

NOTICE OF MEETING

There will be a meeting of the Senate
on, Friday, May 8, 2015, at 2:30 p.m.
Room 203 in the Anthony P. Toldo Health Education Centre

A G E N D A

- 1 Approval of Agenda** (Unstarring agenda items)
- 2 Minutes of the meetings of April 10, 2015** SM150410
- 3 Business arising from the minutes**
- 4 Outstanding Business/Action Items**
- 5 Reports/New Business**
 - 5.1 Report from the Student Presidents** UWSA-Information
(UWSA, OPUS, GSS) OPUS-Information
GSS-Information
 - 5.2 Report of the President** Alan Wildeman
 - 5.3 Report of the Academic Colleague** Philip Dutton
Sa150508-5.3
 - 5.4 Senate Student Caucus** Ziad Kobti
 - 5.5 Program Development Committee**
 - *5.5.1 Program Course Changes** Lionel Walsh-Approval
Sa150508-5.5.1a-d
 - *a) Women and Gender Studies – New Course Proposal
 - *b) Engineering – New Course Proposal
 - *c) Dramatic Art and Communication, Media and Film – Minor Program Change
 - *d) Nursing (Graduate) – New Course Proposals
 - *5.5.2 MA in Communication Studies and Social Justice – Program and Course Learning Outcomes** Lionel Walsh-Information
Sa150508-5.5.2
 - 5.6 Academic Policy Committee**
 - 5.6.1 University Operating Budget** Rick Caron-Information
5.6.1.1 Report from Academic Policy Committee Rick Caron-Information
 - 5.6.2 Advanced Standing and Credit Transfer Policy** Rick Caron-Approval
Sa150508-5.6.2

***5.6.3 Admission Requirements for International Baccalaureate
Graduates**

Rick Caron-Approval
Sa150508-5.6.3

5.6.4 Open Access Policy

Rick Caron-Approval
Sa150508-5.6.4

5.7 Committee Membership

5.7.1 Senate Representatives on the Board of Governors

Alan Wildeman-Approval
Sa150508-5.7.1

5.8 Report of the Provost

Douglas Kneale

5.9 Report of Vice-President, Research and Innovation

K W Michael Siu

6 Question Period/Other Business

7 Adjournment

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

**University of Windsor
Senate**

5.3: Report of the Academic Colleague

A version of this report was verbally made to Senate on at the April 10 Senate meeting. This written report is submitted for completeness, and no additional matters are being reported.

Academic Colleagues met with Executive Heads at the April Council meeting held at Wilfred Laurier University on April 7 and 8th.

COU Update Provided to Academic Colleagues, April 8, 2015:

Funding Formula Review

The Ministry has announced the launch of consultations regarding the funding formula for Ontario Universities. Sue Herbert has been appointed Executive Lead, University Funding Model Review. Ms. Herbert has extensive experience in the public service and most recently led negotiations of Strategic Mandate Agreements with community colleges in Ontario. The scope of the review is broad, including all funds that the government transfers to the Universities.

Part Time and Sessional Faculty

Recent media coverage goes from bad to worse. Commentary would lead one to believe that graduate students are precarious workers, when in fact they are students. There is a huge range of differences amongst part time and sessional faculty and generalizations are being made. Qualitative and quantitative data on sessional and part time instructors needs to be gathered and some institutions are beginning to track them more carefully.

Presentations to COU Council (Executive Heads and Academic Colleagues)

Most of the business conducted by colleagues worked toward the colleagues' presentations to COU Council. Both items presented to the Council are conversations that are just beginning and topics were by their nature general at this stage.

Internationalization. The current state of the internationalization of Ontario post-secondary education was considered. A working definition of "internationalization" is important. Various types of international student were considered, from undergraduate to graduate and from course based to research. The importance of international recruitment in all areas was recognized. International partnerships, reputation of Canada, support for international students (both domestic and international) and benefits to participation of international students in our institutions was discussed. Questions around financial, educational and acclimatization support were raised.

Arts and Humanities Programs. The current propaganda about the decline of the value of degrees in Arts and Humanities was discussed. Societal pushes for Universities to provide "practical" education has directly targeted areas these areas as "not practical". Even with the decline in current demand, Arts and Humanities are still larger than maths and physical sciences. The image needs to be boosted and some of the job/industry relevant rhetoric needs to be countered. Colleagues feel the "death" of humanities is greatly exaggerated, but we need to get the "life" story out.

Respectfully Submitted,
P.J. Dutton, Academic Colleague

**University of Windsor
Senate**

*5.5.1a: **Women and Gender Studies – New Course Proposal**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the following course additions be made*:**
 53-490. Directed Reading in Women's and Gender Studies

**Subject to the approval of expenditures required.*

Rationale/Approvals:

- The proposal has been approved by the Faculty of Arts, Humanities and Social Sciences (FAHSS) Coordinating Council and the Program Development Committee.
- Learning outcomes have been vetted by Centre for Teaching and Learning.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the April 23, 2015 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 4.3.

**University of Windsor
Senate**

*5.5.1b: **Engineering - New Course Proposals**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the following course additions be made*:**
 94-472. Flight Dynamics and Control of Unmanned Aerial Vehicles

**Subject to the approval of expenditures required.*

Rationale/Approvals:

- The proposal has been approved by the Faculty of Engineering Coordinating Council and the Program Development Committee.
- Supporting documentation on the proposed change can be accessed by contacting the University Secretariat at ext. 3317, or through the April 23, 2015 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 4.4.

**University of Windsor
Senate**

***5.5.1c: Dramatic Art and Communication, Media and Film – Minor Program Changes**

Item for: Approval

Forwarded by: Program Development Committee

MOTION: That degree requirements for the BA Honours in Dramatic Art and Communication, Media and Film be changed according to the program/course change forms.*

**Subject to the approval of expenditures required.*

Rationale/Approvals:

- The proposal has been approved by the AAU Council, the Faculty of Arts, Humanities and Social Sciences (FAHSS) Coordinating Council and the Program Development Committee.
- Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the April 23, 2015 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 4.5.

**University of Windsor
Senate**

***5.5.1d Nursing (Graduate) – New Course Proposals**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the following course additions be made*:**
 63-534. Advanced End of Life Care
 63-535. Oncology/Palliative Simulation and Practicum

**Subject to the approval of expenditures required.*

Rationale/Approvals:

- The new courses proposals have been approved by the Faculty of Nursing Council, the Faculty of Graduate Studies Council and the Program Development Committee.
- Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the April 23, 2015 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.1.

**University of Windsor
Senate**

*5.5.2: **Communication, Media and Film – Graduate Program and Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

Rationale:

- The learning outcomes have been reviewed by Centre for Teaching and Learning and the Program Development Committee and have been approved by Communication, Media and Film Council, Faculty of Arts, Humanities and Social Sciences Coordinating Council, and Graduate Studies Council.
- *See attached.*

MA COMMUNICATION AND SOCIAL JUSTICE PROGRAM

PROGRAM LEARNING OUTCOMES FORM

<p>Program Learning Outcomes (Degree Level Expectations)</p> <p><i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, successful students will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p>A U of Windsor graduate will have the ability to demonstrate:</p>
<p>Identify and explain key historical debates in the field and assess their significance in terms of how they have shaped the development of the discipline (see also C and D)</p> <p>Explain and compare the epistemological and ontological foundations of relevant theoretical paradigms and methodological approaches (both historical and contemporary) within the discipline of communication/media studies (see also C)</p> <p>Apply relevant and appropriate theoretical frameworks and concepts to the study of the historical and contemporary media environment</p> <p>Examine and collegially debate the foundational concepts of 'democracy' and 'social justice' from a variety of perspectives as they relate specifically to communicative processes, media practices and forms of governance and provide reasoned arguments to support conclusions (see also C and E)</p> <p>Explain principles associated with social justice such as equity, fairness, access to economic and communicative resources</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Appraise a range of qualitative and quantitative approaches used in communication/media research and assess their applicability in specific contexts</p> <p>Formulate a relevant and precise research question that addresses a particular topic/issue in the discipline and justify theoretical and methodological choices</p> <p>Critically evaluate, compare and synthesize extant scholarship to situate and delimit a research question (see also A, C and D)</p> <p>Gather, analyze and interpret primary and secondary data (see also C and D)</p> <p>Explain ethical dimensions as they relate to the research process (see also E)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>

<p>Program Learning Outcomes (Degree Level Expectations)</p> <p><i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, successful students will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p>A U of Windsor graduate will have the ability to demonstrate:</p>
<p>Critically appraise a range of theoretical approaches (both historical and contemporary) to the study of media institutions, artifacts and representational practices (see also A)</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Critically examine, compare and assess media content derived from mainstream and alternative sources for credibility and accuracy (see also A, B and C)</p> <p>Decipher and interpret data/findings derived from both quantitative and qualitative research</p> <p>Explain and employ appropriate and relevant conceptual frameworks central to the discipline (see also C)</p>	<p>D. literacy and numeracy skills</p>
<p>Recognize and employ ethical standards of behaviour in various communicational and academic contexts</p> <p>Adhere to established principles of academic integrity when conducting research</p>	<p>E. responsible behaviour to self, others and society</p>
<p>Communicate and interact collegially in group settings; exchange and debate ideas with a level of academic professionalism that respects different perspectives (see also E and G)</p> <p>Effectively communicate and defend research findings in both written and oral formats (see also B)</p>	<p>F. interpersonal and communications skills</p>
<p>Lead informative, probing and collegial seminar discussions</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>Design and conduct an original research project relevant to the discipline of communication/media studies (see also B)</p>	<p>H. creativity and aesthetic appreciation</p>
<p>Work independently and exercise initiative</p>	<p>I. the ability and desire for continuous learning</p>

MA COMMUNICATION AND SOCIAL JUSTICE PROGRAM—GRADUATE LEVEL COURSES

COURSE LEARNING OUTCOMES FORM

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in “To Greater Heights” by listing them in the appropriate rows.

Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.

Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.

40-500 Pro-seminar

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
<p>A. Explain and appraise competing definitions of ‘social justice’ and theories of ‘democracy’ in relation to media practices, communicative processes and forms of governance (see also C)</p> <p>Identify and examine key paradigm shifts and debates that have shaped contemporary social theory (e.g. modernism/postmodernism, universalism/particularism, etc.) and how they have impacted the discipline of communication/media studies</p> <p>Compare the epistemological and ontological assumptions that inform both historical and contemporary theoretical perspectives within the discipline</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Select, compile, assess and compare the significance of pertinent scholarly sources in relation to a specific research topic in the discipline (see also A, C and D)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Contextualize her/his research project within the existing body of disciplinary knowledge on a specific topic (see also A and B)</p> <p>Assess the merits of various historical and contemporary conceptual frameworks (e.g. neo-Marxism, Critical Theory, postmodernism, feminism, cultural studies, political economy, etc.) relevant to the discipline in a collegial fashion (see also A, E and F)</p>	<p>C. critical thinking and problem-solving skills</p>

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
D. Critically decipher and interpret information and/or data relevant to her/his specific research project	D. literacy and numeracy skills
E. Use collegial forms of communication in group contexts; exchange and debate ideas respectfully (see also F) Explain and adhere to established standards of academic integrity	E. responsible behaviour to self, others and society
F. Communicate complex ideas/concepts effectually both orally and in writing	F. interpersonal and communications skills
G. Present well-organized, informative and probing oral analyses of texts/ disciplinary scholarship and lead seminar discussions (see also F)	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

40-501 Critical Theories of Communication

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Identify, explain and apply key disciplinary concepts to the study of a variety of media institutions, social practices, artefacts and representations Critically examine and compare the competing claims of various theoretical approaches (e.g. Frankfurt School, Birmingham School, etc.) and elucidate the major differences between them in relation to their epistemological and ontological underpinnings, as well as other underlying presuppositions (see also C and D) Evaluate traditional theoretical frameworks in the field of communication and rework them to accommodate for changing media contexts	A. the acquisition, application and integration of knowledge
B. Use relevant theoretical frameworks to investigate a specific and contemporary cultural text, media institution, social media network/site or representational practice Explain the purpose and use of critical communication theory in their own research plans, as well as the research of other scholars in the field	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
C. Critically appraise theoretical texts by identifying key terms, assumptions and/or generalizations made about the nature of society, media's role, power and individual behaviour	C. critical thinking and problem-solving skills
D. Formulate persuasive arguments informed by major disciplinary concepts/themes to support conclusions drawn from research and critical analysis (see also A and C)	D. literacy and numeracy skills
E. Explain and adhere to principles consistent with established standards of academic integrity	E. responsible behaviour to self, others and society
F. Present well-organized, informative and probing analyses of traditional and contemporary theoretical texts and arguments (see also G)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

40-502 Communication and Research Methods

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify and explain a range of relevant qualitative and quantitative methods used in communication/media research	A. the acquisition, application and integration of knowledge
B. Design a specific research question on a relevant topic in the discipline; identify the research "site", the parameters and scope of the proposed research Choose, explain and justify an appropriate methodology to be used in a research project (see also A and C) Explain how the chosen methodology relates to and/or complements the theoretical/conceptual framework that informs the research (see also C) Explain the ethical dimensions of the research process (see also E)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
C. Assess the merits and applicability of different methodological approaches in specific contexts (see also A and D)	C. critical thinking and problem-solving skills
D. Use relevant databases (relevant to the discipline) for research purposes; evaluate digital resources for credibility and relevance and meaningfully decipher and interpret data (see also A, B and C)	D. literacy and numeracy skills
E. Communicate and interact collegially; exchange and debate ideas in accordance with appropriate scholarly standards and with a level of academic professionalism that demonstrates respect for different perspectives; conduct research in a manner consistent with the ethical principles of the discipline. (see also F) Explain and adhere to principles of established standards of academic integrity	E. responsible behaviour to self, others and society
F. Prepare well-organized and informative oral presentations based on assigned course readings and other disciplinary scholarship and lead seminar discussions (see also G) Communicate complex disciplinary concepts effectually both orally and in writing	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

40-512 Communication and Social Movements

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify, compare and appraise a variety of communicative tactics, strategies, and technologies employed by both historical and contemporary social movements (e.g. Zapatistas, 'Arab Spring,' Occupy Movement, etc.)	B. the acquisition, application and integration of knowledge

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<p>At the end of this course, the successful student will know and be able to:</p>	<p>A U of Windsor graduate will have the ability to demonstrate:</p>
<p>B. Investigate, analyze, and critique the integral relationship between communicative practices, traditional media, new media, and social movements (see also C)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C. Critically evaluate the role that specific communication technologies and/or platforms (e.g. Mainstream Media, Facebook, Twitter) have played in social movements in relation to political mobilization, organization and message dissemination (see also A)</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D. Examine and explain the historical precedents and material contexts that inform the contemporary political climate from different theoretical (see also A and C)</p>	<p>D. literacy and numeracy skills</p>
<p>E. Adhere to principles consistent with established standards of academic integrity (citation, reference, and acknowledgement of sources)</p> <p>Recognize and employ ethical standards of behaviour in various communicational contexts. (see also F)</p> <p>Demonstrate an in-depth understanding of one of the accepted methods of citing and referencing academic and non-academic texts/sources. (Preferably the APA or MLA citation style)</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F. Present clear and cogent critical analyses of course reading(s) that demonstrates the ability to critically evaluate and synthesize information (see also A, C and D)</p> <p>Communicate and interact collegially in group settings (see also E)</p> <p>Communicate complex concepts derived from communication/media and social movement theory effectively in writing and orally.</p>	<p>F. interpersonal and communications skills</p>
<p>G. Lead seminar discussions and prepare informative and well-organized oral presentations that catalyze further collective insight into textual materials</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. Identify, compare, and critically evaluate the aesthetic and representational strategies employed by protest groups and social movements (drawing on historical and contemporary examples) (see also A and C)</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I.</p>	<p>I. the ability and desire for continuous learning</p>

40-514 Political Economy of Communication

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
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At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Identify the historical roots of the spheres of economic and political influence that shape media and communication; review contemporary instances of the role mass media plays in power relations affecting the social construction of reality; judge the power of legitimized access to the media and powerlessness of exclusion from mass media.	C. the acquisition, application and integration of knowledge
B. Independently select a topic and analyze mainstream media representation of this using the method of critical discourse analysis.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Identify mainstream media representations of a topic and distinguish these from the silence and exclusion that a broader perspective and contextualization reveals, such as in alternative media.	C. critical thinking and problem-solving skills
D. Cite, present key ideas in assigned course related material.	D. literacy and numeracy skills
E. Evaluate ideas or questions arising from readings, complete them in a timely fashion, and make quality contributions in discussions that facilitate peer centered learning.	E. responsible behaviour to self, others and society
F. Exchange ideas collegially and with an academic professionalism that demonstrates a willingness to learn from others and respect for different opinions.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Recognize that the political economy of media is the cornerstone of theoretical frameworks in studying the media and has evolved in response to changing technologies and to the concentration of power.	I. the ability and desire for continuous learning

50-515 Media Representation

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Analyze media representations through theories that evolved in postwar cultural studies (such as, but not limited to, psychoanalysis, semiotics, and genre conventions), while cognizant of how industry and audiences influence changing media texts.	D. the acquisition, application and integration of knowledge

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
B. Review and critically draw upon extant literature and theoretical frames to analyze examples of media representation in written assignments and oral presentations.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically evaluate and synthesize relevant theories for the purpose of analyzing specific media representations.	C. critical thinking and problem-solving skills
D. Assess key frames such as race, gender, class, sexuality, ethnicity, and nationalism and how they mutually influence each other in the production and reception of media representations. Apply techniques of close textual analysis to interpret visual and aural signs in media representations.	D. literacy and numeracy skills
E. Foster a positive and constructive community by contributing thoughtful questions arising from readings.	E. responsible behaviour to self, others and society
F. Respectfully--and with academic professionalism-- exchange ideas while evaluating the merits of readings, their application to media representations, with open consideration of different perspectives implicated in interpreting media representations.	F. interpersonal and communications skills
G. Contribute thoughtfully to group discussions of assigned topics and films. Present key ideas in an assigned reading and facilitate a group discussion.	G. teamwork, and personal and group leadership skills
H. Distinguish conventions that vary and overlap in various media representation modes (e.g., television genres, such as news, or film forms, such as documentary, experimental, and features) converging in new digital media.	H. creativity and aesthetic appreciation
I. Reflect on the fundamentals of media representation modes, the evolving cultural politics shaping content, and the relevance of theoretical frameworks in assessing these notwithstanding changing media technologies.	I. the ability and desire for continuous learning

40-518 The City and Media

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Identify, debate, and draw upon classic and contemporary media, communication and cultural theories in research papers and/or creative projects	A. the acquisition, application and integration of knowledge
B. Review and evaluate the suitability of different theoretical approaches in developing research questions, hypotheses, and/or research-creation projects oriented to the context of Windsor/Detroit and/or other urban environments	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Develop critical research questions regarding media and urban culture and interrogate and experiment with different models of analysis and creation	C. critical thinking and problem-solving skills
D. Write coherent research position papers and/or proposals for creative projects	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Evaluate assigned readings in order to discuss and debate their merits in an atmosphere that encourages academic professionalism in exchanging ideas and respecting different opinions.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Develop creative approaches to city life	H. creativity and aesthetic appreciation
I. Propose avenues for future research and/or creative projects based on the work they have accomplished.	I. the ability and desire for continuous learning

50-543 Advanced Film Theory and Criticism

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Analyze and apply psychoanalysis, semiotics, genre, and auteur theories in the discussion of film. Review key aspects of cinema--production, distribution and exhibition. Assess how key axes—gender, race, ethnicity, sexuality and nationalism--interact mutually and influence the cinema apparatus.	B. the acquisition, application and integration of knowledge

Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
B. Review and critically engage with extant literature and theoretical frames to develop independent film analysis.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically evaluate and synthesize different theories for the purpose of analyzing specific films.	C. critical thinking and problem-solving skills
D. Access vocabulary to transliterate the visual aspects of film in written form. Apply techniques of close textual analysis to interpret visual and sound cues that construct meaning in film.	D. literacy and numeracy skills
E. Discuss and debate ideas by identifying questions arising from assigned readings. Engage with course material facilitating peer-centered learning typical of a seminar-style course.	E. responsible behaviour to self, others and society
F. Evaluate assigned readings in relation to the films; discuss and debate their merits in a collegial spirit, demonstrating respect for different perspectives.	F. interpersonal and communications skills
G. Review assigned readings in a timely fashion and in conjunction with the films. Through critical discussion, expand the appreciation for diversity in film interpretation.	G. teamwork, and personal and group leadership skills
H. Distinguish between conventions used in the moving image that cut across various film modes and form--from news, advertising, documentary, experimental, and feature films currently converging in the new digital media platform.	H. creativity and aesthetic appreciation
I. Reflect on the fundamentals of the moving image and the relevance of theoretical frameworks in assessing its conventions, notwithstanding changing filmmaking technologies.	I. the ability and desire for continuous learning



Laying the Foundation for UWindsor 2.0

2015/16 Operating Budget

Laying the Foundation for UWindsor 2.0
2015/16 OPERATING BUDGET

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I. LAYING THE FOUNDATION FOR UWINDSOR 2.0

The 2015/16 operating budget is the first step in the implementation of UWindsor 2.0. The University finds itself in a unique position in its history. The face of the University has changed significantly since its inception. The demographics of its students, faculty and staff, its renewed capital infrastructure, and the imminent opening of the first Downtown building, all position the University to realization of UWindsor 2.0, the next iteration of the University of Windsor.

The 2015/16 operating budget is the first budget in a multi-year strategy to address critical foundational changes to the University and its operations. The development of a Strategic Enrolment Framework, a revitalization of Activity Based Budgeting, the planning for an Enterprise Resource Planning system, and the delivery of the Strategic Mandate Agreement, all will enable the success of UWindsor 2.0. This budget, while addressing the operations of the institution, will set the stage for a number of initiatives that will fundamentally support UWindsor 2.0.

The President's address on March 9th, 2015 outlined the vision for the next phase of the University's growth, UWindsor 2.0. The University campus has changed over the years. It is a different place; more diverse students, capital investments that support the changing student body, and faculty and staff. UWindsor is uniquely positioned within the Provincial system.

Planning for the 2015/16 operating budget commenced in Summer 2014 with the first step being the development of key assumptions around enrolment, government grants, tuition fee framework, and expenditures. As announced in the President's Update #24 (December 18, 2014), the budget strategy for 2015/16 was guided by three criteria; 1) Enrolment realities; 2) Activity Based Budgeting, and 3) the Strategic Mandate Agreement. A three year strategy would ensure that the University would have time to address these fundamentals.

A financial strategy that supports balanced operating budgets continues to be the foundation of the 2015/16 budget. This strategy has served the institution well in maintaining its fiscal position and provides the discipline to manage unforeseen circumstances. The commitment to avoiding any cumulative deficit has underpinned the continuation of a favourable credit rating for the University. This budget includes a further realignment of 1% for the campus providing for a balanced budget for 2015/16.

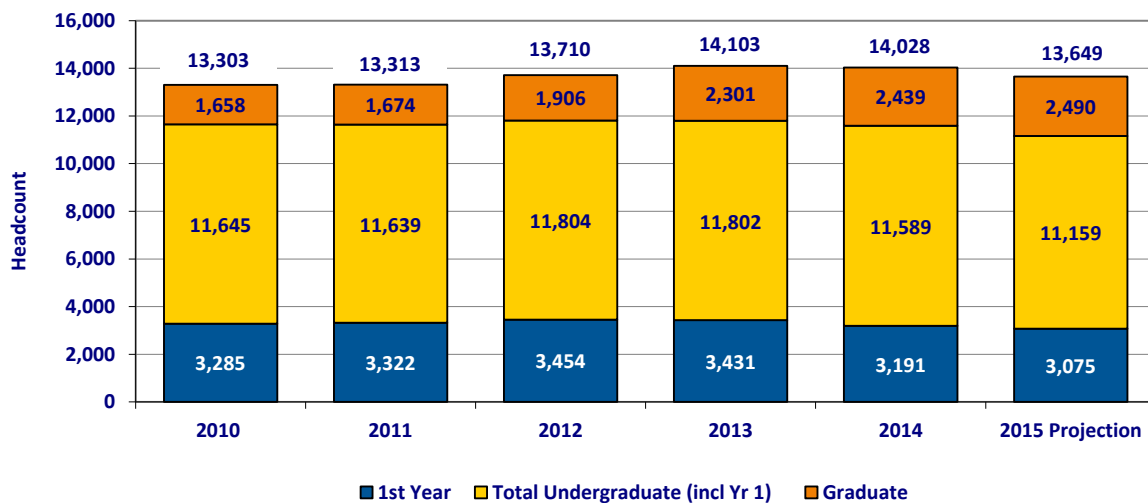
As will be detailed later in this proposal, strategic investments in the student experience are included as well as support for the strategic priorities of the institution to best position us for financial stability. The goal of this budget is to lay down the first steps in what will be a significant transformation of the University of Windsor over the next three years.

II. STUDENTS AT THE UNIVERSITY OF WINDSOR

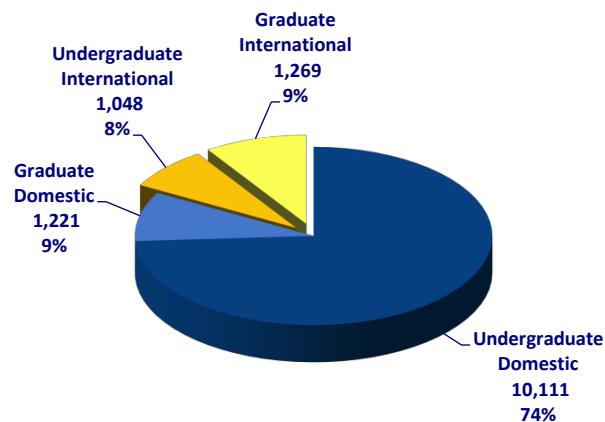
1. ENROLMENT: THE CHANGING STUDENT BODY

For Fall 2015, the projected total full-time undergraduate and graduate enrolment for Fall 2015 is 13,649, a decline in enrolment of approximately 379 full-time undergraduate and graduate students over Fall 2014.

The following graph provides a summary of Fall full-time enrolment headcount, including both a five-year history and projected enrolments for Fall 2015:



The following graph illustrates the Fall 2015 projection of full-time undergraduate and graduate enrolment headcount by visa status. The increase in international students, primarily at the graduate level, reflects some of the changes in the student body. 50% of graduate enrolment are international students, the outcome of successful course-based Masters' programs developed in response to international student needs.



II. STUDENTS AT THE UNIVERSITY OF WINDSOR (CONT'D)

In addition to projected Fall 2015 full-time enrolment of 13,649, part-time undergraduate and graduate student projections total 1,923 and 128 respectively. The total undergraduate part-time enrolment represents 408 full time equivalent students.

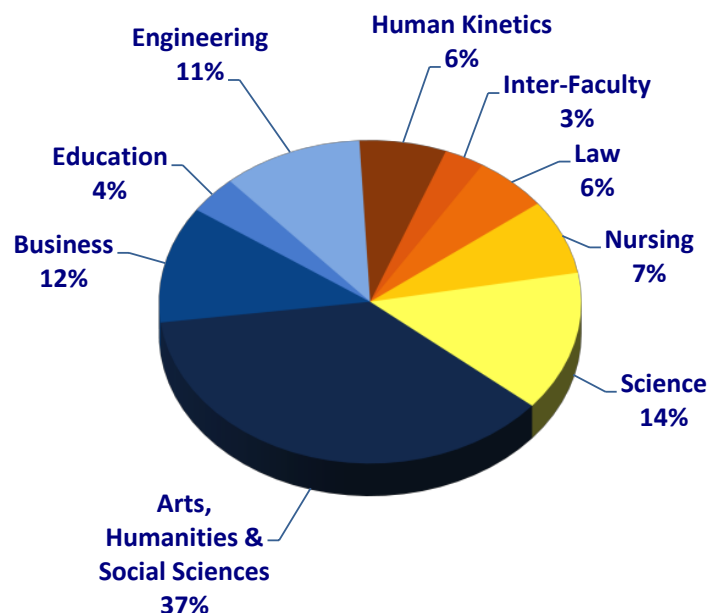
(i) Undergraduate Students

Total full-time undergraduate enrolment is projected to be 11,159 students in Fall 2015. This represents a decrease of 430 students over Fall 2014.

As of April 2015, compared to last year, 101 (direct Ontario secondary school) applications to Ontario universities have decreased by 0.6%. In comparison, the applications to UWindsor have decreased by 8.1%, with first choice applications down 10.2% compared to a decrease in the system average of 1.7%. For 105 (Canadian other than direct Ontario secondary school) applications, the system is up 2.0% compared to UWindsor's decrease of 7.4%. Education applications are down 57.3% in the province compared to UWindsor's decrease of 51.2%.

The following graph illustrates the distribution of Fall 2014 full-time undergraduate enrolment by Faculty:

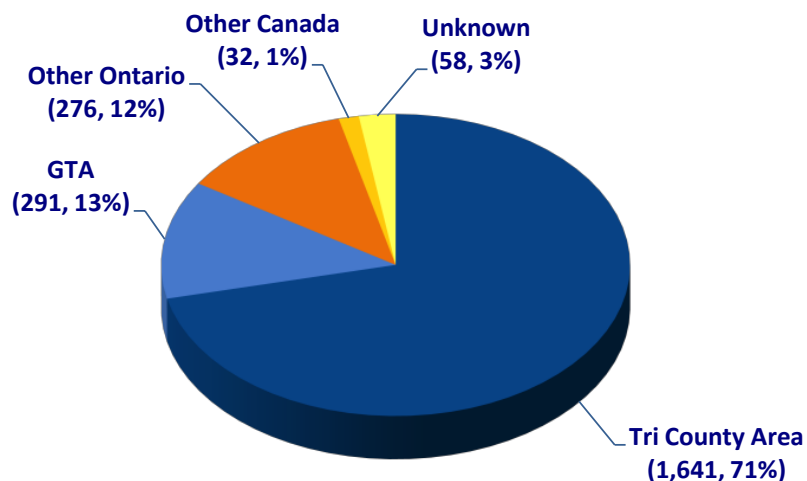
**Fall 2014 Full-Time Undergraduate Enrolment Headcount
(11,589)**



II. STUDENTS AT THE UNIVERSITY OF WINDSOR (CONT'D)

UWindsor 2.0 aspires to the continued strategic and moderate growth of undergraduate student numbers, while recognizing that the growth should not compromise quality of the learning experience. This growth will be achieved in a number of ways. The development of new academic programs that meet the evolving needs of students must be continual. Improvement in the recruitment efforts has also taken on a heightened effort across campus. A new marketing strategy is currently underway with the issuance of a Request for Proposal from leading marketing firms. The aim will be to increase the visibility for the institution, raise the awareness of the strengths of UWindsor, and communicate the advantages of studying here. In addition, a greater focus on the overall student experience including career preparation will be important for strengthening retention rates. A new Career Service area will be announced during 2015/16 that will provide the support for students and faculty in preparing students for a career.

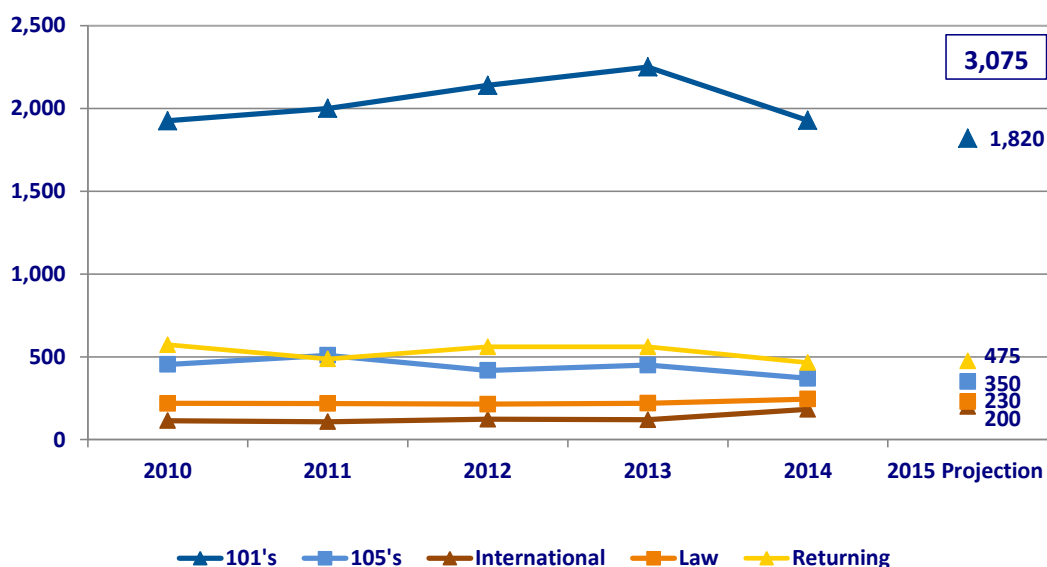
The following graph illustrates the origin of new first year domestic students in Fall 2014 (not including Law or returning first year students):



II. STUDENTS AT THE UNIVERSITY OF WINDSOR (CONT'D)

Demographic projections of youth aged 18 – 24 are that the tri-county region will experience declines in population. Growth of this age category will be seen in the Greater Toronto Area (GTA) and the Ottawa region. This reality will require a creative and focussed approach to recruitment. The need for a Strategic Enrolment Plan that will address the risks in enrolment has never been important. UWindsor's approach to a Strategic Enrolment Plan is addressed later in this document.

First year enrolment is a key indicator and driver of total undergraduate enrolment. Total first year enrolment for Fall 2015 is budgeted at 3,075. The significant reduction in enrolment in a subset of programs in the Faculty of Arts, Humanities and Social Sciences is the main driver of this decline. The first year projection of 3,075 reflects a further decline in this Faculty. The following graph illustrates the various components of first year enrolment of 3,075:



At this time, confirmations for Fall 2015 suggest that budgeted enrolments will be met for first year. Efforts will be continuing throughout the spring and summer months to convert as many confirmations of enrolment as possible.

(ii) Graduate Students

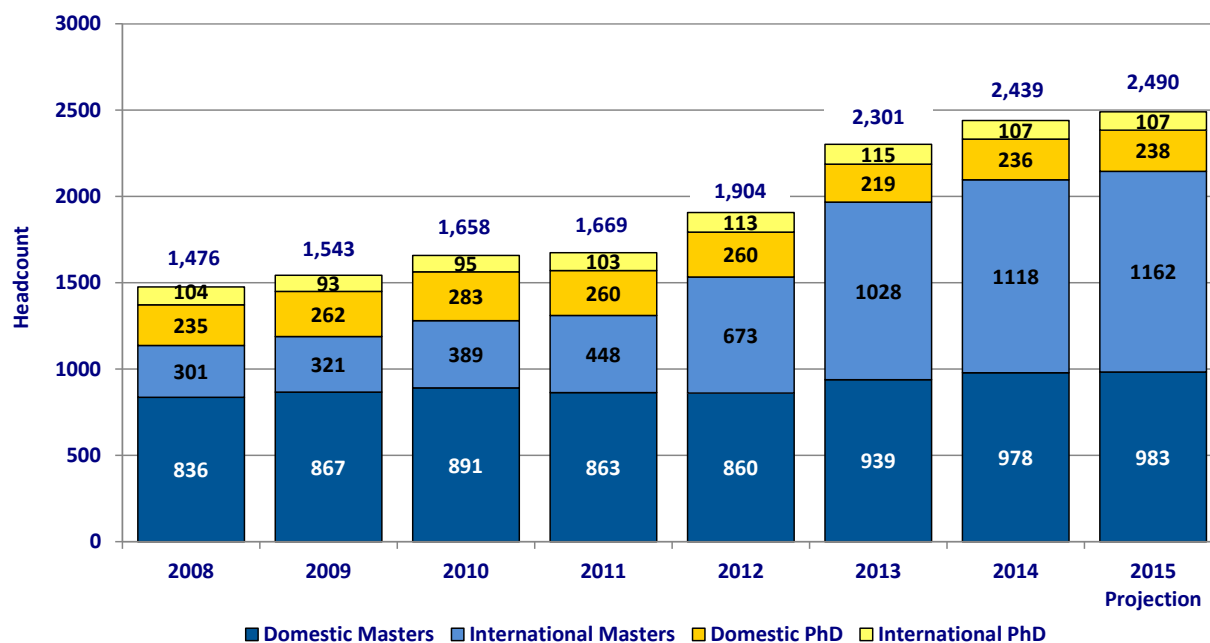
Total full-time graduate enrolment is projected to be 2,490 students in Fall 2015 (Masters-2,145; PhD-345). UWindsor has experienced significant growth of graduate students since 2006. With the Province's financial incentive to support the growth of domestic graduate students, growth of this group has been an area of focus.

II. STUDENTS AT THE UNIVERSITY OF WINDSOR (CONT'D)

The Province has committed funding for graduate growth to an approved target. During the Strategic Mandate Agreement negotiations, UWindsor was provided with additional Masters' spaces and a reduction of PhD spaces which are accounted for in the 2015/16 budget. These spaces will be fully funded by the Ministry through the Graduate Expansion grant. New and/or enhanced graduate programs offered both on and off campus have contributed to the success in the growth of domestic graduate students. The Masters of Social Work program has been a key factor in realizing this growth.

In addition to the growth of domestic graduate students, UWindsor has experienced significant growth of its international graduate student body since 2006. As noted earlier, 50% of graduate enrolment is international. This growth has been primarily achieved by the successful development and delivery of course-based Masters' programs in Engineering (Master of Engineering) and Business (Master of Management). Similar programs are in place in Education (Master of Education) and Science (Master of Medical Biotechnology and Master of Applied Computing). Science will also be launching the Master of Applied Economics and Policy in Fall 2015. Renewal of existing programs and the development of new academic programs is expected to result in an increase in international graduate students into the future.

The following chart illustrates the growth of graduate students since Fall 2008 and the components of graduate enrolment which have grown significantly. Projected full-time graduate enrolment for Fall 2015 is 2,490.

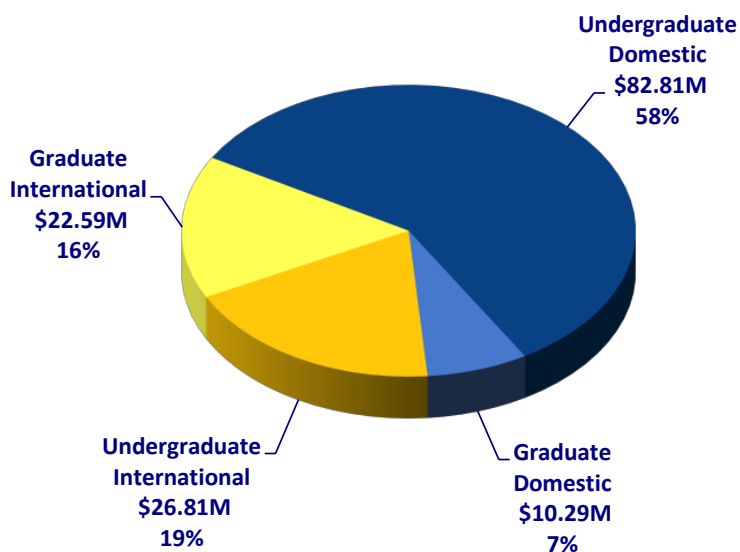


II. STUDENTS AT THE UNIVERSITY OF WINDSOR (CONT'D)

(iii) *International Students*

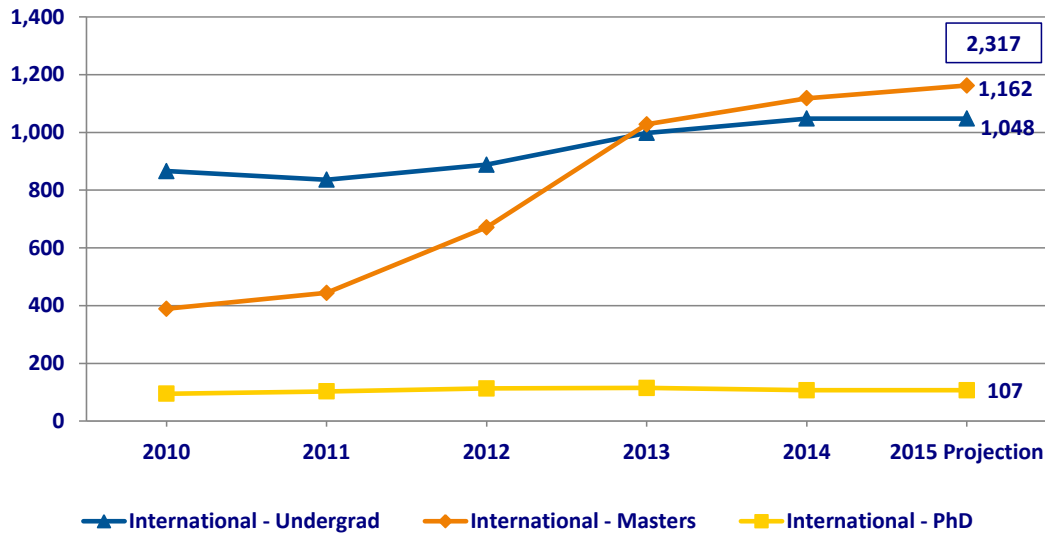
International engagement is a key priority for UWindsor as articulated in its Strategic Plan. In support of this strategic direction, the Vice Provost, International Development and the Associate Vice-Provost, International Cooperation, have been appointed to engage every academic program in international initiatives, recruit and retain the best international students, encourage student, faculty and staff to benefit from an international experience, and promote the benefits of studying or working in Windsor.

UWindsor 2.0 identifies the significant growth of international enrolment over the past decade. International full time enrolment has increased by 1,165 full-time students since Fall 2003 and as of Fall 2014, it represented 9% of full-time undergraduate enrolment and 50% of full-time graduate enrolment. Overall, international enrolment represented 16% of total Fall Full-Time 2014 enrolment. The importance of international enrolment to UWindsor is evidenced by the percentage of tuition fee revenue generated by international tuition fees. For 2015/16, international tuition fee revenue is projected to represent approximately 35% of total tuition fee revenue as illustrated in the following graph.



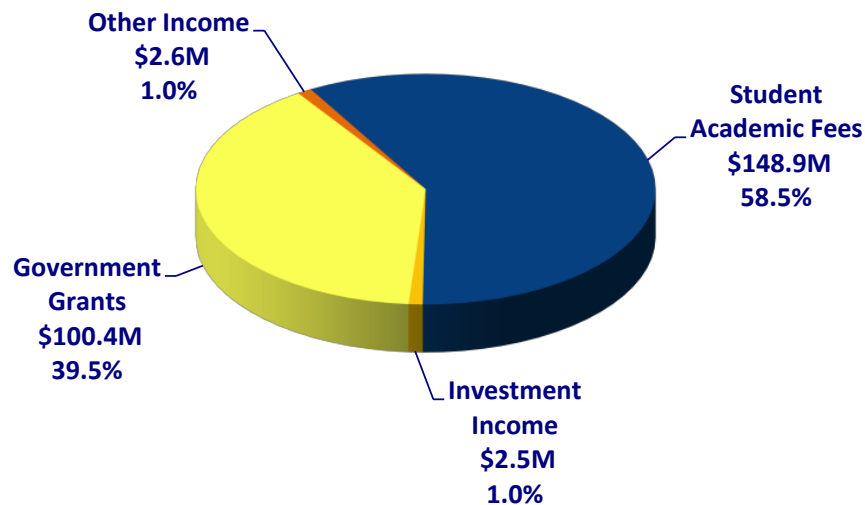
II. STUDENTS AT THE UNIVERSITY OF WINDSOR (CONT'D)

The following graph illustrates the trend of full-time international enrolment over the last five years.



2. OPERATING REVENUE

The 2015/16 Operating Revenue for the institution totals \$254.4M, an increase of \$1.4M (0.6%) over 2014/15. It is comprised of the following four categories of revenue (\$000s):



II. STUDENTS AT THE UNIVERSITY OF WINDSOR (CONT'D)

(i) *Student Academic & Other Fees*

In March 2013, the Ministry announced a new 4-year tuition framework that will be in place until the 2016/17 academic year.

For 2015/16, the following framework applies for domestic undergraduate and graduate fees:

- Maximum of 3% overall annually (2% (CPI) + 1%)
- Full Cost Recovery and Self-Funded programs are exempt
- International tuition remains unregulated
- Graduate programs and professional undergraduate programs (namely Engineering, Business, Law, Computer Science)
 - 5% for 1st, 2nd and 3rd year students
 - 4% for 4th year students (continuing)
- For undergraduate programs not included above:
 - 3% for all years (1st year and continuing)

The Board of Governors approved the 2015/16 tuition fees at its April 28, 2015 meeting. Fee increases for 2015/16 are compliant with the above Ministry framework. As part of the Ministry's tuition fee framework, institutions are required to allocate 10% of the incremental revenue generated by the regulated tuition fee increase, plus or minus any changes in enrolment, to support student financial aid. The 2015/16 operating budget includes an additional \$300,000 in support of this financial aid.

Total student academic fees are projected at \$148.9M for 2015/16, an increase of \$3.37M (2.3%) over 2014/15. Increases to tuition revenue due to decreased enrolment and increased tuition fees are estimated at \$3.88M. Professional course-based Masters' tuition revenue is expected to decrease by \$0.67M. An increase of \$0.16M is projected for incidental fees.

In addition to tuition fees, other compulsory ancillary fees and cost recovery fees were approved by the Board of Governors in April 2015. No student referendums were held.

(ii) *Ancillary Fees*

In addition to tuition and compulsory ancillary fees, Residence and Meal Plan fees were also approved by the Board of Governors in April 2015.

Residence Services will manage five residences on campus in 2015/16, accommodating approximately 1,025 students and providing them with a variety of offerings, ranging from traditional style dormitories to suite-style accommodations.

II. STUDENTS AT THE UNIVERSITY OF WINDSOR (CONT'D)

Although Residence Services sees its primary role as providing transition support for first year students, it also focuses on encouraging upper year students to remain in the residence system. Approximately 23% of the residence population is comprised of upper year students.

In consultation with students serving on the Residence and Food Services Advisory Board (RFSAB) and on the Executive of the Windsor Inter-Residence Council (WIRC) the budget and proposed fees are developed and subsequently supported by both groups. The Board of Governors approved the 2015/16 residence fees at their April 2015 meeting.

A recommendation to discontinue the use of Electa Hall effective May 1, 2015 has been made based on the occupancy rates on campus coupled with the existing conditions of the building. This decision is in accordance with the long term strategy for Residence Services. The demolition of the building, which would commence in Summer 2015, will be brought forward in June for the Board's consideration.

Food Services has developed a three year strategic plan (2015-2018) ("the Plan") outlining short and long term initiatives that will enable the Department to deliver a financially sustainable program. The Plan identifies a vision for Food Services, based on 1,000 students living on campus and overall enrollment projection consistent with the University's projections, for the next three years. Highlights of the plan include permanently using the Marketplace, located in the CAW Student Centre, as the main food venue for residence and all other students, and focusing operating and capital improvements to this location.

The Department has completed a comprehensive review of services, expenses and allocated charges, in order to achieve a balanced budget for 2015/16. The Board of Governors approved the 2015/16 meal plan fees at their April 2015 meeting.

Parking Services is an ancillary service and thus, self-sustaining. The proposed rates for faculty, staff and students, effective July 1, 2015, continue to be below the median rate for parking at other Ontario universities. The proposed pre-tax annual rate for all staff/faculty parking permit fees for 2015/16 is \$728.14, except in the Remote Lot (\$592.35).

The proposed pre-tax parking fee rates for students are as follows for the surface parking pass: 8 month pass - \$317.79 and 12 month pass - \$380.97. The 8 month parking pass for the Parking Garage is \$485.14.

With the first building opening in the Downtown core this summer, parking options in the immediate vicinity of the former Windsor Star building are close to being finalized. A Request for Proposal (RFP) to secure parking for the School of Social Work and the Centre for Executive and Professional Education was issued and final contract negotiations are underway.

II. STUDENTS AT THE UNIVERSITY OF WINDSOR (CONT'D)

(iii) Provincial Government Grants

Provincial Government Grants total \$97.2M for 2015/16, a decrease of \$2.2M from 2014/15. Provincial grants represent 38.2% of the institution's revenue. This has declined from 39.3% of the institution's revenue in 2014/15. The decrease in provincial grants is a result of the changes made to Teacher's Education as well as the 2012 Ontario budget announcement of multi-year reductions for universities. The Efficiency Reduction target in the amount of \$121M was fully implemented over the two-year period 2013/14 and 2014/15. The International Student Recovery (ISR) is being phased in over a four-year period and an estimate for the increase is included in the budget.

The ISR reduces the Provincial government grant in the amount of \$750 for each international undergraduate and Masters' student enrolled at the institution (PhD's were excluded). This phased-in reduction reduces funding by \$750 per international student who are enrolled in Years 1-3 or a Master's program. The reduction will be fully implemented by 2016/17 for all years of undergraduate study. The central budget's projected reduction in the Operating grant is estimated at \$912,000 for 2015/16, an increase in the reduction of \$188,000 over 2014/15. All self-supporting programs (i.e., MEng, Masters of Management) are responsible for bearing the cost of this operating grant reduction in their business models.

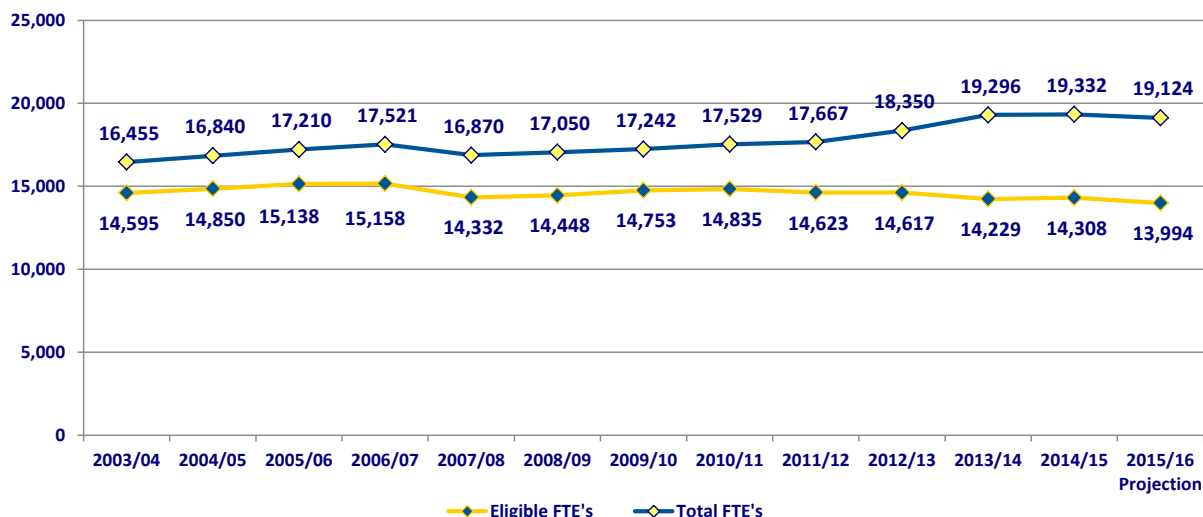
The Provincial government has made sweeping changes to Teachers' Education by lengthening the time teacher candidates spend in the Bachelor of Education program from one to two years. In doing so, they have limited the University's enrolment to 50% of the current approved targets, as Fall 2015 is the first year of the two-year program. The grant for the enrolment is also reduced by 50% and will return to steady state when both years of the program are in place by Fall 2016. One-time funding for Education will be needed in the amount of \$1.685M to accommodate this reduction. Additionally, the government changed the funding rate for Education students to 1.5 per Basic Income Unit (BIU) from 2.0. This change has permanently reduced the funding by \$1.6M. Beginning in 2015/16, the government is planning on Teachers' Education funding to be a separate funding envelope. This change may result in funding being directly related to enrolment in the academic program.

Provincial government grants are reflective of an institution's enrolment, either through actual eligible enrolments or an institution's share of the overall provincial system. UWindsor's portion of the provincial system was 3.28% for 2014/15. For 2014/15, UWindsor's enrolment was not sufficient to allow participation in the undergraduate growth funding envelope and this is not anticipated to change in 2015/16.

The following chart illustrates the history of UWindsor's total and eligible full-time equivalents since the double cohort. Total full-time equivalents are projected to grow by 13.4% over 2007/08 with eligible full-time equivalents expected to decrease 2.4%. Enrolment growth in international graduate programs is one of the main reasons for the difference between total

II. STUDENTS AT THE UNIVERSITY OF WINDSOR (CONT'D)

FTE's and eligible FTE's. The following graph shows the total FTE enrolment at the University and the eligible FTE enrolment that determines the government grant:



The Graduate Expansion grant funds growth for eligible Masters and PhD students up to an approved target. This grant is projected at \$1.7M, a decrease of \$409,000 over 2014/15. The budget for 2014/15 was not achieved and this has been reflected in the 2015/16 grant projection.

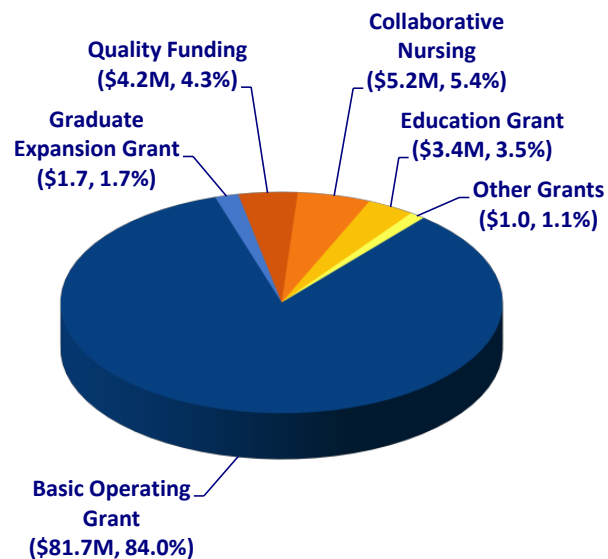
Another grant directly affected by enrolment is the Nursing Collaborative Grant. This special Nursing envelope funds the Collaborative Nursing program, which is also offered through St. Clair and Lambton Colleges. This grant is projected at \$5.2M, a decrease of \$30,000 from 2014/15.

The Municipal Act requires the University to pay the City of Windsor an amount of \$75 per full-time student enrolled (both domestic and international). The Ministry provides an offsetting grant to universities as a “grant in lieu of municipal taxes”. Beginning in 2013/14, the Ministry discontinued the per-student grant amount for international undergraduate and Masters’ students even though UWindsor remains responsible for the payment to the City for all students.

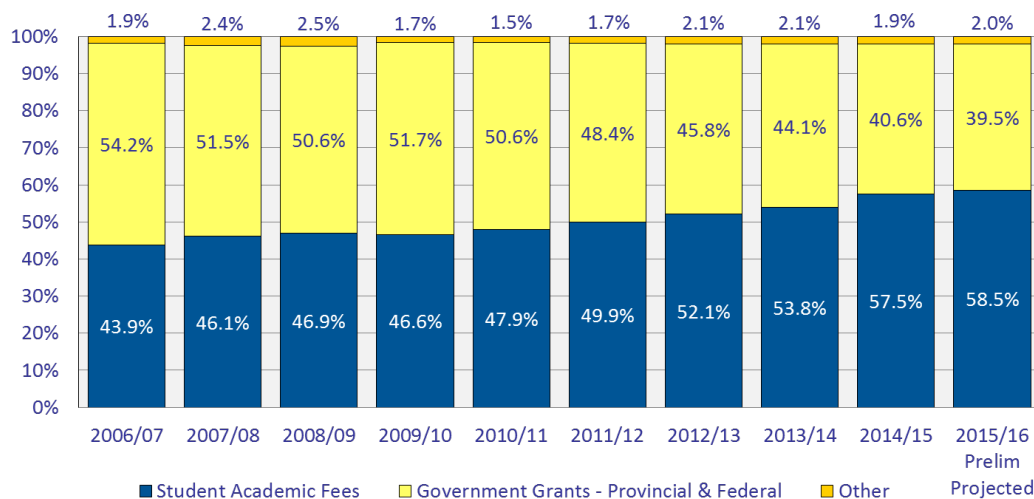
Other changes include the decrease of \$5,000 in the Performance grant and a decrease of \$25,000 in the Research Overhead grant.

II. STUDENTS AT THE UNIVERSITY OF WINDSOR (CONT'D)

The following is a summary of the 2015/16 Provincial Government Grants totalling \$97.2M in support of operations:



Government Grant funding has been steadily declining as a percentage of total operating revenue. The following graph illustrates the 14.7% drop in government funding compared to overall operating revenue since 2006/07.



III. RESEARCH AT THE UNIVERSITY OF WINDSOR

Another key priority for the institution is to build upon our research and creative strengths. Competition for external funding, encouragement of internal and external collaboration, and liaisons with industry all form part of a research-intensive university.

The total research revenue for the institution approximates \$25M annually. Revenues and expenditures in support of research are accounted for outside of the operating budget of the institution. Included in the operating revenue is the Federal Indirect Cost Grant received in support of overhead expenditures incurred by the institution. Faculties and Administration incur operating costs in support of research within their respective budgets.

A \$500,000 Research Stimulus Fund (RSF) was established in the 2013/14 budget, under the purview of the office of the Vice President, Research and Innovation. The RSF is used to help support research initiatives that build on our strengths, that position us favourably for Tri-Council and other research funding, and that create opportunities for graduate and undergraduate student engagement in research and scholarly endeavors. The engagement of students and trainees in research and scholarship is important. The value of the RSF will be determined annually through the budgeting process, and through the assessment of the impact of investments made under the fund. The 2013/14 report on how the RSF has enhanced research on campus can be found at www.uwindsor.ca/research. For 2015/16, the RSF remains at \$500,000.

1. FEDERAL INDIRECT COST GRANT

The Federal government supports research through annual grants that offset a portion of the University budget used in support of research overhead costs. The formula applied for the allocation of grant monies under this program is based on the three-year average funding each institution has received from any of the Tri-Council granting agencies (NSERC, SSHRC, and CIHR) in the years 2012/13, 2013/14 and 2014/15.

The total Federal Indirect Costs Program budget was \$341M for 2014/15. UWindsor's share of this was confirmed at \$3.28M. The projection for UWindsor's share in 2015/16 is \$3.17M, a decrease of \$110,000.

2. INVESTMENTS IN SUPPORT OF RESEARCH & ECONOMIC DEVELOPMENT

The Windsor-Essex economy is facing an unprecedented period for transformation and redefinition. UWindsor is making significant investments to see this transformation become reality. The new Innovation Centre will be a key piece in helping the campus bring together the people, the programs, and the networks that will enable collaboration and innovation to happen. This type of cooperation among key organizations, industry, government and academia, will enable the Windsor-Essex Region to be much more proactive in its entrepreneurship practice and innovation.

IV. OPERATING EXPENDITURES

1. FACULTY & STAFF

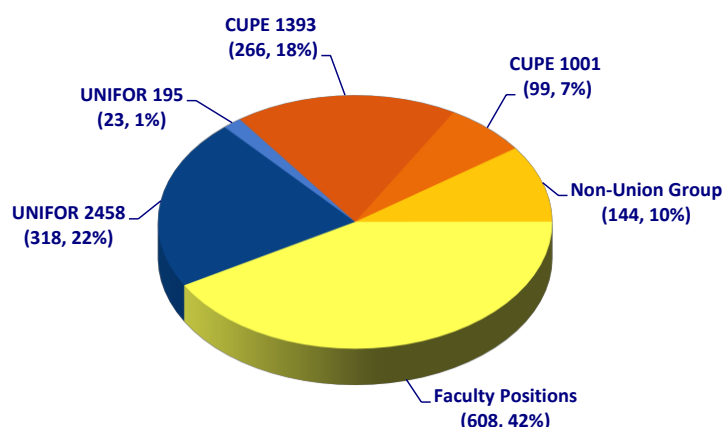
The campus community is diverse, and is comprised of people who make wide ranging contributions that contribute to the successful achievement of the institution's priorities. The University's mission of enabling people to make a better world through education, scholarship, research and engagement could not be achieved without the dedication of faculty and staff.

The largest investment in the UWindsor operating budget is faculty, staff and student salary, wage and benefit costs including pension. These costs in 2015/16 total over \$194M, and represent 76% of the total operating budget of the University.

The University operates with 8 bargaining units and a non-union group. The following bargaining groups are organized at the University:

1. Windsor University Faculty Association – *Faculty, librarians, ancillary academic staff and sessional instructors*
2. UNIFOR Local 195 – *Campus Community Police & Parking*
3. UNIFOR Local 2458 Full Time – *Office & Clerical Staff*
4. UNIFOR Local 2458 Part Time – *Office & Clerical Staff*
5. UNIFOR Local 2458 Engineers – *Stationary Engineers*
6. CUPE Local 1001 – *Full & Part Time Food Services, Housekeeping & Grounds*
7. CUPE Local 1393 – *Technical staff, trades, and professional staff*
8. CUPE Local 4580 – *Graduate and Teaching Assistants***

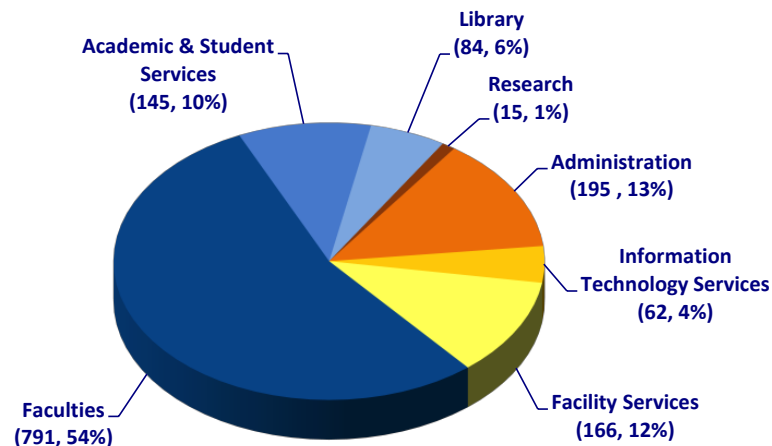
The following graph illustrates the number of full-time equivalent positions incorporated in the operating budget.



** CUPE Local 4580-Graduate & Teaching Assistants not included in the above graph as number of positions not specifically budgeted

IV. OPERATING EXPENDITURES (CONT'D)

The following pie chart illustrates the distribution across the campus of the budgeted full-time equivalent positions:



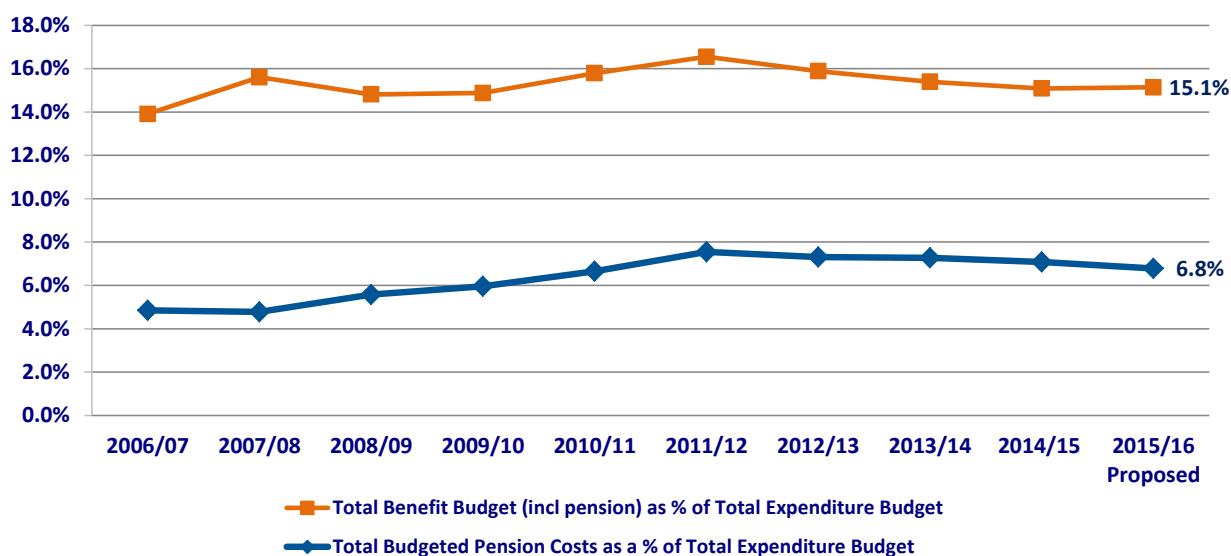
2. PENSION COSTS

UWindsor has two pension plans to provide post-retirement support to our faculty and staff. The University has a Faculty Pension Plan and an Employees' Plan. Due to the significance of pension contribution costs, planning for these required contributions is ongoing. Mandatory tri-annual actuarial valuations completed for each Plan dictate contribution levels required by the members of the Plans and the University. UWindsor filed mandatory valuations as of July 1, 2014 for both Plans in March 2015.

The 2015/16 base budget includes \$17.3M in support of pension contributions. This amount includes a deficit repayment of \$4.6M for the Faculty Pension Plan, a decrease of \$750,000 from 2014/15. The reduction in the base funding required to fund the special payments for the Faculty Plan has been reallocated to the Strategic Priority Fund in support of the hiring of 50 new faculty as announced in the President's UWindsor 2.0 address. Pension costs in the 2015/16 budget represent 45% of the total benefit budget.

The following graph illustrates the percentage of the operating budget in support of total benefits and pension costs. As noted in the graph, total benefit costs, which include pension contributions, represent 15% of the operating budget.

IV. OPERATING EXPENDITURES (CONT'D)

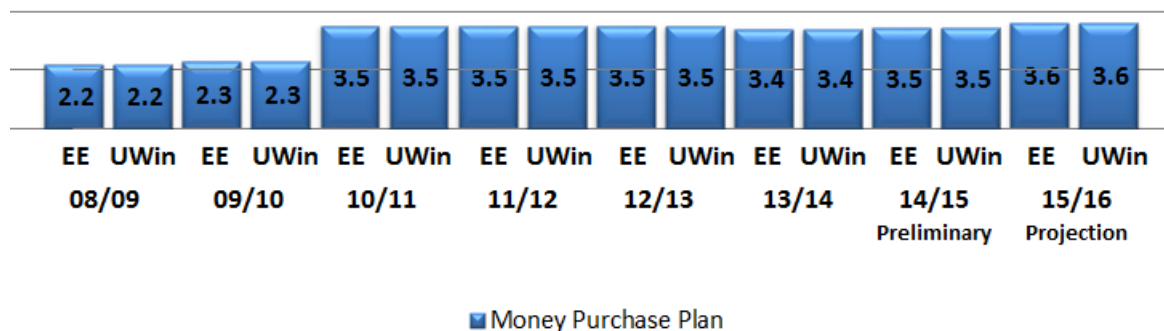


(i) The Employees' Plan

The Employees' Plan is fully cost-shared between the University and the plan members. Employees are currently contributing in the range of 6.4% and 9.2% of their salaries, depending on their earning level, and the University matches this contribution.

As of the July 1, 2014 valuation, the Employees' Plan has a going concern surplus of \$5.8M and a solvency surplus of \$.9M. No changes to the contribution levels of the plan members or the University are required based on the valuation. The filing of this valuation will result in no changes to plan members or University contribution levels until the next mandatory valuation as of July 1, 2017.

The following graph illustrates the pension contributions to the Employee plan (\$M):



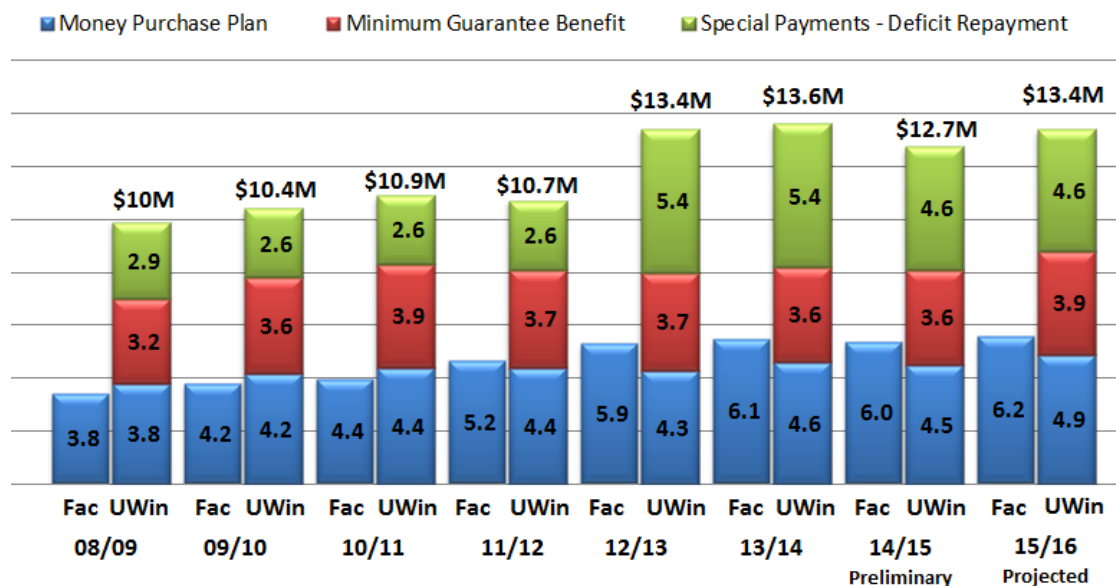
IV. OPERATING EXPENDITURES (CONT'D)

(ii) The Faculty Plan

The Faculty Plan is a hybrid plan comprised of two components. The first component is the *money purchase plan*, which had been fully cost-shared between plan members and the University in the past. Contributions to the money purchase component of the plan are 8% (changing to 9% on July 1, 2016) of faculty salaries for plan members and 6% of faculty salaries for the employer, subject to Income Tax Act annual contribution limits. The other component is the *minimum guaranteed benefit*, which represents the amount paid to ensure pensions are at a defined benefit level prescribed in the pension plan. The minimum guarantee benefit is not cost-shared, and the University is solely responsible for funding this component of the pension benefit.

The actuarial valuation filed as of July 1, 2014 resulted in a \$36.4M going concern deficit with no solvency deficit. UWindsor is making annual contributions in the amount of \$4.6M to fund the going concern deficit.

The following graph illustrates the pension contributions to the Faculty plan (\$M):



(iii) Summary of Pension Plan Costs

The cost of the two University pension plans for the 2015/16 operating budget represents 6.8% of the University's total operating budget. The Employees' Plan pension costs which are fully cost-shared represent up to 9.2% of the direct wages and salaries for both members and the employer.

IV. OPERATING EXPENDITURES (CONT'D)

The Faculty Plan pension costs for the University have risen from about 10.5% to 10.68% of faculty salaries for the funding of the money purchase and minimum guarantee component. In addition to these costs, the special payment of \$4.6M is fully funded by the University as noted above. Plan members contribute 8% of faculty salaries towards the money purchase component.

Due to the significance of pension contribution costs to the operating budget, annual monitoring of the financial status of the pension plans will continue.

3. CAMPUS EXPANSION

A number of new buildings will be completed during Summer 2015 and fully operational during the 2015/16 fiscal year. Operating expenses related to the Joyce Entrepreneurship Centre, Assumption Hall, the Welcome Centre, and the Pitt/Ferry Building (formerly the Windsor Star building) are all included in the 2015/16 budget. Operating costs related to the completion of the first two stages of the Board-approved Campus Master Plan (revitalization of Sunset Avenue corridor) form part of the operating budget as well.

The budget for External Debt costs for 2015/16 has increased by \$1.134M over 2014/15 to \$6.277M. This base budget includes debt repayment principal and interest payments for the Welcome Centre, the Pitt/Ferry Building and the Joyce Entrepreneurship Centre. The debt cost for the Welcome Centre is funded from existing base budgets related to the former lease payments made to Canterbury College and Assumption University. The Pitt/Ferry debt costs will be funded from graduate growth funding from MSW enrolment, an annual contribution from the Centre for Executive and Professional Education (CEPE), and savings generated from the former external lease for CEPE. The SoCA debt costs will be funded from future lease payments on the leasable portion of the former TBQ building.

Moving central administration to Assumption Hall has allowed the University to begin planning for the consolidation of student transactional services to the Chrysler Hall complex. Providing a central location for student services has been a major priority in the University's Campus Transformation Plan. This new opportunity significantly accelerates the achievement of that goal, in a more cost-effective location that will be a central address in a pedestrianized district following the closure of Sunset Avenue. A service enhancement review that will consider how best to consolidate services into a one-stop shop for students will be soon be underway. The outcome of this service review will provide the necessary information for the renovation of the existing space. Students will be heavily involved in this review.

IV. OPERATING EXPENDITURES (CONT'D)

4. STRATEGIC PRIORITY FUND – 2015/16 SPENDING

The Strategic Priority Fund (the Fund) was introduced as part of the 2009/10 Operating Budget, in response to a clear need to support the strategic allocation of resources and to provide dedicated funding to support the delivery of the University's Strategic Plan. The Fund provides a vehicle to fund initiatives that will allow the University to change and enhance its operations to meet its strategic objectives. The Fund has already enabled a number of initiatives that are improving our curriculum, enhancing student experience, promoting research, and building a basis for future developments in curriculum and all aspects of University operations.

New initiatives funded in this budget which total \$1.253M (\$63,830 – base; \$1.19M – one time) include the following successful submissions received by various Faculties across campus:

\$63,830 - A Comprehensive Approach to Sexual Assault Education and Prevention

A base allocation for the establishment of a permanent position to lead, coordinate, and teach a range of sexual assault education and prevention initiatives on campus.

\$255,300 - UWindsor Online: Developing Capacity and Enhancing the Student Experience in Online Courses

Support for the development of strategic online courses and complete online programs based on principles of high-quality online education.

\$192,000 - Promoting Student Success through Academic Advising: Implementation of Three Advising Models (Sequential Advising, Proactive Developmental Academic Advising, and Online Advising)

Improved advising quality and advising accessibility for FAHSS students, and pilot of online advising (OLA) delivery.

\$180,000 - Engineering Communications across the Curriculum

Establishment of comprehensive communications and professional skills development programming across the UWindsor Engineering curriculum.

\$140,000 - Undergraduate Science Collaborative and Integrative Experience (USci) Network

Implementation of a multifaceted approach to enriching learning experiences for students taking courses and programs in Science.

\$135,000 - Entrepreneurship Practice & Innovation Centre (EPICentre) - Student Development & Support

Support for the coordination and growth of experiential programming and student development provided through EPICentre.

IV. OPERATING EXPENDITURES (CONT'D)

\$85,848 - Enhancing the Campus Response to Victims of Sexual Violence

Development of a sustainable, tiered training program to improve support offered to students who disclose experiences of sexual violence.

\$85,000 - Supporting the Academic Writing Needs of Students at the University of Windsor

Provision for the Writing Support Desk (WSD) in Leddy Library, which offers individual, group, and online writing assistance to students.

\$60,000 - Mobile Production Capabilities: Digital Journalism

Purchase of mobile audio-video control kit to produce features from diverse locations.

\$56,233 - University of Windsor Student Life Skills Challenge Course

Development of a University of Windsor Student Life Skills Challenge Course involving collaborative mental and physical challenges.

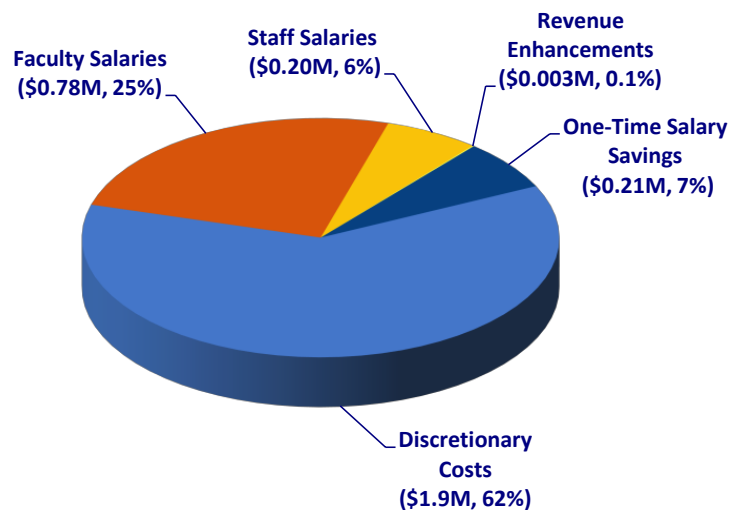
In addition to the new initiatives noted above, there is a further \$469,000 in initiatives previously approved that will be expended in 2015/16. The unallocated portion of the Fund totals \$283,000.

V. 2015/16 OPERATING BUDGET – IN SUMMARY

1. 2015/16 BUDGET REALIGNMENT

Early in the planning cycle for the 2015/16 operating budget, certain assumptions regarding enrolment, government grants, and tuition fees were made. This preliminary planning continued to show that operating expenditures were increasing at a rate greater than the operating revenue. The total budget realignment established to balance the budget totals \$3.1M, a 1% realignment of base budget. All areas participated in the realignment and budget managers developed realignment strategies to address their respective targets.

The following chart illustrates the categories of budget realignments that were developed to address the realignment targets:



Revenue enhancement realignment proposals total \$3,000

Faculty Salaries & Benefits realignment proposals total \$780,000 and represent base budget reductions from savings generated through the replacement of retiring/departing senior faculty with junior faculty, the elimination or holding of vacant positions, and the funding of faculty positions through self-supporting program budgets.

Staff Salaries & Benefits realignment proposals total \$200,000 and represent reduction in positions, full-time positions being converted to part-time positions, non-replacement of retirements and vacancies, and the funding of staff positions through self-supporting program budgets.

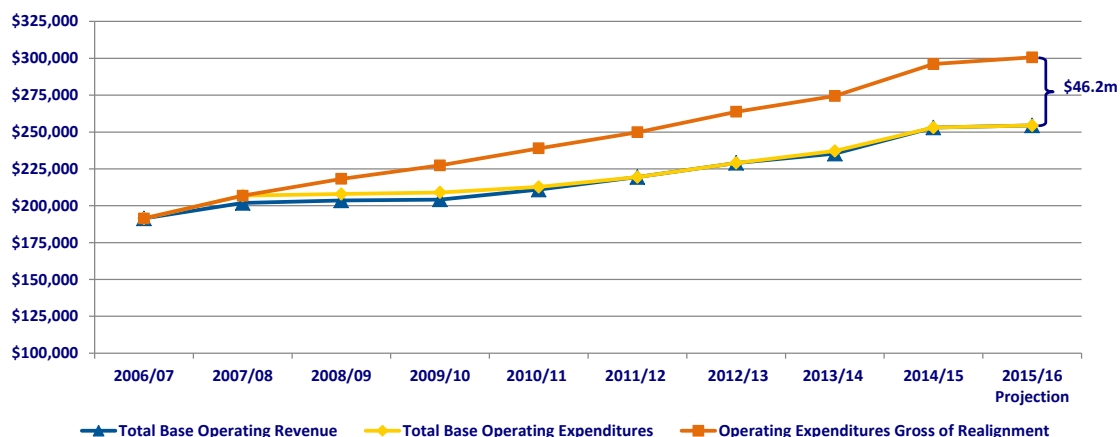
V. 2015/16 OPERATING BUDGET – IN SUMMARY (CONT'D)

One-time salary savings realignment proposals total \$211,000 and represent base budget realignment amounts that are tied to future retirements of faculty and staff. These base amounts are funded with one-time monies during the fiscal year. Faculty and administrative areas have been granted flexibility in addressing their base realignments with one-time savings. Cost structures of areas have deemed this flexibility necessary to implement the base realignments.

Discretionary cost realignment proposals total \$1.9M and represent salary costs related to sessional spending, overtime, casual wages, supplies, travel, repairs, etc. Levels of discretionary budgets have been reduced through the multiple years of realignment. In an effort to minimize the impact on full-time employment, discretionary budgets have been used wherever possible to address realignment targets.

The graph below emphasizes the structural challenge when comparing the total base operating revenue and the base operating expenditures, gross of realignment that the University has been challenged with. If UWindsor had not commenced its multi-year fiscal realignment strategy, the gap between revenue and expenditures would now be \$46.2M.

The following graph illustrates UWindsor's base budget (\$000s) during the multi-year strategy and the total cumulative amount of \$46.2M that has been realigned to date:



2. PROPOSED 2015/16 OPERATING BUDGET

The proposed 2015/16 operating budget includes total operating revenue of \$254.4M and total operating expenditures of \$254.4M.

As illustrated in Appendix A, a balanced budget for 2015/16 is proposed.

VI. INITIATIVES ENABLING THE REALIZATION OF UWINDSOR 2.0

The realization of UWindsor 2.0 will be dependent on a number of initiatives that will provide the resources, infrastructure, and processes to allow the University to adapt to the changes in its student body. Guided by the Strategic Mandate Agreement, the institution will need to implement the following initiatives that will provide the foundation for success.

1. STRATEGIC ENROLMENT PLAN

A strategic enrolment plan to support the University's academic mission and our Strategic Mandate Agreement with the Province has never been more important. A key initiative in the next year, therefore, will be to develop an enrolment plan that addresses our current environment (including the changing internal and external landscapes), supports our current strengths and proposed areas of growth, mitigates demographic challenges, and takes advantage of unique opportunities so as to ensure the long term fiscal health of the University.

An effective strategic enrolment plan will enable relevant decision-making processes to be integrated with the overall strategic direction of the University. Recruitment and retention strategies, student financial matters (including tuition fees and financial aid), and curriculum development and delivery models are only a few examples of decisions that, if taken in the context of a robust strategic enrolment plan, will chart the University's course forward in a coherent manner.

The Provost will soon announce a consultative process that will guide the development of a strategic enrolment plan.

2. STRATEGIC PRIORITY FUND – HIRING OF NEW FACULTY POSITIONS

The need to hire the best and brightest faculty members will ensure that the professoriate is renewed. A commitment has been made to hire up to 50 new faculty positions as part of the UWindsor 2.0 strategy. While the current Strategic Priority Fund has supported one-time initiatives for 2015/16, the base budget for the current year and the next three years will be dedicated to the hiring of the new positions. The Provost will oversee the process to renew the faculty and this process is currently underway. The goal will be to pursue the highest quality faculty who are scholars and who are committed to teaching in a diverse and internationalized campus. It is the hope that the first of new faculty will be onboard by Summer 2016.

VI. INITIATIVES ENABLING THE REALIZATION OF UWINDSOR 2.0 (CONT'D)

3. ACTIVITY BASED BUDGETING (ABB)

In 2009/10, the University embarked on a new budget model to consider how the revenue generated in any one Faculty compares to their historical budget. The activity in the Faculties revolves around their enrolment and research activity, to a lesser degree. The limitations of implementing the ABB methodology in the actual budget of the University has been limited due to the variance between the revenue and the historical base budget and the lack of flexibility to reallocate base budgets supporting faculty positions. The success of UWindsor 2.0 is contingent on being able to move base budget dollars to those Faculties that support the University's strategic direction and the Strategic Mandate Agreement. To this end, a commitment has been made to review the existing methodology, make changes as required, and then to fully implement a new resource allocation model by 2017/18. This review will be achieved through consultation with the Deans and other academic and administrative leadership across the campus. The goal is to complete the review and develop an implementation strategy by the end of calendar 2015. This will enable the new budget model to shadow the 2016/17 budget with full implementation in the 2017/18 budget.

4. CAMPUS TRANSFORMATION PLAN – PHASE II

Appropriate spaces will be required to support the delivery of UWindsor 2.0. Spaces that can support new ways of teaching and learning, required student social and collaborative spaces, and research facilities need to develop. Understanding how the student body will change and determining what type of spaces will be required will be part of the planning to see UWindsor 2.0 to fruition.

The Downtown Campus will continue to grow by Fall 2016 as the School of Creative Arts (SoCA) moves into the former Armouries facility and a new building on the former Tunnel Bar-B-Q site. Bringing these cultural programs Downtown will serve to enhance the experience of the students, faculty and the community. The new facilities will provide an exciting creative complex, and enable SoCA to envision new interdisciplinary programs.

An expanded and improved "Lancer Sports and Recreation Centre" will provide the athletic and social spaces required for an exceptional student experience. The University will continue to work with the student governments to assess the feasibility of such a structure.

Other capital programs in the planning stages include changes to support Windsor Law, the Faculty of Science and the vision for Leddy Library that will support the needs of today's students and future students. The CAW Student Centre, a hub for all students, needs to be refreshed. Administration hopes to work with the UWSA and OPUS to develop a long-term capital plan for this facility during this year. These capital projects will be considered and brought forward over the next three years.

VI. INITIATIVES ENABLING THE REALIZATION OF UWINDSOR 2.0 (CONT'D)

5. ENTERPRISE RESOURCE PLANNING (ERP) SYSTEMS TRANSFORMATION

Another key initiative to position the University for years to come will be the implementation of a reliable, high-quality ERP system that will support the student of the future. A key strategic priority for the institution is to provide an exceptional undergraduate and graduate experience.

UWindsor currently uses an in-house custom built student information system (SIS), an unsupported version of JD Edwards for financial management (FIS), and a DLGL human resources system (VIP). At present each of the systems have functional limitations and do not provide the flexibility required to meet UWindsor's strategic priorities and ever-increasing expectations of stakeholders.

Some of the current systems' limitations include: lack of system flexibility, insufficient reporting and analysis capabilities to support decision making; inefficient and labor-intensive business processes; elevated operational risk associated with the diminishing ability to provide support; and the lack of a comprehensive Customer Relationship Management (CRM) system that will support our student cycle from recruitment of prospective students to their becoming alumni.

To support the current student body and a re-imagined student of tomorrow will require systems that can be adapted to support these changing demographics. Providing a student support network that includes faculty, advisor, and parents accessible through a unified technology portal and self-service will enhance the retention of our students. Providing a system to support the needs of graduate education that allows administrators to track student progress, properly comply with research grant requirements, and ensure flexibility in degrees and programs will address current shortfalls. Providing faculty with a cohesive view of student information not currently available and empower faculty to manage administrative activities such as course management and lessen the administrative burden will enhance their effectiveness.

As current academic programs and offerings continue to evolve to meet students' demands, foundational systems will be required. How will a student of tomorrow complete their degree? Full-time, part-time, online, across various institutions, these are all possibilities and systems will play a key role in achieving this flexibility for students.

Software vendors have invested heavily to keep pace with changing student expectations and growing variation in education delivery. UWindsor has struggled to keep pace as software development is not the University's core business, and the custom in-house supported SIS system is not providing the capabilities available in common ERP packages. Competition for students continues to grow and ensuring that the foundations are in place to meet student expectations and support their success will need to be addressed. UWindsor has undertaken a "readiness assessment" and plans to commence the procurement process for an ERP solution that will serve the institution for decades to come. A Funding solution for the ERP systems transformation will be developed and brought to the Board as necessary.

VI. INITIATIVES ENABLING THE REALIZATION OF UWINDSOR 2.0 (CONT'D)

The 2015/16 operating budget positions the University of Windsor to be able to respond to the Strategic Mandate Agreement and provincial differentiation framework. Over the next three years, this and subsequent budgets will position the institution as a place that first and foremost values the student experience, and that allows the University of Windsor to capture a more distinctive reputation and greater recognition for what it is doing. The initiatives described in this budget lay down important foundational steps that will support this goal.

APPENDIX A: 2015/16 OPERATING BUDGET

	2015/16 PROPOSED BASE BUDGET (\$000s)	2014/15 APPROVED BASE BUDGET RECLASSIFIED (\$000s)	\$ INCREASE (DECREASE) OVER 2014/15 (\$000s)	% INCREASE (DECREASE) OVER 2014/15
BASE OPERATING REVENUE				
Student Academic Fees	\$ 129,568	\$ 125,524	\$ 4,044	3.2%
Professional Course-Based Masters' Fees	19,347	20,020	(673)	(3.4%)
Total Student Fees	\$ 148,915	\$ 145,544	\$ 3,371	2.3%
Government Grants - Provincial	97,213	99,364	(2,151)	(2.2%)
Government Grants - Federal	3,171	3,266	(95)	(2.9%)
Investment Income	2,500	2,500	-	0.0%
Other	2,607	2,331	276	11.8%
TOTAL OPERATING REVENUE	\$ 254,406	\$ 253,005	\$ 1,401	0.6%
BASE OPERATING EXPENDITURES				
Faculties	\$ 132,058	\$ 132,191	\$ (133)	(0.1%)
Professional Course-Based Masters	19,347	20,020	(673)	(3.4%)
Academic & Student Services	15,465	14,969	496	3.3%
Library	11,806	11,675	131	1.1%
Scholarships	13,563	13,263	300	2.3%
Research	5,286	5,252	34	0.6%
Administration	19,265	20,065	(800)	(4.0%)
International	2,070	1,867	203	10.9%
Information Technology Services	9,264	9,070	194	2.1%
Facility Costs	27,330	26,191	1,139	4.3%
External Debt Costs	6,277	5,143	1,134	22.0%
Institutional Overheads	(9,329)	(7,699)	(1,630)	21.2%
Strategic Priority Fund	2,004	998	1,006	100.8%
TOTAL EXPENDITURES	\$ 254,406	\$ 253,005	\$ 1,401	0.6%
BASE OPERATING SURPLUS/(SHORTFALL)	\$ 0	\$ 0	\$ 0	

APPENDIX B: 2015/16 PROVINCIAL GRANTS

	2015/16 PROPOSED BASE BUDGET (\$000s)	2014/15 APPROVED BASE BUDGET (\$000s)	\$ INCREASE (DECREASE) FROM 2014/15 (\$000s)	% INCREASE (DECREASE) FROM 2014/15
BASIC OPERATING GRANTS				
Basic Operating Grants *	\$ 80,759	\$ 85,871	\$ (5,112)	(6.0%)
Accessibility Fund (Graduate)	1,676	2,085	(409)	(19.6%)
TOTAL BASIC OPERATING GRANTS	\$ 82,435	\$ 87,956	\$ (5,521)	(6.3%)
OTHER PROVINCIAL GRANTS				
Quality Improvement Fund	\$ 4,200	\$ 4,100	\$ 100	2.4%
Nursing Funding	5,200	5,230	(30)	(0.6%)
Education Funding *	3,370	-	3,370	0.0%
Performance Fund	490	495	(5)	(1.0%)
Research Overhead	265	290	(25)	(8.6%)
Municipal Tax Grant	818	838	(20)	(2.4%)
Aboriginal Grant	-	75	(75)	(100.0%)
Disabilities Grant	435	380	55	14.5%
TOTAL OTHER PROVINCIAL GRANTS	\$ 14,778	\$ 11,408	\$ 3,370	29.5%
TOTAL PROVINCIAL GRANTS	\$ 97,213	\$ 99,364	\$ (2,151)	(2.2%)

* Beginning in 2015/16, the Education Grant becomes a separate funding envelope and is not part of Basic Operating Grants

**University of Windsor
Senate**

5.6.2: **Advanced Standing and Credit Transfer Policy**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the policies dealing with advanced standing and credit transfer be merged to become the policy on “Advanced Standing and Credit Transfer” as given below (#1 and #2).

****Original policies are provided in Section #2, pp5-7****

Proposed Revision #1 – NEW Advanced Standing and Credit Transfer Policy

Throughout the policy the word “Dean” is taken to mean the Deans (or designates) of academic Faculties and the Assistant Provost (or designate) of the Centre for Inter-Faculty Programs.

Deans may grant credit for a University of Windsor course in recognition of academic course work completed at another post-secondary institution or recognized organization (see #8 below for example) provided that the course work completed is deemed to be equivalent, consistent with the Senate approved Course Equivalency Policy. If the work completed is not equivalent to a specific University of Windsor course but constitutes a general body of knowledge in a discipline, a credit may be awarded for an unspecified course at the appropriate level.

Students who feel that their prior academic work is undervalued must appeal their evaluation to the Dean, through the Office of the Registrar, within two terms after admission to their program of study. The decision of the Dean on the appeal is final.

The granting of transfer credit reduces the total number of courses a student must complete for a degree, thereby giving the student advanced standing in a program. The mechanism by which students may obtain advanced standing include:

- By block transfer credit (*e.g.*, transfer by articulation agreement and transfer by degree completion program)
- By an assessment of Advanced Placement (AP) credentials
- By an assessment of International Baccalaureate credentials
- By challenge examination
- By completion of academic work offered through an approved organization (see #8 below)
- By an evaluation of prior academic work on a case-by-case basis

Process

Block transfer by an articulation agreement or a degree completion program is completed by the Office of the Registrar upon admission. In all other cases, prior to the completion of the first semester of registration at the University of Windsor, for each course to be considered in the allocation of transfer credit, the applicant will be required to provide to the Dean, through the Office of the Registrar, the following information

- A detailed list of topics covered
- A list of textbook(s) used

- The learning outcomes
- The grading mechanism
- The final grade
- The number of lecture, tutorial and laboratory hours.
- For Visual Arts courses, a portfolio of work completed

In many cases, the course outline together with the transcript is sufficient.

The only courses to be evaluated under this policy are those for which a grade of at least 60% has been achieved, in the case of university courses or, a grade of at least 70% has been achieved, in the case of non-university courses. The Registrar's Office shall develop and apply grade conversion standards, under the authority of Senate.

1. Transfer credit will be awarded only for those courses that fulfill the degree requirements of the student's University of Windsor program. If the student changes programs, transfer credit and advanced standing will be re-evaluated by the Dean of the new program. Normally, a student who has a cumulative average of 60% or greater will be granted transfer credit only for courses completed that apply to the intended program.
2. Transfer credit may be granted on other than a one-for-one basis.
3. Transferable post-secondary-level courses used to meet a high school course requirement for admission will also be considered for transfer credit.
4. In general, courses taken at post-secondary institutions in Canada, if acceptable for credit at one or more of the major residential Canadian universities shall normally be transferred for credit at the University of Windsor. Transferability will be subject to other University policies.
5. Once a transfer credit decision has been made it shall be recorded and shall serve as a guide to the Deans for future decisions.

At the request of the student and where a change will benefit the student, a Dean may, with reasonable grounds, recommend exemption from an approved agreement. This exemption shall not alter the agreement.

6. Deans have the right to deny transfer credit for courses taken far enough in the past that the material could be considered out of date. Students whose course work is identified as out of date may be required to replace or update the course work concerned.
7. Transfer credit on the basis of Challenge Examinations: **[this is current policy – change in bold and strikethrough]**

A student may acquire knowledge of the subject matter of a course in a manner that does not provide a basis for credit by transfer. Such a student may request permission from the Dean, through the Office of the Registrar, for a single opportunity to write an examination for advanced standing within two terms after admission to a specific program. A minimum grade of 60% is required for the granting of ~~advanced standing~~ **transfer credit**. ~~Success in such examinations will be recorded as "Advanced Standing by Examination" with the credit value of the course and a grade of "Pass". A student who is unsuccessful in attaining advanced standing after an initial examination will not be permitted a second attempt. Contact the Office of the Registrar for application forms and additional information.~~

Visual Arts: Students who wish to receive art history credit for courses taken at other institutions may be required to take a qualifying examination during the first week of regularly scheduled classes. The examination will cover those Art History courses from which the student wishes to be exempted.

8. Transfer credit for workshop/classes offered by theatre/production professionals: **[this is current policy – no change]**

Dramatic Art students, who have successfully completed workshop/classes offered by theatre/production professionals such as Off the Wall Theatre Alliance and approved by the School of Dramatic art, may obtain transfer credit by portfolio submission to a maximum of two (2) semester course credits per workshop/class with a minimum of 72 contact hours. Students must submit a portfolio of their own work for evaluation by a faculty member in Dramatic Art with the appropriate expertise by a due date agreed upon in consultation with the faculty member. A minimum grade of 70% is required. Workshop/classes for which transfer credit may be granted is limited to those offered by theatre/production professionals and approved by the school of Dramatic Art prior to commencing. Students will apply in advance and will require approval and permission from appropriate faculty. Normally, such transfer credit would be at the 200 level.

9. Transfer credit for Advanced Placement (AP) credentials *[this is current policy – no change]*
Applicants presenting Advanced Placement (AP) credentials have the option at the point of admission of receiving transfer credit for approved courses where they have achieved AP grades of '4' or '5', to a maximum of 10 courses (30.0 credit hours), or of taking the University of Windsor course.
10. Transfer credit for International Baccalaureate (IB) credentials *[this is current policy – no change]*
Applicants presenting International Baccalaureate (IB) credentials have the option at the point of admission of receiving transfer credit for approved courses, where they have achieved IB grades of '5' or more, to a maximum of 10 courses (30.0 credit hours). Completion of the diploma is not a prerequisite for receiving transfer credit.
11. Transfer credit for General Certificate of Education (GCE) *[this is current policy – no change]*
Applicants who receive a "C" grade in final GCE Advanced level examinations will be considered for transfer credit for those courses that have been assessed as equivalent to specified or unspecified University of Windsor courses and are relevant to the student's academic program. No transfer credit will be granted for Advanced Subsidiary level examinations. (Maximum credit 6 semester courses)
12. Transfer credit for courses from non-accredited institutions
When a course taught by an unaccredited institution is presented for transfer credit, the recommendation serves as a standard only for students who complete the identical course section in the same term and are pursuing the same program of studies as the student who originally presented the course for transfer credit.
13. Block Transfer: *[this is current policy – no change]*
 - (a) Applicants who have graduated from a three-year CAAT program that is academic in nature with a minimum cumulative average of B (3.0 or 70%) at the CAAT will be considered for admission to Second Year of an appropriate program.
 - (b) Applicants who have completed selected programs may be eligible for block transfer or admission to a degree completion program. For details see [University/College agreements](#) or specific [degree completion programs](#) offered by the Department.
14. Updates to approved courses equivalencies
Should changes in course content warrant updates to the course equivalencies, the Office of the Registrar in collaboration with the applicable department will have these reassessments completed and updates applied where applicable.

Rationale:

- There are too many regulations and policies all dealing with advanced standing in some form or other (whether through course by course credit transfer, challenge exams, etc.). There should be one policy dealing with this, which can be easily accessed by students.
- The proposed revisions will pull together all of the many transfer credit regulations in the undergraduate calendar and will align the assessment of transfer credit with the Senate Course Equivalency Policy.
- These revisions support the government's vision for credit transfer:

Ontario will have a comprehensive, transparent and consistently applied credit transfer system that will improve student pathways and mobility, support student success and make Ontario a post-secondary education destination of choice. The credit transfer system will assist qualified students to move between post-secondary institutions or programs without repeating prior, relevant learning (Policy Statement for Ontario's Credit Transfer System 2011)

- Providing more opportunities to transfer will serve to alleviate some of our current enrolment pressures that are a result of:
 - Declining new high school enrolments
 - Attrition from first to second year
 - For Fall 2012 to Fall 2013 (first time, first year, no prior post-secondary) retention was 85.2%
- Prior Learning Assessment and Recognition is being deleted since there is no one doing this at the university. It is misleading to state to students that the University offers this, when there is no follow through.

Original Policies – Proposed Revisions #2:

Academic Transfer Credit – Courses → Incorporated into revised policy. To be deleted as stand alone policy
(Senate-approved: September 19, 1996)(Senate - amended: Senate May 13, 2011)

Deans of academic Faculties may grant credit for academic work completed at a non-accredited (non-recognized) post secondary institution, or for courses completed at a CAAT not covered by existing transfer policy, on an individual basis subject to the following provisions:

1. The applicant must be currently enrolled at the University of Windsor.
2. The applicant must have a cumulative average of B or better at the previously attended institution.
3. The request must be endorsed by the AAU Head in the discipline area in which the student is seeking credit.
4. Transfer credit may not be granted on a one-for-one basis (but may be granted on a two-for-one, three-for-two, or completion of a program basis).
5. No more than four credits may be granted.
6. Applicants who qualify for credit for academic work subject to provisions 1 to 5 above and who have completed St. Clair College Foundations of Academic Writing I (FAW 100) will receive transfer credit for University of Windsor Foundations of Academic Writing I (01-01-150). Applicants who have completed St. Clair College Foundations of Academic Writing II (FAW 105) will receive transfer credit for University of Windsor Foundations of Academic Writing II (01-01-151).

ADVANCED STANDING → Incorporated into revised policy. To be deleted as stand alone policy

The granting of advanced standing reduces the total number of courses a student must complete for a degree.

By Transfer: A student who has successfully completed a course with a minimum grade of 60% at a recognized institution of higher learning may be granted credit for that course. The grade will not be shown on the University of Windsor transcript. The transfer of credits from another institution will be evaluated by the Office of the Registrar in consultation with the appropriate academic unit. Students should begin this process as early as possible in order to ensure appropriate placement in their program. An official transcript (and translation, if necessary) and a copy of course descriptions should be submitted to the Office of the Registrar at the time of application. Students who feel that the evaluation of prior academic work is not appropriate must appeal their evaluation to the Office of the Registrar within one term after admission to their program of study. (see *Transfer Policy* for further details)

Transfer Credit for Visual Arts Courses: Students who have taken art courses at other post-secondary institutions and desire credit for basic courses in Visual Arts must submit a portfolio of their own work for evaluation by Visual Arts, together with an official transcript of their record and catalogues describing the courses taken, all of which must be submitted no later than two weeks before the first day of classes. Transfer students who wish to receive art history credit for courses taken at other institutions may be required to take a qualifying examination during the first week of regularly scheduled classes. The examination will cover those Art History courses from which the student wishes to be exempted.

By Examination: A student may acquire knowledge of the subject matter of a course in a manner which does not provide a basis for credit by transfer. Such a student may request to write an examination for advanced standing within one term after admission to a specific program. If such request is approved and the examination is administered, a minimum grade of 60% is required for the granting of advanced standing. Success in such examinations will be recorded as "Advanced Standing by Examination" with the credit value of the course and a grade of "Pass". A student who is unsuccessful in attaining advanced standing after an initial examination will not be permitted a second attempt. Contact the Office of the Registrar for application forms and additional information.

By Prior Learning Assessment: A student may acquire knowledge of the subject matter of a course in a manner which does not provide a basis for credit by transfer. Such a student should contact the Office of the Registrar for application forms and additional information within one term after admission to their program of study. → To be

deleted. At the present time there is no one “trained” to manage a PLAR portfolio. Given resources, it is unlikely that the university will be able to move forward with PLAR at this time. It seems like the university is providing false hope here. (truth in advertising)

ADVANCED PLACEMENT

Applicants with a 4 out of 5 grade on their final Advanced Placement (AP) examinations may be considered for transfer credit to a maximum of four semester courses. → Incorporated into revised policy. To be deleted.

Dramatic Art Transfer Credit Regulation (for workshop/classes offered by theatre/production professionals)

Dramatic Art students, who have successfully completed workshop/classes offered by theatre/production professionals such as Off the Wall Theatre Alliance and approved by the School of Dramatic art, may obtain transfer credit by portfolio submission to a maximum of two (2) semester course credits per workshop/class with a minimum of 72 contact hours. Students must submit a portfolio of their own work for evaluation by a faculty member in Dramatic Art with the appropriate expertise by a due date agreed upon in consultation with the faculty member. A minimum grade of “B-” is required. Workshop/classes for which transfer credit may be granted is limited to those offered by theatre/production professionals and approved by the school of Dramatic Art prior to commencing. Students will apply in advance and will require approval and permission from appropriate faculty. Normally, such transfer credit would be at the 200 level. → Incorporated into revised policy. To be deleted as stand alone policy

ADMISSION REQUIREMENTS FOR TRANSFER STUDENTS (Transfer Policy) → Incorporated into revised policy. To be deleted as stand alone policy

An applicant who wishes to transfer (at any level) from another college or university must arrange for a complete transcript of record to be sent to the Office of the Registrar by each institution previously attended. → Incorporated into revised policy. To be deleted .

From a College of Applied Arts and Technology

Applicants who have completed a minimum of one year of a CAAT diploma program that is academic in nature with a minimum cumulative average of B (3.0) at the CAAT will be considered for admission to First Year of an appropriate program. → To be included in admissions policy

Applicants who have graduated from a three-year CAAT program that is academic in nature with a minimum cumulative average of B (3.0) at the CAAT will be considered for admission to Second Year of an appropriate program. → Incorporated into revised policy. This paragraph to be deleted.

From a College of Applied Arts and Technology (CAAT) or Other Canadian Colleges . → Incorporated into revised policy. To be deleted.

Candidates from a College degree program may request transfer credit. The amount of transfer credit will be decided by the Dean of the Faculty concerned.

From Another Canadian University

A student will normally be granted credit for any course which has been completed with a minimum 60% standing at another university. The total number of credits granted will be dependent upon the individual program requirements of each faculty. → Incorporated into revised policy. This paragraph to be deleted.

A transfer student will be required to complete at least one full year (ten semester courses) or the equivalent at this University before qualifying for a degree. Refer to each faculty section for the appropriate residency requirements. → Incorporated into revised policy. This paragraph to be deleted.

A student who has been required to withdraw from his/her previous institution will not be accepted to the University of Windsor during the period of his/her disbarment. If a student is eligible to apply to another faculty or program at his/her previous university, the student is eligible to apply to a similar program at the University of Windsor. In any case, should the student's record be such that he/she would have been required to withdraw at the University of Windsor, he/she shall not be eligible for transfer unless authorized by the appropriate Academic Standing Committee. → To be included in admissions policy

Students transferring from another university shall not be given credit for those courses in which they have received a grade lower than 60% unless authorized by the relevant Academic Standing Committee. → Incorporated into revised policy. This paragraph to be deleted.

Candidates from Non-Canadian Universities → Incorporated into revised policy. To be deleted.

Candidates from degree programs offered by non-Canadian universities may request transfer credit. The amount of transfer credit will be decided by the Dean of the Faculty concerned.

International Baccalaureate (IB) Diploma

[...] For transfer credit: IBD applicants who have successfully completed the full diploma with a grade total of 28 or more (exclusive of additional points which may be awarded for the successful completion of the Extended Essay and Theory of Knowledge) may be granted a general elective course credit, depending on program selection, for each Higher Level subject completed with a score of 5 (80-89%) or better, for a maximum of 4 general elective course credits. → Incorporated into revised policy. This section to be deleted.

PROGRAM TRANSFERS

A student who wishes to transfer to a new program may apply on the web on the Student Self Service page at <https://my.uwindsor.ca>. All program transfers and conditions for transfer are subject to the approval of the Dean (or designate) or Assistant Provost (or designate) in accordance with regulations established by the Faculty into which the student wishes to transfer.

1) Normally a student who has a cumulative average of 60% or greater in the previous program, and who meets the admission requirements of the intended program will be permitted to transfer ~~and credit will be granted for all courses completed that apply to the intended program.~~ **Transfer credit will be assessed and awarded in accordance with the Senate policy on Advanced Standing and Credit Transfer.**

2) If a student has been required to withdraw from a program, the student normally will be considered for admission to the new intended program on the same basis as students who have been required to withdraw from the program.

3) All courses that are transferable, whether passed or failed, will be considered in calculating both the cumulative and major averages (where appropriate) in the new program.

4) Applications for transfer to Business are subject to the following deadlines:

- June 15th for Fall semesters
- October 15th for Winter semesters
- February 15th for Inter/Summer semesters

Transfer is based on academic achievement and the availability of space, and a minimum 67% cumulative average is required in order to be considered for a transfer to Business.

Sample Course Equivalencies

This list will be revised as transfer credit is evaluated and approved by the Dean (or designate) or Assistant Provost (or designate). The Office of the Registrar will post and update the list on its website.

International Baccalaureate COURSE	U Win Equivalency	U Windsor Description
Group 1: Studies in Language and Literature		
Language A: Literature (Higher Level)	01-07-137	Introduction to German, Italian, and Spanish Literature
Language A: Language and Literature (Higher Level)	01-07-137	Introduction to German, Italian, and Spanish Literature
Literature and Performance (Standard Level)	01-07-137	Introduction to German, Italian, and Spanish Literature
Group 2: Language Acquisition		
Language ab Initio (Higher Level)	01-07-001	Unspecified 100-level Intercultural Studies
Language B (Higher Level)	01-07-001	Unspecified 100-level Intercultural Studies
Group 3: Individual and Societies		
Business and Management (Higher Level)	04-75-100	Introduction to Business
Economics: Section 1 Micro (Higher Level)	03-41-110	Introduction to Economics I
Economics: Section 2 Macro (Higher Level)	03-41-111	Introduction to Economics II
Economics: Section 3 International Economics (Higher Level)	03-41-002	Unspecified 200-level Economics
Economics: Section 4 Development Economics (Higher Level)	03-41-002	Unspecified 200-level Economics
Environmental Systems/Env. Systems and Societies (Higher Level)	03-66-001	Unspecified 100-level Environmental Science
Geography (Higher Level)	02-02-001	Unspecified 100-level Social Science
Global Politics (pilot) (Higher Level)	02-45-160	Introduction to Int'l Relations
History (Higher Level)	01-43-001	Unspecified 100-level History
Philosophy (Higher Level)	01-01-34-001	Unspecified 100-level Philosophy
Social and Cultural Anthropology (Higher Level)	02-48-110	Foundations of Social Life
World Religions (Standard Level)	01-01-001	Unspecified 100-level Arts or Humanities
Group 4: Experimental Science		
Biology (Higher Level)	03-55-140	Biological Diversity
	03-55-141	Cell Biology
Chemistry (Higher Level)	03-59-140	General Chemistry I
	03-59-141	General Chemistry II
Physics (Higher Level)	03-64-130 + 03-64-131	Introductory Physics for Life Sciences I & II
Sports, Exercise, and Health Science (Standard Level)	07-95-001	Unspecified 100-level Kinesiology
Film (Higher Level)	02-40-112	Introduction to Media and Design
	02-40-140	Introduction to Film Studies
Music (Higher Level)	Music Program Regulations for Advanced Standing	
Visual Arts (Higher Level)	01-27-106	Studio Practice and Ideas/Image

Note: Should changes in course content warrant updates to the course equivalencies, the Office of the Registrar in collaboration with the applicable department will have these reassessments completed and updates applied where applicable.

**University of Windsor
Senate**

5.6.2: **Advanced Standing and Credit Transfer Policy**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the policies dealing with advanced standing and credit transfer be merged to become the policy on “Advanced Standing and Credit Transfer” as given below (#1 and #2).

****Original policies are provided in Section #2, pp5-7****

Proposed Revision #1 – NEW Advanced Standing and Credit Transfer Policy

Throughout the policy the word “Dean” is taken to mean the Deans (or designates) of academic Faculties and the Assistant Provost (or designate) of the Centre for Inter-Faculty Programs.

Deans may grant credit for a University of Windsor course in recognition of academic course work completed at another post-secondary institution or recognized organization (see #8 below for example) provided that the course work completed is deemed to be equivalent, consistent with the Senate approved Course Equivalency Policy. If the work completed is not equivalent to a specific University of Windsor course but constitutes a general body of knowledge in a discipline, a credit may be awarded for an unspecified course at the appropriate level.

Students who feel that their prior academic work is undervalued must appeal their evaluation to the Dean, through the Office of the Registrar, within two terms after admission to their program of study. The decision of the Dean on the appeal is final.

The granting of transfer credit reduces the total number of courses a student must complete for a degree, thereby giving the student advanced standing in a program. The mechanism by which students may obtain advanced standing include:

- By block transfer credit (e.g., transfer by articulation agreement and transfer by degree completion program)
- By an assessment of Advanced Placement (AP) credentials
- By an assessment of International Baccalaureate credentials
- By challenge examination
- By completion of academic work offered through an approved organization (see #8 below)
- By an evaluation of prior academic work on a case-by-case basis

Process

Block transfer by an articulation agreement or a degree completion program is completed by the Office of the Registrar upon admission. In all other cases, prior to the completion of the first semester of registration at the University of Windsor, for each course to be considered in the allocation of transfer credit, the applicant will be required to provide to the Dean, through the Office of the Registrar, the following information

- A detailed list of topics covered
- A list of textbook(s) used
- The learning outcomes

- The grading mechanism
- The final grade
- The number of lecture, tutorial and laboratory hours.
- For Visual Arts courses, a portfolio of work completed

In many cases, the course outline together with the transcript is sufficient.

The only courses to be evaluated under this policy are those for which a grade of at least 60% has been achieved, in the case of university courses or, a grade of at least 70% has been achieved, in the case of non-university courses. The Registrar's Office shall develop and apply grade conversion standards, under the authority of Senate.

1. Transfer credit will be awarded only for those courses that fulfill the degree requirements of the student's University of Windsor program. If the student changes programs, transfer credit and advanced standing will be re-evaluated by the Dean of the new program. Normally, a student who has a cumulative average of 60% or greater will be granted transfer credit only for courses completed that apply to the intended program.
2. Transfer credit may be granted on a one-for-one, two-for-one, three-for-two, or completion of a program basis.
3. Transferable post-secondary-level courses used to meet a high school course requirement for admission will also be considered for transfer credit.
4. In general, courses taken at post-secondary institutions in Canada, if acceptable for credit at one or more of the major residential Canadian universities shall normally be transferred for credit at the University of Windsor. Transferability will be subject to other University policies.
5. Once a transfer credit decision has been made it shall be recorded and shall serve as a guide to the Deans for future decisions.

At the request of the student and where a change will benefit the student, a Dean may, with reasonable grounds, recommend exemption from an approved agreement. This exemption shall not alter the agreement.

6. Deans have the right to deny transfer credit for courses taken far enough in the past that the material could be considered out of date. Students whose course work is identified as out of date may be required to replace or update the course work concerned.

7. Transfer credit on the basis of Challenge Examinations: **[this is current policy – change in bold and strikethrough]**

A student may acquire knowledge of the subject matter of a course in a manner that does not provide a basis for credit by transfer. Such a student may request permission from the Dean, through the Office of the Registrar, for a single opportunity to write an examination for advanced standing within two terms after admission to a specific program. A minimum grade of 60% is required for the granting of advanced standing **transfer credit**. ~~Success in such examinations will be recorded as "Advanced Standing by Examination" with the credit value of the course and a grade of "Pass". A student who is unsuccessful in attaining advanced standing after an initial examination will not be permitted a second attempt. Contact the Office of the Registrar for application forms and additional information.~~

Visual Arts: Students who wish to receive art history credit for courses taken at other institutions may be required to take a qualifying examination during the first week of regularly scheduled classes. The examination will cover those Art History courses from which the student wishes to be exempted.

8. Transfer credit for workshop/classes offered by theatre/production professionals: **[this is current policy – no change]**

Dramatic Art students, who have successfully completed workshop/classes offered by theatre/production

professionals such as Off the Wall Theatre Alliance and approved by the School of Dramatic art, may obtain transfer credit by portfolio submission to a maximum of two (2) semester course credits per workshop/class with a minimum of 72 contact hours. Students must submit a portfolio of their own work for evaluation by a faculty member in Dramatic Art with the appropriate expertise by a due date agreed upon in consultation with the faculty member. A minimum grade of 70% is required. Workshop/classes for which transfer credit may be granted is limited to those offered by theatre/production professionals and approved by the school of Dramatic Art prior to commencing. Students will apply in advance and will require approval and permission from appropriate faculty. Normally, such transfer credit would be at the 200 level.

9. Transfer credit for Advanced Placement (AP) credentials **[this is current policy – no change]**
Applicants presenting Advanced Placement (AP) credentials have the option at the point of admission of receiving transfer credit for approved courses where they have achieved AP grades of '4' or '5', to a maximum of 10 courses (30.0 credit hours), or of taking the University of Windsor course.
10. Transfer credit for International Baccalaureate (IB) credentials **[this is current policy – no change]**
Applicants presenting International Baccalaureate (IB) credentials have the option at the point of admission of receiving transfer credit for approved courses, where they have achieved IB grades of '5' or more, to a maximum of 10 courses (30.0 credit hours). Completion of the diploma is not a prerequisite for receiving transfer credit.
11. Transfer credit for General Certificate of Education (GCE) **[this is current policy – no change]**
Applicants who receive a "C" grade in final GCE Advanced level examinations will be considered for transfer credit for those courses that have been assessed as equivalent to specified or unspecified University of Windsor courses and are relevant to the student's academic program. No transfer credit will be granted for Advanced Subsidiary level examinations. (Maximum credit 6 semester courses)
12. Transfer credit for courses from non-accredited institutions
When a course taught by an unaccredited institution is presented for transfer credit, the recommendation serves as a standard only for students who complete the identical course section in the same term and are pursuing the same program of studies as the student who originally presented the course for transfer credit.
13. Block Transfer: **[this is current policy – no change]**
 - (a) Applicants who have graduated from a three-year CAAT program that is academic in nature with a minimum cumulative average of B (3.0 or 70%) at the CAAT will be considered for admission to Second Year of an appropriate program.
 - (b) Applicants who have completed selected programs may be eligible for block transfer or admission to a degree completion program. For details see [University/College agreements](#) or specific [degree completion programs](#) offered by the Department.
14. Updates to approved courses equivalencies
Should changes in course content warrant updates to the course equivalencies, the Office of the Registrar in collaboration with the applicable department will have these reassessments completed and updates applied where applicable.

Rationale:

- There are too many regulations and policies all dealing with advanced standing in some form or other (whether through course by course credit transfer, challenge exams, etc.). There should be one policy dealing with this, which can be easily accessed by students.
- The proposed revisions will pull together all of the many transfer credit regulations in the undergraduate calendar and will align the assessment of transfer credit with the Senate Course Equivalency Policy.
- These revisions support the government's vision for credit transfer:

Ontario will have a comprehensive, transparent and consistently applied credit transfer system that will improve student pathways and mobility, support student success and make Ontario a post-secondary education destination of choice. The credit transfer system will assist qualified students to move between post-secondary institutions or programs without repeating prior, relevant learning (Policy Statement for Ontario's Credit Transfer System 2011)

- Providing more opportunities to transfer will serve to alleviate some of our current enrolment pressures that are a result of:
 - Declining new high school enrolments
 - Attrition from first to second year
 - For Fall 2012 to Fall 2013 (first time, first year, no prior post-secondary) retention was 85.2%
- Prior Learning Assessment and Recognition is being deleted since there is no one doing this at the university. It is misleading to state to students that the University offers this, when there is no follow through.

Original Policies – Proposed Revisions #2:

Academic Transfer Credit – Courses → Incorporated into revised policy. To be deleted as stand alone policy
(Senate-approved: September 19, 1996)(Senate - amended: Senate May 13, 2011)

Deans of academic Faculties may grant credit for academic work completed at a non-accredited (non-recognized) post secondary institution, or for courses completed at a CAAT not covered by existing transfer policy, on an individual basis subject to the following provisions:

1. The applicant must be currently enrolled at the University of Windsor.
2. The applicant must have a cumulative average of B or better at the previously attended institution.
3. The request must be endorsed by the AAU Head in the discipline area in which the student is seeking credit.
4. Transfer credit may not be granted on a one-for-one basis (but may be granted on a two-for-one, three-for-two, or completion of a program basis).
5. No more than four credits may be granted.
6. Applicants who qualify for credit for academic work subject to provisions 1 to 5 above and who have completed St. Clair College Foundations of Academic Writing I (FAW 100) will receive transfer credit for University of Windsor Foundations of Academic Writing I (01-01-150). Applicants who have completed St. Clair College Foundations of Academic Writing II (FAW 105) will receive transfer credit for University of Windsor Foundations of Academic Writing II (01-01-151).

ADVANCED STANDING → Incorporated into revised policy. To be deleted as stand alone policy

The granting of advanced standing reduces the total number of courses a student must complete for a degree.

By Transfer: A student who has successfully completed a course with a minimum grade of 60% at a recognized institution of higher learning may be granted credit for that course. The grade will not be shown on the University of Windsor transcript. The transfer of credits from another institution will be evaluated by the Office of the Registrar in consultation with the appropriate academic unit. Students should begin this process as early as possible in order to ensure appropriate placement in their program. An official transcript (and translation, if necessary) and a copy of course descriptions should be submitted to the Office of the Registrar at the time of application. Students who feel that the evaluation of prior academic work is not appropriate must appeal their evaluation to the Office of the Registrar within one term after admission to their program of study. (see *Transfer Policy* for further details)

Transfer Credit for Visual Arts Courses: Students who have taken art courses at other post-secondary institutions and desire credit for basic courses in Visual Arts must submit a portfolio of their own work for evaluation by Visual Arts, together with an official transcript of their record and catalogues describing the courses taken, all of which must be submitted no later than two weeks before the first day of classes. Transfer students who wish to receive art history credit for courses taken at other institutions may be required to take a qualifying examination during the first week of regularly scheduled classes. The examination will cover those Art History courses from which the student wishes to be exempted.

By Examination: A student may acquire knowledge of the subject matter of a course in a manner which does not provide a basis for credit by transfer. Such a student may request to write an examination for advanced standing within one term after admission to a specific program. If such request is approved and the examination is administered, a minimum grade of 60% is required for the granting of advanced standing. Success in such examinations will be recorded as "Advanced Standing by Examination" with the credit value of the course and a grade of "Pass". A student who is unsuccessful in attaining advanced standing after an initial examination will not be permitted a second attempt. Contact the Office of the Registrar for application forms and additional information.

By Prior Learning Assessment: A student may acquire knowledge of the subject matter of a course in a manner which does not provide a basis for credit by transfer. Such a student should contact the Office of the Registrar for application forms and additional information within one term after admission to their program of study. → To be

deleted. At the present time there is no one “trained” to manage a PLAR portfolio. Given resources, it is unlikely that the university will be able to move forward with PLAR at this time. It seems like the university is providing false hope here. (truth in advertising)

ADVANCED PLACEMENT

Applicants with a 4 out of 5 grade on their final Advanced Placement (AP) examinations may be considered for transfer credit to a maximum of four semester courses. → Incorporated into revised policy. To be deleted.

Dramatic Art Transfer Credit Regulation (for workshop/classes offered by theatre/production professionals)

Dramatic Art students, who have successfully completed workshop/classes offered by theatre/production professionals such as Off the Wall Theatre Alliance and approved by the School of Dramatic art, may obtain transfer credit by portfolio submission to a maximum of two (2) semester course credits per workshop/class with a minimum of 72 contact hours. Students must submit a portfolio of their own work for evaluation by a faculty member in Dramatic Art with the appropriate expertise by a due date agreed upon in consultation with the faculty member. A minimum grade of “B-” is required. Workshop/classes for which transfer credit may be granted is limited to those offered by theatre/production professionals and approved by the school of Dramatic Art prior to commencing. Students will apply in advance and will require approval and permission from appropriate faculty. Normally, such transfer credit would be at the 200 level. → Incorporated into revised policy. To be deleted as stand alone policy

ADMISSION REQUIREMENTS FOR TRANSFER STUDENTS (Transfer Policy) → Incorporated into revised policy. To be deleted as stand alone policy

An applicant who wishes to transfer (at any level) from another college or university must arrange for a complete transcript of record to be sent to the Office of the Registrar by each institution previously attended. → Incorporated into revised policy. To be deleted .

From a College of Applied Arts and Technology

Applicants who have completed a minimum of one year of a CAAT diploma program that is academic in nature with a minimum cumulative average of B (3.0) at the CAAT will be considered for admission to First Year of an appropriate program. → To be included in admissions policy

Applicants who have graduated from a three-year CAAT program that is academic in nature with a minimum cumulative average of B (3.0) at the CAAT will be considered for admission to Second Year of an appropriate program. → Incorporated into revised policy. This paragraph to be deleted.

From a College of Applied Arts and Technology (CAAT) or Other Canadian Colleges . → Incorporated into revised policy. To be deleted.

Candidates from a College degree program may request transfer credit. The amount of transfer credit will be decided by the Dean of the Faculty concerned.

From Another Canadian University

A student will normally be granted credit for any course which has been completed with a minimum 60% standing at another university. The total number of credits granted will be dependent upon the individual program requirements of each faculty. → Incorporated into revised policy. This paragraph to be deleted.

A transfer student will be required to complete at least one full year (ten semester courses) or the equivalent at this University before qualifying for a degree. Refer to each faculty section for the appropriate residency requirements. → Incorporated into revised policy. This paragraph to be deleted.

A student who has been required to withdraw from his/her previous institution will not be accepted to the University of Windsor during the period of his/her disbarment. If a student is eligible to apply to another faculty or program at his/her previous university, the student is eligible to apply to a similar program at the University of Windsor. In any case, should the student's record be such that he/she would have been required to withdraw at the University of Windsor, he/she shall not be eligible for transfer unless authorized by the appropriate Academic Standing Committee. → To be included in admissions policy

Students transferring from another university shall not be given credit for those courses in which they have received a grade lower than 60% unless authorized by the relevant Academic Standing Committee. → Incorporated into revised policy. This paragraph to be deleted.

Candidates from Non-Canadian Universities → Incorporated into revised policy. To be deleted.

Candidates from degree programs offered by non-Canadian universities may request transfer credit. The amount of transfer credit will be decided by the Dean of the Faculty concerned.

International Baccalaureate (IB) Diploma

[...] For transfer credit: IBD applicants who have successfully completed the full diploma with a grade total of 28 or more (exclusive of additional points which may be awarded for the successful completion of the Extended Essay and Theory of Knowledge) may be granted a general elective course credit, depending on program selection, for each Higher Level subject completed with a score of 5 (80-89%) or better, for a maximum of 4 general elective course credits. → Incorporated into revised policy. This section to be deleted.

PROGRAM TRANSFERS

A student who wishes to transfer to a new program may apply on the web on the Student Self Service page at <https://my.uwindsor.ca>. All program transfers and conditions for transfer are subject to the approval of the Dean (or designate) or Assistant Provost (or designate) in accordance with regulations established by the Faculty into which the student wishes to transfer.

1) Normally a student who has a cumulative average of 60% or greater in the previous program, and who meets the admission requirements of the intended program will be permitted to transfer ~~and credit will be granted for all courses completed that apply to the intended program.~~ **Transfer credit will be assessed and awarded in accordance with the Senate policy on Advanced Standing and Credit Transfer.**

2) If a student has been required to withdraw from a program, the student normally will be considered for admission to the new intended program on the same basis as students who have been required to withdraw from the program.

3) All courses that are transferable, whether passed or failed, will be considered in calculating both the cumulative and major averages (where appropriate) in the new program.

4) Applications for transfer to Business are subject to the following deadlines:

- June 15th for Fall semesters
- October 15th for Winter semesters
- February 15th for Inter/Summer semesters

Transfer is based on academic achievement and the availability of space, and a minimum 67% cumulative average is required in order to be considered for a transfer to Business.

Sample Course Equivalencies

This list will be revised as transfer credit is evaluated and approved by the Dean (or designate) or Assistant Provost (or designate). The Office of the Registrar will post and update the list on its website.

International Baccalaureate COURSE	U Win Equivalency	U Windsor Description
Group 1: Studies in Language and Literature		
Language A: Literature (Higher Level)	01-07-137	Introduction to German, Italian, and Spanish Literature
Language A: Language and Literature (Higher Level)	01-07-137	Introduction to German, Italian, and Spanish Literature
Literature and Performance (Standard Level)	01-07-137	Introduction to German, Italian, and Spanish Literature
Group 2: Language Acquisition		
Language ab Initio (Higher Level)	01-07-001	Unspecified 100-level Intercultural Studies
Language B (Higher Level)	01-07-001	Unspecified 100-level Intercultural Studies
Group 3: Individual and Societies		
Business and Management (Higher Level)	04-75-100	Introduction to Business
Economics: Section 1 Micro (Higher Level)	03-41-110	Introduction to Economics I
Economics: Section 2 Macro (Higher Level)	03-41-111	Introduction to Economics II
Economics: Section 3 International Economics (Higher Level)	03-41-002	Unspecified 200-level Economics
Economics: Section 4 Development Economics (Higher Level)	03-41-002	Unspecified 200-level Economics
Environmental Systems/Env. Systems and Societies (Higher Level)	03-66-001	Unspecified 100-level Environmental Science
Geography (Higher Level)	02-02-001	Unspecified 100-level Social Science
Global Politics (pilot) (Higher Level)	02-45-160	Introduction to Int'l Relations
History (Higher Level)	01-43-001	Unspecified 100-level History
Philosophy (Higher Level)	01-01-34-001	Unspecified 100-level Philosophy
Social and Cultural Anthropology (Higher Level)	02-48-110	Foundations of Social Life
World Religions (Standard Level)	01-01-001	Unspecified 100-level Arts or Humanities
Group 4: Experimental Science		
Biology (Higher Level)	03-55-140	Biological Diversity
	03-55-141	Cell Biology
Chemistry (Higher Level)	03-59-140	General Chemistry I
	03-59-141	General Chemistry II
Physics (Higher Level)	03-64-130 + 03-64-131	Introductory Physics for Life Sciences I & II
Sports, Exercise, and Health Science (Standard Level)	07-95-001	Unspecified 100-level Kinesiology
Film (Higher Level)	02-40-112	Introduction to Media and Design
	02-40-140	Introduction to Film Studies
Music (Higher Level)	Music Program Regulations for Advanced Standing	
Visual Arts (Higher Level)	01-27-106	Studio Practice and Ideas/Image

Note: Should changes in course content warrant updates to the course equivalencies, the Office of the Registrar in collaboration with the applicable department will have these reassessments completed and updates applied where applicable.

**University of Windsor
Senate**

***5.6.3: Admission Requirements for IB Diploma Graduates - Revisions**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the proposed revisions to the policy on Admissions Requirements for applicants presenting the International Baccalaureate (IB) Diploma be approved.

Proposed Revision:

International Baccalaureate (IB) Program

Applicants who have completed the International Baccalaureate Diploma with a minimum overall score of 24, including at least three courses at the Higher Level will be considered for admission to the University of Windsor.

Applicants who are also completing a provincial or national high school program have the option of being considered for admission on the basis of the high school program.

Applicants whose native language is not English will be required to demonstrate proficiency in English subject to University of Windsor policy.

Rationale:

- This updated policy will bring us in line with policies found throughout Canada and takes into consideration the newly released curriculum.
- The section on transfer credit for IB students is now more properly included in the Advanced Standing and Credit Transfer Policy.

Current Policy

International Baccalaureate (IB) Diploma

For admission to first Year: Full diploma must be completed with passes in six subjects with at least three at the Higher Level and with a grade total of at least 24. In addition, the candidates must meet the prerequisites specific to the Faculty to which they are seeking admission.

[...]

**University of Windsor
Senate**

5.6.4: **Open Access Policy**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the proposed Open Access Policy be approved.

Policy

All faculty and staff are strongly encouraged to deposit digital copies of publications on which they are authors or co-authors in the *Scholarship at UWindsor* institutional repository. However, researchers whose work is subject to the terms of the *Tri-Agency Open Access Policy on Publications* will be required to deposit or make available an electronic copy of his or her publication in *Scholarship at UWindsor*. By doing so authors will satisfy the terms of the Tri-Council policy while at the same time aligning with the university's efforts to provide both broad dissemination and long-term preservation for campus research publications. When depositing to *Scholarship at UWindsor*, authors grant the university the right to make their published articles available for open dissemination on a non-exclusive basis.

Procedures

The deposited version of the work should be the final version of the author's peer-reviewed manuscript or, with publisher consent, the published version of the work. The author's peer-reviewed manuscript may also be referred to as a post-print or the author's accepted manuscript.

If a publisher requests an embargo period before making the work available in the university's institutional repository, authors may request an embargo be placed on the work to meet this demand. Until the embargo period has passed, only the metadata for the article will appear in the institutional repository.

Full support for the deposit process is available through Leddy Library. For more information about this process please visit our [help page](#) or contact the repository administrator (scholarship@uwindsor.ca).

Position Responsible for Maintaining and Administering the Policy: Dean of the Library

Rationale:

- The University of Windsor is committed to disseminating the scholarly and creative works produced on its campus as widely as possible and preserving access to these works into the future. In addition to the public benefit of such dissemination, this policy is intended to serve faculty interests by promoting greater reach and impact for their work.
- Momentum for open access has been growing as numerous funding agencies and institutions worldwide implement open access policies. In Canada, the recent release of the *Tri-Agency Open Access Policy on Publications* requires grant recipients, as of May 2015, to take steps to ensure that peer-reviewed journal publications arising from supported research are made freely accessible within 12 months of publication.
- As a means of supporting campus open access initiatives, in 2012 the Leddy Library launched a digital institutional repository *Scholarship at UWindsor*, which is available to assist Windsor researchers in meeting the requirements of the Tri-Council (CIHR, NSERC, SSHRC) and other funding agencies. *Scholarship at UWindsor* participates in national and international research infrastructure networks to ensure widespread availability of our research.

**University of Windsor
Senate**

5.7.1 Senate Representatives on the Board of Governors

Item for: **Approval**

Forwarded by: **University Secretariat/Nominating Committee**

The memo, nomination form and senate eligibility list below were emailed to current Senate members. In addition to names garnered using the election process outlined below the item was also forwarded to the Nominating Committee. Nominations will also be accepted on the floor of the May 8, 2015 Senate meeting.

History - University Act PR 35 states...

"Four members of the teaching staff elected by and from the members of the Senate"

TO: Senate Members **DATE:** April 1, 2015

RE: NOMINATION - SENATE REPRESENTATIVES ON THE BOARD OF GOVERNORS

The University of Windsor Act provides for "four members of the *teaching staff* elected by and from the members of the Senate", to sit as members on the Board of Governors of the University of Windsor. Senate members elected to the Board of Governors should be from diverse areas.

The current representatives are:

Dr. Maryls Koschinsky: Sept 1, 2012 – Aug 31, 2015 (TBA - VACANCY Sept 1, 2015 - Aug 31, 2018)

Dr. Mehrdad Saif: Feb 13, 2015 – Aug 31, 2015 (TBA - VACANCY Sept 1, 2015 - Aug 31, 2018)

Dr. Antonio Rossini: Sept 1, 2013 - Aug 31, 2016 (Confirmed Senate Membership for 2015-2016)

Dr. Katherine Quinsey: Sept 1, 2014 - Aug 31, 2017 (Confirmed Senate Membership for 2015-2016)

Therefore, there will be an election to fill the **two** above-mentioned vacancies. As previously stated these terms are subject to membership on Senate and unexpired terms will be filled for the remainder of their terms. As per Senate bylaws you cannot serve more than six consecutive years on Senate or the Board.

Please note: If you are elected to sit as a Senate representative on the Board of Governors you must leave the bargaining unit for your specified term.

Attached is a list of Senate members eligible for nomination and a nomination form.



Eligibility List.doc



Nomination Form.doc

Election Process

Nominations (signed by the nominator and the nominee) are due in the Office of the University Secretariat, Room 201 Health Education Centre, **by 3pm, Wednesday, April 15, 2015.** Nominations will **also be open to the floor at the May 8, 2015 Senate meeting.** Please keep in mind that **if you are nominating someone on the floor of Senate who will not be present at the Friday, May 8, 2015 meeting, but they are on Senate next year (name appearing on the attached list) you must ensure that you have a signed copy of the nomination form at the meeting, with both the nominee and nominators signatures.** The nominations garnered prior to the meeting and the nominations received on the floor of Senate will be placed on a ballot. Once nominations have ceased, **voting will take place by secret ballot at the May 8, 2015 Senate meeting.**

Thanking you in advance,
Maria

NOMINATION FORM

To: Maria Giampuzzi
Elections Manager
Room 212, Assumption Hall

Re: **Nomination - Senate Representative on the Board of Governors**

I nominate _____ to serve as Senate Representative
(Please print name)

on the Board of Governors.

(Please print your name under your signature.)

I accept the nomination.
SIGNATURE - NOMINEE

**Nominations are due no later than 3:00pm, Wednesday, April 15, 2015
In Room 212 Assumption Hall, Attention: Maria Giampuzzi**

Ex officio members

Dr. N. Wright
Dr. M. Koschinsky
Dr. P. Weir
Dr. A. Conway
Dr. A. Wright
Dr. M. Saif
Dr. M. Khan
Prof. C. Cameron
Dr. L. Patrick
Dr. K. W. M. Siu
Dr. P. Dutton

Elected representatives of Faculties

Faculty of Arts, Humanities and Social Sciences

Dr. A. Scoboria
Dr. J. Singleton-Jackson
Dr. L. Walsh
Dr. C. Davison
Dr. N. Atkin
Dr. K. Jirgens
Dr. S. Pender
Dr. J. Luft
Dr. T. Collet-Najem

Odette School of Business

Dr. D. Hutchinson
Dr. F. Baki
Dr. G. Pandher

Faculty of Education & Academic Development

Dr. E. Starr
Dr. D. Stanley

Faculty of Engineering

Dr. M. Ahmadi
Dr. A. Asfour
Dr. S. Erfani
Dr. E. Tam

Faculty of Human Kinetics

Dr. J. Dixon
Dr. M. Taks

Faculty of Law

Dr. M. Kianieff

Faculty of Nursing

Dr. D. Kane
Dr. L. Freeman-Gibb

Faculty of Science

Dr. C. MacDonald
Dr. E. Maeva
Dr. J. Smit
Dr. Z. Kobti
Dr. M. S. Monfared
Dr. R. Meng
Dr. P. Graniero

Elected representatives-at-large

Dr. N. Baker
Dr. P. Boulos
Dr. L. de Witt
Dr. W. ElMaraghy
Dr. M. Muldoon
Dr. M. Potter
Dr. V. Scatamburlo-D'Annibale
Dr. V. Sevillano
Dr. A. Fisk