S261009A

NOTICE OF MEETING

There will be a meeting of the SENATE
(beginning with a Senate Orientation)
Friday, October 9, 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 May 29, 2026 — **JJ McMurtry-**Approval S260529M

E-Vote of Sept 22, 2026 — **JJ McMurtry**-Information S260922E

3 Business arising from the minutes

4 Outstanding Business/Action Items

***4.1 Board of Governors Medals – Fall 2026** — **JJ McMurtry**-Approval S261009-4.1

5 Reports/New Business

5.1 Program Development Committee

***5.1.1 Program/Course Changes** — **Kyle Asquith**-Approval S261009-5.1.1a-g

- **(a) Disability Studies – Minor Program Changes (Form C)**
- **(b) Kinesiology – Minor Program Change (Form C)**
- **(c) Law – Minor Program Change (Form C)**
- **(d) Social Work– Minor Program Change (Form C)**
- **(e) Business – Minor Program Changes (Form C)**
- **(f) Visual Arts – New Course Proposals (Form D)**
- **(g) Chemistry and Biochemistry – New Course Proposals (Form D)**

***5.1.2 Suspension of Admissions** — **Kyle Asquith**-Information S261009-5.1.2a-d

- **(a) Master of Laws (two-year stream)**
- **(b) Master's in English**
- **(c) Honours Bachelor of Music**
- **(d) General Science Program**

5.1.3 University of Windsor's Institutional Quality Assurance (IQAP) Framework – Revisions — **Kyle Asquith-**Approval S261009-5.1.3

5.2 Academic Policy Committee

5.2.1 English Language Proficiency Requirements – Revisions (TOEFL) — **Isabelle Barrette-Ng-**Approval S261009-5.2.1

***5.2.2 Residency Requirements - Revisions** — **Isabelle Barrette-Ng**-Approval S261009-5.2.2

5.3	**Senate Governance Committee**	
5.3.1	**Senate Meeting Scorecard – Results from 2025-2026 Academic Year Meetings**	**JJ McMurtry-**Information S261009-5.3.1
***5.3.2**	**Senate and Standing Committees Diversity Report (2026-2027)**	**JJ McMurtry-**Information S261009-5.3.2
5.4	**Senate Student Caucus**	**Michael Macdonald**-Information
5.5	**Report from the Student Presidents**	**UWSA/GSS/OPUS**-Information S261009-5.5
5.6	**Report of the Academic Colleague**	**Fazle Baki-**Information S261009-5.6
5.7	**Report of the President**	**JJ McMurtry-**Information S261009-5.7
5.8	**Report of the Provost**	**Barbara Crow**-Information S261009-5.8
5.9	**Report of Vice-President, People, Equity, and Inclusion**	**Clinton Beckford**-Information S261009-5.9
5.10	**Report of Vice-President, Research and Innovation**	**Shanthi Johnson-**Information S261009-5.10
***5.11**	**Report of Interim Vice-President, Finance and Operations**	**Marie Campagna-**Information S261009-5.11
***5.12**	**Report of Acting Vice-President, Human Resources**	**Shelby Askin-Hager-**Information S261009-5.12

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

S260922E

SENATE E-VOTE

Date Sent: Tuesday, September 22, 2026

Sent to Committee Members: Aman Ahluwalia-Cameron, Darwish Alami, Kyle Asquith, Reem Bahdi, Christopher Baillargeon, Fazle Baki, Hisham Barakat, Isabelle Barrette-Ng, Clinton Beckford, Luca Bieniasz, Selinda Berg, Amangel Bhullar, Francesco Biondi, Sophia Bohn, Pierre Boulos, Natalie Bownes, Jennifer Boyes-Garbin, Juliet Bushi, Pascal Calarco, John Cappucci, Irina Ceric, Carlo Charles, Cheryl Collier, Barbara Crow, Brian DeVeale, Darryl Danelon, Jess Dixon, Adriana Duquette, Afsaneh Edrisy, Eahab Elsaid, Isabella Francis, Henrique Gea, Ashley Glassburn, Kevin Granville, Xiaolei Guo, Nazim Habibov, Catherine Heard, Nick Hector, Younes Jahandideh, Shanthi Johnson, Mark Albert Johnston, Shetina Jones-Smith, Tarek Jouini, Jaimie Kechego, Mohammed Khalid, Muharem Kianieff, Norm King, Ziad Kobti, Erika Kustra, Michael MacDonald, Andreas Maniatis, Drew Marquardt, Josianne Marsan, J.J. McMurtry, Maya Mikhael, Lisa Milne, Noeman Mirza, Mahmood Mohebshahedin, Ken Montgomery, Claire Mumme, Matthew Najem, Max Nelson, Robert Nelson, Carole Obeid, Jessica Raffoul, Afshin Rahimi, Chitra Rangan, Linda Rohr, Jennifer Rooke, Victorieuse Sambao, Ahmed Sakr, Kari Scott, Nicole Scott, Debbie Sheppard-LeMoine, Michael Shih, Victoria Soluade, Dora Strelkova, Olena Syrotkina, Wesley Tourangeau, Bill Van Heyst, Claudio Verani, Berenica Vejvoda, Stephen Weir, Helen Yousif.

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1. Senate Standing Committee Memberships

MOTION: That the following Senate Standing Committee memberships be approved:

Adriana Duquette, Faculty of Human Kinetics – Program Development Committee (2026-2028)
Jess Dixon, Faculty of Graduate Studies – Senate Governance Committee (2026-2028)
Kevin Granville, Faculty of Science (Rep-at-large) – Senate Governance Committee (2026-2027)

Montgomery/MacDonald
CARRIED

University of Windsor
Senate

*4.1: **Board of Governors Medals – Fall 2026**

Item for: **Approval**

MOTION: That Senate approve the list of candidates receiving Board of Governors Medals, Board of Governors In-Course Medals and the Governor General's Gold Medal.

BOARD OF GOVERNORS IN-COURSE MEDALS 2026

Faculty of Arts, Humanities and Social Sciences - Arts	Burke Koekstat
Faculty of Arts, Humanities and Social Sciences - Social Science	Caterina Marra
Business Administration	Anant Kumar Singh
Education	Kailey Lorraine Howell
Engineering	Tommaso J Lascak
Human Kinetics	Natalie Diane Corazza
Law - J.D.	Taylor Mcauliffe
Law - Dual J.D.	Rhiannon Daniela Fogarty
Nursing	Faith A Mueller
Science	Abdel-Raheem Mohammad

BOARD OF GOVERNORS MEDALS 2026

Electrical and Computer Engineering	Michael Matthew
Civil and Environmental Engineering	Grace Lily
Mechanical, Automotive & Materials Engineering	Michael William

GOVERNOR GENERAL'S GOLD MEDAL 2026

Chemistry and Biochemistry	Joseph Zurakowski
Human Kinetics	Fallon Mitchell

University of Windsor
Senate

*5.1.1a: **Disability Studies – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Disability Studies programs be changed in accordance with the program/course change forms.^

^*Subject to approval of the expenditures required*.

Rationale/Approvals:

- The changes have been approved by the Department of Interdisciplinary and Critical Studies Council, the Faculty of Arts, Humanites and Social Sciences Council (May 14, 2026), 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 September 16, 2026 Combined Program Development Committee PDF posted on the PDC website. To access this item, go to item 5.7.

University of Windsor
Senate

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

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION 1: That the Honours Bachelor of Science (Kinesiology and Health Studies) (with/without thesis) (with/without Co-op) programs and Honours Bachelor of Sport Management and Leadership (with/without thesis) (with/without Co-op) programs be changed in accordance with the program/course change forms.^

MOTION 2: That the Honours Bachelor of Science (Kinesiology and Health Studies) for Graduates of Lambton College of Applied Arts and Technology's Massage Therapy Diploma (with/without thesis) be discontinued. ^

^*Subject to approval of the expenditures required*.

Rationale/Approvals:

- The proposals 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 September 16, 2026 Combined Program Development Committee PDF posted on the PDC website. To access this item, go to item 5.8.

University of Windsor
Senate

*5.1.1c: **Law – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Juris Doctor (JD) be changed in accordance with the program/course change forms.^

^*Subject to approval of the expenditures required*.

Rationale/Approvals:

- The changes have been approved by the Faculty of Law 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 September 16, 2026 Combined Program Development Committee PDF posted on the PDC website. To access this item, go to item 5.9.

University of Windsor
Senate

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

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Honours Bachelor of Social Work and Disabilty Studies and Honours Bachelor of Social Work in Women's Studies be changed in accordance with the program/course change forms.^

^*Subject to approval of the expenditures required*.

Rationale/Approvals:

- The changes have been approved by the Department of Interdisciplinary and Critical Studies Council, the School of Social Work, the Faculty of Arts, Humanites and Social Sciences Council (May 14, 2026), 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 September 16, 2026 Combined Program Development Committee PDF posted on the PDC website. To access this item, go to item 5.10.

University of Windsor
Senate

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

Item for: **Approval**

Forwarded by: **Program Development Committee**

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

^*Subject to approval of the expenditures required*.

Rationale/Approvals:

- The changes have been approved by the Odette School of Business Council and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the September 16, 2026 Combined Program Development Committee PDF posted on the PDC website. To access this item, go to item 5.11.

University of Windsor
Senate

*5.1.1f: **Visual Arts – New Course Proposals (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following courses be approved:^
VSAR-2470 The Constructed Image
VSAR-3420. Multiples

^*Subject to approval of the expenditures required*.

Rationale/Approvals:

- The courses have been approved by the School of Creative Arts, Faculty of Arts, Humanitiesm, and Social Sciences 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 September 16, 2026 Combined Program Development Committee PDF posted on the PDC website. To access this item, go to item 5.12.

University of Windsor
Senate

*5.1.1g: **Chemistry and Biochemistry – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following course be approved:^
CHEM 1900. Chemistry in Practice: Industry, Innovation, and Entrepreneurship

^*Subject to approval of the expenditures required*.

Rationale/Approvals:

- The course has been approved by the Department of Chemistry and Biochemistry 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 September 16, 2026 Combined Program Development Committee PDF posted on the PDC website. To access this item, go to item 5.18.

University of Windsor
Senate

*5.1.2a: **Suspension of Admissions – Master of Laws (two-year stream)**

Item for: **Information**

Forwarded by: **Program Development Committee**

MEMORANDUM

To: Program Development Committee (PDC)

Date: June 15, 2026

Subject: Suspension of Admissions – Master of Laws (LLM)

Admissions have been suspended to the one and two-year streams of the LLM degree program for Fall 2026. The suspension will be lifted for Fall 2027 admissions into the one-year LLM program stream only.

The Faculty of Law's Director of Graduate Studies and the Graduate Studies Committee completed a review of all complete Fall 2026 applications. Only four promising new applicants were identified and two of those applicants later withdrew their applications. The two remaining applicants were both international students who would require study permits. Two deferred applicants, originally admitted for Fall 2025, were not able to confirm their availability for full-time studies this Fall.

Given the program's past experience with study permit denials and other issues, it was likely that these four potential students would result in a cohort of two, one, or even zero students by the Fall. Since significant resources are required to run the program, particularly offering the required courses, the Faculty will not be admitting a new LLM cohort in Fall 2026.

The Graduate Program in Law remains committed to supporting the five LLM students currently in program and will be accepting applications for the one-year stream for Fall 2027 admissions.

The Faculty's latest IQAP report recommended a review of the LLM given low enrolment and lack of direction. More information on the IQAP recommendations will be provided to Senate in due course.

The Faculty of Law Council has been informed.

Reem Bahdi
Dean, Faculty of Law

University of Windsor
Senate

*5.1.2b: **Suspension of Admissions – Master's in English**

Item for: **Information**

Forwarded by: **Program Development Committee**

MEMORANDUM

To: Program Development Committee (PDC)

Date: September 23, 2026

Subject: **Suspension of Admissions – Master's in English**

Admissions have been suspended to the following programs in the Department of English and Creative Writing (ECW), effective Winter 2027

- Master's in English: Literature and Creative Writing (MA)
- Master's in English: Literature and Language (MA) – Course Work stream

The Department no longer possesses the required number of faculty to offer the above MA degrees. Only one Creative Writing professor remains to supervise Creative Writing projects, and the Department does not have enough professors to offer the number of courses required for completion of the Course Work MA. The Department will continue to offer a Master's in English: Literature and Language (MA) - Thesis stream. This stream requires fewer courses and will draw on a larger range of professors to supervise theses. The Thesis stream may include Creative Writing projects/theses.

FAHSS is committed to ensuring that all students in the programs have the courses and support they need to graduate.



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

University of Windsor
Senate

*5.1.2c: **Suspension of Admission – Honours Bachelor of Music**

Item for: **Information**

Forwarded by: **Program Development Committee**

MEMORANDUM

To: Program Development Committee (PDC)

Date: July 22, 2026

Subject: **Suspension of Admissions – School of Creative Arts**

Admissions have been suspended to the following programs in the School of Creative Arts (SoCA):

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

The School of Creative Arts (SoCA) AAU Council voted to suspend two programs: the Bachelor of Music (BMus) and the Concurrent Bachelor of Music Education/Education. This decision ensures sustainability by aligning our curricular strengths with available resources and ensuring long-term viability of the Music Program.

As all courses required in the suspended programs are also offered within the BA (Honours) in Music, SoCA will deliver a revised BA (Honours) in Music, as well as the Combined BA (Honours) in Music. Future and current students seeking a creative, flexible, and supportive musical environment will continue. This will allow for a comprehensive musical training while offering students greater flexibility to pursue electives, minors, second teachable subjects, and interdisciplinary opportunities.

SoCA Council passed the above motion on June 25, 2026.

Maintaining the programs would require us to devote precious resources to low-enrolling courses, resources that are needed by larger programs with both more majors and larger average class sizes. In short, the financial situation of the Faculty does not allow us to support as many low-enrolment programs as we were once able to support. The FAHSS Faculty Coordinating Council will be informed at their September, 2026 meeting.

FAHSS is committed to ensuring that all students in the programs have the courses and support they need to graduate.



Tina Pugliese, Ph.D.
Acting Dean, Faculty of Arts, Humanities, and Social Sciences

University of Windsor
Senate

*5.1.2d: **Suspension of Admissions – General Science Program**

Item for: **Information**

Forwarded by: **Program Development Committee**

MEMORANDUM

To: Program Development Committee (PDC)

Date: June 10, 2026

Subject: Suspension of Admissions – General Science

Direct entry from external applicants to the standalone General Science three-year program has been suspended. The program continues to run to support changing programs in stream and as part of the Concurrent Bachelor of Education offering.

There is value in the program; suspension of direct admission is being done for a financial consideration of moving all incoming students into an Honours stream.

The Concurrent Education program is in flux due to changes in the government of Ontario regulations. We expect major changes in the offerings being developed in the next year.

Sincerely,

Claudio Verani

Claudio Verani, PhD
Dean of Science

University of Windsor
Senate

5.1.3: **Institutional Quality Assurance Process (IQAP) – Revisions**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the University's Institutional Quality Assurance Process be revised.

Rationale:

- The Quality Council recently revised their quality assurance protocol which necessitated corresponding changes to University of Windsors IQAP.
- Minor additional revisions streamline the process.

See attached.



UNIVERSITY OF WINDSOR
INSTITUTIONAL QUALITY ASSURANCE PROCESS

University of Windsor IQAP Approvals:

APPROVED by Senate: 10 Dec 2010
APPROVED by Quality Council: June 2011

AMENDED by Senate: 14 Oct 2011, 7 June 2013, 13 Dec 2013, 9 May 2014, 14 Feb 2020 (clarification/information), 8 April 2022, November 14, 2025
AMENDED by Quality Council: 20 Dec 2011, 29 June 2013, 23 Jan 2014, 26 June 2014, 4 Oct 2016, 30 May 2023, December 19, 2025

AMENDED by Ministry (approval of certificate programs): October 2014

University of Windsor Institutional Quality Assurance Process
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Executive Summary

The *Quality Assurance Framework* requires every publicly-assisted university in Ontario to develop an Institutional Quality Assurance Process (IQAP) specifically suited to its individual context and mission, but also consistent with the Framework's requirements. The Quality Council, the independent, arm's-length body that approves new university programs and ensures universities' adherence to their own quality assurance procedures, also reviews and ratifies the IQAPs.

The University of Windsor has a robust and longstanding quality assurance infrastructure. The University of Windsor's Institutional Quality Assurance Process (IQAP), and its supporting procedures, work to ensure Windsor's firm commitment to cultivating a culture of excellence in education and articulates the quality of a Windsor degree. Ontario's universities have vested in the Quality Council's final authority for decisions concerning all aspects of quality assurance.

In addition to ratifying institutions' IQAPs and approving any subsequent revisions, the Quality Council reviews:

- Proposals for new for-credit graduate and undergraduate degrees
- For-credit graduate diplomas
- Requested endorsements of new fields added to existing graduate programs
- New inter-institutional programs
- Institutionally requested reviews of major modifications to programs
- Final assessment reports (FAR) or audits of FARs for all university program reviews, which will take place on an eight-year cycle.
- Universities' quality assurance practices.

Ensuring quality, at the provincial level, is a major impetus required by the *Quality Assurance Framework,* and the University of Windsor remains committed to creating evidence-based and reflective frameworks that enable departments and programs to engage in constant cycles of quality enhancement. Quality assurance and quality enhancement should be mutually compatible and cross-fertilizing. We invite those engaged with the processes of quality assurance to share their experiences and suggestions so that we continually refine institutional practice.

1. Introduction

The University of Windsor's IQAP provides Faculties and Departments with the principles, roles and responsibilities, procedures, structures, and protocols that underpin the University of Windsor's commitment to providing quality and effective education. It will serve as the basis for an evolving compendium of templates, supporting documents, and electronic links that will assist faculty and administrative efforts both to ensure and enhance educational quality. As well, it outlines the responsibilities of administrators and service units for program development and review and articulates foundational values, practices, and priorities for improving program outcomes. To achieve these goals, all stakeholders need to be engaged, reflective, and open to change and to making informed decisions. The IQAP explains how to approach program review systematically, strategically, and with an evolving sense of inquiry regarding student learning.

Windsor's Quality Assurance Process supports innovation and improvement so that quality assurance produces quality enhancement. This document supports Windsor's ongoing commitment to a robust system of quality assurance that reflects the international standards each of the Ontario institutions follow and shows how the University's practices conform to provincial accountability standards, set out in the *Quality Assurance Framework*.

Principles of Practice

In particular, the IQAP includes a set of 15 Principles that guide and inform every aspect of quality assurance, and a more detailed set of Protocols that are a prudent set of rules of best practice.

Each principle has details included under their overarching goals:

- Experience of the Student
- Oversight by an Independent Body
- Autonomy of Universities
- Transparency
- Increased Responsibility for Quality Assurance
- Continuous Monitoring and Quality Improvement
- Expert Independent Peer Review
- Appropriate Standards

This IQAP forms the basis of five distinct components:

- Protocol for New Program Proposals
- Protocol for Expedited Proposals
- Protocol for Cyclical Review of Existing Programs
- Protocol for Major Program Modifications
- The Audit Process

These components are found in greater detail in their specific sections within this document. Minor program changes are defined in the IQAP but not subject to Quality Council review.

Deleted: four

2. Quality Assurance at the University of Windsor

The *Quality Assurance Framework* aligns assurance processes for Ontario universities with international quality assurance standards, while ensuring the process remains "open, transparent, and accountable."[1] The University of Windsor firmly endorses this balance between accountability and internal processes of development.

Roles and Responsibilities (as related to IQAP)

Authorities

The authority responsible for the Institutional Quality Assurance Process (IQAP), its administration and application, is the University of Windsor's senior academic officer, the Provost and Vice-President (Academic). The Provost delegates this responsibility on a day-to-day basis to the Associate Vice-President (Academic) (hereinafter referred to as the AVPA).

The authoritative contact between University of Windsor and the Ontario Universities Council on Quality Assurance (the Quality Council) is the AVPA.

The authority responsible for the application of the IQAP for the review of new undergraduate and graduate degree-level programs and major and minor program modifications, as well as the review of cyclical program reviews and the production of the associated Final Assessment reports and Implementation Plans (FAR/IP) and the subsequent review of FAR/IP progress updates within the scope of this IQAP is the Program Development Committee (PDC). The PDC recommends to Senate approval of new programs and program modifications and reports to Senate on the cyclical program reviews (FAR/IP) and progress towards the implementation of recommendations agreed to in implementation plans and recorded in the final assessment reports and executive summaries.

PDC is constituted as follows, per Senate bylaw 3:

- Provost and Vice-President, Academic (or designate).
- Dean of Graduate Studies (or designate).
- Vice-Provost, Teaching and Learning (or designate).
- twelve faculty members, at least three of whom shall be members of the Senate, with one of the Senate faculty members serving as Committee Chair, and should include the following:
  - one faculty member from each of the Faculties of Business Administration, Education, Engineering, Human Kinetics, Law and Nursing.
  - two faculty members from the Faculty of Science.
  - three faculty members from the Faculty of Arts, Humanities and Social Sciences, at least one of whom shall be selected from Social Science disciplines and one from Arts/Humanities disciplines.
  - one librarian.
- five students (including at least one graduate, one part-time undergraduate, two full-time undergraduates).

Academic Governance

The **Senate** is the elected body governing academic matters at the University of Windsor. Senate regulates academic programs (including their establishment, modification, and discontinuation), determines academic standards, and develops and ratifies bylaws, policies, and academic and program regulations. All new course and program proposals and modifications must be approved by Senate.

The **Program Development Committee** (PDC) is a standing committee of Senate. Its mandate is to make recommendations to Senate with respect to the areas of program and curricular development. The PDC's primary concern is the maintenance of high academic standards and high-quality programs. It is charged with

[1] *Quality Assurance Framework*, Ontario Universities Council on Quality Assurance, February 24, 2021.

the approval and presentation to Senate of Final Assessment Reports and Implementation Plans for academic programs and reviewing programs' progress in achieving their review recommendations through the review of progress or status reports. The PDC also reviews new program proposals, major and minor program modifications, course additions and course and calendar changes. Any item/issue which falls under the mandate of the PDC must receive the Committee's approval before being referred to Senate for approval or information. The PDC is supported in this work by the University Secretariat, the Office of the Registrar, the Centre for Teaching and Learning, and others with significant program review experience.

A **Subcommittee** of PDC, tasked with the review of all completed cyclical program reviews and the progress reports, and the drafting of the final assessment reports and implementation plans. The subcommittee is selected from and elected by the PDC and is supported in its activities by representatives from the Office of Institutional Analysis, the Registrar's Office, the Provost's Office, Budgets, and the Centre for Teaching and Learning, as needed. The subcommittee presents its draft reports to the PDC for final approval.

The **University Secretariat** is responsible for the effective and efficient operation of the University's bicameral system of governance -- that is, the Board of Governors (oversight of all operational aspects), and the Senate (oversight of academic matters), their Standing Committees and a number of ad hoc committees. In terms of quality assurance, the University Secretariat provides advice and guidance in the development of new or changed courses and programs, coordinates the approval processes at the PDC and Senate level and the evaluation of completed program reviews, and assists the Subcommittee and the PDC in the development of final assessment reports and implementation plans to be received by Senate. The Secretariat is responsible for the maintenance of document records for the Senate and its standing committees.

Academic Administrative Unit (AAU)[2] and Faculty Coordinating Councils play consecutive roles in the approval of new programs and courses, and in program and course change processes. The Graduate Studies Council also reviews graduate programs subsequent to their approval by their respective faculty councils or faculty coordinating council, but before their passage to PDC.

Academic Leadership

The Provost and Vice-President Academic is the chief academic officer at the University of Windsor. The Provost oversees all academic programs, and is responsible for overall academic planning, the development of new academic programs, and the disbursement of academic program funds. The Provost (or designate) acts as the primary (key) contact for communication between the Quality Council and the University of Windsor.

The Associate Vice-President, Academic heads the Office of Quality Assurance and coordinates the cyclical program reviews, including scheduling, orienting and supporting programs undertaking cyclical review, liaising with Institutional Analysis and the Registrar's Office to facilitate access to institutional data and other indicators of program quality, and overseeing external and internal review processes.

Each **Dean** is responsible for the overall planning and coordination of a Faculty's intellectual culture, including academics, research, creative activity and the attendant stewardship of resources in support of those endeavours. Regarding quality assurance, Deans lead the development of Faculty academic plans (which in turn inform departmental planning), and are involved in program development, data collection and analysis, input into, review of and response to program reviews, quality enhancement initiatives, institutional planning, and the development of quality enhancement initiatives in keeping with the University's strategic plan. The role of Deans in quality enhancement focuses not only on leadership within their respective Faculties, but on collaboration and coordination with Faculties and service units campus-wide. In addition, Deans provide support as possible, given limited resources, for the achievement of departments' cyclical review recommendations. The Dean of the Faculty of Graduate Studies also provides leadership and support for the development and review of graduate programs across campus.

[2] An AAU delivers one or more academic programs and provides the administration and governance of its members and programs. An AAU may be designated a School or a Department, or in the case of non-departmentalized faculties, a Faculty.

Department Heads, Program Directors, and Faculty Members are responsible for ongoing program development improvement and review; curriculum refinement and design; course and assessment design; and the development of program self-studies. They play a key role in the continuous growth of their departments through cycles of inquiry, initiative, and reflection, individually and collectively. Program/AAU Councils are the first stage of the approval process for all program-based quality assurance activities.

Service Units

Institutional Analysis provides departments with institutional data from sources such as *Alumni Surveys, Canadian Graduate and Professional Student Survey*, the *UWindsor Graduate Success Survey*, enrolment, head count, employment and graduation rates. Please visit the Office of Institutional Analysis website at http://www.uwindsor.ca/oip/ for more information.

The **Registrar's Office** provides consultation as needed to all committees dealing with program issues. In addition, this Office provides departmental data regarding a number of key indicators, including grade distributions and success rates. The Registrar's Office is responsible for the administration of new programs in terms of ensuring course scheduling and tracking student progress through degrees. The Registrar's Office also submits new program proposals to the Ministry of Colleges and Universities for funding approval as necessary.

The **Centre for Teaching and Learning** provides consultation and support for programs seeking to develop or refine curricula and program delivery, and can provide guidance regarding the collection, analysis, and contextualization of student achievement data. The Centre emphasizes quality enhancement in all aspects of the teaching, learning, and assessment environment.

External bodies

Accreditation Bodies: A number of programs at the University undergo regular accreditation by the professional bodies of their own fields. Generally, this process involves a full program review on a cyclical basis, including site visits, examination of curricula and facilities, and evaluation of student outcomes. Recommendations arising from these reviews are generally achieved through the action of deans, department heads, and faculty members, in concert with the usual processes for course and program change at the University.

The **Ontario Universities' Council on Quality Assurance** (Quality Council) oversees quality assurance processes for programs at publicly-assisted universities in Ontario. The Quality Council assists in the development of university quality assurance processes and audits those processes regularly to ensure that universities' practices conform to the *Quality Assurance Framework*. In addition, the Quality Council reviews summaries of all final assessment reports and implementation plans as well as all proposals for new degree programs.

The **Ministry of Colleges and Universities** reviews some program proposals and major changes to existing programs in order to approve program funding.

3. IQAP Scope

Every publicly-assisted Ontario university that grants degrees and diplomas is responsible for ensuring the quality of all of its programs of study, including modes of delivering programs and those academic and student services that affect the quality of the respective programs under review, regardless of whether the program is eligible for government funding. Institutional responsibility for quality assurance extends to new and continuing undergraduate and graduate degree/diploma programs whether offered in full, in part, or conjointly by any institutions federated and affiliated with the university. These responsibilities also extend to programs offered in partnership, collaboration or other such arrangement with other post-secondary institutions including colleges, universities, or institutes, including Institutes of Technology and Advanced Learning (ITALs).

As per the *Quality Assurance Framework*, all for-credit programs offered at the university, or in partnership with its affiliated institutions or other institutions, are subject to the IQAP. Undergraduate and graduate degree programs, for-credit Concurrent and Direct-Entry Graduate Diplomas, and new inter-institutional programs, approved through an institution's IQAP process are forwarded to the Ontario Universities' Council on Quality Assurance (Quality Council) for final approval. Other programs and modifications to programs are subject only to institutional approval, but in conformity with the requirements of the IQAP. The Quality Council also reviews the Final Assessment Reports, Executive Summaries and Implementation Plans emerging from mandated cyclical university program review, and audits each publicly-assisted university's compliance with its IQAP on an eight-year cycle.

Deleted: types 2 & 3 graduate diplomas

Table 1 outlines the degree of direct Quality Council oversight required for various programs by the *Quality Assurance Framework*.

Table 1

Degrees of Oversight Required by the *Quality Assurance Framework*

Direct Review by Quality Council	Institutional Review Only, but According to Process Described in the IQAP	Departmental or Faculty Decision Making
• Proposals for new for-credit graduate and undergraduate degrees • Concurrent and Direct-Entry graduate Diplomas (expedited approval) • Requested endorsement of new field added to existing graduate program (expedited approval) • New standalone degree program arising from a field in a master's or doctoral program that has undergone at least two Cyclical Program Reviews and has at least two graduating cohorts (expedited approval) • New inter-institutional program • Institutionally requested review of major modifications to a program • Final Assessment Report (excluding all confidential information), Executive Summary and associated Implementation Plan for each completed Cyclical Program Review; and/or annual report to the Quality Council, which lists the past year's completed Final Assessment Reports, Implementation Plans and progress reports and provides an attestation by the Provost (or delegate) that all IQAP-required Cyclical Program Review processes have been followed.	• Major program modifications (summary report of all major program modifications due to Quality Council annually) • Addition of a single new field to an existing graduate program. • for-credit Completion Graduate Diplomas • Additions or changes to emphasis, options or minors in programs • Minor program and course changes • Summary of minor course and calendar changes • New for-credit courses • Full documentation for all University Program Reviews	• Workshops • Short courses • Programs of study comprised of non-credit courses

Deleted: For-credit graduate diplomas (Types 2 and 3)

Deleted: Type 1 for-credit graduate diplomas¶

Definition of Terms

Undergraduate Certificate: A short form credential that forms a coherent program of study organized around a clear set of learning outcomes. Undergraduate certificates are comprised of undergraduate level academic content normally equivalent to a minimum of half a year of full-time study. Proposals for the introduction of, or modification to an undergraduate certificate do not require reference to the Quality Council unless they are part of a New Program.

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Collaborative Specialization: This is an intra-university graduate field of study that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for one of a number of approved masters and/or PhD programs. Students meet the admission requirements of, and register in the participating (or "home") program but complete, in addition to the degree requirements of that program, the additional requirements specified by the Collaborative Specialization. The degree conferred is that of the home program, and the completion of the Collaborative Specialization is indicated by a transcript notation indicating the additional specialization that has been attained (e.g., MA in Political Science with specialization in American Studies).

A Collaborative Specialization must have:

- At least one core one-semester course that is foundational to the specialization and does not form part of the course offerings of any of the partner programs. This course must be completed by all students from partner programs registered in the specialization and provides an opportunity for students to appreciate the different disciplinary perspectives that can be brought to bear on the area of specialization. This course may serve as an elective in the student's home program.
- Clear and explicit requirements for each Collaborative Specialization. In programs requiring a major research paper, essay, or thesis, the topic must be in the area of the collaborative specialization. In course-only Master's programs, at least 30% of the courses must be in the area of specialization including the core course described above. Courses in the area of specialization may be considered electives in the home program.
- Only core faculty that are those faculty members in the participating home programs who have an interest and expertise in the area of the collaborative specialization (this may include faculty appointed 100% to an interdisciplinary academic unit – for example, an Institute of American Studies – that provides the anchor for the specialization).
- In place appropriate administrative and academic oversight/governance to ensure requirements associated with the specialization are being met.

Degree: An academic credential awarded on successful completion of a prescribed set and sequence of requirements at a specified standard of performance consistent with the OCAV's or OCGS's Degree Level Expectations and the institution's own expression of those Expectations.

Degree Program: The complete set and sequence of courses, combinations of courses and/or other units of study, research and practice prescribed by an institution for the fulfillment of the requirements of a particular degree.

Diploma Programs: Universities may grant diplomas in acknowledgement of students' participation in either for-credit or not-for-credit activities at the undergraduate and graduate level. Not-for-credit and for-credit undergraduate diploma programs are not subject to approval or audit by the Quality Council. The Quality Council recognizes only three types or categories of Graduate Diploma and has specific appraisal conditions:

1. **Completion Graduate Diploma**; Awarded when a candidate admitted to a master's program leaves the program after completing a certain proportion of the requirements. Students are not admitted directly to these programs.
2. **Concurrent Graduate Diploma**; Offered in conjunction with a master's (or doctoral) degree, the admission to which requires that the candidate be already admitted to the master's (or doctoral) program. This represents an additional, usually interdisciplinary, qualification.
3. **Direct-Entry Graduate Diploma**; A stand-alone, direct-entry program, generally developed by a unit already offering a related master's (and sometimes doctoral) degree, and designed to meet the needs of a particular clientele or market.

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New Completion Graduate Diploma programs are submitted as major modifications, while Concurrent Graduate Diploma programs and Direct-Entry Graduate Diploma programs require submission to the Quality Council for an Expedited Approval (no external reviewers required) prior to their adoption. All three types of graduate diploma programs are to be incorporated into the institution's schedule for cyclical reviews.

Deleted: type 1 graduate diploma

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Emphasis, Option, Minor Program (or similar): An identified set and sequence of courses, and/or other units of study, research and practice within an area of disciplinary or interdisciplinary study, which is completed on an optional basis in partial fulfillment of the requirements for the awarding of a degree, and may be recorded on the graduate's academic record. While requiring recognition in the IQAP, proposals for their introduction or modification, do not require reference to the Quality Council unless they are part of a **New Program**.

Field: In graduate programs, field refers to an area of specialization or concentration (in multi/interdisciplinary programs a clustered area of specialization) that is related to the demonstrable and collective strengths of the program's faculty. Institutions are not required to declare fields at either the master's or doctoral level. Should they wish to do so, the addition of a single new field to an existing graduate program is considered a major modification. Institutions may wish, through an expedited approval process, to seek the endorsement of the Quality Council. Note that the creation of more than one field at one point in time or over subsequent years may need to go through the Expedited Protocol.

Conjoint Degree Program: A program of study, offered by a postsecondary institution that is affiliated, federated or collaborating with a university, which is approved by the university's Senate or equivalent body, and for which a single degree document signed by both institutions is awarded.

Cotutelle: A customized program of doctoral study developed jointly by two institutions for an individual student in which the requirements of each university's doctoral programs are upheld, but the student working with supervisors at each institution prepares a single thesis which is then examined by a committee whose members are drawn from both institutions. The student is awarded two degree documents though there is a notation on the transcripts indicating that the student completed his or her thesis under cotutelle arrangements.

Dual Credential Program: A program of study offered by two or more universities or by a university and a college or institute, including Institutes of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a separate and different degree/diploma document being awarded by each of the participating institutions.

Joint Degree Program: A program of study offered by two or more universities or by a university and a college or institute, including an Institute of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a single degree document.

Micro-credential (For-Credit): A designation of achievement of a coherent set of skills and knowledge, specified by a statement of purpose, learning outcomes, and strong evidence of need by industry, employers, and/or the community. They have fewer requirements and are of shorter duration than a qualification and focus on learning outcomes that are distinct from diploma/degree programs. While requiring recognition in the IQAP, proposals for the introduction or modification of a for-credit micro-credential do not require reference to the Quality Council unless they are part of a New Program.

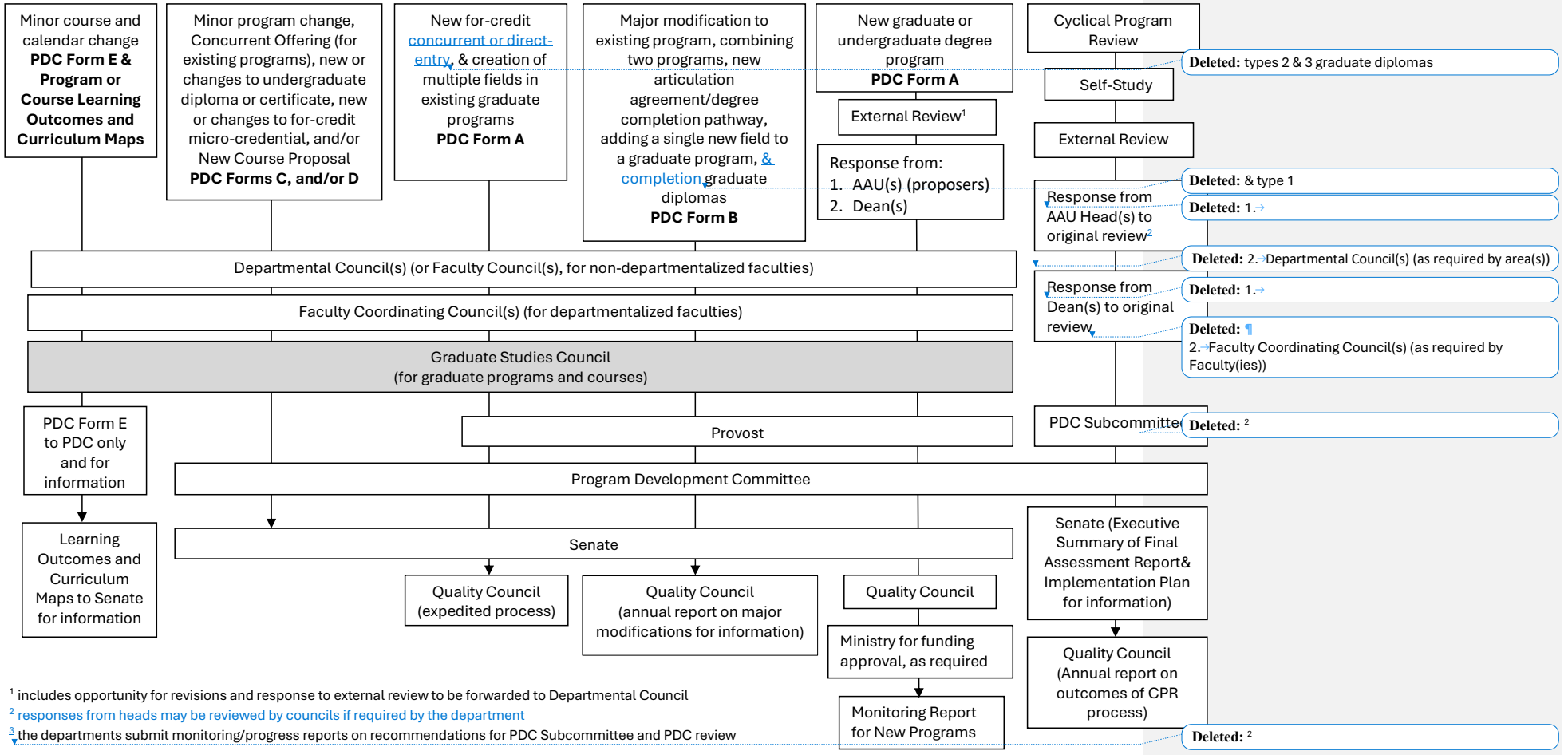
New Program: Any degree, degree program, or program of specialization, currently approved by Senate or equivalent governing body, which has not been previously approved for that institution by the Quality Council, its predecessors, or any intra-institutional approval processes that previously applied. A change of name, only, does not constitute a new program; nor does the inclusion of a new program of specialization where another with the same designation already exists (e.g., a new honours program where a major with the same designation already exists).

Table 2 provides the pathways for the Quality Assurance Processes of the University of Windsor

Table 2

University of Windsor Quality Assurance Flow Chart

For all new undergraduate or graduate degree programs and new for-credit Concurrent Graduate Diplomas or Direct-Entry Graduate Diplomas, a ***New Program Notice of Intent form*** *must be completed and approved by the New Program Steering Committee and the Provost. Go to:*
https://www.uwindsor.ca/qualityassurance/805/new-program-development



[1] includes opportunity for revisions and response to external review to be forwarded to Departmental Council
[2] responses from heads may be reviewed by councils if required by the department
[3] the departments submit monitoring/progress reports on recommendations for PDC Subcommittee and PDC review

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2.→Faculty Coordinating Council(s) (as required by Faculty(ies))
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4. Institutional Process for the Approval of New Programs

Overview

At the University of Windsor, Deans, in collaboration with department heads and faculty members initiate new programs in response to the evolving needs of the local and global community and the emerging patterns of knowledge construction within and among disciplines. New programs are initiated with attention to curriculum design, the development of program learning outcomes, the alignment of effective teaching and assessment methods, and the responsible management of the requisite human, instructional, and physical resources within the institution. The Provost's Office is concerned with issues of compliance with the IQAP and program viability. PDC and the Senate are concerned with the approval of academic programs in terms of the academic quality of those programs.

New programs are developed within or among units, in consultation with the Academic Administrative Unit (AAU) Head or designate, the program faculty (and/or the Curriculum Committee), and the Dean. The development of a New Program Proposal Brief involves consultation and collaboration with members of the University community directly involved in this new initiative, including faculty, staff, and students, as well as those managing resources key to its implementation. This includes units beyond the AAU with programs or human and physical resources impacted or required for the success of the new program. These consultations include the Faculty of Graduate Studies, the Library, Information Technology Services, the Centre for Teaching and Learning, or Facilities Services. Individuals wishing to submit a new program proposal should consult with their AAU head, AAU Council, and Dean to ensure initial support for the proposed program. Following these consultations, contact with the Quality Assurance Office must happen and the process begins with a Notice of Intent to apply for a new program.

The New Program Approval Process involves the following processes:

- a notice of intent to apply for a new program
- a meeting with the New Program Steering Committee (NPSC)
- approval from Provost (or designate) to develop a new program proposal
- a new program proposal brief (PDC Form A)
- confirmation of accuracy and completeness by the Office of Quality Assurance and AVPA
- an external review
- an internal response to the review by the AAU and Faculty Dean
- institutional approval (AAU, Faculty, Graduate Studies, Provost, PDC, and Senate)
- review and recommendations by the Quality Council
- funding approval from the Ministry of Colleges and Universities (as required)
- ongoing monitoring by the institution, with a Monitoring Report and a cyclical review within 8 years of first-year enrolment.

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Procedures for Initiating a New Program Proposal

The Notice of Intent Stage

Following consultations with the appropriate departments and units, a Notice of Intent is completed and submitted to the Office of Quality Assurance which signals scheduling a meeting with the New Program Steering Committee (NPSC). The NPSC Committee is Chaired by the AVPA and has representation from the University Secretariat, Registrar, Centre for Teaching and Learning, and Finance, Institutional Analysis, and Faculty of Graduate Studies (when a graduate program is being proposed). Once the proponents have met with the NPSC, the Notice of Intent is sent for approval by the Provost (or designate).

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*Approval by Provost **(or Designate)***

Once the Provost (or designate) has reviewed the Notice of Intent, approval to prepare a new program proposal brief (PDC Form A) will be given. The PDC Form A will be forwarded to the proponent by the Office of Quality Assurance.

Preparation of New Program Proposal Brief (PDC Form A)

The New Program Proposal brief consists of three volumes: volume I is the New Program Proposal - PDC Form A, volume II is faculty curricula vitae, and volume III is the list of proposed external reviewers.

Assistance in preparing the New Program Proposal is provided by the Office of Quality Assurance.

The New Program Proposal brief includes sections where discussion of unique curriculum or innovative programming is proposed, and where any creative components or high impact practices are available. Table 3 also delineates information required in the New Program Proposal Brief (PDC Form A), as stipulated in the *Quality Assurance Framework*.

Table 3
New Program Proposal Review Criteria
From the *Quality Assurance Framework, Section 2.1*

Before submitting a Proposal Brief to the Quality Council, institutions will evaluate any new graduate or undergraduate programs according to the following criteria:
2.1.2.1 Program Objectives a) Clarity of the program's objectives; b) Appropriateness of degree nomenclature given the program's objectives; and c) Consistency of the program's objectives with the institution's mission and academic plans.
2.1.2.2 Program Requirements a) Appropriateness of the program's structure and the requirements to meet its objectives and program-level learning outcomes; b) Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the institution's undergraduate or graduate Degree Level Expectations; c) Appropriateness of the proposed mode(s) of delivery to facilitate students' successful completion of the program-level learning outcomes; and d) Ways in which the curriculum addresses the current state of the discipline or area of study.
2.1.2.3 Program Requirements for Graduate Programs Only a) Clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time; b) Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses; and c) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.
2.1.2.4 Assessment of teaching and learning a) Appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations; and b) Appropriateness of the plans to monitor and assess: i. The overall quality of the program; ii. Whether the program is achieving in practice its proposed objectives; iii. Whether its students are achieving the program-level learning outcomes; and iv. How the resulting information will be documented and subsequently used to inform continuous program improvement.
2.1.2.5 Admission requirements a) Appropriateness of the program's admission requirements given the program's objectives and program-level learning outcomes; and b) Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.

2.1.2.6 Resources Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes: a) Participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment; b) If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience; c) If required, provision of supervision of experiential learning opportunities; d) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, including implications for the impact on other existing programs at the university; e) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access; and f) If necessary, additional institutional resource commitments to support the program in step with its ongoing implementation.
2.1.2.7 Resources for graduate programs only Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes: a) Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate; b) Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students; and Evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty.
2.1.2.8 Quality and other indicators a) Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring); and b) Any other evidence that the program and faculty will ensure the intellectual quality of the student experience.

Confirmation of Accuracy and Completeness

The Office of Quality Assurance and the Associate Vice-President Academic (AVPA) will ensure that the Program Proposal and accompanying documentation are complete and compliant with Windsor's IQAP and with the Evaluation Criteria listed in Table 3, specifically (QAF 2.1.2).

Once the AVPA is satisfied that the PDC Form A is complete and compliant, they will give approval to begin inviting external reviewers from the list of external academic reviewers nominated by the program in Volume III of the Brief to become members of the review committee. The Office of Quality Assurance will make the necessary arrangements for the site visit and will forward the necessary documentation to the review committee, including the Volume I (New Program Proposal, PDC Form A) and the Volume II (All Relevant Faculty CVs) at least six (6) weeks prior to the on-site or virtual visit. In addition to receiving Volume I and II, the reviewers receive copies of the University's current strategic plan, a written orientation to the program proposal review process, a Reviewers' Report Template and electronic access to the University Calendar.

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External Review and Report

External Reviewers

Under the provincial *Quality Assurance Framework,* proposals for new for-credit graduate and undergraduate degrees must undergo external review (site visit) before approval at the AAU level (QAF 2.2.1). Review of a proposed undergraduate and graduate program proposals require two external reviewers.

The external reviewers must be senior faculty (associate or full professor) with considerable and demonstrated experience and expertise in undergraduate or graduate education, indicating an appreciation of pedagogy and learning outcomes. Reviewers should be well-respected and professionally active teachers and scholars in their disciplines, with administrative and/or program assessment experience.

All reviewers should be at arm's length from the program under review. They cannot:

- be former faculty members from the program,
- be current or past collaborators with faculty from the program,
- be former supervisors or supervisees in the program,
- be relatives of faculty or staff in the program,
- be involved with activities of the program under review,
- have published or collaborated with a member or members of the academic program under review within the last six years, or
- be involved in a conflict with a member of the academic program under review.

This is an illustrative, rather than exhaustive list: the academic unit should take reasonable steps to avoid recommending a reviewer who could be seen as jeopardizing the impartiality of the review process. Reviewers are required to respect the confidentiality of the process and participant input. Program proposal review is a collegial process.

Site Visit

The *Quality Assurance Framework* mandates site visits for New Program Proposals. External review of a new Program Proposal will normally be conducted on-site, but the Provost (or delegate) may propose that the review be conducted by desk review, virtual site visit or an equivalent method if the external reviewers are satisfied that the off-site option is acceptable. The Provost (or delegate) will also provide a clear justification for the decision to use these alternatives. (QAF 2.2.1).

Desk Review: A review of a New Program Proposal conducted by external reviewers that is conducted independently of the university (i.e., does not typically include interviews or in-person or virtual site visits). Such a review may, with the agreement of both the external reviewers and the Provost, replace the external reviewers' in-person or virtual site visit in the New Program Approval process for certain undergraduate and master's program reviews ~~s~~such as professional master's programs, fully online, etc.

On-site visits will be two days in length. Virtual site visits may be coordinated over a number of days. Site visits will include the following meetings to discuss questions and issues arising from the program proposal and other documentation:

- The start of the visit will begin with orientation meetings with the Associate Vice-President, Academic (or designate) in his/her role as coordinator of quality assurance;
- the University's Vice-President, Finance and Operations (or designate),
- will include meetings with faculty, staff, administrative officials (including the dean(s) of the relevant Faculty(ies);
- the Provost (or designate);
- University Recruitment

Other meetings can be set at the request of the reviewer(s) or by the Office of Quality Assurance, in consultation with the AAU, program proposers, or the Dean of the relevant Faculty. The reviewer(s) will also tour program and campus facilities, in particular facilities that will come into use during the proposed program (as possible for virtual site visits).

External Reviewers Report

The goal of the site visit is to gather information for the appraisal of the standards and quality of the proposed program, and to include reviewers' recommendations that are clear, concise, and actionable.

The External Reviewers will address the following in their report (QAF 2.2.2):

a. Address the substance of the New Program Proposal;
b. Respond to the evaluation criteria set out in Table 3;
c. Comment on the adequacy of existing physical, human, and financial resources; and
d. Acknowledge any clearly innovative aspects of the proposed program together with recommendations on any essential or otherwise desirable modifications to it.

Within four weeks of the Site Visit, the reviewers will prepare a joint report based on the instructions provided in the External Reviewers Report Template provided by the Office of Quality Assurance and submitted to the Associate Vice-President Academic (AVPA).

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When received, the AVPA will ensure that the report is complete and has adequately addressed all the evaluation criteria with respect to all the programs that the review is covering. If the Associate Vice-President Academic (AVPA) determines that the report is in any way deficient, the Associate Vice-President Academic (AVPA) will communicate with the review committee to rectify the situation.

Institutional Response

When the Associate Vice-President Academic (AVPA) is satisfied that the report is complete, the report will be forwarded to the Faculty Dean(s) and the academic unit or program lead(s), for separate responses. Both the AAU Head submitting the proposal and the relevant Dean or designate (in the case of departmentalized Faculties) will respond to the Reviewer's Report and recommendations. The proposer(s), in consultation with the Head and Dean where applicable, may revise the program proposal before submitting it for institutional approval, based on these recommendations. A memorandum will list all the issues, concerns, and recommendations raised in the report to which the Dean(s) and the academic unit will need to respond, separately. In the case of a single-department Faculty where the Dean is essentially the head of the academic unit, only one response will be required (QAF 2.3.1). The separate reports will be submitted to the Office of Quality Assurance.

Institutional Approval

Once the external review and responses are completed, the program or AAU Council, and then the Faculty Coordinating Council (where appropriate), review all documentation created for the proposal and review process to determine whether the proposal meets the institution's quality assurance standards. Graduate programs must then undergo review (based on the same standards) by Graduate Studies Council. In addition, new program proposals require confirmation by the Dean that they support the proposal and are committed to seek to provide the necessary resources, and approval by the Provost prior to submission to PDC. PDC considers the Proposal Brief, the Reviewers' Report(s) and the internal response(s) in determining the academic quality of the new program proposal, including whether the new program proposal meets University of Windsor IQAP standards and is therefore acceptable, or whether it needs further modification. Once approved by PDC, the program proposal brief is submitted to Senate for final quality assurance review. All new programs are approved subject to the relevant resources being made available institutionally.

Once the document receives final approval from Senate, the university's established contact (in the case of the University of Windsor, the University Secretariat) submits the Proposal Brief (PDC Form A), together with all reports and documentation, to the Quality Council Secretariat. The submission must also state whether the proposed program will be run on a cost-recovery basis.

The *Quality Assurance Framework* indicates that, subject to approval by the university's senior academic officer (*e.g.,* Provost and Vice-President Academic), the university can announce its intention to offer the program, in advance of approval by the Quality Council, provided that clear indication is given that approval by the Quality Council is pending, and that no offers of admission will be made until and unless the program is approved by the Council. The *Quality Assurance Frameworks* states that when such announcements are made in advance

of Quality Council approval, they must contain the following statement: "Prospective students are advised that the program is still subject to formal approval." In some cases, MCU funding approval will also be required prior to launching the program.

Quality Council reviews the proposed program following the procedures delineated in the *Quality Assurance Framework*.

Review and Recommendations by the Quality Council

The *Quality Assurance Framework* describes the approval, deferral, and refusal options of the Quality Council Appraisal Committee and the obligations of universities to implement or revise the proposals reviewed. The Office of Quality Assurance will make this information available to University of Windsor AAUs as they develop new programs subject to Quality Council appraisal.

Upon receipt of a new program proposal, the Quality Council makes one the following decisions (QAF 2.6.2, QAF 2.6.3):

a) Approved to commence;
b) Approved to commence with report;
c) Deferred for up to one year, affording the institution an opportunity to amend and resubmit its New Program Proposal; or
d) The program proposal is declined

Should a report be required, the Associate Vice-President, Academic (AVPA) will receive and review all reports prepared by the unit prior to submission to the Quality Council for decision. Any appeals to the Quality Council will be made by the Associate Vice-President, Academic (AVPA). Should a program proposal or appeal be declined by the Quality Council, the Associate Vice-President, Academic (AVPA) will consult with the academic unit(s) and Dean(s) involved to determine how to proceed. In all cases, resubmission will take place approximately one year following the Quality Council's original or appeal decision.

Ongoing Monitoring of New Programs

After a new program has been "approved to commence", the program will begin within thirty-six months of the date of approval; otherwise, the approval will lapse.

The monitoring of a new program facilitates continuous improvement, which is an essential goal of quality assurance. The monitoring process includes a Monitoring Report to be produced by the program and the Dean and submitted to the Office of Quality Assurance, when the next cyclical review is longer than four years out. The Monitoring Report will carefully evaluate the program's success in realizing its objectives, requirements, and outcomes, as originally proposed and approved, as well as any changes that have occurred in the interim, including in response to any Note(s) from the Appraisal Committee (QAF 2.9.3). In addition, the interim monitoring report will include comment on student enrolment and success in the program, as well as resource allocation and program administration. AAUs running new programs, the Associate Vice-President, Academic (or designate), and the relevant Dean will receive annual data sets provided by the Office of Quality Assurance which are consistent with the data provided for cyclical program review (including admissions data, retention rates, and graduation rates), and will review these indicators to identify and collaboratively address emerging problems. The first cyclical review of any new program must be conducted no more than eight years after the date of the program's initial enrolment and normally in accordance with the university's program review schedule. The outcomes of the Monitoring Report and any additional areas are to be considered in the first cyclical review of the new program.

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5. Expedited Approval Processes

Overview

The Quality Council provides a more expeditious version of the approval process – Expedited Approvals – enabling a nimbler evolution of programming. The approval of submissions made through this Protocol is expedited because such proposals are not required to go through external review. The authority for final approval rests with the Quality Council's Appraisal Committee.

Criteria for Expedited Approval

The Quality Assurance Framework allows for expedited approval in the following situations[3]:

a) an institution requests endorsement of the Quality Council to declare a new Field in a graduate program[4]
b) there is a proposal for a new for-credit Concurrent Graduate Diploma or Direct-Entry Graduate Diploma[5]
c) the Quality Council reviews major modifications to an existing program at the request of an institution (see *Major Modifications*, p. 18)

As the above would not require external review, only the applicable evaluation criteria employed for approval of a New Program Approval as outlined in Framework Section 2.1 and found in Table 3 on page 13 will be applied to the Proposal, and Framework Sections requiring External Review (QAF 2.2) and Institutional Response (QAF 2.3) will not apply. The Council's appraisal and approval processes are also reduced.

Procedure

The Protocol for Expedited Approvals for a) and c) includes:

- a Proposal Brief
- appraisal by the Quality Council

The Protocol for Expedited Approvals for b) includes:

- Notice of Intent
- Meeting with New Program Steering Committee
- A Proposal Brief
- Appraisal by the Quality Council

The Proposal Brief (PDC Form A)

Deans, in collaboration with Department heads and faculty members, are responsible for the development of expedited program review proposal briefs. As per the University's established practice, the AAU head in collaboration with faculty members prepares a Proposal Brief (PDC Form A) or a Major Program Change (PDC Form B) for submission to the Quality Council. The proposal describes the new program or the significant changes being proposed (including, as appropriate, reference to learning outcomes, faculty and resources); provides a brief account of the rationale for the changes; and addresses the Evaluation Criteria [Framework Section 2.1, Table 3], where they apply. As with other new program proposals or major program changes, and in keeping with established practice, these proposals will be reviewed by Department and Faculty Coordinating

[3] For the Quality Assurance Framework definitions of these terms, see pp. 9-10.
[4] The addition of a single new field to an existing graduate program is considered a major modification. Institutions may wish, through an expedited approval process, to seek the endorsement of the Quality Council. Note that the creation of more than one field at one point in time or over subsequent years may need to go through the Expedited Protocol. Proposals for new standalone degree programs arising from long-standing fields in a master's or doctoral program that have undergone at least two Cyclical Program Reviews and have at least two graduating cohorts may also be submitted through the Expedited Protocol.
[5] Concurrent Graduate Diploma programs and Direct-Entry Graduate Diploma programs require Quality Council Expedited Approval (no external reviewers required) prior to their adoption. Completion Graduate Diploma programs are submitted as major modifications. All three types of graduate diploma programs are incorporated into the university's schedule for cyclical reviews.

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Council(s), as appropriate, before submission to PDC and then Senate. A PDC form A will continue to be used for the development of the Proposal Briefs for new credit-course based diploma programs. If the institution requests Quality Council review for major modifications to an existing program, the request will be in keeping with the existing major modifications institutional processes (see *Major Modifications*, p. 21).

Appraisal by the Quality Council

The Quality Council's Appraisal Committee reviews the submission, conferring with the university, and receiving further information as needed. The Appraisal Committee will focus its review on the following elements of the submission:

a) Completeness of the proposal
b) Adequacy of the proposed methods for Assessment of Teaching and Learning given the proposed program's structure, objectives, program-level learning outcomes, and assessment methods.

Based on this review, the Appraisal Committee may seek further information from the university, in which case it will provide a rationale for the requested information. Requests for, and responses to additional information will normally be in the form of written correspondence but virtual/teleconference or in-person meetings between the university and the Appraisal Committee may also be considered in order to expedite the process.

The Appraisal Committee will review the New Program Proposal and make one of the following decisions:

a) Approved to Commence
b) Approved to Commence, with Report; or
c) Not Approved (QAF 3.2).

6. Program Modifications and other Proposals Requiring Institutional Approval Only

Overview

A fundamental element of accountability in quality assurance is continuous improvement, which signals that quality assurance is never static. The *Quality Assurance Framework* is designed to ensure that the educational experiences students have are engaging and rigorous, but also that the programs through which those experiences are provided are routinely monitored and, if necessary, revised. Program renewal is an important feature of ongoing and continuous quality assurance. To encourage active evaluation, renewal, and change, as appropriate, the quality assurance process provides for annual reporting on program renewal. Further, program renewal and significant changes to a program – which are referred to throughout as major modifications — are articulated through a robust quality assurance process which does not require but may include the Quality Council's approval.

Other program change and renewals, which are not major modifications, that do not require Quality Council approval:

- Proposals for Completion Graduate Diploma programs and undergraduate certificates and diplomas are reviewed institutionally by AAU Council and Faculty Coordinating Councils (where appropriate) before submission to PDC and Senate for approval, but do not require Quality Council review.
- Non-degree programs offered to students at the University include activities such as workshops, short courses, and programs of study comprised of non-credit courses. These are not subject to institutional or Quality Council review: their planning and facilitation are at the discretion of Deans, AAU Heads, Program Directors, and other members of the academic community in keeping with resource availability and overall academic planning. All members of the academic community are encouraged to look for efficiencies and collaborative opportunities in planning programming for students.

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Major Modifications to Existing Programs (Program Renewal and Significant Change)

Major modifications provide an opportunity for continuous program improvement, improving the student experience, and staying current with the discipline. Major modifications to existing programs require institutional review but not Quality Council review. Normally, the Program Development Committee or the Provost (or designate) may determine that changes to a given program constitute major changes or a new program proposal, and at that time, in consultation with the AAU, require the completion of the relevant PDC Form; however, the Quality Council has authority over this determination. Should the Council decide the major modification constitutes a new program, the Protocol for New Programs Approvals must be followed.

Major modifications are made by institutions in order to:

- Implement the outcomes of a cyclical program review;
- Reflect the ongoing evolution of the discipline;
- Accommodate new developments in a particular field;
- Facilitate improvements in teaching and learning strategies;
- Respond to the changing needs of students, society, and industry; and/or
- Respond to improvements in technology.

The *Quality Assurance Framework* and the University define major modifications as changes including one or more of the following program changes:

- the creation of a new collaborative specialization;
- the creation of a General degree from an existing Honours degree in the same discipline
- the combining of two existing programs
- the establishment of a new articulation agreement or degree completion pathway, where the new agreement or pathway results in changes to program learning outcomes
- the introduction or deletion of a thesis or major paper requirement
- the introduction of deletion of a practicum, internship, co-op work experience or portfolio requirement

- the introduction of a new specialization (including, field, option, stream, concentration);
- requirements for the program that differ significantly from those existing at the time of the previous cyclical program review (typically changes comprising 33% or greater of major requirements);
- the offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa;
- the change in program name and/or degree nomenclature, when this results in a change in learning outcomes.
- significant changes to the program-level learning outcomes that do not, however, meet the threshold of a new program;
- significant changes to the program's delivery, including to the program's faculty and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery (*g.*, different campus and/or online/hybrid delivery;
- for graduate programs where a thesis was previously required, the addition of a course-based option
- new Completion Graduate Diplomas
- adding a single new field to a graduate program. Note that universities are not required to declare fields for either master's or doctoral programs. Note also that the creation of more than one field at one point in time or over subsequent years may need to go through the Expedited Protocol.

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The deletion of a program does not qualify as a major modification in that there is no program to modify. Deleting a program does not alter program requirements or program-level learning outcomes. In accordance with University policy, students enrolled in a program, at the time of its deletion, will be able to complete the program, within a reasonable timeframe. Proposals to delete a program are submitted on a PDC Form C and will be reported annually to the Quality Council.

Procedure

Proposals for modifications will be submitted using the Program Development Committee major program changes form (PDC Form B) which includes sections outlined in Table 3.

Major modifications to existing programs do not require submission of a Proposal Brief to the Quality Council except when the University requests endorsement of the Quality Council. In such cases, unless the Quality Council determines that the proposed modification is, in fact, a new program, the review of the proposal will occur through the approval institutional process detailed in Table 2. Specifically, major program modifications require approval from AAU Council, Faculty Coordinating Council (where appropriate), Graduate Studies Council (for graduate proposals), PDC, and Senate, having been reviewed by the Registrar's Office, the University Secretariat, Budgets, the Centre for Teaching and Learning, and other units as appropriate (e.g., Office of Experiential Learning). All approved changes are subject to budget approval. Throughout the internal process, approving bodies, in addition to reviewing the proposal for relevant criteria listed in section 2.1.2 of the QAF (Table 3), will:

- ensure that there is a clear description and rationale for the proposed major modification
- ensure that the major modification is in alignment with the relevant program-level learning outcomes and/or the program-level learning outcomes are appropriately revised;
- assess the impact that the major modification will have on the program's students;
- ensure there was input from students in the development of the major modification, with the proposal including a statement on the how the major modification will impact the student experience.

As the *Quality Assurance Framework* notes, the fundamental purpose of the identification of major modifications to existing programs, and their submission through a robust quality assurance process which does not require but may include the Quality Council, is to assure the university and the public of the ongoing quality of the university's academic programs. In keeping with Quality Council guidelines, the University, through the University Secretariat, will file an annual report to the Quality Council which provides a summary of major program modifications that were approved through the University's internal approval processes in the past year.

Minor Program Changes and Course Proposals
Windsor encourages and values ongoing and continuous assessment, and where appropriate, modification of programs. Changes to programs, course proposals, and minor course and calendar changes that do not rise to the level of Major Modifications, such as a new or changes to an articulation agreement or degree completion pathway (where the program learning outcomes remain unchanged), an existing emphasis, option, a Minor, a for-credit micro-credential(s), an undergraduate certificate or diploma; laddering, stacking or similar options; or comparable elements are considered Minor Modifications.

The approvals process for minor modifications will follow the University of Windsor established protocol and the University of Windsor Quality Assurance Flow Chart (Table 2) found on page 11 summarizes this process.

7. Cyclical Program Reviews (CPRs)

Overview

In keeping with the University of Windsor's commitment to academic rigour, innovation, and the ongoing enhancement of teaching and learning, and in compliance with provincial quality assurance standards, all existing undergraduate and graduate degree programs undergo cyclical review. The cyclical program review provides the opportunity for academic units to take a reflective and self-critical view of their programs offered. The review process is intended to highlight program strengths and weaknesses so that a clear plan for program-improvement (the Final Assessment Report and Implementation Plan) can be developed and implemented. Ideally, it serves as one component of broad-based quality enhancement activities at the departmental and Faculty level, fostering increased dialogue and collaboration within and among departments and service units regarding student learning and continuous program improvement.

Cyclical review of stand-alone, joint, multi-disciplinary, interdisciplinary, multi-sited and inter-institutional programs[6] must take place in an eight-year cycle and the next review will take place at most eight years from the date the last review was previously scheduled (i.e. not from the time when the external review took place). The Office of Quality Assurance maintains a schedule for these reviews. All for-credit undergraduate and graduate degree programs offered by the AAU are included in the scope of the area's cyclical program review. Programs which have been closed, or for which admissions have been suspended, are out of scope for a cyclical program review. Where appropriate, and in consultation with the relevant Deans and AAU Heads, this schedule can combine program reviews with accreditation reviews required by professional bodies. Where cyclical reviews and professional accreditation processes occur in tandem, Deans and AAUs will ensure that the objectives of all review processes are met. Accreditation reviews cannot wholly replace Cyclical Program Reviews.

Program reviews include contributions from all members of the University of Windsor community, including faculty, staff, students, and graduates. The Cyclical Program Review process is a collegial process. Specific details outlining each step of the process are found in the Procedures below.

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The program review involves the following components:

- A three-volume Brief: (1) a self-study coordinated by the AAU Head or Program Director, in collaboration with the faculty members who deliver the program(s) under review and in consultation with students, which explicitly addresses the quality of each academic program and the learning environment of the students in each program; (2) faculty curricula vitae; (3) a list of proposed external reviewers, including additional members if required.
- a site visit by the external review committee (in-person or virtual/desk audit, as appropriate)
- a report on the self-study and site visit from the external review committee
- responses to the external review committee's report and its recommendations by the AAU Head or Program Director, and by the Dean
- a review by the members of the PDC Subcommittee which drafts the final assessment report and implementation plan, including finalizing and prioritizing recommendations stemming from the review for PDC review and approval.
- mid-cycle progress reports on the implementation of the prioritized recommendations, and the appropriate distribution, including web postings, of those monitoring reports.

Procedure

Initiating a University Cyclical Program Review

The Associate Vice-President, Academic (or designate), initiates the CPR process, writing to the designated programs approximately 14 months before the intended site visit. The program(s) to be reviewed will be

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[6] See Appendix B for Procedures for Interinstitutional Program Reviews

identified at this time per the existing schedule. The Office of Quality Assurance, along with the AVPA, will conduct an orientation meeting and outline the cyclical review process, the benefits of the process, and the institutional bodies responsible for the collection, aggregation, and distribution of data. This may be done with the individual AAUs or a combination of programs undergoing the CPR process in the scheduled cycle may come together in a group session. These sessions may include presentations by programs that have recently undergone their CPR process.

The academic unit preparing their self-study will establish a review team made up normally of the departmental head or director, the graduate and/or undergraduate supervisors as appropriate, graduate and/or undergraduate administrators as appropriate, and at least one graduate or undergraduate student, as appropriate. The review team preparing the documents need not necessarily be led by the department Head or Director. It must, however, be led by a faculty member from the unit. A Delegation Document is requested from the AAU Head, to be returned to the Office of Quality Assurance, and acts as a list of their review team members. The Office of Quality Assurance will work continuously with the department providing assistance throughout the process.

Once the Orientation Session has been held, the Office of Quality Assurance will provide templates required to be completed (Self-study, CV, and Suggested External Reviewers templates). The self-study template will address each discrete program within one omnibus review. The Office of Quality Assurance and the AVPA will ensure that the self-study and accompanying documentation is complete and compliant. Once satisfied that the documentation is complete and compliant, the process of establishing the external review committee will be conducted by the AVPA in preparation for the Site Visit.

Support for the CPR

The Office of Quality Assurance offers ongoing guidance and coordinates the support and services necessary in order to complete the self-study process. The Office of Institutional Analysis, Information Technology Services, and the Registrar's Office provide institutional data required for program self-analysis. The Office of Quality Assurance and the Centre for Teaching and Learning provide strategic support to the program groups undertaking self-study. The Office of Quality Assurance will establish Shared Folders which will include guidance on the conduct of rigorous and objective self-studies. This Shared Folder will also include criteria for the nomination and selection of arm's length external peer reviewers, identify roles and responsibilities for the collection, aggregation, and distribution of institutional data and outcome measures, specify the format required for the self-study and external reviewers' reports, and set out the institution's undergraduate and graduate program review cycle.

The Self-Study

Under the co-ordination of the Dean (for non-departmentalized Faculties) or AAU Head (or delegate) for departmentalized Faculties, faculty from each program under review prepare a self-study which is subsequently reviewed by the AAU Council before submission to the Associate Vice-President, Academic (or designate). The Dean of the relevant Faculty has an opportunity to review the self-study and provide input before the self-study receives final approval.

The self-study affords an opportunity for a broad-based, reflective, and forward-looking consideration of how the program serves its constituency, represents its discipline(s), and fulfils its principal objectives. Evidence-based, it includes the critical analysis of pertinent qualitative and quantitative data and the evaluation of the program's alignment with the University's mission and degree-level expectations. Where possible, the self-study should contextualize data in light of applicable provincial, national, and professional standards as well as comparable programs elsewhere. Table 4 outlines the required elements of the self-study.

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Table 4
Self-Study Components
From the *Quality Assurance Framework*

The following elements for the preparation and writing of the self-study are required and must be addressed in the IQAP:

a) Description of how the self-study was written, including how the views of faculty, staff, and students were obtained and considered;
b) Requirement for inclusion of the evaluation criteria and quality indicators identified in Framework Section 5.1.3.1, for each discrete program being reviewed (see Table 5);
c) Program-related data and measures of performance, including applicable provincial, national, and professional standards (where available), with a notation of all relevant data sources;
d) Description of how concerns and recommendations raised in previous reviews have since been addressed, especially those detailed in the Final Assessment Report, Implementation Plan, and subsequent monitoring reports from the previous Cyclical Review of the program;
e) For the first Cyclical Review of a new program, the steps taken to address any issues or items flagged in the monitoring report for follow-up (see Section 2.9.2), and/or items identified for follow-up by the Quality Council (for example, in the form of a note and/or report for the first Cyclical Program Review in the Quality Council's approval letter – see Section 2.6.3 a) or b));
f) Where appropriate, any unique curriculum or program innovations, creative components, or significant high impact practices;
g) Areas that the program's faculty, staff and/or students have identified as requiring improvement, or as holding promise for enhancement and/or opportunities for curricular change; and
h) Assessment of the adequacy of all relevant academic services that directly contribute to the academic quality of each program under review.

The university may identify any other pertinent information that it deems appropriate for inclusion. The input of others deemed to be relevant and useful, such as graduates of the program, representatives of industry, the professions, practical training programs, and employers may also be included.

The self-study requires a participatory and transparent approach, involving program faculty, staff, and students, and the documentation of how their views were obtained and taken into account in the development of the report, and, more generally, clarity regarding the integrity of the data. Recommended methods of consultation and involvement include:

- Stakeholder representation on the self-study review team
- Survey data
- Focus group data
- Involvement of elected student representatives
- Departmental NSSE data, CLASSE data, or data from other externally validated instruments
- Review of self-study by elected student representatives

It is expected that departments will plan in advance to gather stakeholder data from multiple sources. Once the self-study is completed, the AAU Council and the Dean review the self-study to ensure that it offers a comprehensive view of program quality and to highlight any considerations and recommendations pertinent to the review.

Establishing the External Review Committee

The Academic Administrative Unit (AAU) Head, in consultation with the AAU Council, forwards a list of external review committee candidates to the Office of Quality Assurance. This is part of the three-volume brief that makes up the program review documentation. The Office of Quality Assurance will use this list of candidates provided by the AAU to establish the external review committee membership. The committee must include two external reviewers and one internal reviewer not from the program under review. Selection of an internal facilitator will be made by the AVPA.

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Selection of External Reviewers

Reviewers should be well-respected and professionally active teachers and scholars in their disciplines, normally at the associate or full professor rank and must have administrative and/or program assessment experience. Reviewers should also have an appreciation of pedagogy and learning outcomes. All reviewers should be at arm's length from the program under review.

They cannot:

- be former faculty members from the program,
- be current or past collaborators with faculty from the program,
- be former supervisors or supervisees in the program,
- be relatives of faculty or staff in the program,
- be involved with activities of the program under review,
- have published or collaborated with a member or members of the academic program under review within the last six years, or
- be involved in a conflict with a member of the academic program under review.

This is an illustrative, rather than exhaustive list: the academic unit should take reasonable steps to avoid recommending a reviewer who could be seen as jeopardizing the impartiality of the review process. One of the external reviewers will act as chair of the committee. Reviewers are required to respect the confidentiality of the process and participant input and provide for an appropriate level of confidentiality in their report. Program review is a collegial process.

Selection and Role of Internal Facilitators

The role of the internal facilitator is to act as a facilitator and accompany the external reviewers throughout the site visit to act as a resource in explaining the university's administrative processes and practices as they apply to the administration and delivery of academic programs. The internal facilitator will therefore be present at all meetings. The internal facilitator cannot be cross or joint-appointed to the program that is under review. The internal facilitator plays no part in the outcome of the review or in the writing of the report. Internal facilitators are nonetheless available to the external reviewers should questions arise during the report-writing stage and reviews the report for accuracy and consistency as relates to institutional processes and practices. The internal facilitator may be present at the final meeting between the two external reviewers to begin the report writing process, if the external review committee so desires.

The Site Visit

While normally conducted on-site, the external review of undergraduate programs and certain master's programs (e.g., professional master's programs and fully online programs) may be conducted by desk review, virtual site visit or an equivalent method, if the external reviewers are satisfied, based on a clear justification from the Provost (or designate), that an off-site option is acceptable.

Desk Review: A review of a Self-study conducted by external reviewers that is conducted independently of the university (i.e., does not typically include interviews or in-person or virtual site visits). Such a review may, with the agreement of both the external reviewers and the Provost, replace the external reviewers' in-person or virtual site visit in the Cyclical Program Review process for certain undergraduate and master's program reviews such as professional master's programs, fully online, etc. The Office of Quality Assurance coordinates a site visit in order for the external review committee to assess the quality and standards of the program first-hand. The Associate Vice-President, Academic (or designate) acts as the sole communication point with reviewers in advance of the visit, with the exception of travel and logistical arrangements. Committee members will receive documentation at least six weeks before the site visit and can request additional information as needed through the Associate Vice-President, Academic (or designate). Documentation the reviewers receive includes the Volume I (Self-study) and the Volume II (All Relevant Faculty CVs).

In addition to Volumes I and II, the external review committee receives copies of the University strategic plans

in force during the eight years since the program's last review, a written orientation to the University of Windsor IQAP process including the required components of the external review committee report with instructions referring to the university's autonomy in determining priorities for funding, space and faculty allocation and stressing the need for confidentiality in the conduct of the review, and electronic access to the University Calendar.

During the Site Visit, the committee meets with:

- the Associate Vice-President, Academic (or designate) for an orientation to the cyclical review process. This briefing will reinforce the university's autonomy in determining policies for funding, space and faculty allocation. This meeting also allows the external review committee to ask questions clarifying their role and responsibilities;
- faculty, staff, administrative officials, and students (in separate meetings) to discuss questions and issues arising from the self-study and other documentation in light of the Cyclical Program Review criteria (See Table 5); and
- any other parties the program under review deems relevant to the cyclical review process (*i.e.,* recruitment, institutional analysis, finance, professional association, community or industrial partner/employer).

The committee will tour program and campus facilities and have an opportunity to review samples of student work.

Table 5
University Program Review Evaluation Criteria
From the *Quality Assurance Framework*

The IQAP for review of existing undergraduate and graduate programs requires the evaluation criteria below.
5.1.3.1.1 Program objectives a) Consistency of the program's objectives with the institution's mission and academic plans.
5.1.3.1.2 Program requirements a) Appropriateness of the program's structure and the requirements to meet its objectives and the program-level learning outcomes; b) Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the institution's own undergraduate or graduate Degree Level Expectations; c) Appropriateness and effectiveness of the mode(s) of delivery to facilitate students' successful completion of the program-level learning outcomes; and d) Ways in which the curriculum addresses the current state of the discipline or area of study.
5.1.3.1.3 Program requirements for graduate programs only a) Clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the time required; b) Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses; and c) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.
5.1.3.1.4 Assessment of teaching and Learning a) Appropriateness and effectiveness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations; and b) Appropriateness and effectiveness of the plans to monitor and assess: i. The overall quality of the program; ii. Whether the program continues to achieve in practice its objectives; iii. Whether its students are achieving the program-level learning outcomes; and iv. How the resulting information will be documented and subsequently used to inform continuous program improvement.

5.1.3.1.5 Admission requirements a) Appropriateness of the program's admission requirements given the program's objectives and program-level learning outcomes; and b) Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.
5.1.3.1.6 Resources** Given the program's class sizes and cohorts as well as its program-level learning outcomes: a) Participation of a sufficient number of qualified core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment; b) If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience; c) If required, provision of supervision of experiential learning opportunities; d) Adequacy of the administrative unit's utilization of existing human, physical and financial resources; and e) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access.
5.1.3.1.7 Resources for graduate program only** Given the program's class sizes and cohorts, as well as its program-level learning outcomes: a) Evidence that faculty have the recent research or professional/clinical expertise needed to foster an appropriate intellectual climate, sustain the program, and promote innovation; b) Where appropriate to the program, evidence that financial assistance for students is sufficient to ensure adequate quality and numbers of students; and c) Evidence of how supervisory loads are distributed, in light of qualifications and appointment status of the faculty.
5.1.3.1.8 Quality indicators a) Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring); b) Any other evidence that the program and faculty ensure the intellectual quality of the student experience; and c) For students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills, and times-to-completion and retention rates.

**In keeping with past practice and the requirement for a review of academic services that directly contribute to the quality of each program under review in the Self-Study, consideration must also be given to the appropriateness, effectiveness, and sufficiency of resources and services that directly contribute to the academic quality of programs, in particular, library resources and services, for both graduate and undergraduate programs.

Reporting

Report of the External Review Committee

Once External Review Committee members have completed their site visit and review, they prepare one joint report containing a summary of the site visit, including meetings with students, staff, and administration and tours of facilities, noting responses received to issues raised in the self-study. It will also address the substance of the self-study report, including an acknowledgement of strengths and innovative and creative components of the program, together with recommendations on any essential or otherwise desirable modifications to it. The report must specifically address the substance of the cyclical program review, respond to all criteria with respect to all the programs being reviewed, and comment on the adequacy of existing physical, human, and financial resources and make at least three recommendations for steps to be taken that will lead to continuous

program improvement (for evaluation criteria, see Table 5). All commentary or recommendations must be tied directly to issues of program quality or sustainability. The report is normally due to the Associate Vice-President, Academic (or designate) within four weeks of the site visit.

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When received, the Associate Vice-President Academic (AVPA) will ensure that the report is complete and has adequately addressed all the evaluation criteria with respect to all the programs that the review is covering. If the AVPA determines that the report is in any way deficient, the AVPA will communicate with the external review committee to rectify the situation.

AAU Departmental and Decanal Responses to External Reviewers' Report

The Associate Vice-President, Academic (or designate) forwards a copy of the external review committee report to the AAU Head for a written response. The AAU Head will respond to the External Reviewers' Report and will list all the issues, concerns, and recommendations raised in the report to which the Dean(s) and the academic unit will need to respond.

There may be issues, concerns, and recommendations that the academic unit does not wish to act on; however, a response to all those items is required, including the reasons why the unit feel it is not appropriate to act on them. In the case of a non-departmentalized Faculty, where the Dean is essentially the head of the academic unit, only one response will be required.

The AAU Council normally will review the document before it is sent to the relevant Dean, who then prepares a written response to the self-study, review report, and response. The Dean's response includes commentary regarding the plans and recommendations proposed in the self-study report, the recommendations advanced by the external review committee, and the AAU Head's response to the external review committee report. It also describes changes in organization, policy, or governance that would be required to meet those recommendations, the resources that would have to be provided in supporting the implementation of selected recommendations, and a proposed timeline for the implementation of any of those recommendations.

All documentation, including the self-study, reviewers' report, and responses by the AAU Head and the Dean are forwarded to the University Secretariat, which convenes a meeting of the PDC Subcommittee. In reviewing the documentation, this subcommittee highlights the significant strengths of the program and opportunities for program improvement and enhancement as identified by the external reviewers, and finalizes and prioritizes recommendations for implementation based on assessment of the external reviewers' report and the responses from the Head and Dean. The University Secretariat assists the PDC Subcommittee in producing the Final Assessment Reports, which include an executive summary, and an implementation plan (including recommendations with timelines, and the associated agents responsible for addressing them listed in priority order).

Final Assessment Report

As set out in the Quality Assurance Framework, "[t]he Final Assessment Report provides the institutional synthesis of the external evaluation of the program and strategies for continuous improvement, and:

1. Identifies significant strengths of the program;
2. Identifies opportunities for further program improvement and enhancement with a view towards continuous improvement;
3. Lists all recommendations of the external reviewers [verbatim] and the associated separate internal responses and assessments from the unit and from the Dean(s);
4. Explains why any external reviewers' recommendations not selected for further action in the Implementation Plan have not been prioritized;
5. Includes any additional recommendations that the unit, the Dean(s), and/or the university may have identified as requiring action as a result of the program's review;
6. May include a confidential section (for example, where personnel issues need to be addressed); and

7. Identifies who will be responsible for the recommendations set out in the Final Assessment Report."[7]

The Final Assessment Reports are reviewed and approved by the Program Development Committee and the executive summaries and implementation plans are then submitted to Senate for information and posted on the Senate website.[8] The Implementation Plan will include a limited number of focused and concise recommendations in order to ensure that the areas are able to manageably and effectively follow through on the recommendations.

Implementation Plan

The Implementation Plan will set out and prioritize the recommendations that are selected for implementation (if any external reviewers' recommendations not selected for further action in the Implementation Plan have not been prioritized, an explanation will be given) and include recommendations that the unit, the Dean(s), and or the university may have identified as requiring action as a result of the review. As noted above, the PDC Subcommittee drafts the Final Assessment reports, which include an executive summary and the implementation plan for review and approval by the PDC. Similarly, mid-cycle progress reports are reviewed by the PDC Subcommittee and approved by the PDC.

Deleted: monitoring

The Implementation Plan will:

- contain specific timelines for action.
- have priorities, timelines, and/or responsibilities that allow for meaningful follow-up and accountability.
- specify the agents responsible for each action (e.g. AAU Head, Director) so that the recommendations are assigned to a person to assure accountability for action and to monitor.
- be sent to the AAU Head and the Dean to be clearly communicated to stakeholders, including the program's faculty, staff and students, as well as the public, once approved.
- along with the Executive Summary, be publicly posted on the University Secretariat's website. Program areas may link to the Implementation Plan (and Executive Summary) from their website.

The Deans and AAU Heads receive the Final Assessment reports as well as the Executive Summaries with Implementation Plans and, with the support of other units, oversee implementation of the recommendations. Programs are required to submit a mid-cycle progress report to the Program Development Committee on the progress made with their Implementation Plan. Based on its review, the Program Development Committee may require additional progress reports. These reports and PDC responses will be posted on the University Secretariat website.

Submission to the Quality Council

The outcomes of the cyclical program review process and any revisions made to the reviewers' recommendations are then submitted to the Quality Council through an annual report, which simply lists the past year's completed Final Assessment Reports and Implementation Plans, as well as mid-cycle progress reports, and provides an attestation by the Provost (or delegate) that all IQAP-required Cyclical Program Review processes have been followed. The report will also include a link to the university's web posting of the completed Executive Summaries and Implementation Plans, as well as any mid-cycle progress reports that have also been completed over the prior year.[9] The Quality Council will occasionally review these reports and associated web postings for compliance and may decide to initiate a Focused Audit where there are concerns with IQAP compliance.

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Deleted: monitoring

Use of External Accreditation Reports as Elements of the University of Windsor IQAP

With the approval of the Associate Vice-President, Academic (or designate), following consultation with the appropriate Dean, programs can employ documents and processes associated with external accreditation in place of elements of the institutional program review process provided these elements are fully consistent with

[7] *Quality Assurance Framework*, section 5.3.2, Ontario Universities Council on Quality Assurance, February 24, 2021.
[8] Public access to cyclical program review documents is limited to the executive summaries and implementation plans.
[9] *Quality Assurance Framework*, section 5.4.2, Ontario Universities Council on Quality Assurance, February 24, 2021.

the requirements of the Quality Assurance Framework. The program must keep a clear record of the substitutions or additions made, and the grounds on which the substitutions were made, and this record will be eligible for audit by the Quality Council. The Office of Quality Assurance will also maintain a record of the substitutions or additions made.

8. The Quality Council Audit Process

This section is a summary of the provincial audit process as it applies to all Ontario Universities.

The objective of the Quality Assurance Audit of a university is to determine whether an institution, since its last review, has acted in compliance with the provisions of its Institutional Quality Assurance Process (IQAP), as ratified by the Quality Council.

All publicly-assisted universities in Ontario associated with the Quality Council have committed to participating in this audit process once every eight years. Cyclical audits provide necessary accountability to post-secondary education's principal stakeholders by evaluating past and current practice as well as the university's approach to continuous improvement. The agreed audit cycle schedule will be published on the Quality Council website.

In the year prior to the scheduled audit, the Quality Council will provide an orientation to appropriate University staff and offices on what to expect from the audit. Following this meeting, the Office of Quality Assurance, in consultation with the Provost's Office, the University Secretariat, and other persons/offices, will prepare an institutional self-study assessing the University's quality assurance processes, including challenges and opportunities, within its own institutional context. The self-study will pay particular attention to any issues flagged in the previous audit and will be submitted to the Quality Council in advance of the desk audit.

Auditors independently select programs for audit from among those undertaken within the period since the conduct of the previous audit that represent the New Program Approval Protocol (normally two examples of new programs developed under this Protocol) and the Cyclical Program Review Protocol (normally three or four examples of programs that have undergone a Cyclical Program Review). Programs that have undergone the Expedited Protocol and/or the Protocol for Major Modifications (Program Renewal and Significant Change) will not normally be subject to audit. The audit process generally involves a desk audit of documents, followed by a site visit. The audit report will describe the audit methodology and verification steps, provide a status report on the program reviews carried out by the institution, describe the institution's compliance with its IQAP (as it existed at the time the program was reviewed), identify notably effective policies or practices, and provide suggestions, recommendations, and causes for concern with regard to IQAP compliance.

Suggestions do not convey any mandatory obligations and sometimes are the means for conveying the auditors' province-wide experience in identifying good, and even on occasion, best practices. Institutions are under no obligation to implement or otherwise respond to the auditors' suggestions, though they are encouraged to do so.

Recommendations are recorded in the auditors' report when they have identified failures to comply with the IQAP. These failures indicate discrepancies that weaken the integrity of academic standards or are necessary for effective quality assurance. The institution must address these recommendations.

Causes for concern may be potential structural weaknesses in quality assurance practices. When the auditors have identified, with supporting reason and evidence, a cause for concern, it will be reported to the Audit Committee and the institution. Following deliberation, including possible discussion with the institution, the Committee may then recommend that the Quality Council investigate IQAP compliance at the institution more extensively.

Following the audit, the auditors prepare a report that will be considered "draft" until it is approved by the Quality Council. The report, which is to be suitable for subsequent publication, comments on the institution's

The Audit Report includes recommendations that the Quality Council take one or more of the following steps, as appropriate:

- Direct specific attention by the auditors to the issue(s) within the subsequent audit
- Schedule a larger selection of programs for the university's next audit;
- Require a Focused Audit
- Adjust the degree of oversight and any associated requirements for more or less oversight;
- Require a Follow-up Response Report, with a recommended timeframe for submission; and/or
- Any other action that is deemed appropriate.

Ultimately, the Audit Report includes an assessment of the overall performance of the university in ensuring compliance with its IQAP and contains recommendations to the Quality Council, as appropriate, based on that assessment.

The Quality Council Secretariat publishes the approved summary of the overall findings, together with a record of the recommendations on the Quality Council's website. This Audit Report, and any Follow-Up Reports and Focused Audit Reports are also published on Windsor's Quality Assurance website.

9. Appendices

Appendix A: Program/Course Changes Forms, Cyclical Program Review Schedule, University of Windsor Programs

New Program Development
PDC Form A: New Program Proposal Brief

Program/Course Change Forms
PDC Form B: Major Program Changes
PDC Form C: Minor Program Changes

Cyclical Program Review Schedule

University of Windsor Programs

Appendix B: Procedures for Interinstitutional Program Reviews

Cyclical review of inter-institutional programs must take place once in an eight-year cycle, based on a mutually agreed upon review schedule. In the case of joint programs:

- Institutions will create a single report that covers common IQAP requirements, and will include separate addenda to provide any additional information required by their own IQAP.
- Each institution will be responsible for ensuring that all requirements of its own IQAP have been addressed.
- Partner institutions will collaborate to produce the relevant materials for common IQAP requirements.
- Should a partner institution require additional data to meet its IQAP standards, it will seek assistance and input from its partners.
- The external review committee will normally include an internal reviewer from each partner institution, selected in a manner consistent with the approach at their respective institution.
- AAUs at partner institutions will work together to submit a list of potential external reviewers.
- The selection of the external reviewers will be the joint responsibility of those responsible for selecting external reviewers from all institution
- The review team will normally visit all program sites.
- Reviewers will consult faculty, staff, and students at each partner institution.
- Deans and participating units at all partner institutions each will provide separate responses to the reviewers' report.
- The Final Assessment Report, which includes the Implementation Plan and an executive summary, will involve input from all partners through procedures consistent with their respective IQAPs; on a rotational basis, each partner institution will undertake to produce the Final Assessment Report which will then go through the appropriate governance processes at each partner institution.
- The Final Assessment Report's Executive Summary and Implementation Plan will be posted on the university website of each partner.
- Partner institutions will negotiate an appropriate monitoring process for the Implementation Plan that is consistent with their IQAP requirements.
- The Final Assessment Report will be submitted to the Quality Council by the lead partner.

University of Windsor
Senate

5.2.1: **Policy on English Language Proficiency – Revisions (TOEFL)**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the proposed revisions to the Policy on English Language Proficiency Requirement (Undergraduate and Graduate) be approved.*

**References to the 0-120 scale in the undergraduate and graduate calendars, and elsewhere, also will be updated accordingly.*

Proposed Revisions:
[revisions are in bold and strikethrough]

B. Evidence of English Language Proficiency
[...]
1) A minimum score of 6.5 on the International English Language Testing System (IELTS) – Academic or IELTS Online.
2) A minimum score of ~~83~~ **4.5** with a writing score of ~~20~~ **4.0** on the Internet-based Test (IBT®) of English as a Foreign Language (TOEFL) or TOEFL iBT® Home Edition online test. Prospective students completing the Paper-Delivered Test (PDT) TOEFL ~~(as offered from October 2017)~~ will have their results assessed on an individual basis.
[...]

Graduate Calendar:

References to TOEFL scores will be amended to 4.5, with the exception of the Master of Management which will reflect a 5.0 and a statement to the LLM that preference will be given to applicants with higher than the minimum English proficiency.

Rationale:

- In January 2026 TOEFL iBT moved to a new 1-6 scale from a 0-120 scale, necessitating revisions to the Senate Policy on English Proficiency. For a 2-year period following January 2026, test takers will receive a comparable score on the 0-120 pt. scale *representing the midpoint* of the corresponding total range.
- Implications of the new scale: Now that scores are in 0.5 intervals the granularity of test scores will be lost.
- Based on an analysis of admissions with TOEFL iBT score, the adoption of 4.5 will not impact admissions and in fact many applicants were higher than the minimum required score at the graduate level.
- Reference to the 0-120 scale exists in the Policy on English Language Proficiency, the Undergraduate and Graduate Calendars and various university websites.

The following is an explanation of what has changed:

As of January 21, 2026, TOEFL iBT score reports feature a new 1-6 scale, in half point increments, with a more intuitive alignment to the Common European Framework of Reference for Language (CEFR)
A few notes on this scoring change:

- You'll receive four section scores, as well as an overall score, on the 1 – 6 scale.
- The overall score will be the average of all four sections, rounded to the nearest half band (for example, if the average of your section scores is 5.25, you will receive an overall score of 5.5).
- For a two-year transition period after January 2026, you will also receive a comparable overall score on the 0 – 120 scale, representing the midpoint of the corresponding total range.

TOEFL Score Comparison for Tests Taken Before January 21, 2026

Total and section scores (1-6)	Reading (0-30)	Listening (0-30)	Speaking (0-30)	Writing (0-30)	Total (0-120)
6	29-30	28-30	28-30	29-30	**114+**
5.5	27-28	26-27	27	27-28	**107+**
5	24-26	22-25	25-26	24-26	**95+**
4.5	22-23	20-21	23-24	21-23	**86+**
4	18-21	17-19	20-22	17-20	**72+**
3.5	12-17	13-16	18-19	15-16	**58+**
3	6-11	9-12	16-17	13-14	**44+**
2.5	4-5	6-8	13-15	11-12	**34+**
2	3	4-5	10-12	7-10	**24+**
1.5	2	2-3	5-9	3-6	**12+**
1	0-1	0-1	0-4	0-2	**0+**

Note: total scores are the sum of the section scores, and can be obtained with different section score combinations

This updated 1 – 6 scale will help both institutions interpret TOEFL scores in a more consistent and intuitive manner, while more directly aligning TOEFL scores with most students prior English learning and assessment journeys.

Institutions are continuing to update their score requirements to reflect the 1 to 6 format. Because this format is more recent, institutions are updating at different times, and some may still list requirements using the 0 to 120 format. Your official TOEFL iBT score report includes both the updated 1 to 6 scores and a comparable 0 to 120 total score estimate, so you can meet either format without converting anything. Contact the institution directly to confirm their current score requirements.

TOEFL iBT Score Breakdown - What Your Scores Mean

University of Windsor
Senate

*5.2.2: **Residency Requirements – Revisions**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the proposed revisions to the Policy on Residency Requirements (Undergraduate) be approved.

Proposed Revisions:
[revisions are in bold and strikethrough]

The number of courses required for the attainment of any degree or certificate is indicated in each program. These requirements may be reduced through the transfer of credit from another university. However, a student will be required to complete successfully, at the University of Windsor, a minimum of ten **(3.0 credit)** courses ~~(thirty semester hours)~~ numbered 2000 or higher to qualify for a degree from the University of Windsor. Residency requirements can be met by University of Windsor courses taken either on-campus, at off-campus sites or through **other course modalities** ~~Distance Education~~. These ten courses must include a minimum of six courses from the major course requirements to qualify for a three-year major degree or a minimum of ten courses from the major course requirements to qualify for a four-year Honours or Major or professional degree except in the Faculty of Engineering where a student must complete at least 50% of the total number of weighted units required for the Bachelor of Applied Science at the University of Windsor. Double majors are required to take a minimum of five courses at the 2000 level or above from the major course requirements in each of the Majors at the University of Windsor. **In the case of students enrolled in degree completion pathways for which there are fewer than ten major course requirements due to the awarding of approved block transfer credit, a student will be required to complete successfully, at the University of Windsor, all major course requirements for the pathway as well as additional courses to a total of ten courses numbered 2000 or higher to qualify for a degree from the University of Windsor.**

A student will be required to complete successfully at the University of Windsor a minimum of ~~five~~ **50% of** courses ~~(fifteen semester hours) to qualify~~ **required** for a certificate**, unless otherwise specified in the program requirements.** ~~offered in the Faculty of Arts, Humanities and Social Sciences, with the exception of the certificate in North American Studies, which requires the completion of four courses at the 2000-level or above. To qualify for a certificate offered in the Odette School of Business, a student will be required to complete at the University of Windsor six courses (eighteen semester hours)~~

To qualify for a Minor, a minimum of three courses counting toward the Minor must be successfully completed at the University of Windsor.

Rationale:

- In all cases, the minimum number of courses for a certificate has always been 50%. The exceptions were included because the North American Studies Certificate was the first 8 course certificate, and the OSB Certificate was a 12 course certificate at the time. All other certificates were 10 courses at the time of the development of this portion of the policy.

- The intent is and has always been that students complete 50% of the certificate courses at UWindsor. Rather than include a specific number, the 50% captures this more effectively and efficiently.
- The revision also clarifies that students in degree completion pathways may require a combination of major course requirements and other course requirements to meet the residency requirement. For instance, the Bachelor of Information Technology degree completion program requires seven major courses and eight other course requirements. Students would therefore need to complete the seven major courses and a minimum of three other course requirements numbered 2000 or higher to meet the ten course residency requirement.

University of Windsor
Senate

5.3.1: **Senate Meeting Scorecard – Results from 2025-2026 Academic Year Meetings**

Item for: **Discussion**

Forwarded by: **Senate Governance Committee**

Summary of Feedback:
39 of 84 Senators completed the 2025-2026 Senate Meetings Scorecard. Overall, respondents viewed Senate meetings positively, particularly in relation to the quality and timeliness of meeting materials, meeting facilitation and leadership, and Senate's governance role. Respondents noted respectful discussion, effective meeting management, and opportunities to hear directly from University leadership.

Suggestions for improvement included: more balanced and broader participation with focus on meaningful strategic discussion; more concise presentations; improving meeting accessibility; and reinforcing Senate's mandate and Senators' responsibilities.

SGC recommendations for improvements:
1. Engagement: actively inviting perspectives from Senators that have not yet contributed, while continuing to manage discussion to ensure balanced participation.
2. Accessibility: consistent microphone use or having the Chair repeat comments/questions for clarity; clearly identifying and briefly describing agenda items when they are introduced.

University of Windsor
Senate

*5.3.2: **Senate and Senate Standing Committee Diversity Report (2026-2027)**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

The 50/30 Challenge, to which the University is a signatory, is an initiative between the Government of Canada, business, and other organizations to increase diversity groups on boards and in senior management positions. The goal is to achieve 50% women and 30% other equity-seeking groups (i.e., racialized persons, Indigenous peoples, persons with disabilities and, members of the 2SLGBTQIA+ community).

The following are the results of the self-identification survey:

	Current Voting Members	Survey Responses	Self-Identified as member of designated group	50/30 Challenge		Did not wish to self-identify
				50% Women-identified Persons	30% other designated group members	
Senate	**86**	73	57	45.4%	39.5%	6
Academic Policy Committee	**17**	12	11	52.9%	29.4%	2
Program Development Committee	**20**	15	9	20.0%	30.0%	0
Senate Governance Committee	**20**	16	11	45.0%	20.0%	3
Senate Student Caucus	**20**	15	10	35.0%	35.0%	1

Updated: as of September 18, 2026

Note: The number of equity-seeking group members may not equal the number of individuals who self-identified, as individuals may have self-identified under more than one category.

A total of 100 (of 116) members of Senate and/or its Standing Committees completed the survey:
- 22 respondents self-identified as members of equity-seeking groups other than woman.
- 20 respondents self-identified as women plus as members of an equity-seeking group other than woman.
- 24 respondents self-identified as women only.
- 25 respondents stated that they did not self-identify as members of equity-seeking groups.
- 10 respondents stated that they did not wish to self-identify.

Response rates have improved. However, it is difficult to know or be able to report that the University is meeting the federal 50/30 challenge (of which it is a signatory), without full participation by all members, particularly as relates to the Committees.

University of Windsor
Senate

5.5: **Report from the Student Presidents**

Item for: **Information**

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

University of Windsor Students' Alliance (UWSA)

Governance and Policy Report
G&P met on Tuesday, September 24th. Changes to the executive and hiring policies have been made. Motions will be presented to the Board.

Meeting with the President
Meet with the President on Wednesday, Sept. 9th. Discussed the messaging broadcasted to students during the tornado warning.

Check-Ins with the Vice-Presidents
I have continued regular check-ins with the vice presidents, with discussions focused on portfolio progression, accountability, ongoing projects, and support. Following the conclusion of the first quarter, Q1 recap feedback has been completed. My focus continues to be ensuring that each vice president feels supported while expectations are set.

Media, Public Representation, Collaboration
September has also included several opportunities to represent the UWSA externally and communicate directly with students and the broader Windsor community.

I submitted a statement and answered questions for The Lance regarding Welcome Week and what students can expect from the UWSA throughout the remainder of the academic year.

I also completed two interviews with Radio-Canada/CBC, including one alongside Dr. Shetina Jones and another interview conducted in French discussing the presidency and what the year ahead may look like. I have also been asked to serve as MC for the Franco-Ontarian Flag Raising Ceremony at Windsor City Hall on September 25th and will be speaking at the Orange Shirt Day event on September 30th.

- I have continued developing relationships with university departments, student organizations, community partners, and external organizations.
- RJ and I met with Student Success and Leadership regarding the Bounce Back program and ensuring that students are aware of both Bounce Back and Jump Start, particularly first-year students.
- The Executive team also met with Adam from Whamburg to discuss sponsorship opportunities and other possibilities for future collaboration.
- The giveaway for the ViaRail student discount vouchers is live!
- Additionally, the UWSA has continued discussions with the Student Law Society regarding their MOU and addressed questions surrounding the agreement.

- Vice President Finance & Operations:
  - Supported and assisted with ongoing operational and financial matters.
  - Supported the approval and coordination of sponsorship opportunities, including the $250 IBM Fall Fest sponsorship.
  - Supported the $1,000 funding allocation for Black Alumni Weekend.
  - Continued supporting student groups and operational matters where needed.

- Vice President Student Advocacy
  - Continued supporting VPSA with active student advocacy cases as needed.
  - Continued connecting with University and faculty partners regarding student advocacy concerns.
  - Supported the development of student-facing communications regarding Suicide Prevention Month and OSAP.
  - Continued supporting the development of updated housing resources for students, particularly off-campus housing.

- Vice President Student Life
  - Continued supporting VPSL with Student Life priorities.
  - Supported Welcome Week execution.
  - Continued connecting VPSL with campus partners regarding Student Life programming.
  - Supported continued UWSA presence at campus programming, Lancer events, and other student activities.

Welcome Week

Supported, executed, and attended all events during Welcome Week: UWin Games, Welcome Week Celebrations, Morning Oasis, etc. Attended all WW tent parties. A recap meeting between the team will be done soon.

Some President Accomplishments Throughout the Month

- Successfully supported the execution of Welcome Week.
- Secured Welcome Week sponsorships from the Alumni Association (1500$) and the President's Office (1000$).
- Supported the approval of $1,000 in funding for Black Alumni Weekend.
- Completed the UWSA x Lancer Athletics collaboration and supported its launch.
- Represented the UWSA at Lancer Athletics programming, including participating in the coin toss at the Western game.
- Continued supporting six active student advocacy cases.
- Continued meetings with University partners regarding student advocacy, appeals, and procedural irregularities.
- Completed media interviews with Radio-Canada/CBC, including a French-language interview.
- Submitted a statement and responded to questions from The Lance regarding Welcome Week and the year ahead.
- Continued partnership development with Student Success and Leadership, the Student Law Society, Whamburg, ViaRail, and other University and community partners.
- Continued Governance and Policy work.
- Continued Board engagement and Executive Q1 follow-up.

UWSA x Lancer Athletics

I posted the collaboration items (video, graphic). The UWSA also attended both Lancer games and remained present throughout the initiative. I had the opportunity to participate in the coin toss at Saturday's game against Western, further contributing to the visibility of the UWSA within Lancer Athletics. Inclusive of a $500 donation.

President's Council

The President's Council is meeting on the first Wednesday of every month from 6 to 7:30 PM. The first will be October 7th.

Black Student Guidance Council

Creation of the BSGC, a council in which I would meet with Black student leaders around campus and discuss, educate, and bridge the gap between Black Students, the UWSA, and the University. This would include Black professionals and administration.

Board Updates

Hiring for the Ignite positions will be underway this week, September 28 to October 2nd. Again, thank you to the Hiring Committee! Headshots will be taken once the graphic design assistant is hired. Please fill out your blurbs if not done.

Upcoming Priorities

In the coming weeks, my priorities will include:

- Continuing to support and oversee Executive portfolios.
- Completing the Welcome Week recap and review.
- Continuing student advocacy and support for active student cases.
- Continuing Governance and Policy work.
- Graduation cords.
- Continuing work with Student Success and Leadership on Bounce Back and Jump Start.
- Continuing the UWSA x Lancer Athletics collaboration.
- Continuing University and Community Partnership Development.
- Following up on the potential ViaRail student discount opportunity.
- Continuing work on UWSA housing resources.
- Supporting Ignite hiring and shortlisting.
- Continuing preparation for upcoming external meetings and events (i.e., Chancellor's Breakfast).
- Advancing President's Council and other initiatives.
- Continuing to strengthen the visibility and presence of the UWSA throughout the academic year.

Graduate Students' Society (GSS)

Leddy West Wing - GSS Study Commons | Complete

The first floor of the West Wing of the Leddy Library, known as the GSS Study Commons, officially opened on September 8th. The space is open to all students and offers amazing seating, study and collaborative learning spaces.

Office of Research and Innovation | Future Collaboration

The GSS and the VPRI Office are conducting a review of different collaborative prospects within the new Fusion space to offer graduate students opportunities to develop different entrepreneurship pathways. An update on this process will be presented at a later date, once final details are determined.

WE-Spark | Three-year Idea Grant

The GSS and the WE-Spark Heath Institute signed a three year agreement to support an Idea Grant. Valued at $3000 a year, this grant, in combination from supporting funding from the Institute, saw a total of $5000 be granted to Dr. Madison Brockbank this funding cycle. The GSS will continue to review other funding opportunities within graduate student research here on campus.

Organization of Part-time University Students (OPUS)

- May 19th, June 2nd, June 16th, June 30th, July 14th, July 28th, and Sept. 22nd, 2026 – CAWSC BAS Modernization meeting(s) continuation held bi-weekly and ongoing to give progressive updates as to Phase 2 completion for the CAW Student Centre project.
- May 19th, 2026 – Resource Allocation Committee meeting held to discuss recommendations of the budget approval for the Board of Governors and updates on capital expenditures.
- May 22nd, 2026 – OPUS team members took part in a Campus tour of Rodzik Hall (New student residence) – Great opportunity to see the new residence on campus for all those able to attend.
- May 22nd, 2026 – Legacy: A Celebration of David Suzuki at 90, in concert with Vancity – virtual and in-person event held in Vancouver, BC. It was well attended.
- May 23rd, 2026 – Alumni Association Board of Directors meeting – approval of agenda and minutes of March 28th, 2026. Various reports received and read including the student union reports and correspondence. PAC gave presentation on updates to branding, digital footprint, and new strategies in line with campus mandate. It was further reiterated Alumni is to provide meaningful connections to current and future alumni for career support, mentorship, and networking. To provide innovative opportunities for alumni to remain connected and engaged with Uwindsor regardless of geographic location. Furthermore, to cultivate pride in Uwindsor, inspire and recognize alumni and support fundraising efforts to ensure the University's continued success. Alumni's Strategic Plan to be revised in 2026 and to further align with the University's four pillar framework. Future dates to keep in mind: Oct. 3rd, 2026-next meeting (Football Tailgate outing); Sept. 28th to Oct. 3rd, 2026- Alumni Week; Nov. 12th-AGM.
- May 25th, 2026 – OPUS Greenshield/Prosum Benefits discussion held as follow-up on how portal will be setup for students in Fall 2026 and details for its launch.
- May 25th, 2026 – Policy Management Board meeting was conducted with approval of the minutes for April 2026, and various reports received from the General Manager, Director of Student Events, Facilities Administrator, and Director of Ancillary Services. Further approved motions to building maintenance, updates on CAWSC BAS Modernization Phase 2, and other going concerns.
- May 28th, June 11th, June 30th, 2026 – UCAPT meeting was held to review all recommendations made by the various AAU RTP Committees regarding promotion, tenure, or contract renewal as specified in Bylaw 23, and to ensure that established criteria for promotion and/or tenure have been satisfied, and the appropriate procedures are followed.
- June 17th, 2026 – Review Affirmation of Indigenous Citizenship Membership Policy and Procedures meeting held to discuss feedback pertaining to updates to current policy and procedures and if any changes/updates required.
- June 19th, 2026 – Awards and Student Bursary meeting –to address any going concerns with awards and bursary rollout with OPUS awards and bursaries to set a cap total for prospective recipients, widen the pool of recipients, and tweak the wording to reflect as such going forward without issues for future students needing awards.
- June 22nd, 2026 – Student Portal – Demo Session #1 Greenshield/Prosum – first session held to show the implementation and rollout of portal as a demonstration thus far. Feedback gathered from the student groups for changes and updates.
- June 25th, 2026 – Student Portal – Demo Session #2 Greenshield/Prosum – second session held to show the implementation and rollout of portal as a demonstration thus far. Feedback gathered from the student groups for changes and updates.
- June 25th, 2026 – Catering support meeting conducted in conjunction for our 24th annual OPUS BBQ event – details worked out and aligned like previous year's BBQ.
- June 29th, 2026 – Age Friendly University Spring meeting – follow-up on this initiative in conjunction with new targets, support and updates.
- June 29th, 2026 – PMB meeting was held, with approval of the minutes for May 2026, and various reports received from the General Manager, Director of Student Events, Facilities Administrator, and Director of Ancillary Services. Further approved motions to building maintenance, updates on CAWSC BAS Modernization Phase 2, and other concerns.
- July 3rd, 10th, 17th, and 24th, 2026 – Student Services Fair/Head Start 2026 Orientation event was a success. OPUS members contributed and participated in tabling to meet future incoming students for the Fall 2026.

- July 8th, 2026 – Student Portal Opt-In Payment Greenshield/Prosum meeting held to discuss options needed and required to address all student needs (especially some of our senior members) where it may prove more difficult for the changes to the plan immediately. The current practice will be maintained with the rollout of the service from Greenshield/Prosum for Fall 2026.
- July 9th, 2026 – CAWSC Info Desk Interviews held for interviews conducted with 10 individual prospective candidates to be employed at the information desk for the Fall 2026 and Winter 2027 semesters.
- July 17th, 2026 – Transit Windsor and OPUS/GSS/UWSA UPass meeting for updates to UMO digital UPass being rolled out, to address concerns from the summer's opt-in of the plan, and any improvements required moving forward for Fall 2026.
- July 17th, 2026 – UWSA/OPUS/GSS BMO loan discussion meeting follow-up to address $920,000 in student capital fees owed to the student center for maintenance and upkeep concerns.
- July 20th, 2026 – OPUS support in conjunction with Greenshield/Prosum follow-up meeting to address minor details as the portal progresses in its development and any last-minute details needed for its inception.
- July 27th, 2026 – Policy Management Board meeting was held, with approval of the minutes for June 2026, and various reports received from the General Manager, Director of Student Events, Facilities Administrator, and Director of Ancillary Services. Further approved motions to building maintenance, updates on CAWSC BAS Modernization Phase 2, and other concerns. August PMB meeting has been cancelled and recommence in September 2026. PMB Budget to be released in August 2026 and further reviewed/approved in September 2026. Thrift Store pilot to be created as revenue generator for student centre and review/renewal of tenant lease updates. In-camera item discussed separately. Director of Ancillary Services to investigate tours for Way Finding signage. Education lot expansion ongoing – to be done for September 2026. Steve is to follow-up and arrange meeting for TVs in marketplace and AED training for info desk clerks. Shari to send approval for roof to facilities and send leases out to tenants.
- August 5th – OPUS held its 15th annual retreat at St. Clair College for a campus tour to plan for the upcoming Fall 2026 and follow-up to our August 11th, 2026 OPUS Board meeting.
- August 12th, 2026, OPUS participated in a virtual Student Services/Head Start 2026 Orientation event in conjunction with Student Services and Leadership.
- August 14th, 2026, we received our OPUS Day Planner/Handbook(s) for the Fall 2026-27 academic year for students.
- August 13th to 16th, 2026, OPUS members recently attended the CFS Ontario General Membership meeting held in Toronto as a representative local on student concerns.
- Sept. 5th, 2026, OPUS members attended the Lancer Athletics football game against Laurier, the score was 48-37 for Uwindsor, the first game of the year home opener.
- Sept. 7th to 11th, 2026, OPUS conducted its Fall Appreciation Week for new and returning students for the start of classes on September 10th, 2026
- Sept. 8th, 2026, OPUS team members participated in the opening welcome celebration festivities, and involvement fair that day with many new and returning students at the event.
- Sept. 9th, 2026, OPUS team members participated in the GATA event on campus to tabling to meet new and returning students at the event.
- Sept. 12th, 2026, OPUS members attended the Lancer Athletics football game against Western, the score was 44-36 for Western.
- Sept. 17th, 2026, OPUS held its Annual Welcome BBQ with good attendance, many door prizes and great food. Thank you to everyone who could attend this event.
- Sept. 22nd, 2026, Senate/Board of Governors retreat – OPUS members attended this event for the returning Fall 2026 semester meet and greet session. Additionally, UCAPT introductory meeting was also held for the upcoming semester.
- Sept. 25th, 2026, OPUS held its first Free Pizza Friday of the Fall 2026 semester. Future dates will be Oct. 23rd, Nov. 20th, and Dec. 4th, 2026. Many students in attendance. Thank you to all who could attend.
- Sept. 28th to Oct. 3rd, 2026, OPUS members will be participating in events with returning Alumni to encourage participation and an ongoing commitment to campus community-at-large. Many events are planned during this week.

University of Windsor
Senate

5.6: **Report of the Academic Colleague**

Item for: **Information**

Forwarded by: **Mohammed Fazle Baki**

Final Report of the Artificial Intelligence Task Force

A new Council of Ontario Universities Artificial Intelligence Task Force, chaired by Vivek Goel and vice-chaired by Mark Daley, has completed its report titled *Charting a Path Forward for Ontario Universities in the Age of AI*. The report was officially launched on May 29, 2026, at an Empire Club of Canada event during Toronto Tech Week.

One of the key messages was that universities and industry must work together to better prepare students for the workplace through co-op experiences, experiential learning, and the development of critical thinking skills.

Another important theme was the role of governance in enabling both innovation and speed, ensuring that institutions can adapt effectively in an AI-driven environment.

Ontario Will Need One Million University-Educated Workers by 2035

A new report commissioned by the Council of Ontario Universities projects that Ontario will need more than one million university-educated workers between 2026 and 2035—an average of approximately 100,500 annually—because of economic growth and the need to replace workers retiring or leaving the labour force. The greatest demand will be in STEM, business and finance, education and public services, and health care. The findings underscore the essential role of a strong and sustainable university sector in preparing highly skilled graduates, supporting emerging industries, attracting investment, driving innovation, and maintaining Ontario's economic competitiveness.

Meeting on May 13
The Academic Colleagues met on May 13.

Follow-up on AI Discussion from the April Meetings: Building on discussions with the COU AI Task Force, Academic Colleagues are considering how Senates, Academic Colleagues, and university leaders can collaborate on responsible AI adoption and strengthen campus-wide dialogue. Proposed next steps include reviewing the Task Force's recommendations, compiling existing university AI policies and initiatives, and developing a living white paper or policy brief addressing AI in teaching, research, service, and administration, including appropriate tools, areas requiring caution, and student perspectives. Broader engagement through panels involving Senate members is also being considered, with further discussion planned for the fall.

Bachelor of Education, HEQCO and Institutions' Authority: COU Corporate Secretary and Senior Policy Advisor Kathryn White provided an update on sector developments, including the introduction of *Bill 101, Putting Student Achievement First Act, 2026*. The legislation includes changes to Bachelor of Education programs, the dissolution of the Higher Education Quality Council of Ontario (HEQCO), and provisions overriding institutions' authority to determine and govern their programs, curricula, academic standards, and related educational matters.

Meeting on August 25–26
The Academic Colleagues met on August 25 and 26.

Community-Based Research:

Amanda Demmer, Executive Director of Community-Based Research Canada, provided an overview of CBR and the organization's activities. CBR is a community-driven, participatory, and action-oriented approach that equitably involves people affected by an issue throughout the research process to create positive social change. By combining rigour with relevance, trust, and practical application, CBR can produce more useful research, stronger university-community partnerships, and greater social impact.

Successful CBR requires flexible timelines, sustained student involvement, community relationship brokers, and institutional leadership. Key barriers include research systems organized around short-term projects rather than long-term relationships, doctoral timelines, institutional silos, limited recognition through traditional peer-review and academic reward processes, potential researcher bias, and differing definitions of success among researchers and communities. Further consideration is also needed regarding the balance between social change and institutional neutrality, guidance for describing research impact, and ways to connect faculty members with CBR Canada's networks.

COU Update
Kathryn White, Corporate Secretary and Senior Policy Advisor, provided an update on COU's priority issues and activities.

Research Advocacy and Commercialization: COU continues to advocate for research funding, including opportunities to secure provincial matching funds for federal investments. The Ministry of Colleges, Universities, Research Excellence and Security has established a Commercialization Metrics Sector Working Group, with representatives from universities, colleges, IP Ontario, and government. The group is examining measures such as patents, start-ups, and other commercialization outcomes that may inform future Strategic Mandate Agreements.

Build Communities Strong Fund: The federal Build Communities Strong Fund offers capital-investment opportunities through its Direct Delivery and Provincial and Territorial streams, including support for postsecondary infrastructure.

Defence Innovation: Federal and provincial governments are prioritizing defence industrial strategy and innovation in response to the changing geopolitical environment. Three federal Defence Innovation Secure Hubs have been awarded, and COU is working with Universities Canada and the provincial government to identify opportunities for Ontario universities. Related investments include $5 million for Ontario Tech's Automotive Centre of Excellence and $20.3 million for the University of Calgary's Quantum Defence Innovation Secure Hub.

Canada Investment Summit: The federal government, in partnership with the Canada Pension Plan Investment Board and the Public Sector Pension Investment Board, will host the Canada Investment Summit on September 14 and 15 to attract investment and advance nation-building projects.

University of Windsor
Senate

5.7: **Report of the President**

Item for: **Information**

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

1. Executive Search Updates
I am excited to share that Henrique Géa is joining the University of Windsor as the new University Registrar, beginning October 1, and that Sarah Padfield has agreed to join us as the next Vice-President of Finance and Operations beginning October 19. We are excited to welcome them to the University of Windsor community, and look forward to the experience, expertise, and leadership they will bring to their roles.

2. Academic Partnerships & Pathways
In July, we signed a three-year pilot agreement with St. Clair College establishing a new pathway into the Faculty of Arts, Humanities, and Social Sciences. Under the pilot, applicants with averages between 65% and 69.9% may complete St. Clair's General Arts and Science Certificate, and those who achieve a 70% average will be admitted directly into FAHSS with 10 transfer credits.

The University of Windsor signed a partnership agreement with the American Canadian School of Medicine (ACSOM), creating a new accelerated pathway to medical school for UWindsor students. Beginning in Fall of 2026, qualified students from any undergraduate program can move into medical studies after as few as two years at the UWindsor, earning both a UWindsor degree and an ACSOM MD in as little as six years. At least 50 conditional admission spots will be available to our students each year.

3. Priority Growth Fund Submission
The University submitted our proposal the Ministry of Colleges, Universities, Research Excellence and Security's Priority Growth call, which invited institutions to propose enrolment growth in programs that meet labour market needs and student demand that build on institutional strengths. Our submission focused on areas including Engineering, Science, Nursing, and Teacher Education. We received initial feedback from the Ministry and I look forward to sharing more with Senate once details can be made public.

4. Student Service Hub Launch
In September, the University launched the new Student Service Hub in the Joyce Entrepreneurship Centre, bringing key student services together in one central, accessible space. As part of this change, several offices moved into the Hub so that services and supports are better aligned around students' needs. The Hub brings together the Office of the Registrar, including Student Awards and Financial Aid, Admissions, Recruitment and Student Accounts, along with Co-op, Career, and Experiential Education, UWinCARD and Parking Services.

5. Institutional Planning
Over the summer, I brought our senior leadership team together for two Leadership Retreats, in June and August. Out of those conversations came the launch of our Integrated Resource Planning process, which will guide our work in the year ahead. The leadership team continues to meet bi-weekly to ensure we remain on track.

I have identified the creation of a Faculty of Health Sciences as a priority for the University, and planning for this work will be included in our Integrated Resource Plans. A dedicated faculty would make it easier for prospective students to find programs that align with securing careers in the health sector. It would also strengthen support for graduate programs and pathways into medicine.

A review of the Faculty of Graduate Studies' processes is underway, focused on identifying gaps and improving coordination with other offices. The aim is a more efficient graduate admissions process and stronger support for graduate students from application through to completion.

6. Meetings & Events

In June, I welcomed the Honourable David J. McGuinty, Minister of National Defence, and his team to campus. The Minister toured our SHIELD Automotive Cybersecurity Centre, Turbomachinery and Unsteady Flows Research Group, CHARGE Lab, and the Great Lakes Institute for Environmental Research. The visit ended with a working lunch where we discussed how the University's expertise can support Canada's defence priorities. Also in June, I attended and participated in the Indigenous Sharing Circle.

In July, I hosted the Honourable Julie Dabrusin, Minister of the Environment, Climate Change and Nature, and Mayor of LaSalle, Crystal Meloche at our Freshwater Restoration Ecology Centre, where we discussed our research on water quality and freshwater biodiversity, and briefed the Minister on the Canadian Centre for Security and Environmental Sovereignty. The visit concluded with a research vessel trip on the Detroit River, where the conversation continued on the challenges facing the Great Lakes.

In September, I attended the announcement at McMaster University in Hamilton, where the Minister of Colleges, Universities, Research Excellence and Security announced 40,000 new funded postsecondary seats in programs tied to in-demand careers. I also attended the Council of Ontario Universities' Ontario Universities Fair in Toronto, where prospective students and families from across the province came to learn about UWindsor. While in Toronto, I connected with our MBA alumni at an alumni event, and it was a great chance to hear about their careers and keep them engaged with the University.

Also in September, I joined the Graduate Student Society at the grand opening of the new GSS Study Commons at the Leddy Library. The space was made possible by a $1.2 million donation from the GSS. I welcomed new and returning students to campus during Welcome Week at the Involvement Fair and the Welcome Celebration, and I cheered on the Lancers at the Football Home Opener from the President's Tent.

In September, I met with the Chief and Council of the Caldwell First Nations in Leamington. I am working to meet with the Chiefs and Councils of the First Nations across Southwestern Ontario as we work to develop a tuition waiver policy for local First Nation members, targeting a 2027-28 academic year roll-out.

7. Convocation

Preparations for Fall Convocation are well underway, and I am looking forward to celebrating the accomplishments of our graduating students across all faculties and programs on October 15.

University of Windsor
Senate

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

Item for: **Information**

Forwarded by: **Barbara Crow**

1. Update on Decanal Searches/Reviews

The search for the Dean of the Faculty of Education is currently underway, and the advertisement closed on September 15, 2026. The Deans of the Faculties of Law, Engineering, and Human Kinetics have been renewed, and Dr. Jess Dixon was appointed Interim Dean of the Faculty of Graduate Studies for a two-year term effective July 1, 2026.

2. Academic Partnerships and Strategic Initiatives – Status Update

St. Clair College Collaborations

Engagement with St. Clair college continues to progress positively through ongoing relationship building and collaborative discussions focused on strengthening academic partnerships, pathway development and opportunities for enhanced coordination between our institutions. Recent efforts have included connecting academic leaders and exploring areas of mutual interest to identify opportunities to support student mobility and program alignment. Current focus is on preparing for an upcoming joint meeting to be held at St. Clair College on October 21st which will bring together both Chairs and Deans from both institutions to further explore pathways, share priorities and identify actionable areas for future partnerships. Overall collaboration remains on track with strong engagement from stakeholders and continued momentum towards pathway development.

RN Prescribing MOU (Trent and Western)

The RN-Prescribing MOU with Trent University and Western University is nearing completion and is currently in the final stages of review and preparation for execution. Recent efforts have focused on refining key operational provisions, including reimbursement eligibility, seat allocation, enrollment management, and the treatment of unused reimbursable seats, to ensure a clear and consistent understanding among all parties. Following these discussions, the agreement is being finalized and prepared for circulation to the participating institutions for review and signature. Key focus was on confirming institutional administrative processes, addressing outstanding questions related to student registration and reimbursement eligibility, and to ensure the agreement provides a clear and sustainable framework for program delivery and funding administration. Overall, the MOU is progressing well and is expected to move into the formal approval and signing phase shortly.

Curriculum Management Project

The Curriculum Management Project continues to advance and is currently in the RFP drafting phase. To support this work, implementation strategy reviews have been completed with three peer institutions providing valuable insights into governance models, implementation approaches, lessons learned and best practices. The project team is also conducting vendor demonstrations to better understand available solutions and inform the development of the RFP, while leveraging feedback and evaluation findings form other institutions that have recently implemented curriculum management systems. Current activities are focused on confirming project scope, validating functional and technical requirements, refining institutional priorities and incorporating findings form institutional reviews and vendor engagements into the procurement process. Overall, the project remains on track and is progressing toward the completion of the RFP, positioning the University to elevate solutions that align with its long-term curriculum governance, approval, and management objectives.

3. AI and Teaching and Learning | Centre for Teaching and Learning

Over the past year, the CTL has been actively engaged in supporting the campus community's understanding of, and engagement with, AI in teaching and learning. Members delivered more than 15 campus-wide and discipline-specific information sessions and communities of practice, reaching 376 total participants (208 unique) across every Faculty, with sessions covering AI agents and models, AI's impact on learning and assessment, and the ethical considerations of AI use. Beyond formal sessions, CTL offered more than 100 consultations with departments, individual faculty and staff, and external partners; as well as guest lectures and invited campus talks to service units. We also continued to develop and refine resources on AI and Assessment and Academic Integrity.

Planned activities include:

- Offering a Centred on Learning Innovation Fund grant call focused on effective use of AI in teaching, learning, and assessment (Deadline: October 19)
- Evaluating AI tools with potential benefit to students and instructors, including a Fall 2026 pilot of Studiosity and a review of MIT's Universal AI platform
- As members of eCampus Ontario, promoting access to their free AI resources including their Teaching With AI Microcredential
- Re-launching the AI Curious Community of Practice
- Exploring the viability of an institutional forum on AI, creating space for campus dialogue and exchange
- Facilitating workshops and targeted sessions

4. Integrated Resource Planning (IRP)

Supporting the implementation of the IRP is a key focus for the Provost. Areas have been completing the first round of IRP submissions, taking a structured approach to aligning financial and human resources to support strategic priorities. The first drafts were submitted September 30, 2026, and will be reviewed, with iterative feedback.

5. Welcome Week 2026: A Fantastic Start to the Year!

Welcome Week 2026 was an incredible success for the University of Windsor! From the moment students began arriving on campus, there was a wonderful sense of excitement, energy, and Lancer pride throughout the university community.

The week kicked off on September 5 with early Residence Life move-in for second-, third-, and fourth-year students. More than 700 students successfully moved into residence, with the process running smoothly and resulting in minimal concerns and complaints. Their arrival brought campus to life as students reconnected with friends, settled into their spaces, and prepared for another exciting academic year.

On September 6, Lancer pride was on full display as the University community came together for the home-opening football game. The Lancers celebrated a thrilling victory over the Wilfrid Laurier Golden Hawks—a football victory more than a decade in the making! The energy in the stands and across campus was a memorable highlight of Welcome Week and a fantastic way to bring students, faculty, staff, alumni, and supporters together.

Our first-year students also experienced a dynamic and engaging welcome to the University of Windsor. Throughout the week, students participated in a variety of activities designed to help them build connections, develop a sense of belonging, explore campus, connect with their faculties, and begin creating their Lancer community. From orientation activities to an exhilarating Welcome Reception, students had numerous opportunities to meet new people, discover campus resources, and begin their Windsor journey with confidence and excitement.

Overall, Welcome Week 2026 set the tone for a vibrant and connected year ahead. With a smooth residence move-in, spirited Lancer athletics, engaging orientation experiences, and a strong focus on belonging and student connection, the University of Windsor welcomed students back to campus with energy, pride, and a true sense of community.

University of Windsor
Senate

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

Item for: **Information**

Forwarded by: **Clinton Beckford**

The report of the Vice-President, People, Equity, and Inclusion includes the following updates:

Office of Human Rights, Conflict Resolution and Mediation (OHRCRM)

- The Student Self-Identification Survey is being promoted to ensure campus awareness and encourage students to identify themselves and be counted. OHRCRM is working with IT Services to obtain high level access to the data while maintaining strict guardrails for confidentiality.
- The OHRCRM Complaints Process Procedural Manual is in the process of being finalized. This is a revised guideline considering the additional institutional roles in Legal Services including the Associate General Counsel Labour and Employment and the Associate General Counsel Investigations.
- The Alternative Dispute Resolution Manual for campus mediators is near completion with the additional review phase underway.
- Developing ADR Campus Communication Plan which includes website resources for staff, faculty, union leaders, and scheduling information sessions.
- The EDIID Community of Practice Teams channel has officially launched. This is a platform to share information with resources pertaining to equity, diversity, inclusion, Indigenization, and decolonization within the institution.
- An increased number of equity training sessions are being offered in collaboration with the Office of the Provost with special attention to assisting members of interview/search committees.
- The team continues to receive and process complaints that come to the OHRCRM and process accordingly with adherence to due diligence protocols.

Employee Mental Health Awareness

- An Employee Mental Health and Well-Being Online Toolkit has been developed and is preparing to launch this fall. The Toolkit is structured around an adapted Mental Health Continuum and includes information that supports employee self-awareness, coping and help-seeking.
- The Employee Mental Health Professional Development Calendar is currently being finalized for the 2026-2027 academic year, featuring a variety of workshops and training sessions that support employee mental health skill-building.
- The Employee Mental Health Ambassador volunteer program is undergoing redevelopment to expand from Employee Mental Health Strategy promotion to a broader scope of employee mental health promotion.
- The suicide awareness and prevention work has been expanded to the Employee Mental Health portfolio. Current initiatives include:
  - The University's 4th annual *It Matters that You're Here Walk of Hope & Healing*, in partnership with Student Health, Counselling & Wellness Services and Central Events, will take place the morning of October 7 or 8.
  - Hosting of the Canadian Mental Health Association's annual community Suicide Awareness Month Walk on Sunday, September 27. Dr. Clinton Beckford will be delivering remarks on behalf of the University.
  - Partnership with Athletics, the Canadian Mental Health Association, and student wellness on Suicide Awareness Month outreach booths at Lancer home Football games (3 booths hosted in September).

- Planning is underway for the on-campus Applied Suicide Intervention Skills Training (ASIST) and Mental Health First Aid (MHFA) Certification for priority areas. These initiatives are supported through grant-funded seats offered by the Canadian Mental Health Association.
- We are collaborating on a community-based suicide prevention research project aimed at learning more about potential factors that contribute to mental health or increase suicide risk in Windsor-Essex County.

- The Employee Mental Health Coordinator provides representation on a variety of community-based committees, including the Windsor-Essex County Suicide Prevention Coalition and the Working Toward Wellness Committee.

Indigenous Relations and Initiatives

- Participate in the Rematriation Committee and the EECC Inclusion and Retention Sub Committee.
- Supported Spring 2026 Convocation Committee coordination including Indigenous elements, arrange Elders, smudging of Toldo Lancer Centre, arrange volunteers, and preparation of medicines.
- Supporting process for the development of policy and procedures for the Affirmation of Indigenous Citizenship or Membership.
- Collaborating to customize the online learning module on Anti-Indigenous Racism for the University of Windsor which is now available to our campus community.
- Supported the development of the campus Indigenous Allyship Guide with Siso Consulting Company and Turtle Island Student Services.
- Supported the May 5th Red Dress Day Event Planning Committee to Raise Awareness of Missing and Murdered Indigenous Women, Girls and 2SLGBTQIA+.
- Hosted the campus KAIROS Blanket Exercise in partnership with Human Resources and the Office of the President and supported various departments with coordination of the KAIROS Blanket Exercise including information sharing, facilitating connects to Elders, and providing education and protocols on working with Elders.
- Provided support at the Pow Wow Event hosted by Turtle Island Indigenous Student Services
- Supported the Vice-President of Research and Innovation to plan an Information Session on First Nations Principles of OCAP (Ownership, Control, Access and Possession) for the campus community.

Food Security Action Plan

- The Office of the Vice-President, People, Equity and Inclusion continues to support the implementation of the University's Food Security Action Plan by advancing initiatives aimed at improving equitable access to safe, nutritious, culturally appropriate, and affordable food for students.
- Collaborating with campus partners, students, and community stakeholders to coordinate and launch the Free Food Alert program October 2026 addressing food waste and student food insecurity – the University of Windsor will be the second post-secondary institute in Canada to launch the program.
- A team of Ignite students will be working with implementation Lead of the Food Security Action Plan to develop a supportive, stigma-free campus awareness campaigns, and student-centered engagement activities.
- The implementation of the Food Security Action Plan this academic year will be centred on supporting the identification and reduction of systemic barriers to food access while fostering cross-campus and community partnerships focused on sustainable, long-term solutions to food insecurity.

#IAmSahraBulle Conference

- The Office of the Vice-President, People, Equity and Inclusion is supporting the planning and implementation of the fourth annual #IAmSahraBulle Conference 2026, taking place on **November 26, 2026**. Delivered in partnership with the **Sahra Bulle Foundation**, the conference advances awareness, education, and collective action related to gender-based violence, equity, and social justice, and is held in recognition of the UN's 16 Days of Activism Against Gender-Based Violence.
- A collaborative planning working group comprised of University of Windsor faculty members, staff, and representatives from the Sahra Bulle Foundation is developing and promoting conference programming

that fosters dialogue, knowledge sharing, and actionable strategies to address systemic barriers and advance gender equality.
- Conference engagement opportunities are underway, including a Student Track Call for Proposals. Additional opportunities for participation will include *feeling deeply*, an art installation hosted by the Office of Sexual Violence Prevention, Resistance, and Support, designed to showcase and normalize the wide range of emotions experienced by individuals impacted by gender-based violence.
- The finalized conference schedule, keynote announcements, and registration details are anticipated to be released in October, with additional information shared through conference communications and outreach channels.

Anti-Racism

- A new online learning module "Unpacking and Addressing Anti-Indigenous Racism" is now available. We invite you to complete the module and continue your personal learning journey in Indigeneity and Reconciliation.
- The University hosted the National Day for Truth and Reconciliation and Orange Shirt Day activities on September 30th, including the raising of the Every Child Matters flag. Many thanks to everyone who worked to make the day a success and for all who participated in the activities.

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. OVPRI has also recently moved to the second floor of the JEC.

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, FDRI 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.

Strengthening the University's Research and Innovation Capacities

New Internal Grants Program

- After a comprehensive review, and in response to feedback from the UWindsor research community, ORIS has launched a new Internal Grants Program providing strategic support across Faculties, disciplines and career stages.
- Its 11 new funding opportunities offer nimble support for innovative ideas and impactful partnerships, helping researchers translate their work into benefits for our community, region, nation and the world.
- Calls for Tri-Agency Explore and Exchange and VPRI Research Chairs have been issued, with further calls to follow in the coming weeks and months.
- The program will be reviewed on a three-year schedule to make sure it keeps meeting the needs of the research community.

Canada Research Chairs Program

- We launched 7 CRC searches -
  - We submitted two successful nominations, for a Tier 1 and a Tier 2 CRC in Science, and one successful Tier 2 renewal in Engineering.
  - One search was unsuccessful
  - Nominations for a Tier 1 CRC in Engineering and a Tier 2 CRC in Business are in progress, along with a Tier 2 search in Engineering.
- The University has also been allocated three additional Tier 1 CRCs. Areas for the remaining two Tier 2 CRCs and the three new Tier 1 CRCs will be determined in the coming weeks, with searches launched soon after.

Canada Impact+ Research Training Awards Program

- In June, UWindsor submitted three Postdoctoral Fellow and four Doctoral Canada Impact+ Research Training Award nominations, and all seven were successful. Postdoctoral and Doctoral awards are valued at $70,000 and $40,000 per year over two years, respectively.

- The research areas are:
  - Advanced Digital Technologies (AI, quantum and cybersecurity);
  - Clean Technology and Resource Value Chain;
  - Health, including biotechnology; and
  - Food and Water Security.

Canada Impact+ Research Chairs Program

- UWindsor also submitted five nominations (one withdrew) for Eddie Goldenberg Research Chairs of Canada (Canada Impact+ Research Chairs), valued at $32 million over eight years.
- Results are expected in October.

Research Excellence and Recognition

- In September, we learned that two UWindsor researchers have been recognized by their peers in the Royal Society of Canada:
  - Dr. Aaron Fisk will be inducted as a Fellow, one of the highest honours conferred on Canadian researchers, recognizing national and international impact in their field.
  - Dr. Catherine Febria will be inducted as a Member of the College of New Scholars, Artists and Scientists, which recognizes exceptional contributions and future promise among early-career researchers.
- Both have made outstanding contributions to the study of the Great Lakes region.

Research Data Management Policy

- Over the past year, the VPRI has led development of the University of Windsor Research Data Management Policy, working with an Executive Steering Committee from Leddy Library, ITS and ORIS, and an Operational Leadership Committee co-chaired by Leddy Library and ORIS with members from across campus.
- The policy responds to Tri-Agency requirements and was developed in consultation with Deans, Associate Deans Research, the Senate Research and Innovation Advisory Committee and the RDM Researcher Advisory Group.
- It provides a framework for the ethical, responsible and effective management of research data, in line with Tri-Agency best practices and FAIR data principles, and supports implementation of the University's RDM Strategy.

Fostering Innovation, Partnership and Entrepreneurship

IPE's focus this quarter was the wrap-up of its first Innovation Fellowship cohort, progress on commercializing the University's first software IP, and the upcoming launch of Fusion, the University's innovation and entrepreneurship network.

Fusion: Innovation and Entrepreneurship Network

- Fusion officially launched on October 1, 2026 at 3:00 pm.
- It is a community-building and support initiative designed to engage and empower the University's entrepreneurial culture, built on three design principles: integration, sustainability and impact.
- Fusion brings the entrepreneurial mindset into the classroom through academic integration, offers training and network building for aspiring innovators, and provides direct support for faculty and students launching their first small business, tech venture or not-for-profit.
- Launch partners are Intellectual Property Ontario (IPON), the City of Windsor, WEtech Alliance, the Ontario Vehicle Innovation Network and Libro Credit Union.
- Fusion will carry forward successful programs such as the Innovation Fellowship.

Innovation Fellowship Program

- The IPON-sponsored Innovation Fellowship ($155,000) held its final pitch competition in late August.
- Ten fellows (five faculty and five graduate students), along with their teams, took part in the 14-week program to move a research idea from lab to venture.

- They progressed through market and customer validation, IP strategy, and marketing and sales while refining their solutions with a $10,000 support fund.
- The winner, Dr. Dan Xiao, a faculty member in physics, has taken a lab-based theory and readied it for incorporation, with interest from venture capitalists on the final judging panel.

Technology Transfer & Commercialization

- IPE is close to commercializing the University's first IP: software developed at UWindsor that gives chemists a library for discovering new peptide chains.
- It will save scientists time during discovery and will generate direct revenue for the University.

Industry and Community Partnerships

- New corporate and community partnerships continue to develop, including exploration with Nissan and NEXE Innovations.
- To prepare for new defence partnerships, IPE is hosting a faculty-wide workshop on defence projects on October 5.

Advancing Research Institutes and Centres

- In May 2026, Senate approved the updated Policy on Research Institutes, which provides a clear framework for establishing, reviewing and transitioning institutes.
- Under this policy, the reviews of the Cross-Border Institute (CBI) and Fluid Dynamic Research Institute (FDRI) are complete. A search for the CBI Director is being launched.
- The recommendation that FDRI transition to a faculty-level research centre, accepted by the Faculty of Engineering and the Vice-President, Research and Innovation, will go to Senate at its next meeting.
- Reviews of the WE-SPARK Health Institute and the Great Lakes Institute for Environmental Research (GLIER) are in their final stages, with consultation sessions held in September 2026.
- Following a survey of the faculties, OVPRI removed inactive centres and outdated links, reducing the list of faculty-level research centres from 73 to 23. The updated list is now published on the OVPRI website.

OVPRI thanks the institute Directors, review committee members, external partners and Faculties for their commitment throughout this process.

University of Windsor
Senate

*5.11: **Report of the Interim Vice-President, Finance and Operations**

Item for: **Information**

Forwarded by: **Marie Campagna**

For comments or questions on the report, contact the Office of Interim Vice-President, Finance and Operations.

2026/27 Budget and Reporting
With the budget submitted, management is now focused on strengthening financial reporting to clearly identify, monitor, and manage variances. The University's complex fund-accounting structure makes it difficult to produce interim financial statements in the same format as the year-end audited statements. However, separate year-to-date statements can and will be prepared for the Operating and Ancillary Funds, which capture most financial activity and will support year-end forecasting over time.

In parallel, the IT team has begun developing financial dashboards for leadership and all budget holders. These dashboards will provide real-time, scalable views ranging from high-level summaries to detailed results, enabling budget holders to identify and address variances promptly.

2027/28 Budget and Integrated Resource Planning
Work will begin shortly on the 2027/28 budget, including the integration of IRP into the process. The University will continue to prepare a three-year plan, with the first year serving as the budget and years two and three as forecasts. Revenue and expense targets will be established and communicated across campus.

Information Technology
The National Institute of Standards and Technology (NIST) Cybersecurity Framework (CSF) 2.0 provides voluntary guidelines and best practices to help organizations manage and reduce cybersecurity risk. The University completed self-assessments using this framework in 2016 and 2025. Its score rose significantly from 1.36 to 3.31, compared with a North American higher education average of 2.5. An independent maturity assessment could help validate the University's internal results.

To reduce cybersecurity risks associated with user behaviour, IT has introduced simulated phishing exercises for faculty and staff. Individuals who interacted with test links received immediate guidance on appropriate security practices. Repeated issues will be addressed through targeted cybersecurity training.

Facilities
The Facilities team completed several projects over the summer. Key achievements included relocating student services to a central location on the main floor of the Joyce Entrepreneurship Centre and assisting with preparations for the launch of FUSION on the building's second floor, adding parking spaces, updating Alumni Hall, and completing the Leddy West Library study space. Work has also begun on the Essex Hall classroom renovation and on planning for the Nurse Practitioner-Led Clinic, the WRH Research and Education Partnership Space, and the Campus Master Plan.

University of Windsor
Senate

*5.12: **Report of the Acting Vice-President, Human Resources**

Item for: **Information**

Forwarded by: **Shelby Askin-Hager**

For comments or questions on the report, contact the Office of the General Counsel and Acting Vice-President, Human Resources.

- Due to recent changes in the leadership of the Human Resources area, the department is currently reporting to General Counsel and Acting Vice-President, Human Resources. Additional support is being provided by Mary Benson-Albers to help guide the team.

- To foster closer collaboration and improve coordination with Legal Services, the Labour Relations team recently moved from Chrysler Hall Tower to a shared location on the third floor of Assumption Hall.

- The HRIS team, in partnership with the Office of the Provost, has successfully launched Academic Recruitment within UWinsite People. All internal and external permanent faculty appointments are being posted to the centralized career portal.

- Campus safety audits were completed over the summer months to ensure compliance for campus building fire evacuation committee members and certified first aiders.

- GreenShield and Group Life Insurance annual renewal processes have been completed, effective May 1, 2026.

- LTD renewals effective, September 1, 2026, have shown significant increases particularly for non-taxable/employee paid groups; mitigation options for future will be explored including plan design changes and/or through the Request for Proposal process.

- The University launched its second Employee Engagement Survey on March 16, 2026, inviting faculty and staff to share their workplace experiences. Administered by Talent Map, the survey results provide vital insights to drive meaningful evidence-based actions to strengthen the workplace culture. Emerging opportunities will be prioritized and key actions embedded into the relevant Integrated Resource Plans (IRPs). Survey results will be communicated to faculty members and staff by the end of October.