, current REB members, the VPRI, Deans and Chairs, researchers at the University and by other organizations and institutions regularly participating in the University of Windsor ethics review process by special agreement.

The ORE Manager and any other ORE staff who fulfil the expertise required of other members, may be appointed as non-voting members of the REB.

The REB Chair(s) shall be appointed by the VPRI following consultation with the ORE, the REB, and Deans and Chairs as appropriate. REB members, other than the Chair, shall be appointed by the Director – Research and Integrity Services and the REB Chair. Normally, REB members will be appointed for staggered three-year terms to allow for continuity of the research ethics review. The term of appointment for each member, including the REB Chair shall be established at the time of their appointment and may be renewed. To further ensure the independence of the REB's decision-making, senior institutional administrators will not serve on the REB. The ORE shall review and make recommendations to the Director - Research and Integrity Services, as necessary, on the maintenance and adjustment of REB membership to ensure the same meets the needs of the REB and the research community.

**d. Roles and Responsibilities**

All REB members shall fully acquaint themselves with the Policy and its Procedures and any other relevant policies for ethics review, including in particular the Tri-Council Policy Statement. Members are expected to complete the online [TCPS - Course on Research Ethics](#) (CORE) training and be fully engaged with, and maintain high levels of participation in, their assigned reviews and REB meetings and discussions. Members who fail to actively participate in their responsibilities shall be asked to reaffirm their commitment to the REB. Such members, other than the REB Chair, may be removed at the discretion of the Chair following consultation with the ORE and the Director - Research and Integrity Services, or, in the case of a member who is a REB Chair, by the VPRI in consultation with Director - Research and Integrity Services.

The REB Chair provides overall leadership for the REB. With the ORE, the REB Chair is responsible for ensuring that REB review processes conform to the TCPS and this Policy and Procedure and that REB decisions are recorded accurately and communicated clearly to researchers in writing.

All REB members must be aware of and declare, when first aware of the same and when otherwise required by the Procedure, any actual, potential, or perceived conflicts of interests (COI) relevant to the REB activities in general and to specific REB applications and applicants.

**2. RESEARCHERS**

Researchers, whether principal investigators, co-investigators, collaborators, trainees (including undergraduate and graduate students, post-doctoral fellows and residents) or supervisors, are responsible for the scientific and ethical conduct of their research. This entails understanding the requirements of this Policy and Procedure and the TCPS, as well as any relevant institutional, provincial or federal legislation or policies governing their research, for example the [Tri-Agency Framework on the Responsible Conduct of Research](#) or the [University Conflict of Interest or Commitment Policy](#). Where their projects involve First Nations, Métis or Inuit communities, researchers are expected to be familiar with the requirements and considerations specific to those communities. In the case of US funded or other international research, researchers must conform to any additional requirements.

Researchers are required to complete current CORE training and provide the ORE with their certification. The ORE will maintain records of this training.

When supervising student research involving human participants, faculty members have additional responsibilities, as follows:

- Ensuring (with the supervisory committee, as appropriate) that the proposed research has adequate scientific merit and that it is feasible given the time and resources available;
- Ensuring that his/her student has a general understanding of the principles of the ethical conduct of research involving humans and specifically understands the ethical issues presented by his or her proposed research and appropriate management of those issues;
- Ensuring the research data management plan describes what will happen to the data once the student or trainee graduates/completes his or her program; and
- Ensuring that there is a clear rationale if a student or trainee proposes to undertake above minimal risk research.

### 3. OFFICE OF RESEARCH ETHICS ROLES AND RESPONSIBILITIES

The ORE reports to the Director – Research and Integrity Services. It administers and works in close association with the REB and operates according to the same requirements, including this Policy and Procedure and the TCPS. It is responsible for the operationalization of the Procedure and shall advise the REBs of this Procedure as well as the administrative and operating procedures of the Office. ORE shall maintain standard operating procedures (SOPs) aligned with the Policy and Procedures that further describe the operation of the REB and the Office.

The ORE is responsible for identifying REB replenishment requirements, education and training of REB members and researchers, and the securing of associated resources. To promote awareness of the contributions of the REB members, the ORE shall send an annual letter to Department Chairs, Deans, or Associate Dean of Research for consideration in annual evaluation processes, copied to the VPRI, detailing the nature of the duties and responsibilities of and commenting on the performance of a REB member on the REB. The Director - Research and Integrity Services, in consultation with the ORE, will provide a similar letter, signed by the VPRI, for the REB Chair.

The ORE shall be responsible for providing administrative support for the activities of the REB(s). Such support shall include recruitment, supervision, training and management of ORE staff, liaison and information sharing with internal and external offices on ethics administration issues, (e.g., Office of Research and Integrity Services), support for educational, training activities and the like.

The ORE is responsible for developing and maintaining guidelines, templates and other resources that reflect current best practices to assist researchers with REB review processes and preparation of their ethics application. In addition, the ORE will develop and deliver educational materials to faculty, students and other Windsor personnel involved in human participant research.

To augment the expertise of the REB(s), the ORE, in consultation with the REB Chair and the Director – Research and Integrity Services, will maintain a roster of individuals who may be called on as ad-hoc advisors to, and guest reviewers for, the REB(s) in order to ensure the best possible inclusion of specialized expertise in the review of ethics applications. Individuals on this roster will be ‘on-call’ to the REB Chair(s) and delegated reviewers. Ad hoc advisors may attend REB meetings and provide reports as requested, but shall not vote on any motion before any REB.

Further, the ORE is responsible for: liaising with REBs at other institutions to share best practices and optimize review processes for all University of Windsor human participant research; keeping the Director - Research and Integrity Services apprised of any substantive policy, process and compliance issues; and providing an annual report to the Senate Committee on Research and Innovation that includes general statistics related to REB review processes, new initiatives and other developments.

In the event of an appeal, the Director of Research and Integrity Services is responsible for convening an *ad hoc* Appeal Board by drawing on the active members of the REB (or REBs) of other Ontario universities that are eligible to administer Tri-Agency funds.

4. THE SENATE ADVISORY COMMITTEE ON RESEARCH AND INNOVATION

The Senate Advisory Committee on Research and Innovation shall be responsible for developing and monitoring the University policy concerning human participant research.

The Senate Advisory Committee on Research and Innovation is responsible for reviewing relevant policies and procedures, from time to time, to ensure their currency and relevance to national and other policies. These policies and procedures can be revised, subject to normal University approval procedures in order to maintain compliance with relevant policies and procedures inside and outside the University.

The Senate Advisory Committee on Research and Innovation shall receive the annual reports from the ORE on the activities of the REB and transmit them to the Senate.

5. THE VICE-PRESIDENT, RESEARCH AND INNOVATION

As delegated by the Senate, the VPRI is responsible for the development and implementation of all University policies and procedures related to research. These include: the responsible conduct of research; administration of research funding; human participant research; research data management; research security requirements, animal care and use, and biosafety. In support of these policies, the VPRI will work with Deans and Chairs to foster a culture of research integrity. With respect to human participant research, the VPRI will promote awareness of this policy and support researchers, the REB(s) and the ORE to advance the ethical conduct of research by balancing the protection of research participants and the advancement of science and scholarship.

**Policy Title: Human Participant Research Policy: Research Ethics Board (REB) Structure, Application and Review Procedure**

**Date Established:**

**Office with Administrative Responsibility:** Office of the Vice-President, Research and Innovation

**Approver:** Senate

**Revision Date(s):** N/A

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**Overview**

The University of Windsor serves the community by the dissemination of knowledge through teaching and the discovery of knowledge through research and scholarship. The University of Windsor is committed to excellence in research based on the highest national and international standards which resulted in the adoption by the University of the

Policy on Human Participant Research (the Policy) and requires a statement of the structure of REB(s), the decision making and review requirements of the REB(s) and the application and review process.

Ethics review processes focus on the ethical acceptability of the proposed research and are intended to offer a level of assurance first and foremost to research participants, and laterally to researchers and the University, that the proposed research is well-designed and ethically sound. Importantly, ethics review processes increase the likelihood that all known and anticipated risks are adequately communicated to prospective participants as part of recruitment and informed consent processes that are free of coercion and undue influence. As well, REB review addresses appropriate protection of the participants' privacy and the confidentiality of their data and determines both that the potential benefits of the proposed research outweigh the known and potential risks and that participants can withdraw their consent at any time without fear of reprisal.

**Purpose**

- Define the structure of REB(s) at the University of Windsor.
- Define the decision making and review requirements for ethics review of research involving humans.
- Describe the basic procedures for application and ethics review of research involving humans.

**PROCEDURE**

1. STRUCTURE OF REBs AND GENERAL CONSIDERATIONS

- a. The Senate of the University of Windsor shall establish such number of REB(s) as determined appropriate from time to time by the Vice-President (Research and Innovation) which REBs shall be organized around specific ethics concerns.
- b. Each REB established by the Senate of the University of Windsor shall be composed of a sufficient number of members to ensure quorum for each Full Board meeting, in accordance with TCPS, and other regulatory requirements when applied to a specific study (e.g. Health Canada, U.S. Office of Human Research Protections). Each REB will have membership that has expertise and experience in the disciplines, fields, and methods that it reviews.
- c. The REB(s) shall apply the ethical principles described in the TCPS and adopted pursuant to the Policy in review of an application, in order to consider the ethical acceptability of the research described in the application. The REB and its members should not base their approval on epistemological, ontological,

methodological or theoretical preferences, but should be aware of, and be willing to consider and suggest, a range of approaches to promote the ethical conduct of research involving humans.

- d. The REBs shall adopt a proportionate approach to research ethics review. The more potentially harmful the proposed research is to participants, the greater shall be the level of scrutiny that it receives. Ethics review shall be based upon fully detailed ethics applications submitted for review to the Office of Research Ethics (ORE), using such forms and processes as determined by the ORE. In the event the University maintains two or more REBs, approval by only one REB is necessary and no ethics application shall require approval from more than one REB. An applicant shall not submit the same application to more than one REB.
- e. The REB(s) shall function impartially, provide a fair review to a researcher with respect to an application and provide reasoned and appropriately documented opinions and decisions. The REB(s) should make its decisions on the ethical acceptability of research in an efficient and timely manner, in accordance with recognized standards across Canadian REBs, and shall communicate all approvals and refusals to researchers in writing, in print or by electronic means.

## 2. DECISION MAKING AND REVIEW REQUIREMENTS

- a. The Principal Investigator will advise, through questions in the ethics review application, the level of risk they deem the research to be – no greater than minimal risk, or greater than minimal risk.
- b. The REB Chair, in discussion with ORE senior staff will make the final determination of risk level. If the proposed research involving humans does not involve more than minimal risk, the application may be eligible for Delegated Review, as described in the Tri-Council Policy Statement (TCPS) and adapted by the ORE. There may be other reasons, beyond risk, that requires a study to receive Full Board review.
- c. While the disposition of any individual review rests solely and exclusively with either the REB or, in the event of an appeal, with the Appeal Board, the REB(s) is accountable to the University of Windsor for their processes and procedures. In the event of a disagreement as to the interpretation or application of processes or procedures, other than the Procedures, the Director of Research and Integrity Services shall have final authority.
- d. An approval, in the absence of a renewal, is valid for twelve (12) months from the date of issuance or for a shorter period of time, as specified in the approval letter. Where research involving humans requires ongoing REB approval in excess of the period for which an approval applies, it is the responsibility of the applicant to ensure that an application for renewal of the approval, including reporting of any changes to the study protocol or staff (including any adverse events in the research) is made in sufficient time prior to the expiry date of the approval to permit prior review of that application for renewal. The REB Chair or Delegated reviewer may require a researcher to submit a fully detailed updated version of the original application by way of an application for a renewal of an approval or when otherwise deemed appropriate by such REB Chair.
- e. Prior to implementing any substantive change to approved research involving humans, except where necessary to eliminate an immediate risk to the participants, the applicant must submit, and receive REB approval for, a request for amendment. Where a substantive change necessary to eliminate an immediate risk to participants is made without the applicant submitting a request for amendment, such request shall be submitted as soon as reasonably possible following implementation of that change. In case of doubt as to whether a change is substantive the applicant should discuss the change with the ORE and may rely on the decision of the ORE staff as to whether such change is substantive. Any request for an amendment shall be considered according to the proportionate approach to review regarding the risk associated with the change proposed as well as the degree of departure from the original proposal.
- f. Requests for exceptions to review procedures stated in this Procedure to apply “typically” shall be considered by the REB Chair or delegated reviewer(s) on a case-by-case basis. An applicant must justify the need for the exception, appealing to particular obligations to meet particular criteria as set out by specific research contexts, agreements or international requirements. The REB(s) shall endeavour to review these exceptions as quickly as possible once all necessary information has been provided by the applicant.

### 3. APPLICATION AND REVIEW PROCESSES

#### a. General Requirements

All applications for human ethics review at the University of Windsor shall be routed to the ORE and follow the application processes established by the Office, except as noted in 3.a.1.

1 Pedagogical, course-based research, whereby no new knowledge or generalizable results are generated, in accordance with TCPS, may be reviewed by a non-REB reviewer from the respective department, as determined by the ORE.

b. If there is more than one REB available to review an application, applicants shall choose one REB to review their application. The ORE may redirect any application that would be more suitably reviewed by another REB and notify the applicant as necessary. Upon completion and submission, applications for REB review shall be received by a delegated reviewer or the REB Chair following which the REB Chair or delegated reviewer shall make the assessment referred to in Section 2 a. above.

c. Where special cases of research require unique ethics review processes, for instance stem cell research or research funded by the US Department of Health and Human Services, ORE will ensure that the requirements shall be met either through modification to regular review processes, including the addition of REB members in the case of Full Board Reviews, or delegation to an external REB experienced in, and constituted to review, such research.

#### d. Delegated Review

In the case of a Delegated Review, the ORE shall send the application to a designated member of the REB who is delegated the authority to both review and approve the application. The following process applies to Delegated Review.

- 1 The delegated reviewer shall either confirm or reject the preliminary determination of the ORE (referred to in Section 2 a. above) that the application is no more than minimal risk and therefore suitable for Delegated Review.
- 2 If the delegated reviewer rejects the preliminary determination that the proposed research involving humans in an application for approval is no more than minimal risk the application shall be referred for Full Board Review.
- 3 If the delegated reviewer confirms the preliminary determination that the proposed research involving humans in an application for approval is no more than minimal risk, then the single designated reviewer shall proceed with an assessment of the application.
- 4 The delegated reviewer may call on other reviewers who are members of the REB for assistance in the delegated reviewer's assessment of the application. If the delegated reviewer determines additional expertise, beyond that which can be provided by other reviewers who are members of the REB, is necessary for appropriate review, the delegated reviewer shall seek the assistance of an *ad hoc* advisors or other appropriate assistance.
- 5 The delegated reviewer may refer the application for Full Board Review if the delegated reviewer deems the same appropriate.
- 6 The delegated reviewer may in the assessment of the application request further information or clarifications from the applicant and the applicant shall provide the designated reviewer with such information or clarifications.
- 7 If the delegated reviewer considers a negative decision resulting in the refusal of approval that potential negative decision shall be referred to the full REB for review and endorsement before the decision is communicated to the applicant.

- 8 The delegated reviewer may in the assessment of the application request changes to the study protocol and supporting materials judged to be necessary to bring the proposed work into compliance with, or to permit the request for approval to be granted pursuant to, the Policy and its Procedures.
  - 9 This Delegated Review process is normally completed in writing, supported by the ORE.
  - 10 The applicant shall respond to the requests of the delegated reviewer and if the delegated reviewer is satisfied with such response the delegated reviewer shall issue the approval.
  - 11 The issuance of an approval through a Delegated Review shall be then reported to the Full Board at its next meeting for information.
  - 12 In the case of Delegated Review the decision of the delegated reviewer, on behalf of the REB, to issue an approval shall be final and shall be reported to the full REB for information only to permit the REB to maintain surveillance over its Delegated Review process.
- e. Full Board Review
- 1 In the case of a Full Board Review, the application shall be distributed to all members of the REB, but shall be specifically reviewed by two primary reviewers as well as the REB Chair or Associate/Vice Chair, and the community member(s) who is/are required to participate in all Full Board Reviews.
  - 2 Any REB member having an actual, potential, or perceived conflict of interest (COI) with a proposed study or any other member believing that another member has a COI, shall declare that conflict to the Chair as soon as possible. If a conflict is determined to exist, the member shall be recused from participating in the deliberation and voting on the proposed study. At the discretion of the REB Chair, however, the recused member may stay in the meeting to provide any information about the application that the REB requires, prior to being excused while the REB deliberates and votes.
  - 3 If the REB Chair or one of the primary reviewers determines additional expertise, beyond that which can be provided by other members of the REB is necessary for appropriate review, the assistance of an ad hoc advisor or other appropriate assistance shall be sought.
  - 4 Typically, the applicant (and if the applicant is a trainee, that applicant's supervisor) may be invited to attend the REB meeting at which the application of the applicant is being considered. The primary reviewers shall to the extent they deem it necessary discuss the application with the applicant to be satisfied that they understand the proposed research sufficiently to determine the ethical implications of the proposed research involving humans. The primary reviewers shall to the extent they deem it necessary also specifically discuss the relevant ethical implications of the proposed research involving humans with the applicant. All members of the REB shall be entitled to ask questions of the applicant and the community member shall comment on the application. These discussions typically take about fifteen (15) minutes per applicant.
  - 5 If the REB determines that an approval may be issued following satisfaction of requirements imposed by the REB with respect to such research involving humans, including the supporting material (such as an information letter or consent process) required in relation to such research involving humans, those requirements shall be communicated in writing to the applicant by the ORE. Upon the REB Chair (or designate) confirming that the applicant has complied with those communicated requirements to the satisfaction of the REB Chair the approval shall be issued.

**Policy Title: Human Participant Research Policy: Human Research Appeal Procedure**

**Date Established:**

**Office with Administrative Responsibility:** Office of the Vice-President, Research and Innovation

**Approver:** Senate

**Revision Date(s):** N/A

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### **Overview**

A researcher has the right to request, and a Research Ethics Board (REB) has an obligation to provide, reconsideration of a decision by that REB to reject or provide conditional approval of a request for ethics approval of research involving humans. If the researcher and the REB cannot achieve agreement through such reconsideration, the researcher may appeal that disputed decision of the REB in accordance with this Appeal Procedure.

### **Purpose**

To describe the basic procedure for the appeal of a disputed decision by a REB.

### **PROCEDURE**

1. RIGHT TO AND INITIATION OF APPEAL
  - a. If after exhausting all reasonable informal attempts to resolve a disputed decision of a REB cooperatively, including deliberation, consultation or advice, and following reconsideration of that disputed decision, an applicant continues to dispute that REB decision, the applicant may appeal that decision.
  - b. An appeal of a disputed REB decision may be made by an applicant only in writing outlining the grounds for the appeal, including any alleged breaches to the established research ethics review process or any elements of the REB decision that are not supported by the **Policy**, and accompanied by supporting documentation. The written appeal and supporting documents must be submitted to the Director - Research and Integrity Services within thirty (30) working days (days that the administrative offices of the University of Windsor are open for business) of receipt by the applicant of the written REB decision of such reconsideration. The disputed decision may be the subject of only a single appeal by the applicant.
  - c. The Director - Research and Integrity Services shall acknowledge receipt of the appeal in writing to the applicant and shall forward a copy of the appeal and supporting documentation to the REB Chair. The REB Chair shall provide a written response to the appeal within ten (10) working days of receipt of the request.
  - d. The written response of the REB Chair shall minimally include the following information:
    - i. all documents available at the REB meetings related to the decision being appealed;
    - ii. a response to the applicant's grounds for appeal; and
    - iii. the steps taken to resolve the dispute.

The Director - Research and Integrity Services shall ensure that each of the appellant and the REB Chair receive copies of all materials provided by the other and a list of the members of the Appeal Board. The Director - Research and Integrity Services shall provide each member of the Appeal Board with a notice of the appeal.

- e. Any timeline set forth in this Appeal Procedure, other than that set forth in paragraph 1 b., may be modified prior to its expiration by agreement between the appellant and the REB Chair.

## 2. SELECTION OF APPEAL BOARD

- a. The Director - Research and Integrity Services will work with their counterparts at other Ontario universities to request the assistance of an REB of another institution eligible to administer Tri-Agency funds to hear the appeal, for example the REBs of Brock, Waterloo and McMaster. The members of the REB identified to hear the appeal must, within ten (10) days of receipt of the notice of appeal from the Director - Research and Integrity Services, disclose real or potential conflicts of interests (COI) to the Director - Research and Integrity Services. If any such real or potential conflict of interests is disclosed, the member disclosing such conflict shall not participate in the appeal. No member of the REB whose decision is under appeal shall serve on the Appeal Board.
- b. Both the appellant and the REB Chair have the right to challenge any member of the Appeal Board regarding COI. Challenges may only be made on the grounds that the member has a real or potential (COI) and must include written reasons to support the challenge. An Appeal Board member who is challenged by either the applicant or the REB Chair shall not be called on to serve on the Appeal Board unless the challenge is, in accordance with the balance of this paragraph, determined to be not valid. If the Director of Research and Integrity Services determines in relation to an appeal that the number of members of the Senate Committee on Research and Innovation excluded through automatic acceptance of challenges would prevent the selection of the required number of qualified members to serve as an ad hoc Appeal Committee, the Director of Research and Integrity Services shall consider each challenge and shall make the final decision as to whether or not each such challenge is valid.
- c. The Director of Research and Integrity Services shall select no fewer than five REB members from the other institution not otherwise excluded by challenge or recusal, to serve as an hoc Appeal Committee and shall designate one of those members as the Chair of the Appeal Committee. The composition of the Appeal Committee must reflect a range of expertise and knowledge similar to that of the REB whose decision is under appeal.
- d. The Appeal Committee may approve, reject or request modifications to the research proposal to which the disputed decision rates.

## 3. APPEAL

- a. The Director - Research and Integrity Services shall convene a meeting of the Appeal Board within thirty (30) working days of receipt of the appeal. That meeting shall include provision for presentations by the applicant and the REB Chair.
- b. The Appeal Board may request additional material from either the applicant or the Responding Chair, may seek advice from an expert witness and may have a resource person or persons attend any or all portion of its hearings.
- c. The Appeal Board shall, as part of the appeal process, determine whether all reasonable attempts to resolve the disputed decision cooperatively have been exhausted. If it determines such reasonable attempts have not been exhausted, it may require the applicant and the REB whose decision is being appealed to continue those reasonable attempts prior to completing the hearing of the appeal.
- d. The applicant shall be given the opportunity to present the grounds for the appeal and speak to the issues. The REB Chair shall be given the opportunity to present the reasons for the decision of the REB and speak to the issues. The applicant, the REB Chair and the Appeal Board may call witnesses and question the parties.
- e. The Appeal Board, having heard the oral presentations of both parties and having reviewed the written presentation and supporting documentation, shall, following *in camera* deliberations, reach a decision by majority vote.

- f. The Appeal Board may approve, reject or request modification to the research proposal to which the disputed decision relates.
- g. The Appeal Board shall, within ten (10) days of the appeal hearing, provide a written decision to the Director - Research and Integrity Services. The Director - Research and Integrity Services shall transmit the decision to the applicant and, through the Responding Chair to the REB, whose decision was appealed, the latter for implementation and follow-up as required. The Director - Research and Integrity Services shall also transmit the decision to such other parties as deemed appropriate by the Appeal Board.
- h. All decisions made by the Appeal Board are final and binding.

**University of Windsor  
Senate**

**5.5: Report from the Student Presidents**

Item for: **Information**

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

**UWSA**

- The UWSA Awards Gala will take place on April 2, 2026, where we will recognize and celebrate the incredible contributions of students across campus through the presentation of UWSA awards and scholarships.
- The UWSA Scholarship Program has now concluded, having received over 600 applications, with 33 wonderful recipients selected.
- The UWSA met with the Interim Registrar regarding the proposed amendment to Bylaw 54 concerning the “three exams within 24 hours”. Following discussion and analysis conducted by the Registrar’s Office, the UWSA will be moving forward with an official proposal to Senate Governance Committee to amend this Bylaw.
- On March 25, 2026, the UWSA held its Annual General Meeting, where we presented our annual report, discussed key student issues, and considered student-submitted motions.
- The UWSA also met with the University President to discuss the proposed four-pillar framework. Feedback provided by the UWSA was well received, and we were pleased with the collaborative and constructive nature of the discussion.
- Throughout the past month, the UWSA has maintained representation at several university meetings, ensuring that the student voice continues to be present in institutional decision-making processes.
- Program reviews were conducted for key student services, including the Health and Dental Plan and the TD Meloche Monnex program. These reviews reflected overall positive performance, while also identifying opportunities to further enhance student benefits.
- We are proud to share that The Lance student publication has officially relaunched, with multiple articles published!!! <https://www.thelance.ca/>
- The UWSA organized HANDS OFF OUR OSAP student rally opposing tuition increases and changes to OSAP, with over 50 students in attendance. This initiative aligned with broader advocacy efforts across Ontario through the Canadian Federation of Students and other institutions.
- Equity collectives have continued to meet and support students, contributing to a more inclusive campus environment.
- The UWSA also hosted several student engagement events, including:
  - A Spelling Bee on March 18, 2026, with over 30 participants and multiple prizes awarded
  - A Sex-Ed (Bar) Trivia Night on March 23, 2026, featuring mocktails, food, and prizes
  - UWSA x Spitfires Student Night on March 17, 2026
- The UWSA collaborated with WUSC and former WUSC students to highlight the impact of the program and demonstrate how the student fees directly support meaningful initiatives.
- The UWSA Food Pantry held a March food drive to address food insecurity and partnered with C4UC and Volleyball United to collect donations during the U SPORTS Championship weekend.
- Additionally, the UWSA attended the U SPORTS Championship Volleyball games, supporting the Lancers and working alongside Athletics to promote student engagement.
- As part of our renewed advocacy framework, the UWSA has launched a new Student Issues Form to better collect, track, and respond to student concerns. This initiative is designed to streamline advocacy efforts and strengthen student representation. The form can be accessed here: <https://forms.office.com/r/AQAzFK7P0Q>

As we wrap up the academic year, the UWSA would like to extend our sincere gratitude to Senate for your continued collaboration and for providing students with a platform to contribute meaningfully to University governance. We deeply value the opportunity to represent and advocate for students within this space.

On a personal note, it has been an absolute honour to serve on Senate over the past three years. This experience has been incredibly meaningful, and I am truly grateful for the opportunity to contribute to this institution alongside all of you. Thank you for your support, your collaboration, and your commitment to students.

## **GSS**

### GSS Executive Elections Completed

GSS Executive elections have been concluded with the new Executive being set for the 2026-2027 year.

President – Dora Strelkova

VP Academic – Amangel Bhullar

VP University – Younes Jahandideh

VP Finance – RJ Sivanesan

Three of the four Executives are returning and this signals a great opportunity for the GSS to strengthen our relationships on campus.

### Campus Community Garden – Opening this Spring

The CCG is opening this spring for the campus community with garden beds for students, staff and faculty. There will also be volunteer opportunities throughout the spring and summer for students to work in the garden.

## **OPUS**

On March 3rd, 2026, OPUS members participated in a series of Accessibility Awareness weekly events series (starting with week 1) starting with Kate, a PhD candidate in the Faculty of Education studying trauma-informed pedagogies in higher education through a critical disability lens as a Communications Specialist in Public Affairs and former Employee Mental Health Coordinator. The meeting was well presented and well attended.

On March 3rd, 2026, OPUS board met to review the renewal of our OPUS Benefits Plan for Sept. 1st, 2026, to August 30, 2027, for any last-minute details upon rollout, observed challenges, and any last-minute inquiries or questions from the previous year's expectations of the Greenshield Plan for part-time students.

On March 3rd, 2026, OPUS members on the Ancillary Fee Committee met to review the Ancillary Board Policy, the Committee Work Plan for 2026-27, review new proposals, and review fees without changes, other fees were based on referenda, and departmental recommendations.

On March 4th, 2026, OPUS members collaborated with the Canadian Federation of Students through social media, in addition to the Banner Drop conducted by UWSA as a campus rally held in the CAW Student Centre Courtyard for "Hands Off Our Education!" due to the recent changes to tuition increases and changes to OSAP from grants to a greater dependence on loans for students.

On March 5th, 2026, OPUS members participated in the Celebration of Nations event this year, as we have done for several years now, which hosts and acknowledges the diversity of the many cultures shared and experienced on campus on any given day as a celebration within our community.

On March 10th, 2026, OPUS members participated in a series of Accessible Awareness weekly events series (this is week 2) with keynote speakers on Age-Friendly Universities and Accessible Buildings by Design: To provide inclusive campus spaces for all students. The presenters for this event were Dr. Clinton Beckford and Dr. Shanthi Johnson.

On March 11th, 2026, OPUS members, UWSA, and Transit Windsor held a meeting prior to the launch of the new digital format for mobile device app for the Summer 2026 as an opt-in for the UPass instead of a Universal Bus Pass card. Additionally, cards will still be available for those who do not have a cellphone.

On March 11th, 2026, OPUS members on the Ancillary Fee Committee met to review the Committee Work Plan for 2026-27, review new proposals, and review fees without changes, other fees based on referenda, and departmental recommendations. Most fees reflected recommended changes due to CPI (Consumer Price Indexing) while other fees remained the same.

On March 12th, 2026, OPUS members and UWSA met with contractors regarding the CAW SC BAS Modernization Project held regularly for bi-weekly updates for follow-up to upgrades towards completion. Phase 2 has started and work is ongoing. Stay tuned.

On March 17th, 2026, OPUS board members met with Dr. J.J. McMurtry to listen to the newly established four pillars framework in alignment with the Aspire Strategic Plan on campus under Enrolment, Government Grants and Research, Advancement, and Monetization. Additionally, we met to address concerns for our part-time members and the path forward for part-time and mature students.

On March 17th, 2026, OPUS members participated in the series of Accessible Awareness weekly events series (this is week 3) with Soumyaa Subramaniam and Dr. Jijian Voronka on the topic of Research to Resistance: Mapping the Gaps in Graduate Student Mental Health.

On March 24th, 2026, OPUS members participate in the series of Accessible Awareness weekly events series (this is week 4) with Emma Clark on the topic of Accessibility Together as a student-led initiative.

On March 26th, 2026, OPUS AGM has been postponed and will be re-scheduled. Stay tuned.

On March 27th, 2026, OPUS held its last Free Pizza Friday for the Winter 2026 semester from 12:30pm to 1:30pm, all students were welcome and many students turned out for the event.

**University of Windsor  
Senate**

5.6: **Report of the Academic Colleague**

Item for: **Information**

Forwarded by: **Mohammed Fazle Baki**

International Women's Day Activities at Ontario Universities (2026)

On March 8, the Council of Ontario Universities (COU) issued a statement outlining how universities across the province marked International Women's Day. According to the statement, universities organized a wide range of events to celebrate women's achievements and promote dialogue on gender equality. These activities included leadership discussions, conferences, community engagement initiatives, keynote talks, panel discussions, mentorship sessions, networking opportunities, and awards honoring women's contributions.

Examples of activities organized across universities include:

- Leadership and career panels where senior women leaders share experiences and advice for students entering the workforce.
- Week-long programming including conferences, documentary screenings, and panel discussions exploring women's contributions in different fields.
- Entrepreneurship and innovation forums highlighting women in business, technology, and research.
- Community engagement events bringing together students, faculty, alumni, and industry partners to promote gender equity.

These activities demonstrate that universities use International Women's Day not only to celebrate achievements but also to encourage dialogue, mentorship, and institutional commitment to gender equality.

The Odette School of Business International Women's Day event was subsequently included in the Council of Ontario Universities (COU) news release. The original version did not reference the University of Windsor; however, following communication with COU and the sharing of information about Odette's March 3 event, the article was updated to include Windsor's activities.

Odette's program featured a keynote address by Senator Sandra Pupatello, former Ontario cabinet minister and long-time advocate for economic development and gender equity. The event also marked the launch of the Lenore Simpson Women in Business Award. You can view the updated blog here: <https://ontariosuniversities.ca/news/ontarios-universities-celebrate-international-womens-day-2026/>

More broadly, International Women's Day programming across universities can be grouped into the following categories:

1. Academic and Educational Events
  - Research symposiums on gender equality
  - Panel discussions on women in STEM, business, and leadership
  - Guest lectures and keynote talks by prominent women leaders
  - Documentary screenings and discussions
2. Leadership and Career Development
  - Mentorship sessions with women executives
  - Career workshops and leadership training

- Networking events connecting students with professionals
  - Entrepreneurship and innovation forums
3. Recognition and Awards
    - Women leadership awards
    - Scholarships for women students
    - Recognition of outstanding women alumni, faculty, or community leaders
    - “Women in Business/Engineering/Science” awards
  4. Community Engagement
    - Community forums with local organizations
    - Partnerships with NGOs and advocacy groups
    - Fundraising for women’s charities
    - Outreach programs supporting women entrepreneurs
  5. Cultural and Social Celebrations
    - Brunches, luncheons, and networking receptions
    - Fashion or arts showcases featuring women creators
    - Women-owned business markets or exhibitions
    - Cultural performances or storytelling events
  6. Advocacy and Awareness Activities
    - Workshops on gender equity and inclusion
    - Campaigns addressing pay equity or workplace inclusion
    - Discussions on women’s health, safety, and wellbeing
    - Student activism and awareness campaigns

### Provincial Budget

On March 26, the Council of Ontario Universities (COU) issued a statement welcoming the provincial budget, A Plan to Protect Ontario. The budget includes a major commitment to the postsecondary sector, with \$6.4 billion in funding over four years, alongside a continuation of the 2% annual tuition cap. COU characterized this as a landmark investment aimed at strengthening Ontario’s capacity to develop talent, advance research and innovation, and support long-term economic growth.

COU noted that this investment comes at a critical time for the sector and will help institutions sustain core academic programs, enhance student supports, and expand research activities aligned with key provincial priorities. In particular, the budget includes an additional \$117.1 million over three years (starting in 2026–27) for the Ontario Research Fund–Research Infrastructure (ORF-RI), supporting infrastructure renewal, faculty recruitment, and research capacity in strategic areas such as agri-food, critical minerals, information technology, life sciences, and advanced manufacturing.

The budget’s emphasis on productivity, competitiveness, and economic resilience aligns with the role of universities in educating more than 600,000 students annually and contributing to applied research, innovation, and economic development. COU highlighted that Ontario universities collectively conduct approximately \$4.1 billion in research each year and invest substantially in student support services and financial aid to enhance access and success.

Ontario’s universities continue to invest significantly in student success and access. Collectively, they spend nearly \$1.8 billion annually on student services, including mental health supports, career advising, co-op, and work-integrated learning. In addition, universities provide more than \$1.4 billion each year in non-repayable financial assistance. As part of sector commitments, 10% of all new domestic tuition revenue is directed to student aid, ensuring that qualified students, particularly those with financial need, are able to pursue and complete a university education.

As noted by Ontario’s Minister of Finance, Peter Bethlenfalvy, Ontario’s productivity depends on investment in talent and innovation; universities fulfill this role by educating the workforce and advancing research, while continuing to pursue greater efficiency through collaboration, shared services, and streamlined operations.

Details: <https://ontariosuniversities.ca/news/ontario-universities-welcome-ontarios-2026-budget/>

**University of Windsor  
Senate**

5.7: **Report of the President**

Item for: **Information**

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

**1. Four Pillars Framework**

A series of group-level meetings and drop-in sessions have taken place to support the Four Pillars Framework. To date, I have met with over 300 staff, faculty, students, and senior leaders to discuss the framework and the supports available, which include a dedicated website, feedback portal, and FAQs. Senate and Board of Governors have also been informed along the way. The four identified growth pillars are enrolment, government grants and research, advancement, and monetization. The Framework continues to align closely with the Aspire Strategic Plan, translating its priorities into measurable growth goals, KPIs, and operational actions across the institution. Please visit [uwindsor.ca/president/FourPillars](http://uwindsor.ca/president/FourPillars) for more details.

**2. 2026/27 Operating Budget**

Budget planning activities are ongoing as we approach a new fiscal year. Aligned with the Four Pillars Framework, the budget will shift to a more strategic, mission-driven financial strategy focused on long-term sustainability and growth. More details will be shared in the coming weeks.

**3. Executive Search Updates**

The Search Committee for the next Provost and Vice-President, Academic has narrowed the search to a shortlist of two candidates and is seeking feedback on their suitability for the position following the candidates' public presentations to campus this month. In addition, the Registrar job posting is now live and accepting applications. Finally, progress is underway in the search for the next Vice-President, Finance and Operations, as the RFP process for the search consultant closed on March 25.

**4. Meetings and Events**

In March, I participated in a range of UWindsor, community, and sector events. Highlights for me included attending the Women Leading with Intelligence Luncheon featuring Senator Pupatello, the 3D Housing Conference, and the U Sports Men's Volleyball Championship. I was also pleased to attend the KAIROS Blanket Exercise, the Retirees Luncheon, and the Windsor-Essex Chamber of Commerce 150th Anniversary Celebration. Also in March, I had the opportunity to meet with MP Harb Gill and Western University President Alan Shepard, respectively. I am looking forward to upcoming meetings with Universities Canada, Scarborough Charter, and Council of Ontario Universities.

**5. Convocation**

Planning for Spring Convocation is well underway, and I have had discussions to date with two Honorary Degree recipients who have accepted their nominations. More details about the Honorary Degree recipients will be released in the coming weeks. Please consider attending Spring Convocation.

**University of Windsor  
Senate**

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

Item for: **Information**

Forwarded by: **Cheryl Collier**

**1. Dean of Graduate Studies Search Committee**

The Dean of Graduate Studies search has been restructured following Executive Leadership Team (ELT) discussions to support a broader strategic review of the Faculty of Graduate Studies, with a focus on research capacity, graduate enrolment, and its future role within the University. As a result, the position has been reframed from a standard 3–5 year decanal appointment to an interim role of up to two years, intended to provide leadership during this period of evaluation and potential transformation. The search committee will continue in an advisory capacity to support the Provost in the selection process, and candidates from the existing pool have been contacted to confirm their interest under the revised terms.

**2. Academic Labour Relations**

Lindsey Tetreault is serving as Acting Director, Academic Labour Relations until further notice.

**3. Dean of FAHSS**

Dr. Brent Lee will be stepping down from his role as Acting Dean of the Faculty of Arts, Humanities and Social Sciences (FAHSS) effective April 1, 2026. We are grateful for Dr. Lee's leadership and his dedicated service to the Faculty during this period of transition.

As we begin the process to identify the next Acting Dean, the three Associate Deans will rotate coverage of the Dean's Office immediately, ensuring continuity of leadership and operations until an acting appointment is made.

A consultation with the FAHSS Faculty Assembly regarding an acting appointment will be initiated. We will share details about the consultation process and next steps as they become available.

**4. AI in the Workplace Series**

The Career Centre is pleased to report the launch of a new three-part AI learning series for students designed to ensure our graduates are prepared to meet the rapidly evolving expectations of the workplace. The series connects students directly with industry insights, practical applications, and career-focused strategies. Through sessions on employer expectations, a professional panel, and hands-on approaches to using AI in the job search, this initiative reflects our continued commitment to experiential learning and to equipping students with the skills, awareness, and ethical grounding needed to thrive in an AI-enabled workforce.

**University of Windsor  
Senate**

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

Item for: **Information**

Forwarded by: **Clinton Beckford**

**University Diversity, Indigeneity, and Anti-Racism Professional Development Fund (Article U)**

- **Applications have closed** for the March disbursement for Article U funding. The applications are currently under review by the Committee, with results to be communicated in early to mid April. The fund provides targeted financial support for WUFA members to engage in scholarly, teaching or professional development work that strengthens professional growth and advances equity, diversity, Indigeneity and anti-racism.

**Employee Engagement Survey – Closed March 27, 2026**

- We are pleased to report that 751 surveys were completed representing a 53% response rate. Based on this level of participation, \$1,502 will be donated by the University to the UWSA Student Food Pantry.
- TalentMap will be conducting the random draw for ten \$100 gas cards in the coming days, and our office will contact the draw winners.

**EDID Training and Education Updates**

- [March Sustainability and EDID Month 2026 Event Calendar](#) - activities for the 3rd Annual Sustainability and EDID Month at the University of Windsor have wrapped up for 2026. There was a high level of campus participation from workshops, information fairs, to the weekly Accessibility Awareness Days information sessions.
- EDI ID Summit - the Summit was held on March 26, 2026 with over 120 registrants. The Summit was a huge success which opened the door for developing a campus EDI ID Community of Practice.

**Leadership Development**

- Sessions in the Leader Series continue to be offered. The third session of the Leadership and Culture Program “*Temperament Theory and Change Leadership*” has been held at the end of March.







**Goal Setting and Performance Development Program**

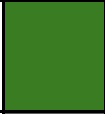


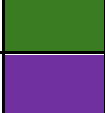
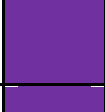





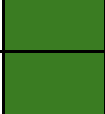
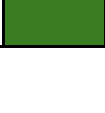
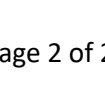
- The Goal Setting Advisory Committee has been established and is in the process of developing resources to support program implementation to Directors and Managers.

**Human Resources Policies**

- An Internal Audit review was completed in September 2024 to audit the completeness of administrative policies at the University of Windsor in comparison to similar higher education institutions across Ontario. This study, conducted by Deloitte, identified strengths and gaps in Human Resources related policies. As a result, newly created and/or revised HR policies were established to address the identified gaps.
- The chart below outlines the status with next steps as follows:
  - Communicating the newly created or revised policies to the relevant employee groups including the provision of resources to support adoption. This includes development of information sessions, flowcharts and frequently asked question documentation.
  - Uploading final policies to the University’s Central Policy Database.
  - Updating information on the Human Resources website page including links to the Central Policy Database.

**Policy Status:**

Status	Color	Definition
Approved		Policy has been approved. (Approval VP – Dr. Clinton Beckford)
Completed		Policy has been completed, reviewed by University Counsel, ELT, awaiting approval.
In Progress		Policy development is in progress.
On hold		Policy development has been put on hold.
Transferred		Policy development/update being undertaken by another department.
Integrated		Policy integrated into another policy

Policy	Next step as per Review				Comments
	Create	Improve	Drafted*	Status	
Code of Conduct / Respectful Workplace Standard	✓				Policy name – Respectful Workplace Standard Resource developed to support adoption - <a href="https://www.uwindsor.ca/learningtoolkits/respect">https://www.uwindsor.ca/learningtoolkits/respect</a>
Performance Review			✓		Policy Name – Goal Setting & Performance Development Program in development.
Hiring Policy	✓				
Termination	✓				Policy Name - End of Employment Relationship
Compensation	✓				
Sick Leave Policy	✓				Includes Long-Term Disability (LTD) and Short Term Sick Leave (STS)
Harassment Prevention		✓			Policy update transferred to Office of University Counsel as part of an institutional project to centralize intake processes associated with various institutional policies.
Violence Prevention		✓			Policy update transferred to Office of University Counsel as part of an institutional project to centralize intake processes associated with various institutional policies.
Accessibility Policy		✓			
Flexible Work Arrangements		✓			
Staff Job Evaluation			✓		
Staff Promotions, Transfers and Acting Assignments					The content of this policy was integrated into the Compensation Policy.
Bereavement Leave			✓		
Pregnancy & Parental Leave			✓		
Vacation Time			✓		
Overtime Non-Union**			✓		
Employment & Educational Equity Policy**					

\*\*Not part of review conducted by Deloitte.

**University of Windsor  
Senate**

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

Item for: **Information**

Forwarded by: **Shanthi Johnson**

Research and innovation drive the University's academic mission enabling bold and impactful research, scholarship, creative activity and innovation fueling recruitment, student success and high-quality learning and reputation. The Office of the Vice-President, Research and Innovation (OVPRI) advances this work through inclusive research, collaboration, and engagement aligned with *Aspire: Together for Tomorrow* and the University's institutional growth agenda.

The Office of the Vice-President, Research and Innovation brings together teams focused on research and integrity services (RIS); research innovation, partnerships, and entrepreneurship (IPE); Senate-approved research centres and institutes (GLIER, BSI, CBI, and WE-SPARK); and strategic institutional research initiatives. OVPRI supports approximately 600 faculty members and Faculties across campus in advancing bold, impactful research, scholarship, creative activity, and innovation.

**Research Policy and Governance**

- Human Participants Research (Ethics) Policy (new, today)
- Eligibility to Apply for and Hold Research Funding Policy (new, in progress)
- Research Data Management Policy (new, in progress)
- Policy on the Establishment, Management, Renewal, and Transitions of University Research Centres and Institutes (update from 2012, in progress)

**Faculty Award – Heartiest Congratulations**

Dr. Mitra Mirhassani has been awarded the 2026 Killam NRC Paul Corkum Fellowship (first and most recent at the University of Windsor). This prestigious award, valued at \$150,000 per annum, recognizes scholars whose research has potential for national and global impact and supports collaborative, high-impact research with the National Research Council. Dr. Mirhassani leads the SHIELD Automotive Cybersecurity Centre of Excellence focused on securing connected and autonomous vehicles.

**Faculty Engagement and Support**

*Spring into Research* (April 22-23, 2026) reflects the ORIS' ongoing commitment to responsive programming that supports evolving research practices, strengthens grant competitiveness, and creates opportunities for collaboration across disciplines.

- 2-day on-campus event, open to all faculty, postdoctoral fellows, and adjunct professors, designed to support research development and grant advancement.
- Building on the success of previous writing-focused programming, this event offers dedicated quiet space and structured time for participants to focus on grant writing and related activities.
- Faculty-informed workshops on topics such as the effective use of AI in grant writing, Tri-Agency CV preparation, Horizon Europe funding opportunities, and research data management.
- Networking session hosted by the Office of the Vice-President, Research and Innovation will highlight research opportunities in aging and foster interdisciplinary connections among participants.

## **New UWindsor Innovation Fellowship – IPON funded.**

We are launching the University of Windsor Innovation Fellowship, a new venture development program supporting early-stage founders, creators, and researchers in advancing ideas toward real-world application. Funded by Intellectual Property Ontario (IPON), the Fellowship provides mentorship, workshops, advisory support, and up to \$12,000 in funding, supporting up to 10 fellows in its inaugural cohort, with the program beginning in May 2026. All program details can be found here: [University of Windsor Innovation Fellowship | Innovation @ UWindsor](#)

## **Major Initiatives**

- Athena Defence Innovation Secure Hub (DiSH) application – April 1, \$24million.

## **Research Capacity**

- Ongoing recruitment of Canada Research Chairs, and Impact Plus Chairs