



NOTICE OF MEETING
There will be a meeting of the
Board of Governors
Tuesday, April 25, 2017, 4:00 pm
Freed-Orman Commons, Assumption Hall

AGENDA

ITEM	DESCRIPTION	DOCUMENT/ACTION
	<i>Declaration of conflict of interest</i>	
1	Approval of the Agenda	
2	Minutes of the meeting of November 22, 2016 (p.3)	Allen-Approval BG161122M
3	Business arising from the minutes	
4	Outstanding Business/New Business	
	4.1 Reports:	
	4.1.1 Remarks from the Chair	Allen-Information
	4.1.2 President’s Report	
	4.1.2.1 DRAFT Strategic Mandate Agreement (SMA2) (p.7)	Wildeman-Information BG170425-4.1.2.1
	4.2 Audit Committee	
	*4.2.1 Internal Audit Plan for 2017-2018 (p.59)	Farmer-Approval BG170425-4.2.1
	4.3 Executive Committee	
	4.3.1 Presidential Performance Review Framework and Schedule – Revisions (p.60)	Allen-Approval BG170425-4.3.1
	4.4 Governance Committee	
	4.5 Investment Committee	
	4.5.1 Phillips, Hager and North (PHN) – Core Plus Bond Funds (p.62)	Allison-Approval BG170425-4.5.1
	4.6 Pension Committee	
	4.7 Resource Allocation Committee	
	4.7.1 Enrolment Planning	Willis-Information
	4.7.2 2017/18 Operating Revenue	Willis-Information
	4.7.3 2017/18 Proposed Tuition and Compulsory Ancillary Fees and 2018/19 Proposed Tuition Fees (p.65)	Willis-Approval BG170425-4.7.3

4.7.4 2017/18 Proposed Residence Fees (p.83)

Willis-Approval
BG170425-4.7.4

4.7.5 2017/18 Proposed Meal Plan Fees (p.87)

Willis-Approval
BG170425-4.7.5

5 In Camera

6 Adjournment

[Bylaw 1, Section 2.6 – Consent Agenda: Items that normally do not require debate or discussion either because they are routine, standard, or noncontroversial, shall be “starred” (identified by an asterisk (*)) on the agenda. “Starred” items will not be discussed during a meeting unless a member specifically requests that a “starred” agenda item be ‘unstarred’, and therefore open for discussion/debate. A request to “unstar” an agenda item can be made at 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 by the Board, as the case may be. No individual motion shall be required for the adoption of “starred” agenda items.]

Draft for Discussion

STRATEGIC MANDATE AGREEMENT

University of Windsor
2017-20

Draft Submission Template between the
Ministry of Advanced Education and Skills Development and
The University of Windsor



Ontario's Vision for Postsecondary Education



Ontario's colleges and universities will drive creativity, innovation, knowledge, skills development and community engagement through teaching and learning, research, and service.

Ontario's colleges and universities will put students first by providing the best possible learning experience for all qualified learners in an affordable and financially sustainable way, ensuring high quality and globally competitive outcomes for students and Ontario's economy.

University of Windsor Vision, Mission and Mandate

The University of Windsor's Mission and Vision statements are embedded within our Strategic Plan, *Thinking Forward... Taking Action*, and continue to clearly reflect the commitment of the University to students and to our community, and the desire that what we do will prepare people to contribute meaningfully to society. They also align directly with the future aspirations for our University, and in broad measure they capture the priorities of the Province of Ontario.

Mission Statement

Enabling people to make a better world through education, scholarship, research, and engagement

Vision Statement

The University of Windsor is a progressive, student-centered university, where the challenges of communities and of a world in transition inform the education we provide, the research we do, and the creative endeavours we pursue

2 Preamble

This Strategic Mandate Agreement between the Ministry of Advanced Education and Skills Development and the University of Windsor outlines the role the University currently performs in Ontario's postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives and government priorities.

The Strategic Mandate Agreement (SMA):

- Identifies and explains the shared objectives and priorities between the Ontario government and the University;
- Outlines current and future areas of program strength;
- Supports the current vision, mission, and mandate of the University and established areas of strength within the context of the University's governing legislation;
- Describes the agreed-upon elements of the new university funding model , including:
 - a University's enrolment plans as well as their projections of their enrolments relative to their corridor midpoint and any desired changes to their corridor during the period of this SMA; and
 - differentiation areas of focus including metrics, targets and differentiation grant allocation.
- Provides information on the financial sustainability of the institution; and
- Informs Ministry decision-making and enables Ministry to align its policies and processes to further support the University's areas of strength.

The term of the SMA is from April 1, 2017 to March 31, 2020.

The agreement may be amended in the event of substantive policy or program changes that would significantly affect joint commitments made in the SMA (e.g. Major Capacity Expansion, Highly Skilled Workforce, etc.). Any such amendment would be mutually agreed to in writing, dated, and signed by both signatories.

3 Aspirations

The University of Windsor has a history tracing back over 150 years. It has been a part of the lives of more than 115,000 alumni around the world, and has contributed to the well-being of the Windsor-Essex region and of Canada. From its roots as Assumption College in 1857, continuing through today in affiliation with Assumption University, Canterbury College and Iona College, it combines tradition with a commitment to the future.

Universities must contribute to the betterment of society. They have a responsibility through education and enquiry to encourage minds to be creative and entrepreneurial and to help communities be vibrant and sustainable. The expectations placed on universities are high, the mobility of people and ideas is accelerating in pace and is global in breadth, and greater competition for resources to support public institutions is an economic fact of life. The University of Windsor must preserve an unwavering commitment to academic excellence and to helping people, and it must use the talents of its people to adapt in distinctive ways to the realities it faces.

Our University is helping more than 15,000 students a year from nearby and from around the world to achieve personal and professional goals. It is a place with a commitment to learning and discovery, and a commitment to social justice and all of the expectations and opportunities that come with it – access to education, recognition of the importance of community, and a belief in the entrepreneurial spirit that has been vital to the economy in this region of our country. The Mission Statement in the University of Windsor’s Strategic Plan is in reality a statement about the University’s reason for being.

We are a university for which the head has not lost sight of the feet. The University of Windsor has a long history of seeking ways in which endeavours of the mind reflect the road that we as a society must travel. Aligned with this reality, the University of Windsor is committed to creating learning environments where students can gain experience that will prepare them for life after graduation. We are big enough to have the programs and services that students want and need, and small enough to feel like a community with close ties and common interests and opportunities for students to be engaged.

Through education and scholarship in the sciences, human kinetics, social sciences, arts, and humanities, and in professional programs in law, education, nursing, engineering and business, the University has, without pretense, enriched our region and the world. It has helped to create a stronger community around us, added to our knowledge of the environment, helped industries succeed, strengthened the arts, helped us understand the complexities of a world that is rapidly changing, and done much more. And in tying them all together, our University’s Strategic Plan makes a commitment that we will be a place that encourages pursuit of the personal best, whether in a laboratory, library, classroom, athletic stadium, or other place of high endeavour. The University of Windsor aspires to see everyone fulfil the promise within themselves.

The University sits at the edge of Canada, in the heart of North America. By being on the edge, it offers a distinct vantage point from which to engage in global transitions that affect people's lives. By encouraging international participation and community engagement, and through a commitment to equity, diversity and human rights, the University captures the energy of change that only releasing the breadth of human capacity can bring. Our campus and our community of Windsor-Essex have a long history of welcoming people from around the world, making us one of the most diverse communities in the country.

The University of Windsor is a fully comprehensive, highly diverse university that offers a broad range of academic and professional programs that are needed for the economic and cultural vibrancy of Windsor-Essex, which is Ontario's unique geographic peninsula within the United States. It is a region that has enormous economic importance in manufacturing, agriculture, the arts, tourism, health care, and more. Because of our location, we are also a university that is dedicating itself to some really big issues of importance - taking care of our Great Lakes, doing work that informs how to better move people and goods across international borders, contributing knowledge and innovation to what is still the manufacturing heartland of North America, and demonstrating in countless ways how the knowledge and creativity of a university can help a community.

This is what the University of Windsor is about and that is what we want to be. There is not another university in Ontario like ours. The University of Windsor's comprehensive nature in a unique location is not a luxury that comes at a cost. Rather, it is a necessity that comes with a prize... that prize being an academic institution that is dedicated to ensuring that this region of Ontario has a university that is doing everything a university is supposed to do for a 21st century Ontario in a global inter-connected world. We are committed to working in partnership with the Province to safeguard that prize.

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Shared Objectives and Priorities for Differentiation

In the next section, universities are requested to indicate how recent and planned initiatives and/or investments help to further focus on areas of differentiated strength, including:

- *Student Experience;*
- *Innovation in Teaching and Learning Excellence;*
- *Access and Equity;*
- *Research Excellence and Impact; and*
- *Innovation, Economic Development & Community Engagement.*

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1.0 Student Experience

This section captures institutional strengths in improving student experience, outcomes and success. This section recognizes institutions for measuring the broader learning environment, such as continuity of learning pathways; retention; student satisfaction; co-curricular activities and records; career preparedness; and student services and supports.

1.1 Institutional Approach to Improving Student Experience

Universities are asked to comment on existing or planned initiatives aimed at improving the student experience, including the uniqueness of your approach, target groups and partners involved. Quantitative and qualitative evidence will be used to reflect progress and achievements over time.

The University of Windsor is committed to providing an excellent education that prepares students for life after graduation. We know that we must do several things if we are to fulfill this commitment. First, through continual academic program innovation we seek to integrate into the learning process a workplace or some other type of opportunity that provides experience, mentorship, and maximum value to the degree earned as a student seeks to successfully enter the workplace. Second, we are committed to having campus learning and social spaces that support innovation in teaching and learning, collaboration, partnerships, and community engagement. Third, we are placing a strong emphasis on student services that promote health and wellness.

The University of Windsor is distinctive in its location, its comprehensive program offerings, its research strengths that serve the needs of the community and the province, and its attraction as a destination for international students looking to study in Ontario and possibly make it their home. We can further strengthen this distinctiveness by ensuring that we pay attention to our programs, our spaces, and our services.

1.2 Examples of Institutional Initiatives

Universities are asked to include a list of key relevant initiatives, including a brief description to further explain your institution's approach:

1. Academic Program Innovation

The University of Windsor is unique in terms of its geographic location on the US border and the wide spectrum of professional and academic programs that have served the region for decades. Almost 50% of our full-time undergraduates are in accredited professional programs with direct workplace training, such as Law, Business, Education, Social Work, Clinical Psychology, and Nursing. With these realities, there has been a long history of program innovation including work-integrated learning. In all Faculties – professional and academic – there is a commitment to giving students an opportunity to see where their education can take them. There is an increasing number of programs and services at the institutional level to complement what is happening within the Faculties, and they combine to create multiple opportunities and supports for students.

- *We were the first university in Ontario to offer co-operative education in Business.*
- *Career preparation opportunities exist in most other disciplines across campus, including such opportunities as the hands-on publishing practica in English Language, Literature and Creative Writing; internships in fine arts and public history; the Faculty of Science Career Week focusing on soft skills, goal setting, and self-promotion strategies; and many more.*
- *The Enactus program run through the Odette School of Business has students working with community partners to help new businesses start and thrive.*
- *Two anti-poverty law clinics and two cross-border clinics for Windsor's Faculty of Law provide hands-on opportunities to develop legal skills.*
- *Numerous graduate programs – for example, Kinesiology, Political Science, Education, Computer Science, Engineering, Social Work, and Psychology – incorporate work-integrated learning internships or practica.*
- *In 2015-16, UWindsor created a new service unit that brought together into a new highly visible centralized location all of the staff and programs focused on enhancing career preparation, mentorship, reflection and documentation. Named the Career, Co-op and Employment Services unit, this re-designed organization emphasizes collaboration with academic units to provide experiential and career development education for every student, and has resulted in the following:*
 - *46% increase in student utilization of services*
 - *126% increase in internship engagement*
 - *28% increase in co-op enrolment*
 - *development of “experience maps” for most major academic programs, and an environmental scan of experiential learning opportunities at the University.*
 - *placement of nearly 1,000 students with more than 650 employers annually.*
- *The Entrepreneurship Practice and Innovation Centre (EPICentre) provides students and recent graduates with opportunities to learn about entrepreneurship, and the resources to turn their ideas into successful ventures. Six EPICentre facilities across campus provide dedicated space for discipline-specific innovation and venture development. The Centre offers integrated cross-campus leadership, mentorship, entrepreneurial education, and technology-transfer. Students in upper-year business consulting courses act as mentors to community members and peers establishing new businesses. Community mentors dedicate their time to helping student start-ups succeed. The EPICentre works with a wide range of business and community organizations in Windsor and Detroit, including the Royal Bank of Canada, who underwrote the RBC Epic Founders program and the RBC Business Model Competition through an \$800,000 donation.*

2. Campus Transformation

In 2011, the University embarked on a campus transformation plan in support of its strategic objectives to enhance the student experience, support the community and region, and recruit and retain the best faculty and staff. Financial support for what has been a major renewal of campus facilities has come from the City of Windsor and from both provincial and federal levels of government, as well as the University, student athletics levies, and private donors.

One of the central goals of this plan has been to create spaces that best support a student experience that is relevant to the education pathway being pursued. We are developing a campus in the heart of the city for our programs in Social Work, Executive Education, and the Creative Arts because that is where many of the organizations and communities of interest are located. Our Social Work students support community housing projects in the city centre, and we have now entered into a formal partnership with the Windsor Symphony Orchestra which is housed adjacent to our new location downtown. On the main campus, our new Ed Lumley Centre for Engineering Innovation was designed to include within it an industrial courtyard where companies can be engaged with our students. We closed a major traffic thoroughfare that ran through the campus, creating a new pedestrianized pathway that we have named Turtle Island Walk in recognition of First Nations. These and other projects are reinforcing the commitment of the University of Windsor to our students and their future.

Completed or in progress

- *New campus location in the city centre for our School of Creative Arts, School of Social Work, and Centre for Executive and Professional Education. This location positions our students closer to community partners and in addition provides a major economic development boost for the city*
- *Ed Lumley Centre for Engineering Innovation, with industrial courtyard.*
- *New wing of Odette School of Business, providing classrooms and space for community engagement events*
- *Completion of new floor of Medical Education Building, providing clinical training space where nursing students and medical students can train alongside*
- *Pedestrianized thoroughfare renamed Turtle Island Walk, and adjacent David A. Wilson Commons with outdoor gathering spaces and basketball court*
- *Parking garage which has enabled the closing and greening of surface lots*
- *Joyce Entrepreneurship Centre that houses our Career, Co-op and Employment Services Centre; our Cross-Border Institute; and EPICentre, our new centre for student entrepreneurs*
- *Stephen and Vicki Adams Welcome Centre, providing a new and highly visible location for Student Recruitment and Alumni Affairs offices*
- *Science Research and Innovation Facility in Spring, 2018*

In planning stages

- *Lancer Sport and Recreation Centre, a major upgrading of athletics facilities*
- *Consolidated student services hub for all registrarial and financial services*

Proposed but yet to be finalized

- *Relocation of the Law School to the downtown campus, and with it the consolidation of legal education, legal aid clinics, and other legal services the Law School provides to the community into one hub in close proximity to the courts and the Windsor-Detroit tunnel, providing ready access to the University of Detroit Mercy Law School that is our partner in North America's only three year Dual Juris Doctorate Program that enables graduates to practice in Canada or the US*

3. Student Services

Under a newly established Associate Vice-President, Student Experience, UWindsor has further strengthened its student services programs and increased access to counselling services. Many of the programs engage community partners including the Multicultural Council of Windsor and Essex County, the Canadian Mental Health Association, the Sexual Assault Crisis Centre, sports and recreation organizations, and others.

- *In 2014, the University approved a Behavioural Intervention Plan operationalized by the Assessment and Care Team (ACT) to assist students in crisis. Trained in threat assessment and behavioural intervention strategies, the ACT provides support and problem resolution for at-risk students.*
- *The recently launched online Well Track program enables students to develop coping skills for anxiety, depression, phobias and stress.*
- *A new training program has enhanced faculty and staff capacity and expertise in responding to students who have experienced sexual violence.*
- *A new Steering Committee for UWindsor Student Mental Health, with broad campus representation, is developing a comprehensive Student Mental Health strategy.*
- *The University of Windsor is recognized nationally and internationally as a leader in establishing sexual violence prevention programs. Since 2010, students at the University have been engaged as participants and facilitators in the University of Windsor “Bring in the Bystander” initiative (BITB), which seeks to lower the incidence of sexual assault through systematic student engagement in culture change. Two undergraduate courses teach male and female students from all faculties about sexual assault and the social psychology of bystander behaviour, and prepare students to deliver the Bring in the Bystander workshops, under supervision, to other students (Course 2). The workshop program reaches approximately 1,500 students as well as all Residence Staff and Orientation volunteers annually. In the fall of 2018, training under the Bystander Initiative will be available to every incoming first-year student.*
- *These initiatives are integrated within an overall strategy for campus sexual security, coordinated through the efforts of the newly created position of Sexual Misconduct Response and Prevention Officer. The Officer is helping to implement the University’s new Policy on Sexual Misconduct, and acts as a central point of contact for all UWindsor community members who have concerns related to sexual misconduct.*
- *The University funded a multi-year initiative to encourage international student participation in fitness and sports activities such as cricket tournaments and gender-separate fitness classes, geared towards the interests and needs of international students.*
- *The University also supports a range of sustainability initiatives that contribute to healthy lifestyles on campus, including a curriculum-integrated community organic garden, a bicycle-sharing program, and a weekly farmers’ market, providing student access to locally grown and organic products. Reduction of car traffic on campus has significantly enhanced safety.*

1.3 Metrics and Targets¹

Institutional Metrics	Institutional Targets	System-Wide Metrics	Institutional Targets for System-Wide Metrics
<ul style="list-style-type: none"> • Metric 1 Student access to and involvement in the workplace as measured by (two or three examples of career preparedness opportunities that are important to UWindsor and community – tbd) • Metric 2 Maintain supports for Student Health and Wellness 	<ul style="list-style-type: none"> • Target 1: Provide annual report to community • Target 2: Provide annual report to community on all of the partnerships on and off campus that help support the health and wellness of students 	<ul style="list-style-type: none"> • Proportion of fourth year students with two High-Impact Practices (HIPs) or average number of HIPs per student (from the National Survey of Student Engagement) • Year 1 to Year 2 retention (from the Consortium for Student Retention Data Exchange) • Proportion of operating expenditures on student services, net of student assistance (as reported in the Council of University Finance Officers data) 	<ul style="list-style-type: none"> • Target 1: Maintain or exceed current levels • Target 2: At or above 85% • Target 3: Maintain our commitment as a percentage of operating budget

2.0 Innovation in Teaching and Learning Excellence

This section focusses on innovative efforts including pedagogical approaches, program delivery and student services that contribute to a highly skilled workforce and ensure positive student outcomes.

This section captures institutional strengths in delivering high-quality learning experiences, such as experiential, entrepreneurial, personalized and digital learning, to prepare students for rewarding careers. It includes recognition of student competencies that improve employability.

It begins to identify indicators of quality that are currently available and within an institution's control.

2.1 Institutional Approach to Innovation in Teaching and Learning Excellence

Universities are asked to comment on existing or planned initiatives related to innovation in teaching and learning (e.g., co-op education, placements, simulations, digital modules and other high-impact practices), including target groups (e.g., part-time students, adult learners, etc.). Quantitative and qualitative evidence will be used to reflect progress and achievements over time.

Note: There is a particular interest in learning more about the activities/initiatives that Universities are pursuing in the area of experiential learning. A system-wide definition for experiential learning is currently under development and will be finalized in the near future. In the meantime, SMA Advisors are interested in learning about activities that Universities are pursuing that might fall into this category.

One of the University of Windsor's defining features is the breadth of professional and academic programs that it offers for the region. With that breadth comes a palette of approaches for teaching and for exposing students to work-related experiences. The University of Windsor strongly supports teaching innovation and pedagogical improvement across all disciplines and programs. Without question, there is increasing institutional momentum for excellence, innovation, and leadership in teaching and learning, including experiential learning and high-impact practices.

We use a diversity of teaching approaches in response to evolving student and public expectations and technological change. The University of Windsor campus is one of the most diverse in Ontario, as is the community and region. We understand that innovation in teaching and learning must operate within diverse cultures and among a diverse and highly internationalized student body. The University is distinctive in how it combines its great regional importance with an international perspective that derives from the community and from the close to 20% of the student body that is international. Teaching and learning, and how they foster community integration, are very important to us.

2.2 Examples of Institutional Initiatives

Institutions are asked to include a list of key relevant initiatives, including a brief description to further explain your institution's approach:

Experiential Learning and High-Impact Practices

Experiential learning and high-impact practices are available across all disciplines at the University of Windsor. Our most recent NSSE data indicates that 52% of fourth-year students took part in or planned to take part in a course involving service learning, compared to 45% at other Ontario institutions. These include community- and industry-based projects, entrepreneurial mentorship programs, course-embedded and co-curricular peer mentorship, and health and social policy educational initiatives.

- *In the Odette School of Business, Management and Organizational Life (MOL) students work with community organizations to develop projects that respond to challenges facing the organization, and raise funds through a variety of activities for those organizations. Since its inception, MOL students have contributed thousands of volunteer hours to over 85 agencies, raising more than \$1 million in the process.*
- *For over a decade, the School of Social Work's Community-University Partnership for Community Development, Training and Research (CUP) has partnered with the Windsor-Essex Community Housing Corporation, the City of Windsor, and numerous community agencies to enable residents of many inner-city and low-income housing communities to access skill development opportunities and services as they seek to improve their lives and neighbourhoods. Students from Social Work, Nursing, Business, and Law work with community members to adapt and create new approaches to a range of challenges. This program, recipient of numerous national awards, has had a significant impact on community engagement, health, and wellness in the communities involved.*
- *In addition to their regular practica, students in the Faculty of Education must undertake a service learning course. There are a wide variety, from the urban education MILE program, to Beginning Times Teaching, which focuses on Indigenous communities and cultures, to international placements through the Faculty's Global Learning program. Many of these programs promote sustainability and the social justice focus of the Faculty of Education.*
- *Students in the University's Volunteer Internship Program provided over 9,000 hours of volunteer service in more than 300 placements.*
- *Approximately one fifth of undergraduate students are engaged in a research project, and 2014-15 the University launched an institution-wide Undergraduate Research Conference in 2014-15.*
- *The institutionally funded Undergraduate Research Experience Grants program enables instructors to apply for funds to launch programs that involve students in pursuing their own research.*
- *STEM students enhance their employability through community-based initiatives that integrate organizational, leadership, communication and interpersonal skills with the pursuit and transfer of scientific knowledge. Researchers help students connect their pursuit of scientific knowledge with the societal need for this knowledge: students pursue research in mentored settings, but are also deeply engaged with community-based fundraising and outreach. Such projects bring together teams of local researchers, professionals, community partners and students.*

- *Students are engaged with publication through student research journals such as the Windsor Review of Legal and Social Issues, Generation, Windsor Salt, and the Great Lakes Journal of Undergraduate History, as well as through a number of digital initiatives supported by the Centre for Digital Scholarship.*
- *International exchange opportunities are both local and global at the University of Windsor. Locally, the Faculty of Law's Dual JD program and the School of Creative Arts' Visual Arts and the Built Environment program, in collaboration with the University of Detroit Mercy Law and Architecture programs, respectively, offer unique professionally accredited educational opportunities across our local border and broaden career options. Globally, the "Global Learning: Cultural Engagement" course option in the Faculty of Education, open to all teacher candidates, extends opportunities for community engagement and service learning placements or practica in China, Tanzania and the United Kingdom. The recently launched Global Perspectives of Science course is home to study-abroad programs in the Faculty of Science, which will see 15 students undertaking undergraduate research in Costa Rica this May. Programs such as the International Master's in Automotive Engineering enable students to earn degrees in both Canada and Italy, and a unique Windsor exchange program enables Canadian, Swedish and Australian nursing students to study health care internationally.*

Innovative, Technology-Enabled Learning at the University of Windsor

The University of Windsor has a significant mandate to serve the needs of southwest Ontario, and we are committed to making our offerings as accessible as possible to meet the wide range of learning needs of young people, and of mature learners who might already be in the workforce. The Office of Open Learning (OOL) was established in 2013. In collaboration with both the Centre for Teaching and Learning and Information Technology Services, it provides inspiration, expertise, and technical and pedagogical support for technology-enabled learning initiatives:

Teaching Improvement Practices and Pedagogical Innovation

Teaching and learning innovation are hard-wired into the University of Windsor. They represent an essential part of how the University is fulfilling its strategic mandate to create education pathways that prepare students for future employment and civic engagement. There are multiple work-integrated learning opportunities, and multiple opportunities for a wide range of learning opportunities outside of the classroom. Not only does this make for a better student experience, but it also makes a significant contribution to the economic and cultural life of Windsor-Essex.

- *Over 100 courses and 9 complete programs have been developed or are being developed for on-line or hybrid course delivery, and \$4.4 million in external funding has been acquired, placing Windsor in the top 3 funding recipients through eCampus Ontario since 2014.*
- *New educational development programs now offer instructors multiple avenues for engagement with educational development, including intensive Online Course Design Institutes for faculty developing online and hybrid courses; situated training and support at the departmental and faculty levels; individual consultations; and a Community of Practice for Online Course Development.*
- *The OOL has developed a unique and increasingly popular on-demand hybrid delivery model which combines on-campus instruction and live online instruction, allowing students at a distance to interact in real time with on-campus classmates and instructors through most web-enabled devices. Students choose the level of hybridization they need, offering maximum flexibility for students and instructors.*
- *There are now 11,000 registrations for courses in e-learning formats.*
- *Technologically enabled innovations supported include Blackboard Learn LMS, Blackboard Collaborate and Collaborate Ultra virtual classroom, Echo360 student engagement and lecture capturing platform, WordPress ePortfolios, BVirtual Online Proctoring Service, Blackboard Outcomes and Learning Analytics packages, Epson Brightlink smart projectors, lightboard, and Virtual/Augmented Reality.*
- *Simulation technologies that create real-world situations play key roles in a number of professional schools. The Faculty of Nursing is a leader in the adoption and expansion of case-based education employing mechanical simulated patients. Nurses graduate from this program familiar with a broad range of life-saving equipment, reducing healthcare costs for bridging training, and also allowing for exposure to clinical training in areas otherwise unavailable owing to limited clinical placement settings. Their fully equipped “Sim Lab” is in constant use by both medical and nursing students. Similarly, the Odette Financial Markets Lab’s market simulations and live Bloomberg data feeds enable students to bridge the gap between the theory they learn in the classroom and the practices of the real business world. The University’s Forensics program is the only one in Canada using the Forensics Virtual Lab for teaching, internship and research purposes.*

As a flagship demonstration of the University of Windsor’s commitment to teaching and learning, we are hiring fifty additional full-time faculty members over the period of 2015-18. These are in addition to the normal turnover of positions that occurs from retirements or other departures. The new faculty are being recruited into areas identified as being institutional strengths that build on our distinctive role in the province as defined in our first Strategic Mandate Agreement. This commitment to the next generation of innovative faculty reinforces our commitment to conduct teaching, research and creative activity that addresses society’s needs and that aligns with the province’s aspirations to see southwest Ontario flourish, and to see the University of Windsor attract bright minds from around the world to come to this province to study, and possibly eventually work.

Our Centre for Teaching and Learning has been at the forefront of teaching innovation in Ontario. Over the years it has worked with faculty and staff across the campus to foster high-quality teaching and learning that is informed by extensive research on best practices. The University strives for pedagogical innovation through effective knowledge management and exchange, support for faculty innovation and learning, recognition of effective and innovative teaching, improved access to data for teaching improvement, and sustained, multi-level leadership in support of teaching and learning.

- *In 2015-16, nearly half of all faculty members participated in workshops and courses offered through the Centre for Teaching and Learning.*
- *The University established a teaching leadership chair program, in which professors focus their service and research, for a three-year period, on leading and supporting teaching and curricular initiatives in their faculties and across campus. Their collective and collaborative efforts significantly influence faculty engagement with innovation.*
- *The Promotion of Experiential and Active, Research-Based Learning (PEARL) speaker series focuses on STEM pedagogies, and is creating a more visible cohort of teaching leaders in the Science faculty.*
- *The University established a Centered on Learning Innovation Fund, a grants program promoting pedagogical research and innovation synchronized with identified institutional priorities, and over the past seven years the University's Strategic Priority Fund has invested over \$8.5 million in faculty-led pedagogical, curricular, and co-curricular innovation.*
- *We offer an inter-institutional forum on effective teaching evaluation co-led by administrators, faculty and staff, and ensure that teaching evaluation is a key part of evaluation for promotion and tenure.*
- *The University promotes effective teaching through a range of teaching awards, which since 2010 expanded significantly at the faculty and institutional levels. An annual celebration of teaching excellence, now in its 11th year, draws hundreds of participants. Faculty instructional excellence is also recognized through a highly active and successful mentorship program supporting external teaching award submissions. For example, since 2007, the University of Windsor is second only to the University of Toronto in the number of OCUFA teaching awards received, and University of Windsor faculty members have been recipients of numerous national and international teaching awards.*
- *Over the past two years, the University established working groups exploring the future of university curricula and reviewing the state of learning outcomes based approaches on campus. The institution also undertook a series of community consultations with employers and community members regarding the future of Windsor-Essex and the University's role in the region.*

2.3 Metrics and Targets

Institutional Metrics	Institutional Targets	System-Wide Metrics	Institutional Targets for System-Wide Metrics
<ul style="list-style-type: none"> • Metric 1 Participation in experiential learning and work-integrated learning/high impact practices • Metric 2 Engagement with teaching improvement and innovation practices 	<ul style="list-style-type: none"> • Target 1 Strive for 100% • Target 2 Ensure that all faculty have access to institutional teaching improvement programs 	<ul style="list-style-type: none"> • Composite score on NSSE questions related to students' perceived gains in higher order learning outcomes • Proportion of programs with explicit curriculum maps and articulation of learning outcomes • Graduation rate (from the Consortium for Student Retention Data Exchange) 	<ul style="list-style-type: none"> • Target 1: TBD • Target 2: Target of 100% completed by the end of the next cycle of cyclical reviews • Target 3 TBD

3.0 Access and Equity

This section recognizes institutions for their efforts in improving postsecondary education equity and access. Institutions play an important role in providing equitable and inclusive environments that make it possible for students from diverse communities to thrive and succeed.

Institutions will also be recognized for creating equitable access opportunities that can include multiple entrance pathways and flexible policies and programming, with the focus on students who, without interventions and support, would not otherwise participate in postsecondary education. Examples include outreach to marginalized youth, transition, bridging and access programs for adults with atypical education histories and who do not meet admission requirements.

3.1 Institutional Approach to Improving Access and Equity

Universities are asked to comment on the characteristics of the students for whom access is being provided, as well as the programming; policies and practices that are uniquely supportive of access for diverse groups of students. Universities are also asked to comment on the involvement of community partners and expectations and definitions of success.

The University of Windsor's student population is among the most diverse in Ontario, reflecting the city's own status as the second most diverse city in the Province. Approximately 27% of the city's population are newcomers. Historically, the city and region are characterized by cyclical economic cycles, and opportunity, affordability, and student debt are acutely important to families in our region. For many, the University of Windsor offers the first and best opportunity to obtain a high-quality university education, while reducing costs by living at home. Close to 70% of incoming first year students are from Windsor-Essex and surrounding regions, and there is no other university in this tip of the province. Not only is the University of Windsor critical to contributing the necessary regional base of skills and expertise, it is important to retaining and attracting young people to the region.

We are a university that has embraced educational access and equity as core values. Close to 80% cite financial pressures as an obstacle to success. Windsor's students have the third highest rate of Ontario Student Assistance Plan participation in the province at 64%. In 2014, 57% of our fourth-year students indicated they were managing part-time employment on top of their course load, which is significantly more than the Ontario rate of 47%. We use early intervention review processes to identify and support students experiencing financial hardship so that bursary and OSAP reviews can be initiated early in the academic year as required.

Over 18% of our student population – 10% at the undergraduate level and 57% at the graduate level - is international, and approximately 20% of our students self-declare as first generation. Over the years, we have developed significant expertise in supporting students who speak English as an additional language, and in assisting those from first-generation and under-represented populations. As well, international students and students of diverse backgrounds benefit greatly from the many cultural organizations in the city and region. The Multicultural Council of Windsor-Essex represents a broad diversity of populations in the city, and no matter where in the world you come from, there is a community to welcome you.

3.2 Examples of Institutional Initiatives

Institutions are asked to include a list of key relevant initiatives, including a brief description to further explain your institution's approach:

Increasing Opportunities for Access

The University supports a number of programs aimed at encouraging young people from all walks of life to consider university, and at assisting them to succeed in their academic programs. Outreach programs designed to promote accessibility to university education span many areas of the campus, and are growing.

- *The Diaspora Conference, established in 2004, brings African Canadian secondary school students on campus for a weekend to learn about the university experience. Each year hundreds of students from Toronto, Windsor, and now Detroit, attend to participate in discussions of their common African heritage, and their life and career aspirations.*
- *The Odette High School Leadership Initiative is a five-day program run by graduate and undergraduate students from the Odette School of Business. Since its inception in winter 2013, it has expanded to seven local schools, three Detroit schools, and one Halton Region school. The program is supported through a partnership with KPMG, and engaged 500 students in its first year of operation.*
- *Youthrive is a 10-week program implemented in high schools, offering students one-on-one mentorship to instill business, entrepreneurship and leadership skills as the students develop real micro-businesses.*
- *The University of Windsor has an active Let's Talk Science program through which undergraduate students present science, technology, engineering and mathematics (STEM) learning experiences in both school and community settings. The Faculty of Science has a range of community programs aimed at inspiring youth interest in science, including the Science Rendezvous Festival and Science at the Mall. The School of Computer Science also runs a Secondary School Programming Competition*
- *In the LEAD program, a service learning course in the Faculty of Education in partnership with two local school boards, B.Ed. students focus on mentoring and creating service learning projects with teachers and at-risk students to enhance the student experience and inspire students to set life goals.*
- *Through the new President's Indigenous Peoples Scholars Program, the University will allocate five tenure-track faculty positions for the appointment of Aboriginal scholars across a range of disciplines, with the goal of increasing the strength and diversity of Indigenous voices and of dialogue about indigeneity on the University of Windsor campus.*
- *A number of initiatives are currently underway to promote access to university education for Indigenous secondary students. The 4 Winds STEAM (Science, Technology, Engineering, Arts, and Mathematics) and Beginning Time Teaching Project is geared towards First-Nations, Metis, and Inuit (FNMI) youth in grades 5 & 6. Workshops, which involve online support, in-classroom presentations, and Saturday workshops, address Ontario curriculum expectations, while making strong connections to FNMI culture. Through the Turtle Island Summer Arts Camp, elementary students are exposed to and take part in various Aboriginal art activities.*
- *The Walls to Bridges (W2B) program reaches a segment of the community that otherwise might be lost in the educational process: those who are or have been incarcerated. Courses are taught in prisons and community correctional settings, allowing for access to higher education as well as more flexible learning opportunities.*

Increasing Opportunities for Successful Transition to University

The University of Windsor also recognizes that embarking upon university life can be particularly challenging for first-generation learners and others who want to earn a degree but who may find post-secondary education to be somewhat daunting. In response to that we have designed many programs that help students transition to university life, and to help students succeed. Many of these programs build upon the University's commitment to academic advising and mentoring as being key to creating better outcomes for students. These programs try to build upon the uniqueness of the professional or academic discipline being pursued, and in doing so also lay important groundwork for making new students more aware of what their career options are. Mentoring within the context of the academic program being pursued is one of the most effective ways of helping new students succeed. It connects students academically as well as socially to their peers, and helps to reinforce how success at anything is made easier when people work together. Many of our most successful programs are also greatly assisted by students who volunteer to help others. There is a truly remarkable spirit of volunteerism and helping others among the student body at the University of Windsor.

- *The Connecting4Success Mentorship Program offering one-on-one support to first-generation students through workshops, wellness sessions, academic help, and social events.*
- *The Kin-One Experience in which mentors help first-year Human Kinetics students transition to university, connect with other students, and generally “become a member of the HK family.”*
- *The Odette HOUSE program in the Odette School of Business places all first-year majors with a “house” or cohort and a trained upper-year mentor who supports their skill development and involvement with the academic, social and career elements of their programming.*
- *The Faculty of Law Peer Mentorship program helps to ease the transition for first-year Law students who share similar academic and social interests.*
- *The Nursing Peer Mentor Program offers peer-mentor facilitated lab skill practice.*
- *The Windsor chapter of Students Offering Support (SOS) provides hundreds of hours of voluntary tutorial and Exam-AID review sessions, combining fun with serious learning.*
- *The Faculty of Arts, Humanities and Social Sciences’ Academic Advising Initiative involves sequential, proactive developmental and online advising in collaboration with Student Disability Services and the Office of Open Learning, focusing on the needs of first-year students, students on academic probation, and students with disabilities.*
- *The Fresh Start Program offers an alternative path to students who have completed their first year and who are at risk of being asked to withdraw because of poor academic achievement. Fresh Start students commit to a restricted course load, controlled course choice, and ongoing academic advising.*
- *The Faculty of Arts, Humanities and Social Sciences’ Discovery Program helps students who have not yet declared a major to connect, develop the skills for success, and identify an area of study that matches their skills, interests, and goals.*
- *The Faculty of Science PASS program (Preparation for Academic Success in Science), is a retention program intended to prepare students to be successful in Science, offered before they start classes during Welcome Week.*
- *The Bounce Back program, matches first-year students with trained upper-year student mentors who work one-on-one with students to help them address what led to academic hardship in first semester.*

- Metrics and Targets

Institutional Metrics	Institutional Targets	System-Wide Metrics	Institutional Targets for System-Wide Metrics
<p>Metric 1 Institutional investments in support of equity, diversity, and accessibility</p>	<ul style="list-style-type: none"> • Target 1: Continued prioritizing at current levels 	<ul style="list-style-type: none"> • Number and proportion of the following groups at an institution: <ul style="list-style-type: none"> A. <i>Indigenous students,</i> B. <i>First-generation students,</i> C. <i>Students with disabilities, and</i> D. <i>Francophone students</i> • Share of OSAP recipients at an institution relative to its total number of eligible students • Number of transfer applicants and registrations, as captured by the Ontario University Application Centre 	<ul style="list-style-type: none"> • Target 1: Maintain supports for students in these groups and expand if possible • Target 2: tbd Report on data • Target 3: tbd Report on data

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4.0 Research Excellence and Impact

This section captures institutional strengths in producing high-quality research on the continuum of fundamental and applied research through activity that further raises Ontario's profile as a globally-recognized research and innovation hub. It also acknowledges that research capacity is strongly linked with graduate education.

4.1 Institutional Approach to Research Excellence and Impact

Universities are asked to comment on existing and planned contributions to research and scholarly endeavours, areas of research strength, partners involved and key research funding sources (e.g., federal, provincial, private, etc.). Quantitative and qualitative evidence will be used to reflect progress and achievements.

When the University of Windsor set out to develop a strategic research plan, it took an approach that is consistent with its historical importance to and deep connections to the region, and consistent with its commitment to contribute to a better world. Rather than the starting point for our research plan being an itemization of the many areas of research and creative expertise and the work underway, we developed a plan that commits us to addressing big challenges that face our region. In addressing those challenges we are doing work that has a local and provincial impact, but which also has a far wider reach in the world because progress on those challenges can have far-reaching implications and applications elsewhere.

Our strategic research plan identifies four challenges. They are 1) the health of the Great Lakes; 2) the challenges of borders and how people and goods move across them; 3) sustainable industry including auto manufacturing; and 4) creating viable, healthy and safe communities. These challenges are all highly relevant to our region, given our unique geographic location in a manufacturing cluster on the Great Lakes and at the busiest and economically most important border crossing in North America. And yet these four challenges are relevant to the future of our province and country. There is not another university that can so distinctly be identified with these four challenges.

The University of Windsor is committed to the cross-transfer of knowledge, technology, and expertise among academia, industry, and the community. We seek to cultivate solid, lasting, and fruitful collaborative relationships with strategic institutional, government, and industry stakeholders, including international and federal government organizations; provincial agencies, ministries, and organizations; and government and non-government organizations at the municipal and regional levels. We have also established a significant track record of success in building and maintaining ongoing collaborative partnerships with private industry, as well as with not-for-profit organizations that make a big difference to the fabric of our community. Collaborative partnerships and working with stakeholders are key to our success.

The range of organizations that support the research and creative activity at the University of Windsor is extensive. Government funding bodies include the Natural Sciences and Engineering Research Council of Canada, Social Sciences and Humanities Research Council of Canada, Canadian Institutes of Health Research, Canada Foundation for Innovation, Canadian Cancer Society, Mitacs, Networks of Centres of Excellence, Ontario Centres of Excellence, Ontario Ministry of Research and Innovation, Ontario Ministry of Natural Resources, Ontario Ministry of Environment and Climate Change, Law Foundation of Ontario, the Great Lakes Fishery Commission, and more. Key industrial funding partners include FCA (Fiat Chrysler Automobiles), Ford and

General Motors. The Automotive Research and Development Centre in Windsor is a partnership between the University of Windsor and FCA, and is the largest automotive research centre in Canada. More than five hundred University of Windsor co-op students have worked at ARDC. Other key funding partners include a wide range of local organizations, including the Windsor Detroit Bridge Authority that has responsibility for overseeing construction of the new Gordie Howe international crossing, and the cancer charity Seeds4Hope.

4.2 Examples of Institutional Initiatives

Institutions are asked to include a list of key relevant initiatives, including a brief description to further explain your institution's approach:

Safeguarding Healthy Great Lakes

The Laurentian Great Lakes hold nearly 85% of North America's surface freshwater. The dynamic ecosystem that relies on them supports more than 3,500 species of plants and animals, over 35 million people, and a multi-billion dollar economy. The continued viability of this critical natural resource is being threatened by increasing agricultural intensification, climate change, invasive species, and population growth. Situated on the Detroit River between Lake Erie and Lake Huron, our close proximity to these vast bodies of freshwater has uniquely positioned the University of Windsor to take the lead in safeguarding the health of the Great Lakes through research that provides science-based solutions to the most pressing socio-ecological challenges facing the Great Lakes today.

- The University of Windsor is home to the Great Lakes Institute for Environmental Research (GLIER), an internationally recognized research centre focused on providing real-world solutions to acute and serious pressures faced by the Great Lakes. At GLIER, a growing body of core, cross-appointed, and multidisciplinary researchers from diverse University of Windsor departments, including Biology, Civil and Environmental Engineering, Computer Science, Chemistry and Biochemistry, Sociology, and Earth and Environmental Science, dedicate themselves to advancing and communicating fundamental knowledge of Great Lakes science; understanding and helping to develop policies and regulations to safeguard the Great Lakes; developing technologies to improve water quality and biota health; mitigating and adapting to the effects of natural and societal impacts on the Great Lakes; and developing remediation efforts in the Great Lakes region and beyond.*
- Through access to the world-renowned, interdisciplinary researchers and state-of-the-art equipment that GLIER offers, the University of Windsor is providing students with a unique opportunity to develop the research methods and processes needed to protect, conserve, and manage the Great Lakes. We are training highly qualified personnel who will become next-generation scholars, leaders, and policy makers capable of engaging in productive dialogue and consultation on the science of ecosystem function, conservation, management, and protection of the Great Lakes environmental resources.*
- University of Windsor research in safeguarding healthy Great Lakes is further bolstered by collaborative research partnerships within academia and with our community, with government and non-government organizations, and with industry stakeholders at the local, regional, provincial, national, and international levels. These collaborative relationships have led to a number of highly successful, large-scale scientific research initiatives that have contributed directly to the advancement of Great Lakes science and innovation and the implementation of much-needed solutions to pivotal challenges to the sustained environmental efficacy of our aquatic freshwater resources.*

Fostering Sustainable Industry

The University of Windsor is located within a 100-kilometer radius of one of the highest concentrations of manufacturing in North America, including the auto industries original equipment manufacturers and tier-one suppliers in North America. Given our geographic proximity to top automotive manufacturers and suppliers, the University of Windsor established itself early on as a leader in automotive research and has long been recognized for its significant contributions to innovation in the automotive industry. Many industries have facilities on both sides of the border, making Windsor a true border city. At the same time, because of the border and the reliance on cross-border relations, Windsor-Essex also sits at the epicenter of global economic forces, whether they be headwinds or tailwinds. When the global economy suffers, Windsor suffers more than many places in Canada because of its sensitivity to swings in manufacturing and trade. When the global economy is strong, Windsor responds positively. The University's role in education and research has always been to help buffer those swings, and for that reason we have had a long-standing commitment to helping manufacturers and other industries in this region.

- *Since its inception, the University of Windsor has worked to develop and maintain strong collaborative relationships with our region's automotive stakeholders including FCA, Ford, General Motors, and a broad range of automotive parts manufacturers.*
- *University of Windsor research has resulted in important innovations in automotive materials, casting, controls, power trains, acoustic, electric vehicle, and clean combustion engineering.*
- *Today, research at the University of Windsor reaches far beyond the automotive sector to foster sustainable industry in a broad range of fields including environmental, civil, industrial, and electrical engineering. Our multidisciplinary researchers are providing technical, legal, and business advice to industries on a collaborative basis and working with industry partners, both in-house and off-site, on the development of next-generation ideas and products.*
- *The University of Windsor is training the highly qualified personnel who will become tomorrow's social and technological scholars, leaders, and entrepreneurs. At the University of Windsor, students engage in hands-on training and research in the state-of-the-art facilities at the Ed Lumley Centre for Engineering Innovation, which has within it an industrial courtyard where companies can set up and work.*
- *Through the Entrepreneurship, Practice, Innovation Centre (EPICentre), the University of Windsor is fostering sustainable industry by providing a forum and a venue for students and graduates to transition from research, to innovation, and to entrepreneurship. EPICentre hosts more than 60 programs annually, and provides collaborative incubation and innovation space, including three incubators, and mentorship that has helped launch many new and innovative businesses.*

Understanding Borders

The University of Windsor is situated on the Detroit River, steps away from the border between Ontario in Canada and Michigan in the United States. The Windsor-Detroit border, the most heavily travelled point of crossing between Canada and the United States, provides a unique perspective from which to observe, study, and understand logistical, economic, societal, human, cultural, political, legal, and trade issues associated with

borders and border-crossing. Through collaboration with public and private sector stakeholders, University of Windsor research strives to understand and support the development of policies, regulations, and best practices facilitating border-crossing and the bi-national coordination of environmental and emergency management in border regions. Our researchers are advancing critical knowledge on goods, certifications, regulations, and people, and are actively engaged in the development of science, technology, and engineering that will facilitate safe and secure border-crossings.

In addition to these economic and legal matters related to borders, there are also many activities at the University of Windsor that are looking at cross-border opportunities from the standpoint of human movement and the movement of academic and creative ideas. The University of Windsor's Law School offers North America's only three year Dual Juris Doctorate program, in partnership with the University of Detroit Mercy Law School. Graduates can practice law in either Canada or the US. Our Visual Arts in the Built Environment program in our School of Creative Arts is also in partnership with the University of Detroit Mercy School of Architecture, and students can pursue either a BFA or an Architecture program. There are a number of other academic linkages on both sides of the border that serve to make the University of Windsor a distinctive portal for Ontario to the US.

- *The University of Windsor is home to the Cross-Border Institute (CBI), an internationally recognized centre of excellence in the study and scholarship of borders and border-crossing. At CBI, a growing body of multidisciplinary researchers and students from University of Windsor departments and disciplines, including Political Science, Physics, Computer Science, Computer and Electrical and Civil and Environmental Engineering, Business, Economics, and Law, are engaged in research, instruction, and outreach activities associated with border traffic, delays and congestion, traffic simulation modelling, traffic operation and control, and travel behaviour and demand modelling; sustainable transportation, intelligent transportation systems, transportation and land use interactions, urban transportation planning, and transportation policy; supply chain and trade analysis modelling, freight transportation analysis, and location-allocation modelling; big-data analysis, real-time data acquisition systems, and GIS and spatial analysis; economic impact analysis; cross-border municipal and healthcare services and facilitation of cross-border medical research; and border policy.*
- *CBI's unique Traffic Lab maintains sophisticated software, data, and hardware, including sensing resources that facilitate research that is improving traffic performance between Canada and the United States. Key projects currently underway in CBI's Traffic Lab include analysis of the Herb Gray Parkway and Gordie Howe International Bridge infrastructure and performance of the Windsor-Essex road network; assessing vulnerability, criticality, and resilience in Southern Ontario freight networks; collection and analysis of nation-wide micro-level business establishment commercial vehicle movement data; real-time analysis and simulation and short-term prediction of commercial border crossing times; big data analysis of over 1.5 billion records from GPS transponders in trucks; assessing the potential benefits of increased use of radio frequency identification technologies at border inspection plazas; and development of a Computable General Equilibrium (CGE) model to assess the full economic impacts of border crossing policies.*
- *Faculty in the Department of Sociology, Anthropology and Criminology have conducted SSHRC- and CIHR-funded research with Canadian newcomers, including research on migrant agricultural workers coming across the US border. They are also looking at the social and economic integration of immigrants, the impact of agency-facilitated settlement, and sexual health issues affecting the African-diasporic population in Windsor.*

Building Viable, Healthy, Vibrant and Safe Communities

Across University of Windsor departments and disciplines, research and creative activity of our faculty and students, both undergraduate and graduate, contributes to viable, healthy, vibrant, and safe communities right here in Windsor-Essex, and across our country and beyond. Healthy communities are ones in which everything from health to social services to the arts is valued and supported. Nearly every facet of our diverse campus community is in some way engaged in research and discovery that helps address the challenges of communities in an ever-changing world.

There are many distinctive strengths that the University builds upon in terms of community, but one of the most significant is the diversity of people both at the University of Windsor and across Windsor-Essex, with people from all walks of life and all corners of the world. This diversity is a powerful attribute to the challenge of improving communities. You cannot have a vibrant community in 21st century Ontario if you are not engaging people of all races and ethnicities, First Nations, diverse sexual orientations, the disabled, immigrants and new Canadians, and people of all cultural and socioeconomic strata. The University of Windsor is applying research and creative activity across all disciplines to contribute to making a stronger community. With our diversity comes the spectrum of perspectives that are necessary.

While the topic of viable, healthy, vibrant and safe communities is one that is identified in our strategic research plan, it is also one in which a wide range of our academic programs play a significant role. Our creation of a campus in downtown Windsor for Social Work and Creative Arts is having an enormous community impact, and the large number of classes that involve work-integrated learning or community engagement are also contributing significantly to the ability of the University to make a difference to the Windsor-Essex community.

- *Researchers led by faculty in Psychology and Women's and Gender Studies are researching ways to prevent sexual assault and mitigate its consequences on university campuses. The Bystander Initiative is working toward a campus that rejects sexually aggressive behavior and empowers students by embedding sexual assault prevention education in course work.*
- *The University of Windsor is a national leader on research on sexual and other forms of violence against women. The Violence Against Women Research Group was established through an Ontario Women's Health award, bringing together faculty and students with an interest in this important topic. CIHR and SSHRC supported research programs are helping us understand the prevalence of and preventive options for violence against women. The Enhanced Assess, Acknowledge, Act (EAAA) programme developed by UWindsor researchers demonstrated a 1-year 50% reduction in rape and attempted rape with a simultaneous reduction in woman-blaming, impacts not reported for any other intervention. There are now requests from institutions in several world locations to test and adapt EAAA in different cultural and institutional contexts.*
- *The World Health Innovation Network (WIN) led by researchers in our Odette School of Business is partnering with health system stakeholders to source innovation in procurement and medical supply chains, create evidence for value, and develop models for scalability to imbed innovative technologies, products, and models of care into health systems.*

- *Researchers from our School of Creative Arts are emerging as leaders in exciting new fields of expression such as BioArt, which employs live media in the creation of artistic works and provokes thought and important dialogue on issues surrounding living systems, human-environment interactions, and the continued health of our natural world.*
- *Researchers from Education, History, and Political Science are using a major SSHRC Partnership grant for a large-scale initiative that is comparing Canadian and Chinese educational cultural narratives. This work will lead to a better understanding of cross-cultural similarities and differences.*
- *Researchers from Biology, Nursing, and Chemistry and Biochemistry have built on synergy with clinicians and oncologists from the Windsor Regional Hospital to form the Windsor Cancer Research Group (WCRG). The WCRG is engaged in a number of important research initiatives that are advancing cancer screening, cancer identification and treatment technologies and patient care. Many of these initiatives are supported by Seeds4Hope, a local philanthropic charity that funds high-risk, innovative projects. The WCRG is also a catalyst for discussion about new commercialization opportunities.*
- *Researchers in Neuropsychology are supported through Tri-Council and other funding, and have established external collaborations with local hospitals and with research institutes in the United States. One of the projects is addressing the impact of aphasia on people in the workplace, and how its impacts can be mitigated.*
- *The Sport-Related Concussion Centre (SRCC) performs a dual role as research centre and in provision of clinical services to UWindsor Varsity Athletes. The SRCC has formed a partnership locally with the Sun Parlour Female Hockey Association, and is in discussion with other minor hockey associations.*
- *The Centre for Neurobehavioural Science (CNS) is a research partnership with Hotel Dieu Grace Healthcare (HDGH) in which UWindsor has a research facility within HDGH shared by Clinical Neuropsychology and Kinesiology faculty. Research centres on matters such as mindfulness interventions for ADHD, cognitive effects of diabetes, socioemotional consequences of traumatic brain injury, and ergonomics of patient transfers by nursing staff.*
- *Research on animal and interpersonal abuse research is leading to discussions with Women's Shelters and the development of policies that allow women to bring their pets into shelters, thereby helping them leave abusive relationships. This work placed in the top 25 entries in the 2017 SSHRC Storyteller competition. Work is also underway on how police respond to calls to intervene in domestic violence, and how community characteristics and social determinants affect the incidence of partner violence.*
- *In/Terminus is a multidisciplinary group of faculty and students exploring the boundaries between media, art, music and the built environment. The Noiseborder Ensemble creates and performs multimedia works across the community and internationally, featuring a combination of acoustic and electronic instruments as well as live processing and mixing of sound and video. Both are recognized as leading avante-garde catalysts for dialogue and creativity in the community, with participants receiving funding from SSHRC and the Canada Council for the Arts.*
- *The Humanities Research Group (HRG) fosters research across the Humanities disciplines through fellowships, seminars, and speakers. The HRG is supported by many in the Windsor-Essex community who value the role it plays in stimulating public discourse on a wide range of topics. Similarly, the Centre for Research in Reasoning, Argumentation, and Rhetoric brings together scholars from diverse disciplines in regular seminars and by publishing their work in its journal Informal Logic.*
- *The University of Windsor's Digital History Research Group (DHRG) brings together historians, librarians, and scientists working on sharing historical research with both the scholarly community and the public at large. Many of the projects provide the public with opportunities to see and explore Windsor and Southwestern Ontario's richly diverse history through the use of new digital tools.*

4.3 Metrics and Targets

Institutional Metrics	Institutional Targets	System-Wide Metrics	Institutional Targets for System-Wide Metrics
<ul style="list-style-type: none"> • Metric 1 Report to the community on publications, communications, exhibits, etc., that address each of the four grand challenges identified in our strategic research plan • Metric 2 Every Academic unit will have a statement about how they assess their collective research and creative activity and will establish a mechanism for maintaining a way of measuring research intensity and impact within their own departments. 	<ul style="list-style-type: none"> • Target 1: Develop and launch by 2019 a strong communication plan to disseminate impact of research and creativity • Target 2: All statements and mechanisms established by 2020 	<ul style="list-style-type: none"> • Tri-council funding (total and share by council) • Number of papers (total and per full-time faculty) • Number of citations (total and per paper) 	<ul style="list-style-type: none"> • Target 1: Maintain best efforts to maintain our system share as measured by applications and success rates • Target 2: tbd • Target 3: tbd

5.0 Innovation, Economic Development and Community Engagement

This section recognizes the unique role institutions play in contributing to their communities and to economic development, as well as to building dynamic partnerships with business, industry, community members and other colleges and universities. It focusses on regional clusters, customized training, entrepreneurial activities, jobs, community revitalization efforts, international collaborations, students, partnerships with Aboriginal Institutes and a program mix that meets needs locally, regionally and beyond.

5.1 Institutional Approach to Innovation, Economic Development and Community Engagement

Universities are asked to comment on the impact they have on community, economic development and innovation, commercialization of research, uniqueness of institutional approach, target groups (e.g., international students, community stakeholders, domestic and international business partners, etc.). Quantitative and qualitative evidence will be used to reflect progress and achievements. Institutions are also invited to share an economic impact statement, if they have one.

In all things that the University of Windsor does, it takes the needs of the community very seriously. Throughout all five priorities of the Strategic Mandate Agreement there are examples of our commitment to the community and to the needs and interests of those who live here. With respect to engagement in the context of innovation and economic development, there are some signature steps the University has taken. Foremost among those has been the commitment to establish a campus presence in the city centre. The relocation of our programs in Social Work and Creative Arts not only positions our students closer to organizations that partner with and benefit from what those programs have to offer; it is also providing a major economic boost to the city core, something that has been needed for a long time.

A second inherent distinctive feature of the University of Windsor that is relevant to its role in innovation and economic development is the wide range of professional and academic programs that we offer. With virtually all of the professional programs available at the University, including now the Windsor campus of Western University's Schulich School of Medicine and Dentistry, plus a broad spectrum of academic disciplines, we make an enormous contribution to the highly skilled workforce of the region. The breadth of programs at the University of Windsor is needed by Windsor-Essex.

Third, we have begun to create significant capacity to foster new innovation through capacity building and partnerships. The University of Windsor campus now hosts the Windsor-Essex Economic Development Corporation in a dedicated office complex within our new Ed Lumley Centre for Engineering Innovation. WETech Alliance, one of the provincial Regional Innovation Networks, is now also located on campus, within our EPICentre, a new facility that supports students and recent alumni as they develop new companies. Through these kinds of partnerships, the University is increasingly hard-wired into the community organizations

dedicated to economic development and innovation. We have also now partnered with St. Clair College to have EPICentre expanded to their campus, in support of entrepreneurial developments at the College.

Fourth, the University of Windsor is in a unique region of Ontario, where economic changes play out dynamically because of the region's proximity to the border and its highly integrated transnational economy, industrial base, and culture. The diversity that is here, and the large number of international students on campus (close to 20% of the student body) gives a broad spectrum of understanding of the global context when change occurs and opportunities arise.

We are committed to the translation of academic research into value for society, however that is best done. It is not simply the generation of new start-ups or the creation and licensing of intellectual property, both of which we do. Equally, if not more, important is the broad web of connectivity between the university community and its stakeholders that also is critical to knowledge mobilization. Whether it be advising on an environmental project, discussing a problem with a local manufacturer, offering courses and seminars to companies wanting to get better at navigating the border, or offering legal advice on intellectual property, there is a wide array of collaborations that are not quantitative, but profoundly qualitative.

5.2 Examples of Institutional Initiatives

Institutions are asked to include a list of key relevant initiatives, including a brief description to further explain the institutional approach:

Community Revitalization in the City Centre

A university must see its relationship with its community as a collaboration driven by shared interests. The University of Windsor saw a great opportunity for students in certain programs to be located in the city centre where there is greater access to community partners, and the City of Windsor recognized the long term economic impact there would be if the University was to establish a presence in the downtown. With his level of commitment, the University of Windsor embarked on a major step in its history, and undertook a \$75 million investment - \$10M plus the historic Armouries building were donated by the City of Windsor as evidence of its importance to the community – to create a downtown campus cluster, housing Social Work, the Centre for Executive and Professional Education, and the School of Creative Arts.

- *The University of Windsor downtown campus is a key element in the revitalization of the downtown core. Two of the three building projects involve dramatic reconceptualizations of heritage buildings.*
- *For all academic areas involved, the downtown campus is seen as an important opportunity to create greater synergies with the community. As one example, a formal partnership with the Windsor Symphony Orchestra, located adjacent to the new home for our School of Creative Arts, has been established, which will create opportunities for our music students to perform and rehearse with a professional orchestra, and allow our facilities to be shared with the Symphony Orchestra.*
- *The downtown campus will eventually see a thousand students, faculty, and staff learning, working, and increasingly living in the downtown core.*

Support for Entrepreneurs

Established in 2014, the University of Windsor's Entrepreneurship, Practice, and Innovation Centre (EPICentre) provides embedded experiential entrepreneurial learning across all disciplines. It creates opportunities for innovative youth ventures through mentor-supported incubation and maker-spaces on campus, and engages with the broader community through integration with regional stakeholders, alumni, and industry. The creation of EPICentre arose from the University of Windsor's determination to address key socioeconomic challenges identified within the region, including cyclical high local unemployment and the lack of resources that would make it possible for young innovators to pursue their ideas in this part of the province, even though this region has many ideal attributes for business including direct proximal access to the US.

- *EPICentre employs a unique multidisciplinary approach in stimulating and supporting campus-based entrepreneurship and education. Experiential, multidisciplinary training offered through programs such as the Entrepreneurial Concentration for Business Majors and Entrepreneurial Minor for Non-Business Students provide students with the opportunity to gain critical real-world skills and knowledge through a selection of tailored, boutique courses that are team taught by faculty from numerous departments and disciplines.*
- *In 2015, EPICentre presented to approximately 5,000 students, hosted more than 4,000 students at entrepreneurial competitions and events, supported 66 community ventures through consultation, and provided comprehensive support and mentorship for 22 new startups. The Centre supported the integration of entrepreneurialism into 36 courses. EPICentre activities created 234 jobs in our region in the last year alone and have resulted in more than 20 start-up companies.*
- *Through EPICentre, students gain hands-on experience with consulting opportunities made possible by international collaborations. The level of faculty involvement in EPICentre sets it apart from other similar entrepreneurship programs elsewhere. At EPICentre, faculty researchers from numerous departments and disciplines, including Business, Law, Engineering, the School of Creative Arts, Nursing, Chemistry and Biochemistry, and Computer Science, carry out entrepreneurial activities involving students and provide mentorship to budding entrepreneurs.*
- *EPICentre is widely recognized for the scope and success of its numerous community collaborations. EPICentre contributes significantly and collaboratively to a regional innovation cluster that includes WEtech Alliance's Regional Innovation Centre, the Windsor-Essex Economic Development Corporation's Economic Development and Small Business Centre, and St. Clair College's Genesis Centre, which is now a part of EPICentre. In addition to working closely with St. Clair College to manage successful youth entrepreneurship outreach programs at both institutions, EPICentre is also developing collaborative innovation outreach initiatives with local high schools and is engaged in a number of international collaborations with incubation and accelerator entities in the United States and England.*
- *EPICentre's impact on our economy and in our community is significant. It builds on synergies and expands services offered by the entities of our regional innovation cluster to stimulate and support economic growth. Although early in the Centre's development, there is ample evidence of its impact in the growth of student-led entrepreneurial clubs and activities on campus and in the community.*

Community Collaborations and Engagement that Drives Economic Activity

There are a great number of activities that are having an impact on Windsor-Essex. They are activities that are driven by on-going campus developments, work-integrated learning, faculty and student research, and formal partnerships, and many of them have been referred to in other sections of this SMA. They touch on virtually every facet of life in Windsor-Essex. The following list is a snapshot of a few of the collaborations that resonate deeply in the community.

- *The University’s ongoing campus transformation plan has injected \$300 million directly into the local economy, and a far greater economic stimulus impact than the direct investment amount. The construction of the \$112 million Lumley Centre for Engineering Innovation, for example, ultimately resulted in a community economic stimulus impact of \$270 million.*
- *The University’s Cross-Border Institute is playing a major role in assessing many aspects of the planned new Windsor-Detroit Gordie Howe Bridge, and the University has now partnered with the City of Windsor to establish the Institute for Border Logistics and Security. The IBLs will be a part of the Windsor-Essex Economic Development Corporation, which is also now located on our campus, and provide logistical support for companies dependent on the cross-border movement of goods and people for their business success.*
- *Students in Social Work, Clinical Psychology, and other disciplines contribute 288,500 hours of service in the Windsor-Essex region annually, with an estimated economic value of \$19 million.*
- *The Windsor International Film Festival that attracts close to twenty thousand film goers to the downtown relies heavily upon student volunteers during the Festival week, coming from our business,*

5.3 Metrics and Targets

Institutional Metrics	Institutional Targets	System-Wide Metrics	Institutional Targets for System-Wide Metrics
<ul style="list-style-type: none"> • Metric 1 TBD - Community and economic impact: economic, social, cultural, intellectual 	<ul style="list-style-type: none"> • Target 1 	<ul style="list-style-type: none"> • Graduate employment rates • Number of graduates employed full time in a related job 	<ul style="list-style-type: none"> • Target 1 Report on data • Target 2 Report on data

6.0 Differentiation Areas of Focus

In the previous sections of the SMA template, the Ministry has asked institutions to comment on current and planned activities and initiatives in five priority areas: Student Experience; Innovation in Teaching and Learning; Access and Equity; Research Excellence and Impact; and Innovation, Economic Development and Community Engagement.

In addition to commenting on activities in these areas, institutions have been asked to indicate preferred institutional metrics and targets, as well as to establish institutional targets for system-wide metrics. This is part of the path from SMA2 to SMA3 and the ongoing work between the Ministry and institutions in developing and using metrics that support greater accountability and transparency for the use of differentiation funding.

Building upon the previous sections, the Ministry is asking institutions to set out a differentiation narrative. If each of the five priorities corresponded to a funding envelope, taking into account your institutional visions and mandates – and your strengths – how would you weight your priorities against those envelopes and how would you measure your progress?

In this section, the Ministry is interested in learning more about each institution's overall differentiation vision.

The University of Windsor places a high value on all five of the priorities discussed in this Strategic Mandate Agreement, and they are also not separable from each other. Our impact on jobs and economic development will only occur if we are innovative in teaching and learning and carrying out relevant research and creative activity. Our ability to create work-place learning opportunities is enhanced if our community is vibrant. As is true in any complex system, everything is connected to everything else.

Nevertheless, in response to a question of how we would weight these priorities, we would point to the two that represent the bedrock of what a university is about. We would prioritize Teaching and Learning Excellence, and Research Excellence and Impact. In the latter of these, we include creative activity and the arts, since they also underpin communities and economies. In prioritizing these two, we do not diminish the other three – as is evident in this SMA, the Student Experience, Access and Equity, and Innovation, Economic Development and Community Engagement are also taken very seriously in all that we do. But without excellent teaching and learning, and a commitment to using the intellectual and creative capital of the university to create and apply knowledge and discoveries that help our community and the world, we will not fulfill our mission and vision, and nor will we be what Ontario needs for the long term.

The University of Windsor is very capable of measuring our progress against the priorities of this SMA, and we have identified metrics that will help us do that. We want all of our students to experience the most innovative teaching and learning opportunities possible, at some point during their education to have a chance to tackle a real-world problem. We can measure that. We want our community to see what we are doing in terms of research and creative activity that matters to them and to Ontario. We can report on that. Funding envelopes that would support teaching and learning innovation, and support research and creative activity that is foundational to the vibrancy of Windsor-Essex would have a lasting impact.

The University of Windsor also feels strongly that metrics about these five priorities should not come with an assumption that as soon as you start to measure something it must forever increase or else you will be judged

as not succeeding. Our university has always been innovating and changing, and making progress wherever it can, but it is unrealistic to think that certain metrics can forever increase. We would hope that doing what we do well, and doing it year in and year out, would be valued.

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7.0 Enrolment Strategy and Program Direction

7.1 Proposed Enrolment Plan and Corridor Midpoints

The purpose of this section is to identify institutional enrolment plans and aspirations and the key assumptions for those plans. Institutions are also asked to identify their expected corridor midpoints in the new university funding model and how their corridor enrolments will change relative to that midpoint. (**Note:** For details on the corridor model and, midpoint establishment, please consult the University Funding Formula Technical Manual).

(**Note:** Graduate allocation issues will be addressed in Appendix 1. There are ongoing discussions about where this will be reflected in the SMA template.)

				These years are for planning purposes and will not be included in the final SMA2	
	Projected 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21	Projected 2021-22
Undergraduate					
• Full-time Headcounts	8,717	8,476	8,434	8,456	8,468
• FTEs	9,650	9,390	9,300	9,285	9,310
• First-year Intake	2,393	2,393	2,393	2,393	2,393
• BIUs	15,190	14,740	14,575	14,560	14,595
Masters					
• Full-time Headcounts	924	924	924	924	924
• FTEs	2,545	2,604	2,602	2,602	2,605
• BIUs	3,132	3,204	3,202	3,201	3,204
• New registrants	447	447	447	447	447
Doctoral					
• Full-time Headcounts	197	197	197	197	197
• FTEs	561	568	565	567	572
• BIUs	1,120	1,136	1,130	1,134	1,138

• New registrants	28	28	28		28	28
Total Enrolment						
• Full-time Headcounts	9,838	9,597	9,555		9,577	9,589
• BIUs	19,442	19,080	18,907		18,895	18,937

7.1.1 Projected Funding-Eligible Enrolments

7.1.1.1 Note – for this table, please see the definitions below:

- Full-time Headcount should be reported for Fall term only.
- FFTE (Fiscal Full-Time Equivalent) for undergraduate enrolments and FTE (Full-Time Equivalent) for graduate enrolments – as defined in the Ontario Operating Funds Distribution Manual.
- First-year Intake – Fall Term full-time headcount for the first year of all undergraduate programs. MAESD confirmed, to include first-year direct entry and NO nursing.
- New Registrants – The sum of the number of students in terms of FTE enrolled in a graduate program for the first time in each term.
- BIUs – for all enrolments. For graduate enrolments, adjust for graduate minima/maxima.

	Projected 2016-17	Projected 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21	Projected 2021-22
					These years are for planning purposes and will not be included in the final SMA2	
Estimated BIUs at corridor midpoint	19,797	19,442	19,080	18,907	18,895	18,937
Estimated number of BIUs above or below corridor midpoint BIUs ¹	N/A	0 (GMA = 19,797)	(71) (GMA = 19,726)	(214) (GMA = 19,583)	(392) (GMA = 19,405)	(573) (GMA = 19,224)
Comments/ Notes:	Corridor: Floor = 19,203 Midpoint = 19,797 Ceiling = 20,391					

1. The estimated BIUs over or under the midpoint should be estimated using the Growing Moving Average (GMA) formula described in the draft University Funding Model Technical Design paper.
2. Please note any issues on the data provided, whether any technical adjustments are sought to the corridor midpoint, etc.

7.1.2 Projected Weighted Enrolments and Corridor Midpoints

Institutions should enter their estimated final 2016-17 BIUs, which will normally form the basis of an institution's corridor midpoint when it enters the corridor system in 2017-18 and continue through the 2018-19 to 2019-20 period. The BIUs projected should be those which will be counted towards each institution's corridor midpoint in the new university funding model, consistent with the institution's projected enrolments as noted in Table 6.1.1. BIUs will be converted into Weighted Grant Units as described in the University Funding Model Technical Design Manual and WGUs will be used in the final SMA.

7.1.3 Projected International Enrolment

				These years are for planning purposes and will not be included in the final SMA2	
	Projected 2017-18	Projected 2018-19	Projected 2019-20	Projected 2020-21	Projected 2021-22
Undergraduate					
• Full-time Headcounts	834	815	815	815	815
• FTEs	1,108	1,078	1,063	1,060	1,056
• First-year Intake	134	134	134	134	134
• BIUs	N/A	N/A	N/A	N/A	N/A
Masters					
• Full-time Headcounts	1,774	1,774	1,774	1,774	1,774
• FTEs	4,562	4,656	4,650	4,648	4,652
• BIUs	N/A	N/A	N/A	N/A	N/A
• New registrants	714	714	714	714	714
Doctoral					

• Full-time Headcounts	106	106	106		106	106
• FTEs	308	312	310		310	310
• BIUs	N/A	N/A	N/A		N/A	N/A
• New registrants	11	11	11		11	11
Total Enrolment						
• Full-time Headcounts	2,952	2,933	2,933		2,933	2,933
• BIUs	N/A	N/A	N/A		N/A	N/A

7.1.3.1 Note: International enrolments include all funding ineligible international students.

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7.2 International Enrolment Strategy and Collaboration

Universities are requested to outline their international enrolment strategy and collaboration activities, specifically how international partnerships, activities and enrolment fit within the overall strategic plan for their institution. The description should include these elements:

- *International goals;*
- *Risk factors considered in managing international enrolment; and*
- *International strategy approval process within your institution.*

The pursuit of an international strategy has been a focus at the University of Windsor for decades. This commitment to internationalization was reaffirmed as one of the five institutional goals in the University's current Strategic Plan, *Thinking Forward...Taking Action*. Specifically, this goal states that the University will 'Promote international engagement through student recruitment, student and faculty exchanges, and partnerships that complement our teaching and research strengths'. Five actions are identified in support of this goal:

1. *Encourage the engagement of every academic program in international initiatives as they are appropriate to the discipline*
2. *Compete effectively at a global level to attract and retain the best international students and manage international student enrolment opportunities sustainably in the context of institutional and program capacity and priorities*
3. *Encourage faculty, student and staff exchanges and placements, as well as co-op and internship opportunities, that offer an international experience*
4. *Provide encouragement and support to University of Windsor centres or groups that have the capacity to significantly engage in international research and graduate training opportunities*
5. *Provide clear and consistent messages to potential international students and researchers about the benefits of studying or working at the University of Windsor, and provide supportive services for them when they are here*

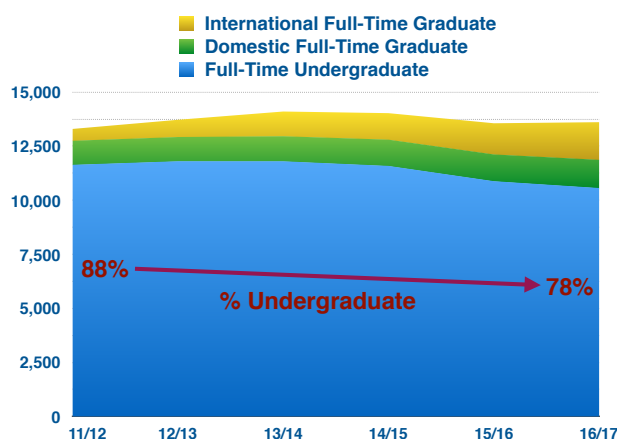
This commitment to internationalization was endorsed by the University of Windsor Senate, and formally approved by the University of Windsor's Board of Governors. All academic programs that are designed to meet the needs of international students go through the standard approval processes of the University of Windsor Senate and the Quality Council.

More than fifteen years ago the University recognized that it had an opportunity to develop executive and professional programs in areas that build upon the institution's strengths in Engineering, Business, and Social Work. The Centre for Executive and Professional Education (CEPE) was established, with a mandate to work with Faculties to facilitate the development of Master's level graduate programs in those areas. CEPE also undertook to reach out to international students seeking a course-based professional graduate program. CEPE has been very successful, and over the years the Masters of Management and Masters of Engineering programs in particular attracted increasing numbers of students, particularly from China and India. Over the past three years, other Faculties have begun to develop similar professional Master's programs that have a high appeal to

international students. They include Master’s programs in Education, Medical Biotechnology, Applied Computing, Actuarial Science, and Applied Economics and Policy.

The strategy of placing a strong focus of our international strategy on graduate and professional programs in areas where we have strengths is one that has contributed significantly to the University. Since 2012, enrolment in course-based professional programs has more than doubled from 756 students in 2012/13 to 1,743 students in 2016/17. In addition to these efforts in professional graduate programs, recruitment of undergraduate international students is a priority, and is facilitated through a network of agents in a number of key markets around the globe. As well, we continue to attract a significant number of international students to research-based graduate programs, particularly at the doctoral level in areas like Engineering. International students now comprise 57% of the graduate student body of just over three thousand students. At the institutional level, this growth in international students in professional programs has shifted the balance between undergraduate and graduate students over the past five years, with the graduate population increasing from 12% to 22% of the student body over that time.

Total Enrolment



The University provides institutional support to international students through a newly renovated International Students Centre. In addition to being a place for social gatherings and study, it provides services to assist students from before they arrive in Canada through to graduation, including topics such as visas, work permits, academic support, health care, and other matters important to students coming from abroad.

The University of Windsor’s international strategy is further supported by a large number of formal partnership agreements that provide academic pathways for international students and student exchanges, and foster research collaborations. We have agreements with twenty different universities in China alone, which represents the largest country from which students come to study, but in addition we have agreements with institutions across Europe, India, the Middle East, Africa and Central and South America. One of the University’s more prominent international programs is the Master’s Degree in Automotive Engineering in partnership with Politecnico di Torino in Italy, the home of Fiat. Students complete one year in Windsor working with Chrysler, and one year in Turin working with Fiat, and graduate with a Master’s degree from each institution.

The success of the University of Windsor in recruiting international students is consistent with the Federal Government’s immigration policies that favour skilled workers and is designed to make it attractive for trained graduates to remain in Canada, eventually leading to citizenship. In fact, the Federal Government announced last year a rise in immigration levels designed to offset demographic decline and to maintain and increase economic growth in Canada. The University of Windsor provides a successful pathway for international students to realize their dream as well as assisting in ensuring Canada’s future prosperity.

The growth in international student numbers is being watched very carefully. An Enterprise Risk Management framework was developed for the Board of Governors, and it identifies enrolment as a priority area for the university. The University has taken steps to buffer itself as much as possible against the risk that international enrolment could drop. It has done this by developing a broader suite of professional graduate programs that appeal to a wider segment of prospective students, and continues with efforts to attract students from different geographic regions. Closer to home, we have implemented a special tuition fee for international undergraduate students from the US, recognizing that our location right on the border creates an opportunity to tap into the high population region in Michigan and around the Great Lakes. This fee is lower than our normal international fee, and is pegged to be close to par with in-state tuition fees that American students would pay.

As part of the risk mitigation, this past year the University completed its first comprehensive enrolment management plan. It identifies a full set of steps that are being implemented to ensure we are doing all we can to maximize our enrolment potential. These steps include recruitment, marketing communications, admissions policies, student transition and retention and success programs, program innovation and development, and changing organizational structures and systems and practices. We are ensuring that all of these steps are being addressed.

In summary, internationalization is deeply embedded within all that the University of Windsor does. It is a strategy that has enabled our university to become one of the most diverse in Canada, it is a strategy that reflects our location on an international border, and it is a strategy that reflects the reality that Windsor-Essex is a destination of choice for people from all around the world.

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7.3 Strategic Areas of Program Strength and Expansion

Program Areas of Strength

To provide context for this section, in your 2014-17 SMA, you indicated your institutional program areas of strength to be:

1. Business
2. Creative Arts and Media
3. Education in a Global Context
4. Engineering
5. Environment and Ecosystem Adaptation and Recovery
6. Health and Wellness from classroom and laboratory to community
7. Humanities
8. International Borders
9. Law
10. Physical and Chemical Sciences

In Appendix 2, Tab 2, please use the first table to list a maximum of 5-10 program areas of strength for your institution for 2017-20. Your program areas of strength can be carried over from your 2014-17 SMA or a new area can be identified. Institutions are asked to substantiate new areas (new to the 2017-20 SMA) with a rationale, such as KPIs for related programs and projected enrolment.

The proposed areas of program strength are intended to inform program approval processes.

Program Areas of Expansion

To provide context for this section, in your 2014-17 SMA, you indicated the following areas as program areas of growth:

The University of Windsor's first SMA identified the following five areas as having potential for program growth:

1. Health and Wellness
2. Law, Education, and Philosophy
3. Engineering, Science, and Computing
4. Creative Arts and Digital Media
5. Business, Political Science, and International Borders

Since the time of the first SMA, the University has been engaged in a series of coordinated initiatives that will inform program development and growth. These efforts are in direct support of our commitment to the student experience and to innovation in teaching and learning.

- *Strategic enrolment management (SEM) plan – An external review of our practices in recruitment, admissions, retention, and the student experience drew on a broad cross-section of campus stakeholders, analyzing our demographics and enrolment trends, program offerings, organizational structure, and marketing & communications services. The resulting five-year plan presents realistic and sustainable enrolment strategies for coordinating recruitment practices; improving marketing and communications; conducting on-going market research on where program opportunities exist; incentivizing program development and innovation; and enhancing student access, transition, and success. The University is ensuring that all of these strategies are addressed.*
- *Community consultations with employment and community sectors – Five wide-ranging breakfast retreats with our community partners have provided rich feedback on perceived future needs and opportunities in the Windsor-Essex region and the University’s potential contributions to that future.*
- *Institutional review of learning outcomes processes – Identifying procedural bottlenecks and overlaps in curriculum development and renewal, and targeting areas requiring increased coordination, efficiency, and support.*
- *Enhanced support for articulation agreement development.*
- *Admissions - Introduction of a new electronic application system (eGas) for graduate admissions.*
- *Enterprise Resource Planning – Implementation of a new ERP solution, with Client Resource Management (CRM) functionality to assist with recruitment and retention*
- *Calendar simplification – In conjunction with the new ERP, there will be a complete reworking of our course numbering system to make it easier for students to track program requirements, boost the marketing of courses and programs to prospective students and to assist with academic advising for current students.*
- *President’s Program Development Incentive Fund – A special fund is being established aimed to provide support to Faculties for program updates, makeovers, and innovations.*

The first year of our Strategic Enrolment Plan implementation plan will focus on coordinating our recruitment operations, expanding student demand, and creating incentives for program development. In parallel, a curriculum mapping initiative will enable departments to improve the efficiency and flexibility of programming and enhance opportunities for cross-disciplinary collaboration on new programs that reflect the needs of our regional and global student base.

These efforts dovetail with the University’s multi-year ERP initiative, which will reconfigure our entire Student and Financial Information systems to enhance transparency, integration, access, and data usability across all areas of institutional practice. This initiative will transform our capacity to serve and understand the student experience on campus, and will enable much greater access to data for decision making.

In addition to these planning efforts, the University’s three-year faculty hiring initiative (see section 5.2) is seeing fifty new, above-complement faculty positions established and filled by July 2018. These positions, created with an emphasis on teaching and research leadership in strategic and rapidly emerging fields of study, are intended to have a significant, long-term impact on program focus and development. Many initiatives relying on these new hires are already germinating.

Given the launch of these major strategic initiatives, we are hesitant to commit the University to a specific three-year program expansion agenda in advance. We propose therefore to revise this section of the SMA in one year's time. This will enable programs already partway through the planning process and listed in our existing three-year program plan from the first SMA to continue development while we implement the steps identified through our Strategic Enrolment Management planning process. The following principles will inform our identification of program areas for growth over the coming year:

- New programming should align with the University's mission, values, and vision, as with the priorities identified in our strategic mandate agreement.
- In addition to new programs, a targeted area is the development of employment-focused undergraduate and graduate diplomas and certificates to enhance our graduates' career preparedness.
- New programs must be grounded in solid evidence of labour and market demand as well as institutional capacity to deliver academically rigorous offerings in the field.
- Given the scarcity of new resources for program expansion, curricular efficiency both within and across programs is critical to identifying and creating opportunities for growth.
- Interdisciplinary and interprofessional programs remain front-of-mind, reflecting the innovative edge of scholarship as well as community and employer needs.
- Curricular redesign to enhance the student experience, including efforts to:
 - improve opportunities for work-integrated and experiential learning;
 - incorporate the systematic development and recognition of core skills and competencies;
 - employ learning technologies to enhance student interaction, applied practice and exploration;
 - expand access to courses integrating high-impact practices;
 - offer program flexibility through multi-modal delivery options.
- Programming that expands post-secondary access to currently under-served communities and populations is an important part of the University's mandate.

In the second table on Tab 2 of Appendix 2, list up to 5 program areas in which your institution would like to expand offerings in the next years. Institutions are expected to provide supporting information, including expected labour market outcomes, projected enrolment relevant KPIs (if applicable) and connection to existing areas of strength proposed above, where possible. For clarity, these program expansions are those that will be managed within the negotiated corridor.

In Tab 3 of Appendix 2, institutions are asked to indicate, as best as they are able to at this time, specific programs that they anticipate introducing over the course of this SMA. This is in place of the University's annual program development plan for 2016. Programs listed here will not preclude an institution from submitting additional program submissions through the period of this SMA.

7.4 Financial Sustainability

The Ministry and the University recognize that financial sustainability and accountability are critical to achieving institutional mandates and realizing Ontario’s vision for the postsecondary education system. To this end, it is agreed that:

It is the responsibility of the governing board and senior administrators of the University to identify, track, and address financial pressures and sustainability issues. At the same time, the Ministry has a financial stewardship role. The Ministry and the University agree to work collaboratively to achieve the common goal of financial sustainability and to ensure that Ontarians have access to a full range of affordable, high-quality postsecondary education options, now and in the future.

The University remains accountable to the Ministry with respect to effective and efficient use of provincial government resources and student resources covered by policy directives of the Ministry, or decisions impacting upon these, to maximize the value and impact of investments made in the postsecondary education system.

System-wide Metrics*	2015-16 Actuals**	Comments
• Net Income / (Loss) Ratio		
• Net Operating Revenues Ratio		
• Primary Reserve Ratio		
• Interest Burden Ratio		
• Viability Ratio		

*These were the metrics agreed upon through the COU/MAESD Working group during fall 2016.

**2015-16 actuals under development - pending confirmation with the COU/MAESD Working group.

[Placeholder for institutional input.]

[Note for section 6.4: When considering institutional financial sustainability, Universities could consider adding their own institutional metrics in the “Comments” section of the table above. For example, universities that have credit reports from rating agencies can add information from these reports in the reporting to the ministry.]

7.5 Other Sustainability Issues

Institutions are encouraged to state their perspectives on other sustainability issues and opportunities to address them.

[Placeholder for institutional input. Examples of input could include environmental sustainability issues, program sustainability issues, and capital sustainability issues.]

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8.0 Institutional Collaborations and Partnerships

[Note: This section should include information that is new and not listed earlier in the SMA template.]

Institutions are asked to profile key partnerships with other institutions that ensure students have access to a range of learning opportunities in a coordinated system. This may include, but is not limited to, credit transfer pathways, collaborative or joint programs between or within sectors supporting student mobility and supporting research excellence and innovation. This section should also outline partnerships that support efficiency, shared services and financial sustainability.

Institutions with federates or affiliates may wish to outline the role that they play related to achieving SMA objectives and institutional differentiation.

The University of Windsor continues to forge interinstitutional partnerships in support of student access to learning opportunities and excellence and innovation in research.

The University of Windsor's partnerships and collaborations reflect the dual local-global emphasis at the foundation of much of our work. Our ties to other institutions reflect the industrial, professional, social and cultural priorities of our region, but also the common interests and concerns of our international partners. Our unique border location allows students to take distinctly designed cross-border degree programs with sister universities in Detroit. We are perhaps the only university in Canada that allows students to literally take classes in two different countries on the same day. Joint degrees with Italian universities enable students in both countries to gain a much greater understanding of automotive technologies and industries that benefit local economies in all the regions involved. Joint research and pedagogical exchange programs with Chinese universities draw on core research challenges in both local regions, from clean water and lake ecology, to the challenges of diversity and cultural difference in teaching and learning.

These collaborations enable us to focus on local concerns, but to bring global expertise to the table. We bring the world to Windsor, and take Windsor to the world. This is a critical role in the region's transitional economy, as industries, institutions, and inhabitants explore new ways to define themselves, new technologies, and new opportunities.

These partnerships are also critical in expanding the reach, impact, and stability of resource-intensive programming and initiatives through cost and expertise sharing. Joint degrees, learning pathways, and shared course and program design initiatives enable the provision of learning opportunities that would otherwise not be available, both in our community and in our partner communities. These collaborations are not just cost-effective, however: the richness of perspectives and diversity of participants involved in these programs offer considerable scope for new experiences and growth. As a locally focused but outward-looking university, we continue to seek opportunities to develop these partnerships.

Partnerships with Colleges

The University has taken significant steps to enhance its course equivalency and transitional student support over the last two years, and has begun to see gains in student engagement and in college-university pathway development. We have standard articulation agreements for College of Applied Arts and Technology diploma graduates from ten fields, and approximately 40 transfer and degree completion agreements with Ontario colleges, including St. Clair, Lambton, Fanshawe, Georgian, Mohawk, Seneca, Sheridan, and Fleming. The University is currently beginning a project to refine or develop pathways from all Ontario CAAT human service programs in the University of Windsor BA and BSW programs.

Our most extensive college-university partnership is with St. Clair College (Windsor). Of particular note are a number of curricular collaborations in professional programs, including the Collaborative Honours Bachelor of Science in Nursing, the Honours Social Work degree for graduates of the Ontario College Child and Youth Program, the Bachelor of Engineering Technology for graduates of the Civil Engineering Technology advanced diploma, and the Concurrent Bachelor of Arts (Psychology)/Bachelor of Education/ Diploma in Early Childhood Education. In a recent addition, the Bachelor of Arts in Psychology (Hons.) with Autism and Behavioural Science Post-Graduate Certificate Program with St. Clair, Fanshawe, and Lambton College, University students complete 30 semester courses towards their Honours Bachelor of Arts in Psychology before applying to the Post-Graduate Certificate program at the college of their choice. They are able to complete both credentials in four years. This model is unique in the province. Similarly, the Engineering Technology Advanced Diploma to Degree Engineering Bridging Program will be the first of its kind in Canada. We are also actively promoting expanding pathways from St. Clair to the University's School of Computer Science: one program, currently in development, will enable St. Clair students to receive coop experience through the University, something not available at St. Clair College. A \$600,000 e-Campus grant is funding this project, which takes account of prior learning and provides a fully online modular pathway to completion of a degree in Computer Science.

In a unique arrangement, the University and St. Clair College have signed an agreement that will see the University of Windsor's Entrepreneurship, Practice and Innovation Centre (EPICentre) extend its entrepreneurial outreach to St. Clair College's Genesis Centre. The St. Clair team will merge with EPICentre, creating a new EPICentre location at St. Clair called EPIC Genesis. This collaboration will reduce duplication of services, while extending the breadth and variety of entrepreneurial education for college and university students in Windsor-Essex. It will create opportunities to connect and integrate the varying skill sets of these post-secondary students and graduates, and enable highly innovative venture teams. The University's Centre for Teaching and Learning and Office of Open Learning are collaborating with St. Clair's curriculum and academic development staff on the provision of pedagogical training and curriculum development support.

Partnerships with Universities

Key Domestic Partnerships

Our partnership with Western University to offer Schulich's medical program at the University of Windsor is a critical contribution to the stability of distributed medical education in the province and to medical leadership in the local area. The MD program runs simultaneously at both the London and Windsor campuses, and Windsor Campus students are officially Western students, while also holding 'affiliate' University of Windsor student status. The program combines live interactive videoconference pedagogies, sim lab case studies, experiential

learning, and face-to-face lecture, lab, and small group learning.

In partnership with Brock University and Lakehead University, we offer the Joint PhD in Educational Studies, which enables students to pursue doctoral studies in cognition and learning, educational leadership and policy studies, and to experience the social/political/cultural contexts of education at Windsor, Lakehead and Brock. Combining face-to-face summer programs that rotate among institutions with online and tutorial-based learning, the program enables students to pursue their education from a wide range of locations. The interinstitutional collaboration also expands the breadth and depth of disciplinary and supervisory expertise available to students.

The University has become increasingly engaged in shared online course and program development, and has been highly successful in securing eCampus Ontario funding for program development, often in partnership with other universities. A key example is the redevelopment of Windsor's course-based Masters of Physics, in partnership with Trent and York Universities, focusing on improving student access to courses and sustainability of the program. Each of these institutions has historically low enrolment in their respective Masters of Physics, making it difficult to offer courses regularly. This new project will provide a larger pool of students to improve sustainability and allow for greater diversity and frequency of offerings, which is expected to enhance enrolment, retention, and completion in these degrees.

Key International Partnerships

The University of Windsor has always sought and welcomed international collaboration. We maintain a wide array of institutional agreements with international partner colleges and universities located throughout the world. Some of these include exchange agreements that enhance student, staff and faculty mobility. Others provide for dual or joint degree programs, transfer articulation, and research collaboration. Many establish pathways for general collaboration between institutions. The University has international partnerships with universities in 35 countries, including over 30 institutional partnerships with universities in China alone.

Cross-border institutional collaborations are a distinguishing feature of the University: students in programs such as Visual Arts and the Built Environment and the Dual JD program in Law divide their time, over the course of their programs, on both side of the border. Many other programs incorporate cross-border experiences into the curriculum, such as EPICentre's cross-border collaborations with Detroit entrepreneurial hubs, and the Law School's International Intellectual Property Law Clinic. Other joint international programs include the dual degrees in Master's of Engineering, focusing on automotive engineering in Canada and Italy.

The University's strong partnership with Southwest University in Chongqing, China is a key example of international partnership involving both research and teaching. The partnership led to creation of the China-Canada Three Gorges Water Science Centre (CCTW) in 2008, which has received significant bilateral funding and research support. CCTW has recently been designated by the Chinese Ministry of Science and Technology as an International Science and Technology collaboration base. CCTW consists of major Chinese universities and high-level government organizations, including the China Institute of Water Resources and Hydropower Research (IWHR) and the Post Construction Committee for the Three Gorges Dam. Based on CCTW's success, research is now expanding into the Plateau Lakes in a collaboration in which the lead Chinese institution is Yunnan University. The collaborations involve faculty, graduate students and postdoctoral fellows from both countries working on common projects, as well as visits and exchanges.

The University of Windsor leads the Reciprocal Education Project, which is funded by the largest SSHRC Partnership Grant given in education. The project involves a number of other institutions, including the University of Toronto and East China Normal University in Shanghai, as well as participation by schools in Ontario, Chongqing and Shanghai. The research centres on comparative pedagogies in educational philosophy and practice in Canada and China. There are reciprocal visits by student teachers and experiential learning and training opportunities in the guest country and schools.

Program Initiatives that create economic efficiencies

For Canada to improve its capacity for research output, innovative strategies that work across jurisdictions are critical. A primary example is with the participation of the University of Windsor's Leddy Library in provincial and national consortia to provide scholarly resources, shared digital infrastructure, expertise and digital services:

- The Canadian Research Knowledge Network (CRKN) is a partnership of Canadian universities, dedicated to expanding digital content for the academic research and teaching enterprise in Canada. Leddy Library currently participates in 46 of the 54 consortial licenses in CRKN for major scholarly journals, databases and full-text.
- The Ontario Council of University Libraries (OCUL) Scholars Portal provides additional provincial shared electronic resource consortial licensing for resources that aren't available through CRKN. ScholarsPortal also provides a digital preservation and access hosting platform for over 600,000 electronic books, nearly 50 million articles in over 20,000 scholarly journals, plus geospatial data, shared digital map collections, and research data management services to Ontario's 21 university libraries and the students and faculty they support.
- Leddy Library collaborates internationally with colleagues in libraries and information industries in organizations such as the National Information Standards Organization (NISO), Coalition for Networked Information (CNI), and SPARC, advancing open data, open access and open education through advocacy, leadership and education.

Through the above partnerships, Leddy Library extends greater access to academic resources, at a lower cost, and collaboratively shares costs and expertise in leading digital services that few consortial arrangements in North America can match.

9.0 Ministry/Government Commitments

Over time, the Ministry commits to aligning many of its policy, process, and funding levers with the differentiation priorities and SMAs in order to support the strengths of institutions and implement differentiation. To this end, the Ministry will:

- *Placeholder*
- *Placeholder*
- *Placeholder*

The Ministry and the University are committed to continuing to work together to:

- *Placeholder*
- *Placeholder*
- *Placeholder*

SIGNED for and on behalf of the Ministry of
Advanced Education and Skills Development
by:

SIGNED for and on behalf of the University of
Windsor by:

Sheldon Levy
Deputy Minister

Alan Wildeman
President and Vice-Chancellor

Date

Date

10.0 Appendix

Appendix 1: Graduate Enrolment (template to be provided by MAESD)

Appendix 2. Program Areas of Strength (template to be provided by MAESD) [Note: Information provided in this appendix is confidential. The Appendix is not for publication.]

Technical Addendum – Metrics

- System-wide metrics (to be completed by MAESD)
- Institution-specific metrics (to be completed by each institution; to include definition of metrics; methodology/formula and how and when data is collected)

Appendix 3: Institutional Areas of Strength from 2014-17 SMAs (to be pre-populated by MAESD)

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DRAFT

**University of Windsor
Board of Governors**

*4.2.1: **Internal Audit Plan for 2017-2018**

Item for: **Information**

Forwarded by: **Audit Committee**

- The purpose of the Annual Internal Audit Plan is to establish priorities for the allocation of Internal Audit resources. The plan is based on a risk assessment framework, including discussions with senior management on risk areas in the institution. The plan details how the hours of Internal Audit will be allocated between audits, special projects, and other activities. The specific audit areas were selected by the Internal Auditors in consultation with members of senior management. In addition, the plan was reviewed by the University's external auditing firm, KPMG. Any significant changes to the plan will be brought to the attention of the Audit Committee.
- To ensure that Internal Audit functions, as much as possible, as an independent office, Internal Audit reports directly to the Audit Committee, then to the President. For administrative matters only, Internal Audit reports to the Vice-President, Planning and Administration.
- The Audit Committee has reviewed and approved the annual internal audit plan for 2017-2018.

**University of Windsor
Board of Governors**

4.3.1: **Presidential Performance Review Framework and Schedule - Revisions**

Item for: **Approval**

Forwarded by: **Executive Committee**

MOTION: That the proposed revisions to the Presidential Performance Review Framework and Schedule be approved.

Rationale:

- With the Policy on Executive Compensation, an annual review of compensation trends is not necessary. The policy, which is to be reviewed and updated (as needed) every three years, sets out the parameters for allowable forms of compensation and salary increases in accordance with provincial legislation and directives.
- *Process Considerations*, section 2 is specific to the current incumbent’s contract. The Framework should be written in such a way that it would apply to any and all future Presidents.

Proposed Revisions:

#	Deadline Date	Activity	Process Driver
1	March/ April	President & Executive Committee (EC) set Goals & Objectives for the coming fiscal year, taking into consideration, among other factors, the Strategic Plan.	President & EC Chair
2	April Bd. meeting	President & EC present President’s G&O for the upcoming fiscal year to Board for approval	President & EC
3	May Bd. Meeting	Board approves Annual Operating Budget	President & RAC Chair
4	May/June	Performance review begins for the recently completed fiscal year ending April 30th	Board Chair
5	June/July	President presents to the EC a self assessment on G&O achievements of the recently completed fiscal year ending April 30th; Performance review process completed (including possible interviews and submission of third party report) Compensation Trends Document prepared for and presented to EC	President Board Chair University Secretary
6	August/Sept.	Summary performance review document completed and reviewed by EC Feedback to President of results EC reviews salary of President and prepares recommendations for Board	Board Chair & EC Board Chair and Vice Chairs & President EC
7	Oct. Bd. meeting	EC presents to in-camera Board meeting its Report of the President’s performance EC presents to an in-camera Board meeting its salary recommendations for approval	Board Chair Board Chair

Process Considerations

The following considerations are documented to provide support and guidance to the Executive Committee when utilizing the performance review framework. There may be additional items taken into consideration by the Executive Committee.

- 1 The key to an effective performance review process will be the establishment of mutually agreed goals between the President and the Board of Governors. When establishing these mutually agreed goals, consideration should be given to:
 - The extent to which the goals reflect the strategic direction of the University
 - The extent to which the goals reflect the accomplishment of the President’s mandate and priorities as outlined in the Briefing Document
 - The manner by which progress towards accomplishing the mutually agreed goals will be measured and evaluated, including establishing where appropriate, specific measures and methods of data collection;
 - Consideration should be given to making as many of the goals SMART (specific, measurable, attainable, realistic and timely).
 - To the extent that interviews of internal and external stakeholders is contemplated as a way of gaining feedback on the President’s progress in accomplishing the mutually agreed goals, the rationale for such an interview, the stakeholders to be interviewed for feedback and the questions to be asked must be directly linked to gaining insight as to the accomplishment of the mutually agreed goals. The President should be consulted in establishing such a process, including the stakeholders to be interviewed and the questions to be asked.
 - There is benefit in using an independent, third party in order to maintain objectivity, encourage where appropriate candour, and ensure the process is followed.
 - Where an interview process is contemplated, interview results must be balanced against the accomplishment of measurable goals and taken in the context of the conditions the University was facing at the time.
- 2 The Executive Committee should take into consideration the following when working with the President in establishing mutually agreed goals.
 - the Role of the President as defined in the University of Windsor Act (Bill Pr. 36)
 - the Mandate and Priorities of the President, as described in the Briefing document.
 - **the relevant** paragraphs **2, 4, 5** of the President’s Employment Agreement (as they relate to the role).
 - **the relevant** paragraphs **9 and 10** of the President’s Employment Agreement (as they relate to the performance review process).
- 3 When establishing measures of accomplishment, the nature of the goals and the timing of when results or changes can reasonably be expected to be seen should be taken into consideration (for example, given where an organization is starting from, it may be quite some time before significant positive changes in “organizational culture” can be seen).
- 4 The conditions facing the University, as described in step 1 of the process, should be updated and reviewed annually.
- 5 During the year-end review of performance, the Executive Committee should also take into consideration identifying unforeseen developments that may have occurred during the fiscal year being reviewed and the impact these may have had on the accomplishment of the mutually agreed goals and identifying anticipated developments not previously planned for that should now be taken into account.
- 6 The Executive Committee should document observations and conclusions arrived at during the year-end review including any action steps identified to address adverse variances from planned goals and acknowledgment of accomplishments that are positive relative to planned goals. The President should have the opportunity to document their agreement with the observations and conclusions arrived at by the Executive Committee or to document any objections. The Executive Committee should inform the Board of its observations and conclusions (as well as the President’s response) in an in-camera session of the Board.

**University of Windsor
Board of Governors**

4.5.1: **Phillips, Hager and North (PHN) – Core Plus Bond Fund**

Item for: **Approval**

Forwarded by: **Investment Committee**

MOTION: That the Board accept the changes to the PHN Core Plus Bond Fund and that the Statement of Investment Policies and Procedures for the Pension and Endowment Funds be amended accordingly.

Rationale:

- The Investment Committee reviewed the change to the PHN Core Plus Bond Fund and concurred that the change was very minor. It was agreed that the risk-benefit analysis highly favoured accepting this minor change and remaining in this fund. The alternative would be to move out of the pooled fund into a segregated fund which is more costly and, in this case, would not provide greater added value.
- *See attached.*

<i>Fund type</i>	Canadian fixed income		
<i>Date of inception</i>	Series O - June 30, 2013		
<i>Manager & principal portfolio adviser</i>	Phillips, Hager & North Investment Management		
<i>Benchmark</i>	FTSE TMX Canada Universe Bond Index		
<i>Investment objectives</i>	The fund seeks to provide relatively high yields and stability of capital by investing primarily in a diversified portfolio of fixed income securities issued by Canadian governments and corporations and similar securities outside of Canada. The fund targets to outperform the performance benchmark by 125 basis points over a market cycle.		
<i>Strategies & approach</i>	To achieve its investment objective, the fund will utilize “core” fixed income instruments found in the FTSE TMX Canada Universe Bond Index, as well as contain a significant allocation to non-benchmark securities, including mortgages, international and high yield bonds.		
<i>Asset mix policy</i>	Target ranges:		
	Cash and equivalents	0% -	25%
	Fixed income investments	75% -	100%
<i>Investment guidelines</i>	The fund complies with investment restrictions set out in the federal <i>Pension Benefit Standards Act</i> , for registered Canadian pension plans.		
Permissible investments	<ul style="list-style-type: none"> ▪ Canadian, U.S. and foreign government and corporate fixed income securities; ▪ Asset-backed securities ▪ Infrastructure debt ▪ First mortgages ▪ Derivatives, such as, but not limited to, swaps, options, credit-linked notes, futures, and forwards ▪ Convertible bonds, loans 		
Sector concentration		<u>Maximum</u>	
	Canadian Federal and Provincial Government Debt		100%
	Cash		25%
	Investment Grade Corporates		80%
	Mortgages		20%
	High Yield Corporate Bonds		20%
	Emerging Market Debt		20%
	Convertible Bonds and Bonds with Warrants		5%
	Common Equity, Preferred Shares, REITs and Income Trusts		5%
	Non-Canadian securities		30%
	Non-hedged currency exposure		15%
Single-issuer limits	Government of Canada		100%
	Provincials		40%
	U.S. Treasuries		10%
	Foreign Sovereigns (non-U.S.)/Agencies/Supranationals		10%
	<ul style="list-style-type: none"> ▪ AA- and above ▪ A+ and below follow corporate credit maximums 		
	Municipals and Corporates		
	<ul style="list-style-type: none"> ▪ BBB- and above ▪ B- to BB+ ▪ CCC+ and below 		5% 2% 1%
	Guaranteed Mortgages		2%
	Conventional Mortgages		1%

Investment guidelines continued

Credit quality	BBB and above	100%
	BB+ and below	25%
	CCC+ and below	5%
	*Unrated	5%

Ratings are determined by reference to a recognized agency, if available, and determined internally for securities that are not rated by a recognized agency. Ratings apply at the time of purchase.

Interest rates FTSE TMX Canada Universe Bond Index +/- 2 year duration.

<i>Key risks</i>	The principal risks are associated with interest rate, credit, liquidity, currency and foreign markets. The fund is suitable for investors with moderate tolerance for risk. Please see the fund's offering document for details.
<i>Currency hedging</i>	The fund will take on foreign exchange exposure through investments in international bonds, as a portfolio risk management tool or tactical lever where appropriate. The fund's maximum non-hedged currency exposure is 15%.
<i>Securities lending</i>	The fund may enter into securities-lending, repurchase and reverse-repurchase transactions to generate additional income and/or as a short-term cash-management tool.
<i>Derivatives</i>	Derivatives counterparty credit risk: counterparties must maintain a minimum "A" rating. In the case of underlying BlueBay Funds, the same minimum rating applies, unless otherwise agreed to in writing by RBC GAM. The fund may use derivatives, such as, but not limited to, swaps, options, credit-linked notes, futures, and forwards for: <ul style="list-style-type: none"> ■ hedging purposes, including to protect against fluctuations in the value of foreign currency relative to the Canadian dollar, and to offset exposures to interest rates; and ■ non-hedging purposes, including as a substitute for direct investment
<i>Distributions</i>	A distribution of net income is made in March, June and September. The remaining net income and net realized capital gains are distributed in December. We automatically reinvest all distributions in additional units of the fund unless explicitly instructed to distribute in cash.
<i>Custodian & Trustee</i>	RBC Investor Services Trust

*Changes to asset mix effective August 1, 2016

Disclosures

The full name of this fund is "Phillips, Hager & North Core Plus Bond Fund".

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Investment objectives may only be changed as permitted under the Master Trust Agreement for the fund. Investment guidelines and strategies of the fund must always be consistent with the fund's investment objectives and may be adjusted over time without prior notice.

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**University of Windsor
Board of Governors**

4.7.3: **2017-2018 Proposed Tuition and Compulsory Ancillary Fees and 2018-2019 Proposed Tuition Fees**

Item for: **Approval**

Forwarded by: **Resource Allocation Committee**

MOTION: **That the Board of Governors approve the proposed 2017-2018 Tuition and Compulsory Ancillary Fees and the proposed 2018/2019 Tuition Fees.**

Rationale:

See attached document:

- See attached Memorandum dated March 28, 2017 on the proposal for the 2017/18 Tuition and Compulsory Ancillary Fees and the 2018/19 Tuition Fees.

Finance Department

TO: Members of the Resource Allocation Committee

FROM: David Butcher, Executive Director, Budgets & Financial Services

DATE: March 28, 2017

SUBJECT: 2017/18 and 2018/19 Tuition Fee Proposal

Included for the Committee's consideration are the proposed tuition fees for the 2017/18 and 2018/19 academic years. Tuition fees are effective in May of each year and are subject to Board of Governors approval. This year a two-year tuition fee proposal is being presented for the Committee's consideration. There are significant changes being implemented by the Ministry of Advanced Education and Skills Development (MAESD) that will represent the largest reform of student assistance in the Province's history. The Province has recommended that institutions seek a two year tuition fee approval that will align with the transformation and communication of student aid. Approving and communicating two year tuition fees will give the post-secondary sector and students time to adapt to the transformative changes that Ontario is bringing forward.

The approval being requested for Compulsory Ancillary fees is for the 2017/18 year only as many of these compulsory ancillary fees change each year based on the CPI Index, student referendums, health insurance premiums, and any other student organization requirements.

On December 15, 2016, MAESD announced a two year extension of the current tuition fee framework to provide predictability and stability for students and their families. The average tuition fee increases for domestic students will again be limited to a maximum of an overall institutional increase of 3%. The average annual tuition fee increase for all domestic students in non-professional programs is capped at 3% each year, approximately 1% above inflation. Tuition for professional and graduate programs can be increased up to 5%.

The enclosed tuition fee proposal complies with MAESD guidelines and the maximum increases by program and for the institution overall. Each university is required to report their annual tuition fees by program, along with the enrolment in each program to confirm compliance with the tuition fee regime. MAESD announced that the compliance test for tuition fee increases for 2017/18 and 2018/19 will be based on the institution's 2015/16 actual enrolment.

International tuition fees are not regulated by MAESD as universities do not receive government grants for international students. The University establishes international tuition fees at a tuition rate in line with the applicable government grant and tuition fee revenue generated by domestic students while considering competitive market conditions.

In developing the enclosed tuition fee proposal, strategic discussions ensued including a review of the 2016/17 tuition fees across the province, enrolment strategies, and current market conditions. Administration will present the details behind the proposed tuition fee package at the meeting.

2017/18 Tuition Fees: Undergraduate - Domestic & International

UNDERGRADUATE TUITION FEES - DOMESTIC		2017/18 PER SEMESTER (PROPOSED)	2016/17 PER SEMESTER (APPROVED)	Fees paid in 2016/17 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
<u>FULL TIME</u>						
Business	1st year	4,636.95	4,416.15	-	220.80	5.0%
Business	2nd year	4,592.75	-	4,416.15	176.60	4.0%
Business	3rd year	4,592.75	-	4,416.15	176.60	4.0%
Business	4th year	4,592.75	-	4,416.15	176.60	4.0%
Computer Science	1st year	4,774.80	4,547.45	-	227.35	5.0%
Computer Science	2nd year	4,729.30	-	4,547.45	181.85	4.0%
Computer Science	3rd year	4,729.30	-	4,547.45	181.85	4.0%
Computer Science	4th year	4,729.30	-	4,547.45	181.85	4.0%
Education	1st year	3,679.35	3,572.20	-	107.15	3.0%
Education	2nd year	3,679.35	-	3,572.20	107.15	3.0%
Concurrent Education programs	1st year	3,294.60	3,198.65	-	95.95	3.0%
Concurrent Education programs	2nd year	3,294.60	-	3,198.65	95.95	3.0%
Concurrent Education programs	3rd year	3,294.60	-	3,198.65	95.95	3.0%
Concurrent Education programs	4th year	3,294.60	-	3,198.65	95.95	3.0%
Engineering	1st year	5,031.45	4,791.90	-	239.55	5.0%
Engineering	2nd year	4,983.55	-	4,791.90	191.65	4.0%
Engineering	3rd year	4,983.55	-	4,791.90	191.65	4.0%
Engineering	4th year	4,983.55	-	4,791.90	191.65	4.0%
Human Kinetics	1st year	3,221.15	3,127.35	-	93.80	3.0%
Human Kinetics	2nd year	3,221.15	-	3,127.35	93.80	3.0%
Human Kinetics	3rd year	3,221.15	-	3,127.35	93.80	3.0%
Human Kinetics	4th year	3,221.15	-	3,127.35	93.80	3.0%
Science (excl. Computer Science)	1st year	3,221.15	3,127.35	-	93.80	3.0%
Science (excl. Computer Science)	2nd year	3,221.15	-	3,127.35	93.80	3.0%
Science (excl. Computer Science)	3rd year	3,221.15	-	3,127.35	93.80	3.0%
Science (excl. Computer Science)	4th year	3,221.15	-	3,127.35	93.80	3.0%
Social Work	1st year	3,221.15	3,127.35	-	93.80	3.0%
Social Work	2nd year	3,221.15	-	3,127.35	93.80	3.0%
Social Work	3rd year	3,221.15	-	3,127.35	93.80	3.0%
Social Work	4th year	3,221.15	-	3,127.35	93.80	3.0%
Other	1st year	3,143.60	3,066.95	-	76.65	2.5%
Other	2nd year	3,143.60	-	3,066.95	76.65	2.5%
Other	3rd year	3,143.60	-	3,066.95	76.65	2.5%
Other	4th year	3,143.60	-	3,066.95	76.65	2.5%
Law	1st year	9,289.05	8,846.75	-	442.30	5.0%
Law	2nd year	9,200.60	-	8,846.75	353.85	4.0%
Law	3rd year	9,200.60	-	8,846.75	353.85	4.0%
Dual JD	1st year	9,289.05	8,846.75	-	442.30	5.0%
Dual JD	2nd year	8,846.75	-	8,846.75	0.00	0.0%
Dual JD	3rd year	8,425.50	-	8,425.50	0.00	0.0%
Co-op Fee Per Work and Study Terms (8 consecutive terms)		446.00		446.00	0.00	0.0%

UNDERGRADUATE TUITION FEES - DOMESTIC		2017/18 PER SEMESTER (PROPOSED)	2016/17 PER SEMESTER (APPROVED)	Fees paid in 2016/17 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
PART TIME	Per Course					
Business	1st year	927.39	883.23	-	44.16	5.0%
Business	2nd year	918.55	-	883.23	35.32	4.0%
Business	3rd year	918.55	-	883.23	35.32	4.0%
Business	4th year	918.55	-	883.23	35.32	4.0%
Computer Science	1st year	954.96	909.49	-	45.47	5.0%
Computer Science	2nd year	945.86	-	909.49	36.37	4.0%
Computer Science	3rd year	945.86	-	909.49	36.37	4.0%
Computer Science	4th year	945.86	-	909.49	36.37	4.0%
Education	1st year	735.87	714.44	-	21.43	3.0%
Education	2nd year	735.87	-	714.44	21.43	3.0%
Education Additional Qualification Courses		825.00	-	825.00	0.00	0.0%
Concurrent Education programs	1st year	658.92	639.73	-	19.19	3.0%
Concurrent Education programs	2nd year	658.92	-	639.73	19.19	3.0%
Concurrent Education programs	3rd year	658.92	-	639.73	19.19	3.0%
Concurrent Education programs	4th year	658.92	-	639.73	19.19	3.0%
Engineering	1st year	1,006.29	958.38	-	47.91	5.0%
Engineering	2nd year	996.71	-	958.38	38.33	4.0%
Engineering	3rd year	996.71	-	958.38	38.33	4.0%
Engineering	4th year	996.71	-	958.38	38.33	4.0%
Human Kinetics	1st year	644.23	625.47	-	18.76	3.0%
Human Kinetics	2nd year	644.23	-	625.47	18.76	3.0%
Human Kinetics	3rd year	644.23	-	625.47	18.76	3.0%
Human Kinetics	4th year	644.23	-	625.47	18.76	3.0%
Science (excl. Computer Science)	1st year	644.23	625.47	-	18.76	3.0%
Science (excl. Computer Science)	2nd year	644.23	-	625.47	18.76	3.0%
Science (excl. Computer Science)	3rd year	644.23	-	625.47	18.76	3.0%
Science (excl. Computer Science)	4th year	644.23	-	625.47	18.76	3.0%
Social Work	1st year	644.23	625.47	-	18.76	3.0%
Social Work	2nd year	644.23	-	625.47	18.76	3.0%
Social Work	3rd year	644.23	-	625.47	18.76	3.0%
Social Work	4th year	644.23	-	625.47	18.76	3.0%
Other	1st year	628.72	613.39	-	15.33	2.5%
Other	2nd year	628.72	-	613.39	15.33	2.5%
Other	3rd year	628.72	-	613.39	15.33	2.5%
Other	4th year	628.72	-	613.39	15.33	2.5%
Law continuous enrolment - half time	1st year	4,644.53	4,423.38		221.15	5.0%
Law continuous enrolment - half time	2nd year	4,600.30	-	4,423.38	176.93	4.0%
Law continuous enrolment - half time	3rd year	4,600.30	-	4,423.38	176.93	4.0%

UNDERGRADUATE TUITION FEES - INTERNATIONAL		2017/18 PER SEMESTER (PROPOSED)	2016/17 PER SEMESTER (APPROVED)	Fees paid in 2016/17 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
FULL TIME						
Business	1st year	12,250.00	11,500.00	-	750.00	6.5%
Business	2nd year	12,075.00	-	11,500.00	575.00	5.0%
Business	3rd year	11,855.00	-	11,290.00	565.00	5.0%
Business	4th year	11,870.00	-	11,305.00	565.00	5.0%
Education, Engineering & Nursing	1st year	13,125.00	12,150.00	-	975.00	8.0%
Education, Engineering & Nursing	2nd year	12,760.00	-	12,150.00	610.00	5.0%
Education, Engineering & Nursing	3rd year	12,450.00	-	11,855.00	595.00	5.0%
Education, Engineering & Nursing	4th year	12,450.00	-	11,855.00	595.00	5.0%
Computer Science	1st year	11,600.00	10,750.00	-	850.00	7.9%
Computer Science	2nd year	11,290.00	-	10,750.00	540.00	5.0%
Computer Science	3rd year	11,000.00	-	10,475.00	525.00	5.0%
Computer Science	4th year	11,000.00	-	10,475.00	525.00	5.0%
Economics	1st year	11,600.00	10,750.00	-	850.00	7.9%
Economics	2nd year	11,290.00	-	10,750.00	540.00	5.0%
Economics	3rd year	11,000.00	-	10,475.00	525.00	5.0%
Economics	4th year	11,000.00	-	10,275.00	725.00	7.1%
Science (other than Computer Science and Economics)	1st year	11,600.00	10,750.00	-	850.00	7.9%
Science (other than Computer Science and Economics)	2nd year	11,290.00	-	10,750.00	540.00	5.0%
Science (other than Computer Science and Economics)	3rd year	11,000.00	-	10,475.00	525.00	5.0%
Science (other than Computer Science and Economics)	4th year	11,000.00	-	10,275.00	725.00	7.1%
Other	1st year	11,250.00	10,750.00	-	500.00	4.7%
Other	2nd year	11,180.00	-	10,750.00	430.00	4.0%
Other	3rd year	10,895.00	-	10,475.00	420.00	4.0%
Other	4th year	10,685.00	-	10,275.00	410.00	4.0%
Law	1st year	16,850.00	15,600.00	-	1,250.00	8.0%
Law	2nd year	16,380.00	-	15,600.00	780.00	5.0%
Law	3rd year	15,965.00	-	15,205.00	760.00	5.0%
Dual JD	1st year	9,289.05	8,846.75	-	442.30	5.0%
Dual JD	2nd year	8,846.75	-	8,846.75	0.00	0.0%
Dual JD	3rd year	8,425.50	-	8,425.50	0.00	0.0%
US Neighbor Fee (in US dollars)	1st year	6,125.00	6,000.00	-	125.00	2.1%
US Neighbor Fee (in US dollars)	2nd year	6,125.00	-	6,000.00	125.00	2.1%
US Neighbor Fee (in US dollars)	3rd year	6,125.00	-	6,000.00	125.00	2.1%
US Neighbor Fee (in US dollars)	4th year	6,125.00	-	5,975.00	150.00	2.5%
Co-op Fee Per Work and Study Terms (8 consecutive terms)		661.00		661.00	0.00	0.0%

UNDERGRADUATE TUITION FEES - INTERNATIONAL		2017/18 PER SEMESTER (PROPOSED)	2016/17 PER SEMESTER (APPROVED)	Fees paid in 2016/17 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
PART TIME	Per Course					
Business	1st year	2,450.00	2,300.00	-	150.00	6.5%
Business	2nd year	2,415.00	-	2,300.00	115.00	5.0%
Business	3rd year	2,371.00	-	2,258.00	113.00	5.0%
Business	4th year	2,374.00	-	2,261.00	113.00	5.0%
Engineering, Education, Nursing	1st year	2,625.00	2,430.00	-	195.00	8.0%
Engineering, Education, Nursing	2nd year	2,552.00	-	2,430.00	122.00	5.0%
Engineering, Education, Nursing	3rd year	2,490.00	-	2,371.00	119.00	5.0%
Engineering, Education, Nursing	4th year	2,490.00	-	2,371.00	119.00	5.0%
Computer Science	1st year	2,320.00	2,150.00	-	170.00	7.9%
Computer Science	2nd year	2,258.00	-	2,150.00	108.00	5.0%
Computer Science	3rd year	2,200.00	-	2,095.00	105.00	5.0%
Computer Science	4th year	2,200.00	-	2,095.00	105.00	5.0%
Economics	1st year	2,320.00	2,150.00	-	170.00	7.9%
Economics	2nd year	2,258.00	-	2,150.00	108.00	5.0%
Economics	3rd year	2,200.00	-	2,095.00	105.00	5.0%
Economics	4th year	2,200.00	-	2,055.00	145.00	7.1%
Science (other than Computer Science and Economics)	1st year	2,320.00	2,150.00	-	170.00	7.9%
Science (other than Computer Science and Economics)	2nd year	2,258.00	-	2,150.00	108.00	5.0%
Science (other than Computer Science and Economics)	3rd year	2,200.00	-	2,095.00	105.00	5.0%
Science (other than Computer Science and Economics)	4th year	2,200.00	-	2,055.00	145.00	7.1%
Other	1st year	2,250.00	2,150.00	-	100.00	4.7%
Other	2nd year	2,236.00	-	2,150.00	86.00	4.0%
Other	3rd year	2,179.00	-	2,095.00	84.00	4.0%
Other	4th year	2,137.00	-	2,055.00	82.00	4.0%
Law continuous enrolment - half time	1st year	8,425.00	7,800.00	-	625.00	8.0%
Law continuous enrolment - half time	2nd year	8,190.00	-	7,800.00	390.00	5.0%
Law continuous enrolment - half time	3rd year	7,982.50	-	7,602.50	380.00	5.0%

2017/18 Tuition Fees: Graduate - Domestic & International

GRADUATE TUITION FEES - DOMESTIC		2017/18 PER SEMESTER (PROPOSED)	2016/17 PER SEMESTER (APPROVED)	Fees paid in 2016/17 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
FULL TIME						
Master's Qualifying						All Masters Qualifying tuition rates equal to undergraduate tuition rates
Master's Candidate & PhD	1st year	2,632.70	2,606.65	-	26.05	1.0%
Master's Candidate & PhD	2nd year	2,632.70	-	2,606.65	26.05	1.0%
Master's Candidate & PhD	3rd year	2,632.70	-	2,606.65	26.05	1.0%
Master's Candidate & PhD	4th year & beyond	2,632.70	-	2,606.65	26.05	1.0%
Master's Candidate & PhD -Social Work	1st year	3,261.15	3,105.90	-	155.25	5.0%
Master's Candidate & PhD -Social Work	2nd year	3,261.15	-	3,105.90	155.25	5.0%
Master's Candidate & PhD -Social Work	3rd year	3,261.15	-	3,105.90	155.25	5.0%
Master's Candidate & PhD -Social Work	4th year & beyond	3,261.15	-	3,105.90	155.25	5.0%
M.B.A. (4 term assessment)	1st year	4,947.40	4,711.85	-	235.55	5.0%
M.B.A. (4 term assessment)	2nd year	4,947.40	-	4,711.85	235.55	5.0%
M.B.A. -Accounting (3 term assessment)	1st year	9,500.00	NEW	-	-	0.0%
M.B.A. -Accounting (3 term assessment)	2nd year	9,500.00	-	NEW	-	0.0%
Master's of Applied Economics Policy	1st year	2,958.05	2,817.20	-	140.85	5.0%
Master's of Applied Economics Policy	2nd year	2,958.05	-	2,817.20	140.85	5.0%
Economics	1st year	2,958.05	2,817.20	-	140.85	5.0%
Economics	2nd year	2,958.05	-	2,817.20	140.85	5.0%
Economics	3rd year	2,958.05	-	2,817.20	140.85	5.0%
Economics	4th year & beyond	2,845.30	-	2,709.85	135.45	5.0%
M. Eng	1st year	2,958.05	2,817.20	-	140.85	5.0%
M. Eng	2nd year	2,958.05	-	2,817.20	140.85	5.0%
M. Eng	3rd year	2,958.05	-	2,817.20	140.85	5.0%
M. Eng	4th year & beyond	2,958.05	-	2,817.20	140.85	5.0%
Co-op Fee		446.00		446.00	0.00	0.0%

PART TIME						
Master's Qualifying						All Masters Qualifying tuition rates equal to undergraduate tuition rates
Master's Candidate & PhD - half time	1st year	1,316.35	1,303.33	-	13.03	1.0%
Master's Candidate & PhD - half time	2nd year	1,316.35	-	1,303.33	13.03	1.0%
Master's Candidate & PhD - half time	3rd year	1,316.35	-	1,303.33	13.03	1.0%
Master's Candidate & PhD - half time	4th year & beyond	1,316.35	-	1,303.33	13.03	1.0%
Master's Candidate & PhD -Social Work - half time	1st year	1,630.58	1,552.95	-	77.63	5.0%
Master's Candidate & PhD -Social Work - half time	2nd year	1,630.58	-	1,552.95	77.63	5.0%
Master's Candidate & PhD -Social Work - half time	3rd year	1,630.58	-	1,552.95	77.63	5.0%
Master's Candidate & PhD -Social Work - half time	4th year & beyond	1,630.58	-	1,552.95	77.63	5.0%
M.B.A. - per course	1st year	989.48	942.37	-	47.11	5.0%
M.B.A. - per course	2nd year	989.48	-	942.37	47.11	5.0%
M.B.A. -Accounting - per course	1st year	1,900.00	NEW	-	-	0.0%
M.B.A. -Accounting - per course	2nd year	1,900.00	-	NEW	-	0.0%
Economics - half time	1st year	1,479.03	1,408.60	-	70.43	5.0%
Economics - half time	2nd year	1,479.03	-	1,408.60	70.43	5.0%
Economics - half time	3rd year	1,479.03	-	1,408.60	70.43	5.0%
Economics - half time	4th year & beyond	1,422.65	-	1,354.93	67.72	5.0%
M. Eng - half time	1st year	1,479.03	1,408.60	-	70.43	5.0%
M. Eng - half time	2nd year	1,479.03	-	1,408.60	70.43	5.0%
M. Eng - half time	3rd year	1,479.03	-	1,408.60	70.43	5.0%
M. Eng - half time	4th year & beyond	1,479.03	-	1,408.60	70.43	5.0%

GRADUATE TUITION FEES - INTERNATIONAL		2017/18 PER SEMESTER (PROPOSED)	2016/17 PER SEMESTER (APPROVED)	Fees paid in 2016/17 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
FULL TIME						
Master's Qualifying		All Masters Qualifying tuition rates equal to undergraduate tuition rates				
Master's Candidate & PhD	1st year	7,000.00	6,830.00	-	170.00	2.5%
Master's Candidate & PhD	2nd year	7,000.00	-	6,830.00	170.00	2.5%
Master's Candidate & PhD	3rd year	7,000.00	-	6,830.00	170.00	2.5%
Master's Candidate & PhD	4th year & beyond	7,000.00	-	6,810.00	190.00	2.8%
Master's Candidate & PhD -Computer Science and Economics	1st year	7,585.00	7,585.00	-	0.00	0.0%
Master's Candidate & PhD -Computer Science and Economics	2nd year	7,585.00	-	7,585.00	0.00	0.0%
Master's Candidate & PhD -Computer Science and Economics	3rd year	7,585.00	-	7,585.00	0.00	0.0%
Master's Candidate & PhD -Computer Science and Economics	4th year & beyond	7,270.00	-	7,270.00	0.00	0.0%
M.B.A. (4 term assessment)	1st year	8,000.00	7,840.00	-	160.00	2.0%
M.B.A. (4 term assessment)	2nd year	8,000.00	-	7,840.00	160.00	2.0%
M.B.A. -Accounting (3 term assessment)	1st year	11,500.00	NEW	-	-	0.0%
M.B.A. -Accounting (3 term assessment)	2nd year	11,500.00	-	NEW	-	0.0%
M. Eng - per course (8 courses)		3,437.50	3,187.50	-	250.00	7.8%
M. Eng (Undergraduate prerequisite) - per course		1,600.00	1,600.00	-	0.00	0.0%
Co-op Fee		661.00		661.00	0.00	0.0%

PART TIME						
Master's Qualifying		All Masters Qualifying tuition rates equal to undergraduate tuition rates				
Master's Candidate & PhD - half time	1st year	3,500.00	3,415.00	-	85.00	2.5%
Master's Candidate & PhD - half time	2nd year	3,500.00	-	3,415.00	85.00	2.5%
Master's Candidate & PhD - half time	3rd year	3,500.00	-	3,415.00	85.00	2.5%
Master's Candidate & PhD - half time	4th year & beyond	3,500.00	-	3,405.00	95.00	2.8%
Master's Candidate & PhD -Computer Science and Economics - half time	1st year	3,792.50	3,792.50	-	0.00	0.0%
Master's Candidate & PhD -Computer Science and Economics - half time	2nd year	3,792.50	-	3,792.50	0.00	0.0%
Master's Candidate & PhD -Computer Science and Economics - half time	3rd year	3,792.50	-	3,792.50	0.00	0.0%
Master's Candidate & PhD -Computer Science and Economics - half time	4th year & beyond	3,635.00	-	3,635.00	0.00	0.0%
M.B.A. - per course	1st year	1,600.00	1,568.00	-	32.00	2.0%
M.B.A. - per course	2nd year	1,600.00	-	1,568.00	32.00	2.0%
M.B.A. -Accounting - per course	1st year	2,300.00	NEW	-	-	0.0%
M.B.A. -Accounting - per course	2nd year	2,300.00	-	NEW	-	0.0%

2017/18 Tuition Fees: Graduate - Course Based Masters Programs

GRADUATE TUITION FEES - COURSE BASED MASTERS PROGRAMS		2017/18 RATES (PROPOSED)	2016/17 RATES (APPROVED)	Fees paid in 2016/17 PER SEMESTER (APPROVED)	\$ INCREASE	% INCREASE
<u>PER SEMESTER RATES</u>						
Masters of Social Work -Domestic (includes Practicum Fee)	1st year	3,661.15	3,505.90	-	155.25	4.4%
Masters of Social Work -Domestic (includes Practicum Fee)	2nd year	3,661.15	-	3,505.90	155.25	4.4%
Masters of Social Work -International (includes Practicum Fee)	1st year	7,400.00	7,230.00	-	170.00	2.4%
Masters of Social Work -International (includes Practicum Fee)	2nd year	7,400.00	-	7,230.00	170.00	2.4%
<u>FULL PROGRAM BASE TUITION</u>						
Masters of Actuarial Sciences		26,350.00	26,350.00		0.00	0.0%
Masters of Applied Computing (includes Practicum Fee)		28,850.00	27,500.00		1,350.00	4.9%
Masters of Applied Economics and Policy		28,000.00	26,350.00		1,650.00	6.3%
M.B.A. -for Professionals and Executives **		35,000.00	NEW		-	0.0%
Masters of Education (includes Practicum Fee)		30,500.00	29,710.00		790.00	2.7%
Masters of Engineering		27,500.00	25,500.00		2,000.00	7.8%
Masters of Engineering (Auto)		27,500.00	26,350.00		1,150.00	4.4%
Masters of Management		32,000.00	31,350.00		650.00	2.1%
Masters of Medical Biotechnology		27,000.00	26,350.00		650.00	2.5%
<u>ADDITIONAL PROGRAM FEES (as applicable)</u>						
English Academic Preparation Program		1,650.00	1,500.00		150.00	10.0%
English Language Training Program		4,450.00	4,450.00		0.00	0.0%
English Language Training Program (Fast Track)		5,000.00	5,000.00		0.00	0.0%
M.B.A. -for Professionals and Executives - Materials and Events Fee **		1,500.00	NEW		-	0.0%
M. Ed - Preparatory Program		1,500.00	1,500.00		0.00	0.0%
M. Eng - Preparatory Program		3,000.00	3,000.00		0.00	0.0%
M.M.B.E. - Lab Fee		1,000.00	1,000.00		0.00	0.0%
M.O.M. - Preparatory Program		3,000.00	3,000.00		0.00	0.0%
M.A.C. - Lab Fee		500.00	500.00		0.00	0.0%
<u>PRE-MASTER'S COURSE FEES</u>						
M. Ed (Undergraduate prerequisite) - per course		1,600.00	1,600.00		0.00	0.0%
M. Eng (Undergraduate prerequisite) - per course		1,600.00	1,600.00		0.00	0.0%
M.O.M. (Undergraduate prerequisite) - per course		1,600.00	1,600.00		0.00	0.0%

** New fee added to this document after review with Resource Allocation Committee on April 4, 2017.

2017/18 Compulsory Ancillary Fees

	2017/18 RATES (PROPOSED)	2016/17 RATES (APPROVED)	\$ INCREASE	% INCREASE
<u>UNDERGRADUATE FULL TIME ANCILLARY FEES</u>				
UWSA ^	58.35	58.35	0.00	0.0%
UWSA - Third Party Fees ^	19.90	19.78	0.12	0.6%
UWSA - U-Pass (student bus pass) ^	66.00	66.00	0.00	0.0%
UWSA Drug and Dental Plan *	290.00 **	273.00	17.00	6.2%
Health ^	22.03	21.72	0.31	1.4%
Athletics and Recreation Fee ^	91.64	87.39	4.25	4.9%
CAW Student Centre Operating - Full time ^	51.40	50.70	0.70	1.4%
CAW Student Centre Expansion - Full time ^	39.65	39.10	0.55	1.4%
Lancer Sports and Recreation Centre Fee (max of two semester assessments per year) ^ ~	62.50	NEW	-	0.0%
Sports and Recreation Capital Fee (maximum of two semester assessments per year) ^	18.71	18.45	0.26	1.4%
Human Kinetics Undergraduate Lounge Fee	10.00	10.00	0.00	0.0%
Human Kinetics Computer Lab	15.00	15.00	0.00	0.0%
Engineering Students' Endowment Fund ^	18.70	18.44	0.26	1.4%
Law Duplicating	17.50	17.50	0.00	0.0%
First Year Transition Support Fee (assessed first semester only)	63.30	62.41	0.89	1.4%
Education Learning Centre Fee ^	28.13	27.73	0.40	1.4%
Nursing Lab Fee 1st Year	80.33	79.20	1.13	1.4%
Nursing Lab Fee 2nd Year	80.33	79.20	1.13	1.4%
Nursing Lab Fee 3rd Year	42.84	42.24	0.60	1.4%
Nursing Lab Fee 4th Year	21.41	21.11	0.30	1.4%
<u>Student Society Fees</u>				
Commerce (Business)	10.00	10.00	0.00	0.0%
Computer Science	10.00	10.00	0.00	0.0%
Dramatic Arts	5.00	5.00	0.00	0.0%
Education	2.25	2.25	0.00	0.0%
Engineering	20.00	20.00	0.00	0.0%
Human Kinetics	5.00	5.00	0.00	0.0%
International Student (full time students only)	3.50	3.50	0.00	0.0%
Law	12.50	12.50	0.00	0.0%
Music	5.00	5.00	0.00	0.0%
Nursing	15.00	15.00	0.00	0.0%
Science	2.50	2.50	0.00	0.0%
Social Science	2.50	2.50	0.00	0.0%
Social Work	5.00	5.00	0.00	0.0%
Visual Arts	5.00	5.00	0.00	0.0%
<u>UNDERGRADUATE PART TIME ANCILLARY FEES</u>				
OPUS ^	29.16	29.09	0.07	0.2%
OPUS - Student Refugee Support Fund ^	2.00	NEW	-	0.0%
OPUS - U-pass (student bus pass) ^	66.00	NEW	-	0.0%
OPUS Drug and Dental Plan *	300.10	300.10	0.00	0.0%
Health ^	10.01	9.87	0.14	1.4%
Athletics and Recreation Fee ^	37.26	35.26	2.00	5.7%
CAW Student Centre Operating - per course (max of 5 course assessments per semester) ^	10.28	10.14	0.14	1.4%
CAW Student Centre Expansion - per course (max of 5 course assessments per semester) ^	7.93	7.82	0.11	1.4%
Lancer Sports and Recreation Centre Fee (max of two semester assessments per year) ^ ~	62.50	NEW	-	0.0%
Sports and Recreation Capital Fee (maximum of two semester assessments per year) ^	18.71	18.45	0.26	1.4%
Law Duplicating ^	8.75	8.75	0.00	0.0%
<u>Student Society Fees</u>				
Law	12.50	12.50	0.00	0.0%
Nursing	10.00	10.00	0.00	0.0%

^ Fee charged per semester

* Fee charged annually

~ The Lancer Sports and Recreation Centre fee shall be assessed commencing Fall 2019 or in the academic year that the building becomes operational, whichever comes later.

** Fee change amended to this document after review with Resource Allocation Committee on April 4, 2017.

2017/18 Compulsory Ancillary Fees

	2017/18 RATES (PROPOSED)	2016/17 RATES (APPROVED)	\$ INCREASE	% INCREASE
<u>GRADUATE FULL TIME ANCILLARY FEES</u>				
Graduate Student Society ^	41.97	41.41	0.56	1.4%
GSS U-Pass (student bus pass) ^	66.00	66.00	0.00	0.0%
GSS Drug and Dental Plan (Annual Fee)	543.04	543.04	0.00	0.0%
GSS Drug and Dental Plan (8 Month Fee)	365.36	365.36	0.00	0.0%
GSS Drug and Dental Plan (16 Month Fee)	720.72	720.72	0.00	0.0%
GSS Drug and Dental Plan (4 Month Fee)	152.88	152.88	0.00	0.0%
Health ^	22.03	21.72	0.31	1.4%
Athletics and Recreation Fee ^	91.64	87.39	4.25	4.9%
Grad House ^	30.10	29.70	0.40	1.3%
CAW Student Centre Expansion - Full time ^	39.65	39.10	0.55	1.4%
Lancer Sports and Recreation Centre Fee (max of two semester assessments per year) ^ ~	62.50	NEW	-	0.0%
Sports and Recreation Capital Fee (maximum of two semester assessments per year) ^	14.39	14.19	0.20	1.4%
<u>Student Society Fees</u>				
M.B.A.	24.66	24.66	0.00	0.0%
Nursing	15.00	15.00	0.00	0.0%
<u>GRADUATE PART TIME ANCILLARY FEES</u>				
Graduate Student Society ^	24.70	24.38	0.32	1.3%
Health ^	10.01	9.87	0.14	1.4%
Athletics and Recreation Fee ^	37.26	35.26	2.00	5.7%
Grad House - per course (maximum of 5 course assessments per semester) ^	6.02	5.94	0.08	1.3%
CAW Student Centre Expansion - per course (max of 5 course assessments per semester) ^	7.93	7.82	0.11	1.4%
Lancer Sports and Recreation Centre Fee (max of two semester assessments per year) ^ ~	62.50	NEW	-	0.0%
Sports and Recreation Capital Fee (maximum of two semester assessments per year) ^	14.39	14.19	0.20	1.4%
<u>Student Society Fees</u>				
M.B.A.	12.33	12.33	0.00	0.0%
Nursing	10.00	10.00	0.00	0.0%
<u>INTERNATIONAL STUDENT HEALTH INSURANCE</u>				
Single coverage *	810.78	810.78	0.00	0.0%
Couple coverage (additional premium) *	1,490.14	1,490.14	0.00	0.0%
Family coverage (additional premium) *	1,834.49	1,834.49	0.00	0.0%

^ Fee charged per semester

* Fee charged annually

~ The Lancer Sports and Recreation Centre fee shall be assessed commencing Fall 2019 or in the academic year that the building becomes operational, whichever comes later.

2017/18 Compulsory Ancillary Fees

	2017/18 RATES (PROPOSED)	2016/17 RATES (APPROVED)	\$ INCREASE	% INCREASE
<u>OTHER ADDITIONAL COST RECOVERY COURSE FEES</u>				
Advanced Photography (27-353)	50.00	50.00	0.00	0.0%
Aeronautics Flight (02-197/297/397/497)	7,150.00	7,000.00	150.00	2.1%
BioArt (27-386)	100.00	100.00	0.00	0.0%
Earth Sciences Field Camp (61-280)	0.00	250.00	-250.00	-100.0%
Earth Sciences Field Camp (61-380)	0.00	250.00	-250.00	-100.0%
Earth Sciences Field Camp (66-280)	0.00	250.00	-250.00	-100.0%
Earth Sciences Field Camp (67-280)	0.00	250.00	-250.00	-100.0%
Field Methods in Environmental Science (66-380)	250.00	NEW	-	0.0%
Field Measurement and Mapping Techniques (66-381)	250.00	NEW	-	0.0%
Ecology, Biology & Behaviour of Coral Reef Fishes (55-480/602)	0.00	NEW	-	0.0%
Great Lakes Field Biology (55-234)	0.00	NEW	-	0.0%
Great Lakes Field Biology (55-486)	350.00	NEW	-	0.0%
Green Corridor (27-385)	50.00	50.00	0.00	0.0%
Independent Studio (27-365)	75.00	75.00	0.00	0.0%
Introductory Photography (27-253/40-205)	100.00	100.00	0.00	0.0%
Introductory Printmaking - Intaglio (27-223)	80.00	80.00	0.00	0.0%
Introductory Printmaking - Lithography (27-224)	80.00	80.00	0.00	0.0%
Introductory Sculpture (27-233)	30.00	30.00	0.00	0.0%
Kinesiology - Outdoor Education	450.00	450.00	0.00	0.0%
Kinesiology - PTA of Golf	125.00	110.00	15.00	13.6%
Kinesiology - PTA of Hockey	100.00	100.00	0.00	0.0%
Kinesiology - PTA of Squash	50.00	50.00	0.00	0.0%
Kinesiology - Sports Therapy	55.00	55.00	0.00	0.0%
MSW Practicum Fee (CEPE MSW only)	400.00	400.00	0.00	0.0%
Music Fee - Private Instruction (1/2 hour)	500.00	500.00	0.00	0.0%
Music Fee - Private Instruction (full hour)	1,000.00	1,000.00	0.00	0.0%
Photography (27-290/346/347/348)	60.00	60.00	0.00	0.0%
Printmaking (27-326)	80.00	80.00	0.00	0.0%
Sculpture (27-333)	50.00	50.00	0.00	0.0%
Studio Practice & Ideas/Space (27-105)	30.00	30.00	0.00	0.0%
Studio Practice I (27-480)	75.00	75.00	0.00	0.0%
Studio Practice II (27-481)	75.00	75.00	0.00	0.0%
VABE Transportation Fee	1,000.00	1,000.00	0.00	0.0%

^ Fee charged per semester

* Fee charged annually

~ The Lancer Sports and Recreation Centre fee shall be assessed commencing Fall 2019 or in the academic year that the building becomes operational, whichever comes later.

2018/19 Tuition Fees: Undergraduate - Domestic & International

		2018/19 PER	2017/18 PER	Fees for		
		SEMESTER	SEMESTER	2017/18 PER	\$	%
		(PROPOSED)	(PENDING	(PENDING	INCREASE	INCREASE
			APPROVAL)	APPROVAL)		
UNDERGRADUATE TUITION FEES - DOMESTIC						
FULL TIME						
Business	1st year	4,868.75	4,636.95	-	231.80	5.0%
Business	2nd year	4,822.40	-	4,636.95	185.45	4.0%
Business	3rd year	4,776.45	-	4,592.75	183.70	4.0%
Business	4th year	4,776.45	-	4,592.75	183.70	4.0%
Computer Science	1st year	5,013.50	4,774.80	-	238.70	5.0%
Computer Science	2nd year	4,965.75	-	4,774.80	190.95	4.0%
Computer Science	3rd year	4,918.45	-	4,729.30	189.15	4.0%
Computer Science	4th year	4,918.45	-	4,729.30	189.15	4.0%
Education	1st year	3,789.70	3,679.35	-	110.35	3.0%
Education	2nd year	3,789.70	-	3,679.35	110.35	3.0%
Concurrent Education programs	1st year	3,393.40	3,294.60	-	98.80	3.0%
Concurrent Education programs	2nd year	3,393.40	-	3,294.60	98.80	3.0%
Concurrent Education programs	3rd year	3,393.40	-	3,294.60	98.80	3.0%
Concurrent Education programs	4th year	3,393.40	-	3,294.60	98.80	3.0%
Engineering	1st year	5,283.00	5,031.45	-	251.55	5.0%
Engineering	2nd year	5,232.70	-	5,031.45	201.25	4.0%
Engineering	3rd year	5,182.85	-	4,983.55	199.30	4.0%
Engineering	4th year	5,182.85	-	4,983.55	199.30	4.0%
Human Kinetics	1st year	3,317.75	3,221.15	-	96.60	3.0%
Human Kinetics	2nd year	3,317.75	-	3,221.15	96.60	3.0%
Human Kinetics	3rd year	3,317.75	-	3,221.15	96.60	3.0%
Human Kinetics	4th year	3,317.75	-	3,221.15	96.60	3.0%
Science (excl. Computer Science)	1st year	3,317.75	3,221.15	-	96.60	3.0%
Science (excl. Computer Science)	2nd year	3,317.75	-	3,221.15	96.60	3.0%
Science (excl. Computer Science)	3rd year	3,317.75	-	3,221.15	96.60	3.0%
Science (excl. Computer Science)	4th year	3,317.75	-	3,221.15	96.60	3.0%
Social Work	1st year	3,317.75	3,221.15	-	96.60	3.0%
Social Work	2nd year	3,317.75	-	3,221.15	96.60	3.0%
Social Work	3rd year	3,317.75	-	3,221.15	96.60	3.0%
Social Work	4th year	3,317.75	-	3,221.15	96.60	3.0%
Other	1st year	3,222.15	3,143.60	-	78.55	2.5%
Other	2nd year	3,222.15	-	3,143.60	78.55	2.5%
Other	3rd year	3,222.15	-	3,143.60	78.55	2.5%
Other	4th year	3,222.15	-	3,143.60	78.55	2.5%
Law	1st year	9,753.50	9,289.05	-	464.45	5.0%
Law	2nd year	9,660.60	-	9,289.05	371.55	4.0%
Law	3rd year	9,568.60	-	9,200.60	368.00	4.0%
Dual JD	1st year	9,753.50	9,289.05	-	464.45	5.0%
Dual JD	2nd year	9,289.05	-	9,289.05	0.00	0.0%
Dual JD	3rd year	8,846.75	-	8,846.75	0.00	0.0%

UNDERGRADUATE TUITION FEES - DOMESTIC		2018/19 PER SEMESTER (PROPOSED)	2017/18 PER SEMESTER (PENDING APPROVAL)	Fees for 2017/18 PER SEMESTER (PENDING APPROVAL)	\$ INCREASE	% INCREASE
PART TIME	Per Course					
Business	1st year	973.75	927.39	-	46.36	5.0%
Business	2nd year	964.48	-	927.39	37.09	4.0%
Business	3rd year	955.29	-	918.55	36.74	4.0%
Business	4th year	955.29	-	918.55	36.74	4.0%
Computer Science	1st year	1,002.70	954.96	-	47.74	5.0%
Computer Science	2nd year	993.15	-	954.96	38.19	4.0%
Computer Science	3rd year	983.69	-	945.86	37.83	4.0%
Computer Science	4th year	983.69	-	945.86	37.83	4.0%
Education	1st year	757.94	735.87	-	22.07	3.0%
Education	2nd year	757.94	-	735.87	22.07	3.0%
Education Additional Qualification Courses		825.00	-	825.00	0.00	0.0%
Concurrent Education programs	1st year	678.68	658.92	-	19.76	3.0%
Concurrent Education programs	2nd year	678.68	-	658.92	19.76	3.0%
Concurrent Education programs	3rd year	678.68	-	658.92	19.76	3.0%
Concurrent Education programs	4th year	678.68	-	658.92	19.76	3.0%
Engineering	1st year	1,056.60	1,006.29	-	50.31	5.0%
Engineering	2nd year	1,046.54	-	1,006.29	40.25	4.0%
Engineering	3rd year	1,036.57	-	996.71	39.86	4.0%
Engineering	4th year	1,036.57	-	996.71	39.86	4.0%
Human Kinetics	1st year	663.55	644.23	-	19.32	3.0%
Human Kinetics	2nd year	663.55	-	644.23	19.32	3.0%
Human Kinetics	3rd year	663.55	-	644.23	19.32	3.0%
Human Kinetics	4th year	663.55	-	644.23	19.32	3.0%
Science (excl. Computer Science)	1st year	663.55	644.23	-	19.32	3.0%
Science (excl. Computer Science)	2nd year	663.55	-	644.23	19.32	3.0%
Science (excl. Computer Science)	3rd year	663.55	-	644.23	19.32	3.0%
Science (excl. Computer Science)	4th year	663.55	-	644.23	19.32	3.0%
Social Work	1st year	663.55	644.23	-	19.32	3.0%
Social Work	2nd year	663.55	-	644.23	19.32	3.0%
Social Work	3rd year	663.55	-	644.23	19.32	3.0%
Social Work	4th year	663.55	-	644.23	19.32	3.0%
Other	1st year	644.43	628.72	-	15.71	2.5%
Other	2nd year	644.43	-	628.72	15.71	2.5%
Other	3rd year	644.43	-	628.72	15.71	2.5%
Other	4th year	644.43	-	628.72	15.71	2.5%
Law continuous enrolment - half time	1st year	4,876.75	4,644.53		232.22	5.0%
Law continuous enrolment - half time	2nd year	4,830.30	-	4,644.53	185.78	4.0%
Law continuous enrolment - half time	3rd year	4,784.30	-	4,600.30	184.00	4.0%

UNDERGRADUATE TUITION FEES - INTERNATIONAL		2018/19 PER SEMESTER (PROPOSED)	2017/18 PER SEMESTER (PENDING APPROVAL)	Fees for 2017/18 PER SEMESTER (PENDING APPROVAL)	\$ INCREASE	% INCREASE
<u>FULL TIME</u>						
Business	1st year	13,000.00	12,250.00	-	750.00	6.1%
Business	2nd year	12,865.00	-	12,250.00	615.00	5.0%
Business	3rd year	12,680.00	-	12,075.00	605.00	5.0%
Business	4th year	12,450.00	-	11,855.00	595.00	5.0%
Education, Engineering & Nursing	1st year	14,175.00	13,125.00	-	1,050.00	8.0%
Education, Engineering & Nursing	2nd year	13,780.00	-	13,125.00	655.00	5.0%
Education, Engineering & Nursing	3rd year	13,400.00	-	12,760.00	640.00	5.0%
Education, Engineering & Nursing	4th year	13,075.00	-	12,450.00	625.00	5.0%
Science (all programs)	1st year	12,500.00	11,600.00	-	900.00	7.8%
Science (all programs)	2nd year	12,180.00	-	11,600.00	580.00	5.0%
Science (all programs)	3rd year	11,855.00	-	11,290.00	565.00	5.0%
Science (all programs)	4th year	11,550.00	-	11,000.00	550.00	5.0%
Other	1st year	11,750.00	11,250.00	-	500.00	4.4%
Other	2nd year	11,700.00	-	11,250.00	450.00	4.0%
Other	3rd year	11,625.00	-	11,180.00	445.00	4.0%
Other	4th year	11,330.00	-	10,895.00	435.00	4.0%
Law	1st year	18,200.00	16,850.00	-	1,350.00	8.0%
Law	2nd year	17,695.00	-	16,850.00	845.00	5.0%
Law	3rd year	17,200.00	-	16,380.00	820.00	5.0%
Dual JD	1st year	9,753.50	9,289.05	-	464.45	5.0%
Dual JD	2nd year	9,289.05	-	9,289.05	0.00	0.0%
Dual JD	3rd year	8,846.75	-	8,846.75	0.00	0.0%
US Neighbor Fee (in US dollars)	1st year	6,250.00	6,125.00	-	125.00	2.0%
US Neighbor Fee (in US dollars)	2nd year	6,250.00	-	6,125.00	125.00	2.0%
US Neighbor Fee (in US dollars)	3rd year	6,250.00	-	6,125.00	125.00	2.0%
US Neighbor Fee (in US dollars)	4th year	6,250.00	-	6,125.00	125.00	2.0%
<u>PART TIME Per Course</u>						
Business	1st year	2,600.00	2,450.00	-	150.00	6.1%
Business	2nd year	2,573.00	-	2,450.00	123.00	5.0%
Business	3rd year	2,536.00	-	2,415.00	121.00	5.0%
Business	4th year	2,490.00	-	2,371.00	119.00	5.0%
Engineering, Education, Nursing	1st year	2,835.00	2,625.00	-	210.00	8.0%
Engineering, Education, Nursing	2nd year	2,756.00	-	2,625.00	131.00	5.0%
Engineering, Education, Nursing	3rd year	2,680.00	-	2,552.00	128.00	5.0%
Engineering, Education, Nursing	4th year	2,615.00	-	2,490.00	125.00	5.0%
Science (all programs)	1st year	2,500.00	2,320.00	-	180.00	7.8%
Science (all programs)	2nd year	2,436.00	-	2,320.00	116.00	5.0%
Science (all programs)	3rd year	2,371.00	-	2,258.00	113.00	5.0%
Science (all programs)	4th year	2,310.00	-	2,200.00	110.00	5.0%
Other	1st year	2,350.00	2,250.00	-	100.00	4.4%
Other	2nd year	2,340.00	-	2,250.00	90.00	4.0%
Other	3rd year	2,325.00	-	2,236.00	89.00	4.0%
Other	4th year	2,266.00	-	2,179.00	87.00	4.0%
Law continuous enrolment - half time	1st year	9,100.00	8,425.00	-	675.00	8.0%
Law continuous enrolment - half time	2nd year	8,847.50	-	8,425.00	422.50	5.0%
Law continuous enrolment - half time	3rd year	8,600.00	-	8,190.00	410.00	5.0%

2018/19 Tuition Fees: Graduate - Domestic & International

GRADUATE TUITION FEES - DOMESTIC		2018/19 PER SEMESTER (PROPOSED)	2017/18 PER SEMESTER (PENDING APPROVAL)	Fees for 2017/18 PER SEMESTER (PENDING APPROVAL)	\$ INCREASE	% INCREASE
FULL TIME						
Master's Qualifying	All Masters Qualifying tuition rates equal to undergraduate tuition rates					
Master's Candidate & PhD	1st year	2,659.00	2,632.70	-	26.30	1.0%
Master's Candidate & PhD	2nd year	2,659.00	-	2,632.70	26.30	1.0%
Master's Candidate & PhD	3rd year	2,659.00	-	2,632.70	26.30	1.0%
Master's Candidate & PhD	4th year & beyond	2,659.00	-	2,632.70	26.30	1.0%
Master's Candidate & PhD -Social Work	1st year	3,424.20	3,261.15	-	163.05	5.0%
Master's Candidate & PhD -Social Work	2nd year	3,424.20	-	3,261.15	163.05	5.0%
Master's Candidate & PhD -Social Work	3rd year	3,424.20	-	3,261.15	163.05	5.0%
Master's Candidate & PhD -Social Work	4th year & beyond	3,424.20	-	3,261.15	163.05	5.0%
M.B.A (4 term assessment)	1st year	5,194.75	4,947.40	-	247.35	5.0%
M.B.A (4 term assessment)	2nd year	5,194.75	-	4,947.40	247.35	5.0%
M.B.A. -Accounting (3 term assessment)	1st year	9,975.00	9,500.00	-	475.00	5.0%
M.B.A. -Accounting (3 term assessment)	2nd year	9,975.00	-	9,500.00	475.00	5.0%
Master's of Applied Economics Policy	1st year	3,105.95	2,958.05	-	147.90	5.0%
Master's of Applied Economics Policy	2nd year	3,105.95	-	2,958.05	147.90	5.0%
Economics	1st year	3,105.95	2,958.05	-	147.90	5.0%
Economics	2nd year	3,105.95	-	2,958.05	147.90	5.0%
Economics	3rd year	3,105.95	-	2,958.05	147.90	5.0%
Economics	4th year & beyond	3,105.95	-	2,958.05	147.90	5.0%
M. Eng	1st year	3,105.95	2,958.05	-	147.90	5.0%
M. Eng	2nd year	3,105.95	-	2,958.05	147.90	5.0%
M. Eng	3rd year	3,105.95	-	2,958.05	147.90	5.0%
M. Eng	4th year & beyond	3,105.95	-	2,958.05	147.90	5.0%
PART TIME						
Master's Qualifying	All Masters Qualifying tuition rates equal to undergraduate tuition rates					
Master's Candidate & PhD - half time	1st year	1,329.50	1,316.35	-	13.15	1.0%
Master's Candidate & PhD - half time	2nd year	1,329.50	-	1,316.35	13.15	1.0%
Master's Candidate & PhD - half time	3rd year	1,329.50	-	1,316.35	13.15	1.0%
Master's Candidate & PhD - half time	4th year & beyond	1,329.50	-	1,316.35	13.15	1.0%
Master's Candidate & PhD -Social Work - half time	1st year	1,712.10	1,630.58	-	81.53	5.0%
Master's Candidate & PhD -Social Work - half time	2nd year	1,712.10	-	1,630.58	81.53	5.0%
Master's Candidate & PhD -Social Work - half time	3rd year	1,712.10	-	1,630.58	81.53	5.0%
Master's Candidate & PhD -Social Work - half time	4th year & beyond	1,712.10	-	1,630.58	81.53	5.0%
M.B.A. - per course	1st year	1,038.95	989.48	-	49.47	5.0%
M.B.A. - per course	2nd year	1,038.95	-	989.48	49.47	5.0%
M.B.A. -Accounting - per course	1st year	1,995.00	1,900.00	-	95.00	5.0%
M.B.A. -Accounting - per course	2nd year	1,995.00	-	1,900.00	95.00	5.0%
Economics - half time	1st year	1,552.98	1,479.03	-	73.95	5.0%
Economics - half time	2nd year	1,552.98	-	1,479.03	73.95	5.0%
Economics - half time	3rd year	1,552.98	-	1,479.03	73.95	5.0%
Economics - half time	4th year & beyond	1,552.98	-	1,479.03	73.95	5.0%
M. Eng - half time	1st year	1,552.98	1,479.03	-	73.95	5.0%
M. Eng - half time	2nd year	1,552.98	-	1,479.03	73.95	5.0%
M. Eng - half time	3rd year	1,552.98	-	1,479.03	73.95	5.0%
M. Eng - half time	4th year & beyond	1,552.98	-	1,479.03	73.95	5.0%

GRADUATE TUITION FEES - INTERNATIONAL		2018/19 PER SEMESTER (PROPOSED)	2017/18 PER SEMESTER (PENDING APPROVAL)	Fees for 2017/18 PER SEMESTER (PENDING APPROVAL)	\$ INCREASE	% INCREASE
FULL TIME						
Master's Qualifying				All Masters Qualifying tuition rates equal to undergraduate tuition rates		
Master's Candidate & PhD	1st year	7,175.00	7,000.00	-	175.00	2.5%
Master's Candidate & PhD	2nd year	7,175.00	-	7,000.00	175.00	2.5%
Master's Candidate & PhD	3rd year	7,175.00	-	7,000.00	175.00	2.5%
Master's Candidate & PhD	4th year & beyond	7,175.00	-	7,000.00	175.00	2.5%
Master's Candidate & PhD -Computer Science and Economics	1st year	7,585.00	7,585.00	-	0.00	0.0%
Master's Candidate & PhD -Computer Science and Economics	2nd year	7,585.00	-	7,585.00	0.00	0.0%
Master's Candidate & PhD -Computer Science and Economics	3rd year	7,585.00	-	7,585.00	0.00	0.0%
Master's Candidate & PhD -Computer Science and Economics	4th year & beyond	7,585.00	-	7,585.00	0.00	0.0%
M.B.A. (4 term assessment)	1st year	8,000.00	8,000.00	-	0.00	0.0%
M.B.A. (4 term assessment)	2nd year	8,000.00	-	8,000.00	0.00	0.0%
M.B.A. -Accounting (3 term assessment)	1st year	11,500.00	11,500.00	-	0.00	0.0%
M.B.A. -Accounting (3 term assessment)	2nd year	11,500.00	-	11,500.00	0.00	0.0%
M. Eng - per course (8 courses)		3,437.50	3,437.50	-	0.00	0.0%
M. Eng (Undergraduate prerequisite) - per course		1,600.00	1,600.00	-	0.00	0.0%

PART TIME						
Master's Qualifying				All Masters Qualifying tuition rates equal to undergraduate tuition rates		
Master's Candidate & PhD - half time	1st year	3,587.50	3,500.00	-	87.50	2.5%
Master's Candidate & PhD - half time	2nd year	3,587.50	-	3,500.00	87.50	2.5%
Master's Candidate & PhD - half time	3rd year	3,587.50	-	3,500.00	87.50	2.5%
Master's Candidate & PhD - half time	4th year & beyond	3,587.50	-	3,500.00	87.50	2.5%
Master's Candidate & PhD -Computer Science and Economics - half time	1st year	3,792.50	3,792.50	-	0.00	0.0%
Master's Candidate & PhD -Computer Science and Economics - half time	2nd year	3,792.50	-	3,792.50	0.00	0.0%
Master's Candidate & PhD -Computer Science and Economics - half time	3rd year	3,792.50	-	3,792.50	0.00	0.0%
Master's Candidate & PhD -Computer Science and Economics - half time	4th year & beyond	3,792.50	-	3,792.50	0.00	0.0%
M.B.A. - per course	1st year	1,600.00	1,600.00	-	0.00	0.0%
M.B.A. - per course	2nd year	1,600.00	-	1,600.00	0.00	0.0%
M.B.A. -Accounting - per course	1st year	2,300.00	2,300.00	-	0.00	0.0%
M.B.A. -Accounting - per course	2nd year	2,300.00	-	2,300.00	0.00	0.0%

2018/19 Tuition Fees: Graduate - Course Based Masters Programs

GRADUATE TUITION FEES - COURSE BASED MASTERS PROGRAMS		2018/19 RATES (PROPOSED)	2017/18 RATES (PENDING APPROVAL)	Fees for 2017/18 PER SEMESTER (PENDING APPROVAL)	\$ INCREASE	% INCREASE
<u>PER SEMESTER RATES</u>						
Masters of Social Work -Domestic (includes Practicum Fee)	1st year	3,824.20	3,661.15	-	163.05	4.5%
Masters of Social Work -Domestic (includes Practicum Fee)	2nd year	3,824.20	-	3,661.15	163.05	4.5%
Masters of Social Work -International (includes Practicum Fee)	1st year	7,575.00	7,400.00	-	175.00	2.4%
Masters of Social Work -International (includes Practicum Fee)	2nd year	7,575.00	-	7,400.00	175.00	2.4%
<u>FULL PROGRAM BASE TUITION</u>						
Masters of Actuarial Sciences		26,350.00	26,350.00		0.00	0.0%
Masters of Applied Computing (includes Practicum Fee)		28,850.00	28,850.00		0.00	0.0%
Masters of Applied Economics and Policy		28,000.00	28,000.00		0.00	0.0%
Masters of Education (includes Practicum Fee)		30,500.00	30,500.00		0.00	0.0%
Masters of Engineering		27,500.00	27,500.00		0.00	0.0%
Masters of Engineering (Auto)		27,500.00	27,500.00		0.00	0.0%
Masters of Management		32,000.00	32,000.00		0.00	0.0%
Masters of Medical Biotechnology		27,000.00	27,000.00		0.00	0.0%
<u>ADDITIONAL PROGRAM FEES (as applicable)</u>						
M. Ed - Preparatory Program		1,500.00	1,500.00		0.00	0.0%
M. Eng - Preparatory Program		3,000.00	3,000.00		0.00	0.0%
M.M.B.E. - Lab Fee		1,000.00	1,000.00		0.00	0.0%
M.O.M. - Preparatory Program		3,000.00	3,000.00		0.00	0.0%
M.S.W. - Practicum Fee		400.00	400.00		0.00	0.0%
<u>PRE-MASTER'S COURSE FEES</u>						
M. Eng (Undergraduate prerequisite) - per course		1,600.00	1,600.00		0.00	0.0%
M.O.M. (Undergraduate prerequisite) - per course		1,600.00	1,600.00		0.00	0.0%

**University of Windsor
Board of Governors**

4.7.4: **2017-2018 Proposed Residence Fees**

Item for: **Approval**

Forwarded by: **Resource Allocation Committee**

MOTION: That the Board of Governors approve the proposed 2017-2018 Residence Fees as referenced in Schedule 'A'.

Rationale:

See attached documents:

- Memorandum dated March 27, 2017 regarding Residence Fees, and Schedules for 2017-2018 as referenced in Schedule A.



Office of Student Experience

Memorandum

To: Members of the Resource Allocation Committee

From: Mr. Ryan Flannagan, Associate Vice-President, Student Experience
Diane Rawlings, Department Head, Residence Services

Date: March 27, 2017

Subject: 2017/2018 Residence Fees

Introduction

Living on campus offers students their first step to independence and a unique opportunity for learning outside of the classroom. Residence staff focus on developing community within the residence halls and offer support to students in times of crisis. The University has four residence buildings which housed 803 students in 2016/2017 (MacDonald - 204 students; Cartier – 117 students; Laurier – 153 students; Alumni Hall – 329 students). The residences have the capacity to accommodate approximately 1,000 students. A variety of room styles are available, ranging from traditional style dormitories to suite style accommodations.

Student Consultation

Residence Services (RS) involved students and departmental staff in the development of the proposed 2017/2018 residence fees. The process began with presenting the current year’s budget to student representatives on the Residence and Food Services Advisory Board (RFSAB) and to Windsor Inter-Residence Council (WIRC). These advisory committees are composed of residence students and representatives from UWSA, GSS and OPUS.

The Department Head also worked with a group of students taking them through a more in-depth review of the RS budget. This sharing of information is viewed as important to the budget and residence fee development process and provides an opportunity for students to better understand residence operations. Following several reviews with both RFSAB and WIRC, a final residence fee proposal was presented at the RFSAB\WIRC meeting of March 11th. The motion to approve the proposed 2017/2018 residence fee as outlined in Schedule A was supported by both student groups.

Residence Services – Operating Budget

In 2016/2017, RS did not achieve its target of 900 students as originally projected. This was largely due to a decrease of first year domestic and international students. The loss in revenue could only be partially mitigated by the reduction of one full time Residence Life Coordinator and other reductions across budget lines. The RS budgeted revenue is approximately \$6M. The majority of costs are fixed and not variable based on occupancy (*i.e.*, \$2M – debt cost, \$1.1M - utilities and service costs). RS’s ability to generate significant cost savings sufficient to balance the budget is very limited. RS continues to work towards a strategy to mitigate the shortfall at year-end.

When creating occupancy targets for the 2017/2018 year, consideration was given to the findings from the recent “Strategic Enrolment Management report” where it is suggesting that UWindsor enrolment is not projecting a substantial increase for 2017-2018. As a result of planned enrolment for 2017-2018, RS is setting its target occupancy at 820 students, more in line with actual enrolment for 2016-2017.

RS is being proactive and seeking new enrolment markets to reduce the vacancy rate. For example, RS is working with staff in the Centre for English Language Development (CELD) to recruit their students into the residence program. This is challenging as many of these students choose to live off campus due to the cost of housing and the inability to cook their own meals in residence buildings. With the additional classroom space built in Vanier Hall, ELIP students are now studying on campus frequently and providing the opportunity to live on campus is more attractive. RS, CELD and International Student Centre staff continue to demonstrate to the ELIP and international students the value-add that residence provides to the student experience.

RS’s primary mandate is to provide transition support for first year students but given its vacancy rates, encouraging upper year students to live in residence is also a high priority. The percentage of students returning in 2016-2017 was 17.6%, however off-campus housing competition continues to increase. Students move off campus for various reasons, whether it be for a more independent lifestyle, modern facilities, lower cost of housing and/or to avoid the mandatory meal plan. RS continues to communicate the enhanced student experience that residence living provides. In the current year, approximately 30% of the residence enrolment was upper year students.

RS continues to enhance the residence experience by partnering with the academic Faculties and other student service providers. Reinforcing the benefits of living/learning communities is seen as another driver to increase residence occupancy. Incentive programs aimed at returning students have been received with some success to date, as residence applications have increased since this time last year.

RS is finalizing their 2017-2018 budget considering all recruitment and incentive strategies and cost efficiencies while focusing on the student experience. The proposed residence fee increase, which represents a blended increase of 2.8%, represents an increase in revenue of \$124,400. Residence fees at UWindsor are in the middle range in comparison to other schools and UWindsor offers a more “all inclusive” rate than some of its counterparts. In the traditional style buildings where 46% of first-year residence students reside, residence fees are in the middle of the category, while 54% live in the suite style accommodations. A fee increase of 2.8% was proposed to the students groups for 2017-2018. Knowing that increased revenues are needed to balance the budget, RS is sensitive to the pricing of residence fees due to the competitive nature of student housing. Finalization of the budget will occur following final approval of 2017-2018 residence fees.

Long Term Planning

Continued lower residence enrolment, the need for capital investment, a financial sustainable model that will support the student experience, and aging residence infrastructure are key factors in the residence program review currently in the planning stage. The Associate Vice-President, Student Experience will lead a group of key internal and external stakeholders in the assessment of UWindsor’s residence and meal plan program. With the changing demographics of UWindsor students, the development of a master plan for these key student areas is timely and needed. The review is anticipated to be complete by late Fall 2017 including recommendations on a new strategy for residence and food services for UWindsor.

Recommendation

Approval of the 2017/2018 residence fees as referenced in Schedule ‘A’.

Schedule A

**Residence Services
Proposed 2017/2018 Residence Fees**

Residence Fees	Actual Fees 2016/2017	Proposed Fees 2017/2018	Increase in \$/Year	Increase in %
MacDonald Hall, Laurier Hall				
Single	\$6,507	\$6,768	\$261	4.0%
Double	\$5,413	\$5,521	\$108	2.0%
Cartier Hall				
Single	\$6,559	\$6,821	\$262	4.0%
Double	\$6,168	\$6,291	\$123	2.0%
Alumni Hall				
Single	\$7,080	\$7,222	\$142	2.0%
Compulsory Fees (annual fee added to Residence Fee)	Actual 16-17	Proposed 17/18		
	Double/Single (per year)	Double/Single (per year)		
Fridge	\$45/\$90	\$45/\$90	no change	
Inter-Residence Council Fee	\$15	\$15	no change	
Residence Life Fee	\$20	\$20	no change	
Laundry	\$95	\$95	no change	
Technology Fee	\$200	\$200	no change	

**University of Windsor
Board of Governors**

4.7.5: **2017-2018 Proposed Meal Plan Fees**

Item for: **Approval**

Forwarded by: **Resource Allocation Committee**

MOTION: **That the Board of Governors approve the proposed 2017-2018 Meal Plan fees as listed in Appendix A.**

Rationale:

See attached documents:

- Memorandum dated March 27, 2017 regarding Food Service Meal Plan Fees – 2017/18 as referenced in Schedule A.

Campus Services

MEMORANDUM

TO: Members of the Resource Allocation Committee

FROM: Dave McEwen, Acting Executive Director Campus Services

DATE: March 27, 2017

SUBJECT: Food Services 2017/18 Meal Plan Fees

Background Information

Food, Catering & Conference Services (FServices) provide essential campus services to support students, faculty, staff and visitors to our campus. FServices provides a home away from home atmosphere for students living in residence, not only by providing food, but by creating relationships and offering support to those students. FServices plays a key role in many University events including Head Start, Spring & Fall Open Houses, plus many high profile events that recognize academic and other student and staff achievements.

Today's Reality

FServices' biggest challenge in recent years has been the continued decline in the number of students choosing to live on campus. In the past four years the number of students living in residence has dropped from 1250 in 2012/13 to 803 students in 2016/17. FServices had developed a balanced budgeted for 2016/17 based on 900 students living on campus for the fall 2016. Being short 100 students in residence equates to a shortfall in revenue of approximately \$440,000. FServices continues to work to mitigate this loss in revenue.

In order to compensate for a shortfall in meal plan revenue FServices must find ways to grow its retail and catering operations to support the student meal plan program. In doing so, FServices must continue to be responsive to students' demands for more food options, while being responsive to the current environment, student levels and the cost structure it operates within. FServices has conducted focus groups and met with the Residence/Food Services Advisory Board (RFSAB) throughout the year to garner feedback and seek recommendations on service enhancements. It was through this process that FServices made the decision to incorporate a Booster Juice franchise in the Student Centre this past year. The addition of a healthy brand has attracted more customers to the Marketplace and has resulted in an increase in cash sales of \$110,000 or 12.5% in this location.

FServices Operating Budget – 2017/18

A thorough review of all revenue and expenditure lines is being completed as the 2017/18 budget is developed. The major expenditures are salaries and benefits representing 51.2%, cost of goods representing 29.9%, and allocations and space costs 14.1% of the budget. As part of the annual budget process, FServices engages students to gain feedback on meal plan fees and the actual structure of meal plans. FServices reviewed the operating budget and service model with members of RFSAB as part of the budget process. As part of its budget strategy for 2017/18, it has incorporated a 3.9% blended fee increase on all meal plans, which was unanimously supported by RFSAB. FServices

has benchmarked its meal plan fees with other food service providers in Southern Ontario and the proposed 3.9% fee increase positions Windsor in the middle of this peer group, with the median increase at 4.88%.

Long Term Planning

FServices is a key partner with Residence Services for the provision of accommodation and meals for those students living on campus. As noted above, the FServices' operation is totally dependent on the residence student population. Both areas face similar changes: impact of declining residence enrolment, need for capital re-investment, increasing student expectations, ability to meet the needs of the changing student demographics at UWindsor. Both service areas need to develop sustainable models while positively impacting the student experience. The Associate Vice-President, Student Experience will lead a group of key internal and external stakeholders in the assessment of UWindsor's residence and meal plan program. With the changing demographics of UWindsor students, the development of a master plan for these key student areas is timely and needed. The review is anticipated to be complete by late Fall 2017 including recommendations on a new strategy for residence and food services for UWindsor.

In addition, the University has engaged the architectural firm +VG to lead a visioning exercise for the CAW Student Centre which houses the primary food service operation, the Marketplace. This visioning exercise is timely and will need to integrate into the review being carried out by the Associate Vice-President, Student Experience. FServices is optimistic that the process and recommendations will lead to service enhancements that will better serve our students for the next decade.

Recommendation

Approval of the 2017/2018 meal plan fees as referenced in Schedule 'A'.

Schedule A

Proposed 2017/18 Meal Plan Fees

Plan Distribution

Plan	Distribution 2016/2017 (800 students)	2016/2017 Rates \$	2017/2018 Rates \$	Increase \$	Increase %	Daily Increase \$
Minimum*	258	4,316	4,495	179	4.15	0.85
Light	142	4,595	4,795	200	4.35	0.95
Full	344	4,815	4,995	180	3.74	0.86
Plus	56	5,023	5,195	172	3.42	0.82

*Minimum Plan is the mandatory plan for students living in residence. Students have the option of upgrading to a larger plan.