NOTICE OF MEETING

**There will be a meeting of the
Senate Governance Committee
on Wednesday, March 27, 2024, at 2:00-4:00pm
LOCATION: Room 209 Assumption Hall
or via MS Teams**

AGENDA

1   **Approval of Agenda**

2   **Approval of the minutes of the meeting of January 24, 2024**   SGC240124M

3   **Business arising from the minutes**

4   **Outstanding Business**

5   **Reports/New Business**
      5.1   **Black Studies Institute – Name Change**   **Sibblis/Johnson**-Approval
                                                      SGC240327-5.1

      5.2   **Distinguished University Professor** *(in camera)*   **Gordon**-Approval

      5.3   **Discussion of Staff Voting on Decanal Appointments**   **Dixon**-Discussion
                                                      SGC240327-5.3

      5.4   **Bylaw Revisions**
          5.4.1   **Proposed Revisions to Bylaws 54, 40, 44**   **Dixon**-Approval
                                                       SGC240327-5.4.1

          5.4.2   **Proposed Revisions to Bylaw 31**   **Dixon**-Approval
                                                        SGC240327-5.4.2

      5.5   **Senate Emergency Academic Plan**   **Aguirre**-Discussion/Approval
                                                        SGC240327-5.5

      5.6   **Strategic Enrolment Management Plan**   **Aguirre/Busch**-Approval
                                                        SGC240327-5.6

6   **Question Period/Other Business**

7   **Adjournment**

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

University of Windsor
Senate Governance Committee

5.1: **Black Studies Institute – Name Change**

Item for: **Approval**

Forwarded by: **Vice-President, Research and Innovation and Director, Black Studies Institute**

MOTION: **That the Black Studies Institute be renamed the Black Scholars Institute.**

Rationale/Approvals:
- Black Scholars Institute is a more inclusive name, which highlights the focus on community among the now approximately 29 Black faculty across the University, Black students, and community with Black resources outside of the institution.
- Renaming the Black Studies Institutes as the Black Scholars Institute suggests that it is a home to Black scholars, meaning any Black knowledge producer, irrespective of their subject of study.
- Black ontologies are intricately wrapped up in our epistemologies as Black people. Therefore, irrespective of our subject of study, we are engaging in Black Studies because it is about how, what, and why we think. It is about our worldviews as broad and unlimited, which contributes to the intricate tapestry of Black life, and life more broadly.
- Since most understand Black Studies as being restricted in its scope, the shift to Black Scholars Institute will allow for a more expansive view.

University of Windsor
Senate Governance Committee

5.3: **Discussion of Staff Voting on Decanal Appointments**

Item for: **Discussion**

Forwarded by: **SGC Bylaw Review Subcommittee**

The following was forwarded by the Odette School of Business Council. The Bylaw Review Committee noted that HK has slightly different provisions because of its unique structure and voting rights are extended only to the ARS director, associate director, AAS coaches, and team leaders only. OSB's Faculty structure is not unique and so, if these changes are deemed appropriate for OSB, they should be applied to all other Faculties. There should not be different provisions for different Faculties, unless there is a compelling argument for the application of different rules for one Faculty and not another.

The Bylaw Review Committee is seeking direction from the Senate Governance Committee regarding this request.

OSB Motion re: Staff on Council Voting on Decanal Appointments

For Discussion: The Bylaw Review Committee is seeking direction from SGC regarding whether to add this exception for Business (HK does allow for staff voting on decanal appointments, though it's structure is different), whether to make it an amendment applicable to all Faculties, or whether SGC will deny the requested change.

Proposal from OSB:

MOTTION passed by the OSB Council: In the Odette School of Business, full-time staff shall be included as participating and voting members in Faculty Council during the consideration of the Dean's Search Committee's recommendation (referred to in Bylaw 10, 2.3.8).

OSB Rationale:
We understand that the next step is for this to go Senate and the Bylaw subcommittee. We've included further information below which we feel will be helpful for these groups to understand the context and reason for bringing this motion forward.

The Odette School of Business believes that staff should have a voice and vote in the recommendation made by a decanal Search Committee. Currently, faculty and student representatives who sit on Faculty Council are allowed to vote, but our staff colleagues are not extended this opportunity.

Here are some anonymous quotes sent from staff on why this is important to them:

"As a staff member, I often feel disconnected from my academic colleagues. When changes occur or decisions are made, we are often the last to know. Many of us have been here for years, if not decades, and have a vested interest in the success of Odette and the university as a whole. It has always bothered me that students have a voice on every committee – yet they are only here for a short time. Staff are a constant and it should be recognized that our perspective is important. We are a part of this school and should be treated as such. The Dean isn't only the Dean for faculty and students, the Dean is the leader of everyone at Odette."

"Granting staff a vote on the appointment of deans is a positive move towards a more inclusive decision-making process. Staff members work closely with students daily, gaining valuable insights into their experiences, challenges, and aspirations. Including staff in the decision-making ensures that the new dean is aware of these nuances, creating a leadership team that is better attuned to the diverse needs of our student body. This approach not only enhances the overall effectiveness of our governance but also reinforces the commitment to student-centered leadership."

"I think having staff involved in the vote for faculty council on the appointment for deans is important because it offers diverse perspectives. Staff members are very well versed in the day to day of things and have important knowledge about the operations of the faculty. I think all stakeholders (faculty, staff, students) should participate in an important decision like this."

"It seems to me a dichotomy that staff can be on dean's search committee but when the recommendation goes before Faculty Council, they do not have a vote. They are deemed capable enough to do the work; reading, reviewing, and deliberating applicants but are not able to see the process through to fruition as they don't have a vote.   It amazes me that staff agree to volunteer on these committees when they don't have the same autonomy as faculty or student representatives."

Current Bylaw 10 (Deans):

2.3.8   Either on a recommendation for renewal or following a search, the Search Committee shall propose the name of a single candidate in writing with appropriate supporting material to the members of the Faculty Assembly, or in the case of a Faculty that has no departments the Faculty Council. At a meeting called on five calendar days' written notice, the Faculty Assembly, or in the case of a Faculty that has no departments the Faculty Council, shall consider the recommendation of the Committee. Voting shall be by secret ballot, and a simple majority of votes cast is required to endorse the named candidate. If the Faculty Assembly, or in the case of a Faculty that has no departments the Faculty Council, does not have a quorum present at the time of the vote, there shall be a ballot conducted by the office of the Provost and Vice-President, Academic. The office of the Provost and Vice-President, Academic shall conduct the vote by either mail or electronic ballot. In the case of electronic ballots, the process as approved by Senate shall be employed. A simple majority of votes cast is required to endorse the named candidate.

2.3.8.1   In the case of the Faculty of Human Kinetics, the Athletics Director, Associate Director(s), ancillary academic staff coaching members, and team leaders shall be included as participating and voting members on the Faculty Council during the consideration of the Search Committee's recommendation.

University of Windsor
Senate Governance Committee

5.4.1: **Proposed Revisions to Bylaws 54, 40, 44**

Item for: **Approval**

Forwarded by: **SGC Bylaw Review Subcommittee**

MOTION 1: **That the proposed revisions to Senate Bylaw 54 be approved.**

Proposed Revisions:
[changes are in bold and strikethrough]

2.5 Other Evaluation Procedures

2.5.1 No student enrolled in a first-entry undergraduate program at the University of Windsor shall be required to complete a single evaluation procedure worth more than **forty percent (40%)** ~~one half~~ of their final course grade ~~(50%)~~ in any undergraduate course (with the exception of independent study/seminar/research/directed reading/capstone courses, and performance courses). ~~Further, no final course mark should be based entirely on a single piece of work.~~ However, if a student is unable to complete an evaluation procedure based on medical or compassionate grounds, the instructor shall have the option to add the portion of the evaluation procedure not completed to the value of the final evaluation procedure even if the result is that the final evaluation procedure is worth more than **40%** ~~50 percent~~, **subject to paragraphs 2.6 and 2.18.2.**

Exemptions may be granted by the Dean of the Faculty in which the course is offered upon the presentation of significant evidence of the necessity of an evaluation procedure worth more than **~~5~~4**0%.

~~With the exception of distance education courses, g~~**G**rading policies that effectively allow a single evaluation procedure to be worth the entire course (i.e., a student who fails this assignment fails the course, regardless of the total grade received for other assignments), are not permitted.

Rationale:
- Changing the maximum weight of an assessment from 50% to 40%, is a reasonable and minimal change, which would allow students to not be too adversely affected by a single evaluative performance.
- Different evaluative procedures tend to be aimed at determining the achievement of some, but not all learning outcomes in a course. Heavily weighted evaluative procedures can hinder the student's ability to demonstrate their attainment of all learning outcomes. It is important that students have the opportunity to demonstrate learning in the areas of all of the course's learning outcomes through multiple forms of assessment.
- Requiring a student to complete an evaluative procedure (*e.g.,* midterm, essay, project, final examination, *etc*.) worth more than 40% of the final course grade may result in an unfair and inaccurate assessment of their knowledge, abilities, and achievement in that course. Since individual learn differently, in courses where at least one substantial piece of work per term is expected, multiple and differing evaluative procedures will produce a more valid assessment of a student's knowledge and capability.

- Students are facing numerous pressures in attending university including financial, emotional, mental health, and academic stresses. Requiring a minimum of three evaluative procedures, subject to any exemptions granted by the Dean, supports student learning and mental health, and helps dissuade cheating because assignments are more varied and spread out and there is less at stake connected to one assessment.
- This would apply to first-entry undergraduate programs. The revision also reminds instructors of other bylaw requirements (providing 20% feedback before the VW date and decanal (associate dean) decisions on alternate accommodations/evaluations based on compassionate grounds), thereby mitigating possible appeals of procedural irregularity.
- Redundant wording in the first paragraph (which is captured in the last paragraph) is being deleted. As well, reference to distance education is removed as it is no longer offered as a modality. Where there are concerns about identity, there are now a number of defined modalities (approved by Senate in January 2024) that can be selected. Exemptions can also be granted by the Dean, where there is clear evidence of the necessity for an evaluative procedure with greater weight.
- There was general consent with such a proposal during discussions at Senate Student Caucus (September 2023), the Associate Deans Group (October 2023), and Senate (October 2023).

MOTION 2:   That the proposed revisions to Senate Bylaws 40 and 44 be approved.

Proposed Revisions:
[changes are in bold and strikethrough]

Bylaw 40:
4.1.6   Members of Councils under 4.1.3 and 4.1.5 shall not participate in appointment procedures for new faculty, or in renewal, promotion and tenure procedures, or selection procedures (including Search Committee size, composition and membership) for Deans, Associate Deans, and AAU Heads, or stand for election to the Senate or the Faculty Coordinating Councils.

With the exception of ~~external~~ searches **and renewals** for Deans, Associate Deans, and AAU Heads, members of Councils under 4.1.2 shall not participate in appointment procedures for new faculty, or in renewal, promotion and tenure procedures, or selection procedures (including committee size, composition and membership) for Appointments Committees and RTP Committees.

Bylaw 44:
3.1.8   Members of Faculty Coordinating Councils under 3.1.7, including the limited-term faculty members and ancillary academic staff appointed as learning specialists on temporary appointment, shall not participate in appointment procedures for new faculty, or in renewal, promotion and tenure procedures, or selection procedures (including Search Committee size, composition and membership) for Deans, Associate Deans, and AAU Heads, or stand for election to the Senate.

With the exception of ~~external~~ searches **and renewals** for Deans, Associate Deans, and AAU Heads, sessional lecturers on Faculty Coordinating Councils shall not participate in appointment procedures for new faculty, or in renewal, promotion and tenure procedures, or selection procedures (including committee size, composition and membership) for Appointments Committees and RTP Committees.

Rationale:
- Clarifying language as it has raised questions about sessional lecturers being able to participate in internal searches and in renewal procedures for Deans, Associate Deans, and AAU Heads. Bylaws 5, 8, and 10 are clear that they can do so as the "faculty members/sessional lecturers on [these] Search Committee[s] shall be elected by and from regular faculty members/sessional lecturers".

University of Windsor
Senate Governance Committee

5.4.2:   **Proposed Revisions to Bylaw 31**

Item for: **Approval**

Forwarded by: **SGC Bylaw Review Subcommittee**

MOTION: That the proposed revisions to Senate Bylaw 31 be approved.

Rationale:
In Spring 2023, a subcommittee of the Associate Deans Group consider whether there was an opportunity for revisions to Bylaw 31 which would increase efficiency while maintaining due process, ensuring equitable practices, and adhering to the principles of fairness and justice.

The subcommittee discussed concerns over timeliness of process, particularly around minor infractions, and the impact this has on students who are awaiting decisions and strain on Associate Deans within larger Faculties. The Subcommittee's discussion was founded on the principle that the process and sanction should be proportional to the offence. The proposal was reviewed by Academic Policy Committee (November 2023), Senate Governance Committee (December 2023), and AAU Heads meeting (January 2024); all of which supported it, in principle.

The Bylaw Review Committee was then tasked with drafting revisions to the Bylaw 31 incorporating the following:

1.   Allowing Heads to issue specific sanctions in matters worth 10% or less of the final grade.
     → To ensure due process while minimizing workload and training associated with investigating complaints, the Head could only issue a sanction where the student has admitted to the misconduct and the misconduct is a first offence. If the student has not admitted to misconduct or if the misconduct is a subsequent offence, the Head would forward the matter to the Associate Dean for investigation and adjudication (as is currently the case). (see process at UofT: https://www.academicintegrity.utoronto.ca/key-consequences/)
     → Where the matter relates to an evaluation worth less than %10 of the final grade but the Head feels that the act of academic misconduct is egregious and warrants a sanction outside of those that the Head can impose, the Head would forward the matter to the Associate Dean for adjudication.

2.   For academic misconduct representing more than 10% of the final grade, the matters would be forwarded to the Associate Dean for investigation and adjudication, as is currently the case.
     → This would ensure consistency of approach and sanctioning on misconduct matters greater than 10% of the final grade across departmentalized Faculties and across Faculties more generally since Associate Deans meet regularly and can share experiences.

3.   Sanctioning guidelines would continue to be part of the bylaw; though scope of sanctioning authority would be clarified for matters decided by the Heads. These guidelines have proven effective in ensuring consistency and fairness in the application of sanctions and transparency for students in what they can expect should there be a finding of misconduct.

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4. To ensure findings of misconduct are not influenced by knowledge of prior offences, access to records is restricted to the University Secretariat and confirmation of first or subsequent offences are provided upon request to the adjudicator and the Discipline Appeal Committee when there has been a finding of misconduct and prior to issuing a sanction. While this principle applies for Heads, the process is different in that they will be permitted to directly impose sanctions where the student has admitted the misconduct, always assuming that it is a first offence. The Head will then forward the file to the University Secretariat, which will forward the matter to the Associate Dean for final adjudication if it was found to be a subsequent offence. The goal is to provide a more efficient and streamlined process by removing the first offence check step for Heads, while ensuring that sanctions are appropriate for repeat offenders. To ensure there is no confusion for students, the Head will inform the student that the sanction will be changed by the Associate Dean if, upon filing the matter with the University Secretariat, it is found that the matter is a subsequent offence.

5. Clearer definition and better understanding of the "teachable moment" vs the sanction of admonition/warning has been added.

6. There was some discussion around allowing instructors to issue sanctions, possibly limited to sanctions that do not have a grade penalty or impact a student progression through the program (eg, admonition, educational session). Following extensive feedback, it was agreed that this not be pursued for the following reasons: 1) this would have implications for the teaching and learning relationship between instructors and their students by creating an adversarial environment that emphasizes policing; and 2) significant decentralization is also a concern as the University does not have an enterprise-wide tracking system that would allow instructors to input and record individual cases, check prior offences, and flag inappropriate sanctions. There would be no way of ensuring consistency and fairness in the review, finding, or sanctioning process.

7. Forms will be created to help ensure process is followed and will be linked to the bylaw.

8. Education/training sessions for adjudicators/heads, instructors, and students on academic integrity, the process, and what to consider when assessing a potential case of misconduct should be developed, with the added recommendation that these be mandatory for students and adjudicators/heads, at minimum.

9. In addition to the changes presented in this package, work has begun on initiatives to employ a decolonial approach to academic integrity, which will include bylaw wording but will also require broader education and training initiatives. This work is in the preliminary stages.

See attached for proposed changes.

Bylaw 31 Proposed Revisions:
[changes are in red underline and strikethrough]

[…]

3   Definitions
In this bylaw:

Academic Misconduct means any action taken by a student that gives the student an unearned advantage in matters affecting the student's academic standing. For professional programs, all actions that result in a breach of the rules of conduct as set out by the professional bodies and adopted in whole or in substance by the relevant professional program as part of its code of conduct shall also be considered acts of academic misconduct. (See Student Code of Conduct for some examples of academic misconduct.)

Adjudicator means the Dean or designate of the Dean who will normally act to investigate and adjudicate academic misconduct matters occurring in courses offered by their Faculty. In the case of Continuing Education studies, the Executive Director of Continuing Education shall act as adjudicator. Where the instructor reporting the misconduct is also the adjudicator who would normally be reviewing the matter, the Dean shall act in the adjudicator's place or designate another to act as adjudicator under this bylaw on that particular matter. In the event of the absence or inability to act of the adjudicator, the Dean shall act in the adjudicator's place or designate another to act as adjudicator under this bylaw. If the Dean or the Executive Director of Continuing Education is the instructor initiating the complaint, the Provost shall act as, or designate, an adjudicator. In the case of academic misconduct involving graduate students, the Dean of the Faculty of Graduate Studies or designate of the Dean of the Faculty of Graduate Studies will normally act to investigate and adjudicate such matters.

Admonition means a notice to the student, orally or in writing, that they have violated a rule of conduct and that continuation or repetition of the conduct found wrongful may be cause for more severe disciplinary action. An admonition is a sanction and can only be applied where there is an official finding of misconduct pursuant to the procedures outlined in sections 5 and 6. An admonition is reported and filed as formal record of misconduct, and should incorporate a teachable moment; while a teachable moment, on its own, is not reported or filed as it is not the result of a formal allegation and finding of misconduct but rather a determination that the act occurred due to an oversight, error, or lack of understanding of expectations on the part of the student and does not rise to the level of misconduct.

Advisor means family member, friend, or other person (such as an ombudsperson), but does not include legal counsel.

Associate Dean. In Faculty units Associate Dean(s) will normally be designated as the adjudicator(s) within their areas of responsibility at the direction of the Dean of the Faculty.

Discipline Appeal Committee means the Senate Committee that has final and binding jurisdiction over academic appeals of decisions of an adjudicator and over any appeals of decisions imposed under the Faculty of Law student discipline policy.

Head means head of the academic administrative unit or program offering the course in which the alleged misconduct occurred and includes Heads of Departments, Directors of Schools, and Program Administrators as designated by the Dean. Where the instructor reporting the misconduct is also the Head that will be reviewing the matter, the Dean of the Faculty shall appoint a designate to act in their capacity under this bylaw on that particular matter. In the event of the temporary absence or inability to act of the Head, the faculty member appointed in a temporary acting capacity will act in the Head's place under this bylaw.

Instructor means an individual assigned to teach a course and includes supervising. Any member of the University Community who believes an act of academic misconduct has occurred must bring the matter to attention of the course instructor. An academic misconduct complaint should normally be initiated by the instructor.

Legal counsel means lawyer or other legal practitioners, including individuals working under the auspices of a lawyer such as Community Legal Aid students.

Party means either the adjudicator or the student.

Parties means the adjudicator and the student.

Student means applicants and current or former students that applied and/or were registered at some point at the University of Windsor.

Teachable Moment means a learning opportunity for a student, whereby the instructor engages in an informal lesson or discussion with the student on the particular matter and in cases where the act is determined to be the result of an oversight, error, or lack of understanding of expectations on the part of the student. In such cases, the matter does not rise to the level of misconduct and, as such, there is no record of misconduct. Teachable moments are not to be used or interpreted as sanctions. An admonition, which may incorporate a teachable moment, is a formal sanction issued where there is a finding of misconduct following the review and adjudication of an allegation of misconduct as outlined in sections 5 and 6. Teachable moments can be a more appropriate and effective way for an instructor to reach and educate the student than the pursuit of a complaint and/or the imposition of any sanction, where the act is the result of an oversight, error, or lack of understanding of expectations on the part of the student, and does not rise to the level of misconduct. It is understood that adjudicators and the Discipline Appeal Committee should incorporate teachable moments in the review and adjudication of all formal complaints.

4   Allegation of Misconduct

4.1   At every stage in the process, the merits of potential misconduct cases should be assessed with careful consideration of whether misconduct occurred. The instructor, the Head, adjudicator, and the Discipline Appeal Committee (once a complaint has been filed) should:

a) Determine the advisability of a teachable moment, in cases where the act is determined to be the result of an oversight, error, or lack of understanding of expectations on the part of the student, and does not rise to the level of misconduct. In such cases, a teachable moment offered by the instructor or, if a complaint is filed, by the Head, adjudicator, or the Discipline Appeal Committee should be considered in lieu of filing or pursuing a complaint.

or

b) Determine the need for further investigation and/or a disciplinary response, taking into account the nature and scope of the possible misconduct, whether there was intent, the context in which it occurred, the student's educational and cultural background and other relevant circumstances. Specific illustrations include (this list is not exhaustive):

- Relative weight of the assignment
- The level of the student's academic experience
- Whether the student accepts responsibility for their action(s) and is amenable to educative remedies
- Extenuating circumstances that may help explain the action taken by a student
- Any other aggravating or mitigating factors (health, personal issues, *etc.*)
- Whether the work in which the offence has been committed is one of the major milestones of the graduate or undergraduate program (capstone, thesis, major paper)
- The severity of the offence, including its impact on others (within and outside the university community)

5   Procedures in Cases of Academic Misconduct

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5.1 Step 1 – Preliminary Review (Instructors or Supervisors)

An instructor or supervisor who suspects that a student has committed an act of academic misconduct should meet informally with the student to discuss the matter. This shall normally be done within 10 working days of discovering the potential misconduct. At the meeting, the instructor or supervisor may dismiss the matter and, if appropriate, offer a teachable moment. Should the instructor or supervisor choose not to dismiss the matter, they will forward the matter including all relevant documentation and evidence to the Head, in the case of Departmentalized Faculties, or directly to the adjudicator in the case of non-Departmentalized Faculties.

In cases where the student does not respond to the invitation or chooses not to meet with the instructor, the instructor will forward the matter to the Head (in the case of departmentalized Faculties – Step 2) or to the adjudicator (in the case of non-departmentalized Faculties – Step 3), including all relevant documentation and evidence, and a note stating that attempts to meet with the student failed.

5.2 Step 2 – Review and Decision by the Head (Departmentalized Faculties)

5.2.1 Following a review of the documentation, the Head will either dismiss the matter or schedule a meeting with the student to discuss the matter. The meeting shall normally be held within 10 working days of receiving the allegation of misconduct from the instructor or supervisor. The student may bring an advisor as support. At the conclusion of the meeting:

a) the Head shall inform the student that the matter is being dismissed and, where appropriate, offer a teachable moment; or

b) where the student has admitted to the misconduct, the evaluation is worth 10% or less of the final grade, and the Head has determined that misconduct falls within their scope of authority to sanction (per Appendix A), the Head shall, within 10 working days of the meeting, impose a sanction and inform the student of the decision, their right to appeal the sanction decision to the Discipline Appeal Committee, and the process to be followed. The Head also shall inform the student that, upon filing the matter with the University Secretariat, should it be determined that the matter is a subsequent offence, the decision of Head will be annulled, and the matter will be forwarded to the adjudicator for investigation; or

c) where the student has admitted to the misconduct and the evaluation is worth 10% or less of the final grade, but the Head has determined that the misconduct is such that it does not fall within their scope of authority to sanction (per Appendix A), the Head shall inform the student that the matter will be forwarded to the adjudicator for a decision, including all relevant documentation, evidence, and notes from the meeting with the student; or

d) where the student has not admitted to the misconduct and/or the Head determines that the matter does not fall within their scope of authority (per Appendix A) or requires further review and investigation, the Head shall inform the student that the matter will be forwarded to the adjudicator for further review and adjudication, including all relevant documentation and evidence, and notes from the meeting with the student.

In cases where the student does not respond to the invitation or chooses not to meet with the Head, the Head will forward the matter to the adjudicator, including all relevant documentation and evidence, and a note stating that attempts to meet with the student failed.

5.2.2 When imposing a sanction under 5.2.1b, the Head shall take into consideration the nature and scope of the misconduct, whether there was intent, the context in which it occurred, the student's educational and cultural background, and other relevant circumstances (see 4.1), and shall follow the sanctioning guidelines in Appendix A.

5.3 Step 3 – Review and Decision by Adjudicator

5.3.1 Where an allegation of misconduct is forwarded to the adjudicator, the adjudicator shall investigate the complaint. As part of the investigation, the adjudicator shall request a meeting with the student to review

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the evidence in support of the complaint. The student shall be informed in advance of the purpose of the meeting and that they have the right to have an advisor present at this meeting. In cases where the student does not respond to the request for a meeting or chooses not to meet with the adjudicator, the student shall be informed in writing that the adjudicator will be required to make a decision without the student's input.

The investigation shall normally be completed within 20 working days of having received the complaint.

5.3.2 With the agreement of all parties, at any time during the post-investigation, pre-sanction period, a tri-partite meeting may be held involving the instructor, the student (and their advisor) and the adjudicator.

5.3.3 Having completed the investigation, the adjudicator shall either:
a) dismiss the matter and, where appropriate, offer a teachable moment, or
b) impose a sanction (see Appendix A for list of sanctions and sanctioning guidelines)

Upon a finding of misconduct and when imposing a sanction, the adjudicator shall take into consideration the nature and scope of the misconduct, whether there was intent, the context in which it occurred, the student's educational and cultural background, whether this was a first offence (see 8.1), and other relevant circumstances (see 4.1), and shall follow the sanctioning guidelines in Appendix A.

5.3.4 The adjudicator shall inform the student of the decision and of the student's right of appeal to the Discipline Appeal Committee and the process to be followed. This shall normally be done within 25 working days after having received the complaint.

5.4 Step 4 – Appeal

5.4.1 Students have an automatic right of appeal to the Discipline Appeal Committee (see section 6). A student wishing to exercise their right to appeal a finding of misconduct and/or sanction imposed by an adjudicator shall initiate the appeal process within 10 working days of the decision having been issued by the adjudicator. The decision shall be deemed to have been received by the student three working days after it has been sent by the adjudicator.

An appeal to the Discipline Appeal Committee shall operate as a stay on the decision of an adjudicator.

[…]

8 Records of Misconduct

8.1 At the conclusion of a matter, the Head or adjudicator shall submit the file to the University Secretariat, which shall maintain a record containing the student's name and student number (subject to 8.4), the allegation of misconduct, the finding of misconduct and the sanction in a central database. The record shall be kept indefinitely. The purpose of such a record shall be to determine, after an admission or finding of misconduct and before a sanction is imposed, whether there has been a previous offence. Access to the records in the database shall be restricted to the University Secretariat. Confirmation of first or subsequent offences shall be provided upon request to the Head, adjudicator, and the Discipline Appeal Committee by the University Secretariat if and when there has been an admission or finding of misconduct as determined by these persons/bodies.

8.2 The length of time for maintaining notations on transcripts, as they relate to sanctions, shall comply with Appendix A.

8.3 Where there has been a finding of misconduct, the file, including any audio-recorded hearings, other than that listed under 8.1, shall be destroyed upon the expiration of the sanction, provided that the file has been kept for

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a minimum of one year beyond its last use.

8.4 In the event that the complaint is dismissed, the student's discipline file relating to the case, which shall include all records collected for the case, shall be retained for a period of one year and the records, including any audio-recorded hearings, shall be destroyed thereafter, subject to the provision of Bylaw 33, section 3.9.1.2. No personal identifying information shall be retained following this period. A record containing the allegation(s) of misconduct and the dismissal of the complaint shall be kept indefinitely for statistical purposes only.

9   Report to Senate

An annual report shall be submitted to Senate, including the allegations of misconduct and their disposition.

APPENDIX A – SANCTIONING GUIDELINES

Dispositions that diverge significantly from the guidelines shall be reported by the University Secretariat to the Provost (or delegate) who will determine appropriate action (if any) and these shall not normally affect the sanctioning guidelines.

I   Scope of Authority and Imposing Sanctions

a)   A Head may impose sanctions 1-6 (see section III below), where a student has admitted to the misconduct, the evaluation is worth 10% or less of the final grade, and where the matter is a first offence.

b)   Adjudicators may impose sanctions 1-11 (see section III below) on all matters that come before them under this bylaw.

c)   The Discipline Appeal Committee may impose sanctions 1-11 (see section III below), and may recommend the rescinding of a degree (section III, sanction 12 below), on all matters that come before it under this bylaw. The recommendation to rescind a degree requires approval by the President of the University.

II   Determining the Sanction(s) to Impose

a)   Where the student has admitted to the misconduct or where there is a finding of misconduct, as defined in this bylaw, one or more of the sanctions listed below may be imposed by a Head, Adjudicator, or by the Discipline Appeal Committee (with the exception of #12, which also requires the approval of the President), taking into account the nature and scope of the misconduct, whether there was intent, the context in which it occurred, the student's educational and cultural background and other relevant circumstances. Specific illustrations include (this list is not exhaustive):
- Relative weight of the assignment
- The level of the student's academic experience
- Whether the student accepts responsibility for their action(s) and is amenable to educative remedies
- Extenuating circumstances that may help explain the action taken by a student
- Any other aggravating or mitigating factors (health or personal issues)
- Whether the work in which the offence has been committed is one of the major milestones of the graduate or undergraduate program (capstone, thesis, major paper)
- The severity of the offence, including its impact on others (within and outside the university community)
- For adjudicators or the Discipline Appeal Committee, any record of previous offences

b)   Disciplinary actions are an opportunity to educate and should, where appropriate, also incorporate a teachable moment.

III   List of Sanctions

Margin comment boxes:

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Deleted: The AIO shall review sanctioning guidelines listed in Section IV, Table A.1 annually and shall update them as required by new precedent. …

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1. **Admonition:** A notice to the student, orally or in writing, that they have violated a rule of conduct and that continuation or repetition of the conduct found wrongful may be cause for more severe disciplinary action. There shall be no transcript notation related to this sanction.

2. **Letter of Apology/or Reflection:** A short reflective paper describing the misconduct and acknowledging wrong-doing, to be submitted to the Head, Adjudicator, or Discipline Appeal Committee for distribution to the appropriate party(ies). There shall be no transcript notation related to this sanction.

3. **Educational Session:** A requirement that the student attend an educational session, if available, on what constitutes plagiarism and how to cite properly, on time management, or on stress management, *etc*. (The educational session may be offered by an individual (*e.g.,* Associate Dean) or through a formal workshop offered through an appropriate University office, where available. There shall be no transcript notation related to this sanction.

4. **Mark Reduction:** A reduction of the mark or assigning a mark of zero for the work submitted, based on an evaluation of the academic merit of the work and taking into account the criteria for, and nature of, the assignment and, taking into account the extent of the work that is the result of the misconduct. This may result in a reduction of the final grade in the course. There shall be no transcript notation related to this sanction.

5. **Repeat Work for Assessment:** A requirement that the student re-do the assignment or re-sit the test/examination for full or partial credit. There shall be no transcript notation related to this sanction.

6. **Censure:** A reprimand for violation of a specified University regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any University regulation within a period of time stated in the reprimand. This sanction shall normally result in a transcript notation for a specified period of time.

7. **Zero in the Course:** A grade of zero in the course, where the academic misconduct so taints the student's academic performance in the course that no credit can be given. There shall be no transcript notation related to this sanction.

8. **Denial of Registration:** A decision to deny the student permission to register in a course or a program, or to cancel the student's registration in a course or program. There shall be no transcript notation related to this sanction where there is no existing transcript. Where there is an existing transcript, this sanction shall normally result in a transcript notation for a specified period of time.

9. **Community Service:** Community service work within the campus or wider community as set forth in the order of community service for a definite period of time. The student shall make appropriate arrangements with the intended agency, with which they may be serving their community service work, and shall submit proof of hours worked by the deadline stated in the order. The community service work setting shall be approved by the person or body responsible for adjudicating the matter. This sanction shall normally result in a transcript notation for a specified period of time.

10. **Suspension:** Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a specified period of time. This sanction shall result in a transcript notation for a specified period of time.

11. **Expulsion:** Termination of student status for an indefinite period. The conditions of readmission, if any is permitted, shall be stated in the order of expulsion. A notation shall be placed on the student's transcript for an indefinite period of time. A student may apply to the adjudicator or the Discipline Appeal Committee, as the case may be, to request to have the notation of expulsion removed from their transcript three years after the imposition of the sanction.

12. **Rescinding Degree:** Rescinding the student's degree, requires approval by the President of the University, based on a recommendation from the Discipline Appeal Committee. In cases where this may be warranted, the adjudicator shall forward the matter with their recommendation to the Discipline Appeal Committee for a hearing. The rescinding of a student's degree shall remain on their transcript permanently.

IV Transcript Notations

In the case of #6, and #8 - #10, the sanction shall be automatically removed from the student's transcript upon the expiration of the sanction. In cases where placement of a sanction on the transcript will have an adverse impact on employment or on applications to graduate programs, or other post-secondary programs, the student may apply to the adjudicator or the Discipline Appeal Committee, as the case may be, to have the notation period shortened or the notation removed.

V Guidelines for Types of Sanctions to Impose by Offence

Table A.1 – Sanctioning Guidelines

Where there is a finding of misconduct, one or more of the sanctions listed below may be imposed, subject to Appendix A(Ia), by a Head where a student has admitted to the misconduct, the evaluation is worth 10% or less of the final grade, and where the matter is a first offence, by an adjudicator, or by the Discipline Appeal Committee. Disciplinary actions are an opportunity to educate and should, where appropriate, also incorporate a teachable moment.

Offences	First offence	Subsequent offence
	Consideration should be given to assigning an educational sanction, possibly in addition to the sanctions listed here[1]	A subsequence offence will normally lead to a more severe sanction
PLAGIARISM		
Minor[2]	• Admonition • Mark reduction: up to zero on the assignment • Resubmission of the assignment for partial credit • Letter of apology/or reflection	• Censure: 12 months until graduation • Mark reduction: zero in the course • Letter of apology/or reflection
Major	• Censure: 6 months to 12 months • Mark reduction: zero on the assignment • Letter of apology/or reflection	• Suspension: 4 months up to 2 years • Mark reduction: zero in the course • Letter of apology/or reflection
CHEATING[3]		
Minor	• Censure: 6 months to 12 months • Mark reduction: zero on the assignment • Letter of apology/or reflection	• Censure: 12 months until graduation • Mark Reduction: zero in the course • Letter of apology/or reflection
Major	• Censure: 12 months until graduation • Mark reduction: zero on the assignment • Letter of apology/or reflection	• Suspension: 4 months up to 2 years • Mark reduction: zero in the course • Letter of apology/or reflection
UNAUTHORIZED COLLABORATION		
Minor	• Admonition • Mark reduction: up to zero on the assignment • Letter of apology/or reflection	• Censure: 1 year up to until graduation • Mark reduction: zero in the course • Letter of apology/or reflection
Major	• Admonition • Mark reduction: zero on the assignment	• Suspension: 4 months up to 2 years • Mark reduction: zero in the course

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[1] For factors to be considered when determining a sanction, see section I of this Appendix.

[2] Minor offences usually include only one student, a small percentage of the value of the course, and would not involve criminal charges.

[3] Examples of cheating include but are not limited to: using unauthorized aid during examination; glancing at another student's paper during examination; asking a student or a proctor the answer for one or some questions of an examination

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Offences	First offence	Subsequent offence
	Consideration should be given to assigning an educational sanction, possibly in addition to the sanctions listed here[1]	**A subsequence offence will normally lead to a more severe sanction**
	• Letter of apology/or reflection	• Letter of apology/or reflection
IMPERSONATION		
Minor	• Admonition • Mark reduction: zero on the assignment • Letter of apology/or reflection	• Censure: 2 years or until graduation • Mark reduction: zero in the course • Letter of apology/or reflection
Major	• Censure: 1 year up to until graduation • Mark reduction: zero on the assignment up to zero in the course • Letter of apology/or reflection	• Suspension: 4 months up to 3 years • Mark reduction: zero in the course • Letter of apology/or reflection
ACADEMIC FORGERY OR FRAUD		
Minor	• Admonition • Mark reduction: zero on the assignment • Letter of apology/or reflection	• Censure: 2 years up to until graduation • Mark reduction: zero in the course • Letter of apology/or reflection
Major	• Censure: 1 year up to until graduation • Mark reduction: zero on the assignment • Letter of apology/or reflection	• Suspension: 4 months up to 3 years • Mark reduction: zero in the course • Letter of apology/or reflection
EXAM/TEST TAMPERING AND RESUBMITTING		
Minor	• Admonition • Mark reduction: up to zero on the assignment • Letter of apology/or reflection	• Censure: 1 year up to until graduation • Mark reduction: zero in the course • Letter of apology/or reflection
Major	• Censure: 6 months up to 1 year • Mark reduction: zero on the assignment • Letter of apology/or reflection	• Suspension: 4 months up to 3 years • Mark reduction: zero in the course • Letter of apology/or reflection
VIOLATING EXAM/TEST RULES[4]		
Minor	• Admonition • Mark reduction: up to zero on the assignment • Letter of apology/or reflection	• Censure: 1 year up to until graduation • Mark reduction: zero in the course • Letter of apology/or reflection
Major	• Censure: 6 months up to 1 year • Mark reduction: zero on the assignment • Letter of apology/or reflection	• Suspension: 4 months up to 3 years • Mark reduction: zero in the course • Letter of apology/or reflection
FURNISHING FALSE INFORMATION		
Minor	• Admonition • Community service: 6 hours up to 20 hours • Letter of apology/or reflection	• Censure: 1 year up to until graduation • Community service: 30 hours up to 60 hours • Letter of apology/or reflection
Major	• Censure: 6 months up to 2 years • Community service: 20 hours up to 60 hours • Letter of apology/or reflection	• Suspension: 4 months up to 3 years • Community service: 40 hours up to 100 hours • Letter of apology/or reflection
VIOLATION OF THE UNIVERSITY'S SCHOLARSHIP RULES		
Minor	• Admonition • Community Service: 6 hours up to 20 hours • Letter of apology/or reflection	• Censure: 6 months up to 2 years • Community service: 30 hours up to 60 hours • Letter of apology/or reflection

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[4] Examples of violating exam/test rules include but are not limited to: not following direct instructions; possession of unauthorized aids; talking with another student

Offences	First offence	Subsequent offence
	Consideration should be given to assigning an educational sanction, possibly in addition to the sanctions listed here[1]	**A subsequence offence will normally lead to a more severe sanction**
Major	• Censure: 6 months up to 2 years • Community service: 20 hours up to 60 hours • Letter of apology/or reflection	• Suspension: 6 months up to 2 years • Community service: 40 hours up to 100 hours • Letter of apology/or reflection

Table A.1 – Sanctioning Guidelines is based on the following documents:
o *Penalty Guidelines for Findings of Academic Misconduct, University of Guelph*
o *Guidelines for the Assessment of Penalties, University of Waterloo*
o *Sanctions and Offences, University of Toronto*

University of Windsor
Senate Governance Committee

5.5: **Senate Emergency Academic Plan**

Item for: **Discussion/Approval**

At the last Senate meeting, it was agreed that the proposal would be circulated for feedback. See below for original proposal and attached (p.3) for feedback received.

Original Proposal

MOTION: That the Senate Emergency Academic Plan be approved.

Senate Emergency Academic Plan

After declaration of an emergency by the President, one or more of the following academic plans may be implemented for the duration of the emergency, to be confirmed or amended by the Senate Governance Committee within 48 hours of the declaration, taking into account the nature, level, and impact of the emergency on members of the University community and/or University operations:

[1] A suspension of Senate Bylaw 54 Undergraduate Academic Evaluation Procedures 54.1 to 54.2.17 and Senate Bylaw 55 Graduate Academic Evaluation Procedures to allow for greater flexibility in the evaluation of student performance and recording of grades provided that the intent of the bylaws is respected.

[2] Provide for faculty, after approval by the Dean (or designate), to redesign courses (including prerequisite requirements and course learning outcomes), change course syllabi, alter the mode of delivery of classes (including contact hours) to online, and make any changes to academic evaluation that deviate from Senate Bylaws 54 and 55 pursuant to clause [1], provided that the learning outcomes of the program can still be met.

[3] To implement the compassionate grading policy for the semester(s) in which the emergency occurred, allowing eligible students to select from three options once final grades are in, as follows:
   1. To retain the final course grade assigned by the instructor
   2. To request a Pass/ Non-Pass grade for <u>one</u> course based on the minimum required passing grade in their program or course; or,
   3. To voluntarily withdraw from a course or courses without academic penalty.

[4] To allow for the alteration of semester timetables, class schedules, co-op/internship placements, and examination periods.

[5] To allow the Registrar to work in conjunction with Deans (or designate), or the Director of Experiential Learning (or designate) for co-op/internship programs, to make any necessary accommodations to allow eligible students to register in the programs to which they have been admitted.

[6] To allow faculty members to choose whether to include Student Perceptions of Teaching (SPT) scores for courses they taught during the emergency period in their RTP/RPP and performance review processes.

[7] Following approval by the relevant Dean, to waive other Senate bylaw or policy provisions which impact academic regulations, courses, and degree progression, provided that the academic integrity of the course and degree is upheld.

[8] To move to online meetings and/or e-votes for Senate or Senate Committee matters, where in-person attendance is restricted or prohibited due to the nature of the emergency.

An emergency is defined as any actual or potential natural or human-caused event that creates an urgent and/or critical situation, temporary in nature, that threatens or causes harm to people, the environment, or the property of the University, or disrupts the normal business operations of the University. (For information on other emergency policies, click here (to be provided))

A review of the emergency and the associated alternate academic plans will be held at the first Senate meeting following the declaration of the emergency.

The Senate Governance Committee will review the Senate Emergency Academic Plan annually, with a report to Senate.

Rationale:
- It is essential that the University be able to react quickly in emergency situations and provide as much certainty and clarity on the path forward to faculty, staff, and students. The Senate Emergency Academic Plan is a critical part of this.
- Rather than scrambling to address academic concerns or disruptions in the event of an emergency through ad hoc measures, which may not be effective if constrained by policies and bylaws, there should be a standard policy governing such situation.
- The COVID-19 pandemic and cybersecurity incident provided Senate with an opportunity to review and refine the alternate academic plans it deemed suitable in the event of an emergency.
- The proposed plan mimics the plans in place for the COVID-19 pandemic and cybersecurity incident, while providing a definition for emergency (based on Western's and Waterloo's definitions, with other universities having similar definitions), specifically including details on the compassionate grading policy, removing redundancy and clarifying language, and adding reports to Senate.
- The proposal was reviewed by Provost's Council on January 17, 2024 and approved by the Senate Governance Committee.

Senate Feedback on Senate Emergency Academic Plan

Thanks for the opportunity to provide feedback.

I agree that the decision to declare an emergency should rest with the president. I also believe that the University of Windsor should have an emergency academic plan in place in case there in an emergency. I recognize that one was not on file when we have the pandemic. However, as we saw with the potential transport strike, an emergency plan is needed. I suspect that at least aspects of the plan would have needed to be declared if there were a transport strike. On that note, the possibility of enacting one or all nine of the contingences allows for flexibility that would suit the nature of the emergency. I also appreciate that the plan would be reviewed annually. I am comfortable with the proposal that has been brought before senate.

Thank you for the opportunity to provide feedback on the proposed Senate Emergency Academic Plan (SEAP). I would like to open by saying that I think it is a great idea for the university to be proactive around planning for emergencies that disrupt academic activities. I also support the justification for temporarily suspending some of Senate's by-laws and policies during emergencies, as necessary. After reading through the proposed plan, I have a few points of feedback that I believe can help to create a robust and enduring framework for governance during such an emergency.

Sorry in advance for the length ☺

Framing of these rules as a *plan*
The SEAP, as proposed in February, is presented as a *plan* and not as a Senate by-law or policy. The SEAP regulates the affairs and powers of the Senate, for example by allowing for the suspension all other Senate by-laws and policies. The *University of Windsor Act* gives the Senate the power to "make by-laws and regulations for the conduct of its affairs".

Recommendation 1: I would like to suggest that the authorities in the SEAP be established as a by-law, rather than just a plan. This will help to:
- Formalize and clarify the powers and limitations of Senate during the emergencies, in a manner that is transparent to everyone in Senate and the university.
- Provide a stronger legal framework, as by-laws are mentioned specifically in the *Act* as the manner in which to regulate its affairs, and by-laws are common forms of governing documents.
- Support better accountability, as there are existing processes for reviewing by-laws on a regular basis and with engagement of the Senate. Furthermore, by-laws require a higher voting threshold to pass at Senate.

Recommendation 2: Re-consider the use of the word "plan" in the title, or in the rest of the document. The SEAP uses the singular tense for "Plan" in its title, however the first sentence of the SEAP refers to "one or more of the following academic plans". This has the potential to cause confusion as to what exactly is the "plan" – the entire document, or the specific listed actions (see recommendation 6).

Confirmation of the emergency plan by the SGC, instead of the Senate
The SEAP provides the President with the authority to suspend any and all Senate by-law and policies (action 1 and action 7). These are expansive and take the *Act*-derived powers out of the Senate's hands during the emergency, and as such, necessitate proper checks and balances.

As written in the SEAP, the Senate Governance Committee (SGC) – a committee chaired by the president – will **confirm and amend** the emergency plans within 48 hrs, while the Senate will "**review** the emergency and the associated alternate academic plans...at the first Senate meeting following the declaration of the policy". According to Senate by-law 3, the terms of reference for the SGC are to "...advise the Senate on academic governance matters including bylaws, policies, and Senate Committee membership".

Recommendation 3: I would like to suggest that Senate also confirm and amend the emergency plans within an established timeline (e.g., 30 days), and to articulate the voting process for such a confirmation.

While it is prudent that the SGC confirm and amend the emergency plans within 48 hrs, given that it is an emergency and we need to be nimble, the SEAP as written provides expansive authority to the president over the Senate's by-laws and policies. Without further strengthening the Senate's authority and role in the event of an emergency, we are relying on the SGC to provide oversight of the suspensions of Senate's authority alone.

The SGC, to my understanding, does not hold such authorities and has not been delegated these in the by-laws. It can only advise the Senate on governance matters. Similar to the Auditor General of Ontario's report on UWindsor's Board of Governors, there is a risk for rule by sub-committee, where an executive sub-committee makes decision in place of its parent body (i.e., a "board within a board"). Further, the president chairs the small sub-committee responsible for confirming their own emergency powers, raising a potential for conflict of interest.

Establishing a clear process for Senate oversight of the emergency academic plans is critical in ensuring that there is proper transparency, accountability, and representation.

Timeline and process for ending the emergency academic plan
Currently, outside of the review of the emergency and the enacted academic plans at SGC (within 48hrs) and the Senate (at its next meeting), there is no timeline or process for ending the emergency academic plan. Given that an emergency, as stated in the SEAP, is temporary in nature, I think we need more clarity around how such emergency plans will end. When I read this document, I believe that it may allow for an ongoing emergency plan with no end.

Recommendation 4: Require any enacted emergency plans to include an expiration date, at which time the plan must be re-confirmed or end. Perhaps also articulate a maximum time that an emergency plan can be in effect prior to a re-confirmation.

Recommendation 5: Establish a timeline and process for ongoing reviews of emergency academic plans in effect, and a process in which Senate can end the plan (e.g., by vote, how many votes?)

Recommendation 6: Clarify the following sentence: "The Senate Governance Committee will review the Senate Emergency Academic Plan annually, with a report to Senate". To me, this is a bit confusing as one could read it to mean the enacted emergency plans, or the SEAP policy itself (see also recommendation 1 and 2).

While I understood some of the concerns from fellow senators about SEAP, I think it is a necessary tool in handling unexpected emergencies. Would suggest that to answer the questions of who can call for a SEAP and how do we know that the calling of the implementation for SEAP is warranted, we place a time limit of a week if a SEAP is declared. After seven days the emergency plan should be brought back to the Senate for discussion, and possible renewal of that original plan.

I have reviewed the proposed Senate Emergency Academic Plan again and am satisfied that it both provides Administration and academic leaders with the flexibility needed in such circumstances to facilitate teaching and learning while at the same time containing appropriate safeguards and provisions for review and revision.

I might suggest that we try to frame the discussion at Senate with mention of other provisions that are not within the purview of this policy. In particular, the matter of financial exigency is covered by language in the WUFA Collective Agreement and is a very different kind of emergency than is contemplated under the proposed policy. The university also is subject to governmental directives such as those issued in relation to public health, natural disasters, etc. This might help to narrow the focus of the discussion and its intended uses.

I hope this is helpful.

I have some feedback on the policy. I question the value of the one course P/NP option in point 3. Our experience has shown that every student who opts to replace a grade with a P will always choose to replace the course with the lowest grade. So when you see a P on a transcript, you can infer that the grade was lower than the lowest remaining course grade. If the lowest grade was good, the student would choose not to replace it. So effectively, P means Poor, not Pass. I don't think this option is meeting the objective that was in mind when it was proposed.

I think it would be much simpler and more effective to eliminate this choice, and allow the students to either keep their grade, or VW without penalty.

WUFA Feedback on Senate Academic Emergency Plan

In sum, WUFA has concerns regarding the following:
1. Lack of specificity as to what triggers the activation of the emergency plan and clear definition of what constitutes an emergency. Possibility of over-broad inclusion of financial challenges or legally appropriate negotiation processes.
2. Absence of a sunset clause and provision for review of the emergency and deactivation when emergency no longer exists.
3. Consolidation of power within one group (Senate Governance Committee).
4. The expectation for faculty to administer SPT evaluations rather than pause the process for the duration of the state of emergency.
5. Lack of consultation with WUFA regarding the determination of an emergency and appropriate response to said emergency.

Recommendations:
1. Include extensive examples of what would constitute an emergency, coupled with appropriate level of response(s) and/or introduce graduated measures for varying degrees of emergencies.

2. Set clear timelines for review and repeal of emergency provisions.

3. Maintain powers to review and apply procedures within the main Senate body.

4. Allow greater flexibility around SPTs.

5. Include WUFA and other relevant bodies on campus in determination of emergency and application of emergency procedures.

<u>Feedback from WUFA members regarding the Senate Emergency Academic Plan</u>

- Reflecting on the proposed emergency measures policy and the definition of an emergency, one of the most disturbing assumptions is that the consequences of legal actions on the public constitute an emergency. The example is a transit strike. Provided a union has followed due process, job action is part of a legal contract negotiation process undertaken to progress towards an appropriate contract with an employer to be duly ratified (or not) by the members of the union.

- Are strikes by unionized employees aggravating, disruptive, and often embarrassing to employers? Yes. Do strikes disrupt the public's use of the services? Yes. Are they an emergency? No. If the municipality, province, or country deems the curtailment of service provision a danger to human life and health then those entities have plenty of legislative weapons at their disposal to stop the strike action without declaring an emergency. It is worth noting that a recent court decision determined that the invocation of the *Emergency Measures Act* by the federal government was unconstitutional. Even extremely expensive and disruptive blockades may not warrant the declaration of a national emergency.

- In this context the current proposed policy by uWindsor is overreach by a provincially funded not-for-profit corporation into a domain well (or inappropriately) served by governments at various levels. It takes little to imagine, if this policy is approved in Senate, that any strike by any union on campus could be, under the policy, unilaterally declared an emergency by uWindsor, thereby circumventing labour law and contract law, and halting the strike. No matter the entity, those charged with governance, management of the entity must comply fully with the laws of the jurisdiction in which they provide their revenue-generating services. No entity's policies can be illegal.

- One of the aspects that jumps out to me is the lack of specificity when it comes to what triggers the activation of the emergency plan. That is, the document does not outline the specific conditions or criteria that would trigger the declaration of an emergency by the President. This is partly as a result of the definition of what constitutes an emergency, it's very broad. For instance, "disrupts the normal business operations of the University" could be interpreted many ways. The point here is while the document provides a general definition of an emergency, it would be helpful to include specific examples, scenarios, or situations (outside of a pandemic) that would fall under this definition to avoid misinterpretation or disputes about what constitutes an emergency.

- Another point that is a concern to me is the absence of a sunset clause (or when the emergency plan no longer needs to be in place). Including a provision or language for automatic review of the emergency and deactivation when the emergency no longer exists ensures that the temporary measures do not persist longer than necessary. This is important because the President with this type of power could elongate an emergency when it's no longer necessary.

- As the policy currently reads, there is no (or limited) mention for involving faculty input and representation in the decision making. Having faculty in these types of discussions can help to create a more inclusive and transparent decision-making process.

- While I understand the urge to have a preset template of policies that may be put into effect I see two potential problems with the procedures and list compiled for Senate to consider. First, the nature of an emergency is itself ad hoc, and so there may be items or actions not considered here that might need to be put in place, requiring a Senate discussion in any event. While this is contemplated in the language at the bottom ("A review of the emergency and associated alternate academic plans will be held at the first Senate meeting following the declaration of the emergency") it presents the question of why such a plan for plans is needed, as Senate could call a special meeting if one is not already scheduled, even in the summer. Second, and more importantly, is the procedure outlined. Specific emergency plans seem to be the purview of the Senate Governance Committee itself, and the declaration of an emergency is the duty of the President. Why Senate Governance and not the full Senate? This is not specified, but hands major academic decisions, at least for a period, over to a smaller group without any clear rationale. And is it specified anywhere else on what basis the President may declare an emergency? There is some definition of emergency here, but the link to other codified emergency policies is not there. On the surface, this is not an overall bad idea, but there need to be some smoothing out of these points before Senate should approve it.

- Thank you for ensuring time for meaningful consultation with the faculty association and for sending this plan for feedback. My feedback regards point #6. This plan appears to suggest that, in an emergency, faculty would be expected to administer SPT evaluations. If an emergency required the redesign of courses and semester timetables as outlined in points 1-5, it is unclear why the administration thinks that SPT scores would be valid for any course taught during the emergency and subsequent, substantial alterations to the learning environment. There is presently data on SET scores collected prior to and during the COVID-19 pandemic that need to be statistically analyzed to empirically evaluate whether SET/SPT scores are reliable and valid during an ongoing emergency. Given the redesign of courses and, potentially, semester timetables outlined in points 1-5, it is further unclear when SPT evaluations would be administered during an emergency. Finally, no rationale is provided that it would be helpful to students to focus on completing SPT evaluations during an emergency of the scale that necessitates such drastic changes to the functioning of the university. Respectfully, I suggest that, in an emergency of the scale suggested by this document, SPT evaluations should be discontinued as they were for the Winter 2020 semester during the COVID-19 pandemic. The plan to discontinue the administration of SPT evaluations should be in place at least until statistical analysis of data from the COVID-19 pandemic clarifies the impact of an ongoing emergency on the reliability and validity of SPT/SET scores.

- Thank you for the opportunity to provide feedback on the proposed Senate Emergency Academic Plan (SEAP). I would like to open by saying that I think it is a great idea for the university to be proactive around planning for emergencies that disrupt academic activities. I also support the justification for temporarily suspending some of

Senate's by-laws and policies during emergencies, as necessary. After reading through the proposed plan, I have a few points of feedback that I believe can help to create a robust and enduring framework for governance during such an emergency.

- o **Framing of these rules as a *plan*** The SEAP, as proposed in February, is presented as a *plan* and not as a Senate by-law or policy. The SEAP regulates the affairs and powers of the Senate, for example by allowing for the suspension all other Senate by-laws and policies. The *University of Windsor Act* gives the Senate the power to "make by-laws and regulations for the conduct of its affairs".

  - ▪ I would like to suggest that the authorities in the SEAP be established as a by-law, rather than just a plan. This will help to:
    - Formalize and clarify the powers and limitations of Senate during the emergencies, in a manner that is transparent to everyone in Senate and the university.
    - Provide a stronger legal framework, as by-laws are mentioned specifically in the *Act* as the manner in which to regulate its affairs, and by-laws are common forms of governing documents.
    - Support better accountability, as there are existing processes for reviewing by-laws on a regular basis and with engagement of the Senate. Furthermore, by-laws require a higher voting threshold to pass at Senate.

  - ▪ Re-consider the use of the word "plan" in the title, or in the rest of the document. The SEAP uses the singular tense for "Plan" in its title, however the first sentence of the SEAP refers to "one or more of the following academic plans". This has the potential to cause confusion as to what exactly is the "plan" – the entire document, or the specific listed actions (see recommendation 6).

- • **Confirmation of the emergency plan by the SGC, instead of the Senate** The SEAP provides the President with the authority to suspend any and all Senate by-law and policies (action 1 and action 7). These are expansive and take the *Act*-derived powers out of the Senate's hands during the emergency, and as such, necessitate proper checks and balances.

  As written in the SEAP, the Senate Governance Committee (SGC) – a committee chaired by the president – will **confirm and amend** the emergency plans within 48 hrs, while the Senate will "**review** the emergency and the associated alternate academic plans...at the first Senate meeting following the declaration of the policy". According to Senate by-law 3, the terms of reference for the SGC are to "...advise the Senate on academic governance matters including bylaws, policies, and Senate Committee membership".

  - ▪ I would like to suggest that Senate also confirm and amend the emergency plans within an established timeline (e.g., 30 days), and to articulate the voting process for such a confirmation.

    - While it is prudent that the SGC confirm and amend the emergency plans within 48 hrs, given that it is an emergency and we need to be nimble, the SEAP as written provides expansive authority to the president over the Senate's by-laws and policies. Without further strengthening the Senate's authority and role in the event of an emergency, we are relying on the SGC to provide oversight of the suspensions of Senate's authority alone.

    - The SGC, to my understanding, does not hold such authorities and has not been delegated these in the by-laws. It can only advise the Senate on governance matters. Similar to the Auditor General of Ontario's report on UWindsor's Board of Governors, there is a risk for rule by sub-committee, where an executive sub-committee makes decision in place of its parent body (i.e., a "board within a board"). Further, the president chairs the small sub-committee responsible for confirming their own emergency powers, raising a potential for conflict of interest.

    - Establishing a clear process for Senate oversight of the emergency academic plans is critical in ensuring that there is proper transparency, accountability, and representation.

- **Timeline and process for ending the emergency academic plan** Currently, outside of the review of the emergency and the enacted academic plans at SGC (within 48hrs) and the Senate (at its next meeting), there is no timeline or process for ending the emergency academic plan. Given that an emergency, as stated in the SEAP, is temporary in nature, I think we need more clarity around how such emergency plans will end. When I read this document, I believe that it may allow for an ongoing emergency plan with no end.

  - Require any enacted emergency plans to include an expiration date, at which time the plan must be re-confirmed or end. Perhaps also articulate a maximum time that an emergency plan can be in effect prior to a re-confirmation.

  - Establish a timeline and process for ongoing reviews of emergency academic plans in effect, and a process in which Senate can end the plan (e.g., by vote, how many votes?)

  - Clarify the following sentence: "The Senate Governance Committee will review the Senate Emergency Academic Plan annually, with a report to Senate". To me, this is a bit confusing as one could read it to mean the enacted emergency plans, or the SEAP policy itself (see also recommendation 1 and 2).

    - As I read it, this emergency plan pertains primarily to teaching and the modifications to grading and course delivery that may be required as a result of another pandemic-like scenario, similar to that experienced during COVID-19. If so, this seems fine to me.

    - However, after reading through the document again, it strikes me that the definition of 'emergency' allows for a lot of wiggle room with respect to how it might be applied in other scenarios. I'm concerned that if this language is regarded as precedent, it allows for a great deal of leniency in how it might be applied to other 'emergency' situations – such as a 'financial emergency' or a 'budgetary emergency,' for instance. The existing definition is as follows:

      An emergency is defined as any actual or potential natural or human-caused event that creates an urgent and/or critical situation, temporary in nature, that threatens or causes harm to people, the environment, or the property of the University, or disrupts the normal business operations of the University. (For information on other emergency policies, click here (to be provided))

    - Thus, if I'm correct, an "emergency" can be defined, for instance, as "a human-caused event that creates a critical situation, temporary in nature, that threatens the property of the University or disrupts the normal business operation of the University." If this is accurate, then it worries me that this definition (if used as precedent) would allow for all manner of application to a wide array of situations that may harm the interests of the membership.

      - The first is the centralization of power benefits the same person declaring the emergency. Ideally a group of people would need to agree a state of emergency is necessary. Could it be Head of WUFA, the President and Chairperson of the Board jointly have to agree?

      - The second concern is linked to the first in that unless changed, the reasons to declare an emergency are too vague and broad. "An emergency is defined as any actual or potential natural or human-caused event that creates an urgent and/or critical situation, temporary in nature, that threatens or causes harm to people, the environment, or the property of the University, or disrupts the normal business operations of the University." The last part is particularly a problem. What if the university is experiencing a budget crisis? That could easily fall under "disrupts the normal business of operations". Does this give the President the unilateral right to declare an emergency and make budget decisions?

- I'm just curious (as a sessional instructor not on campus this term)......what is this "so-called" academic emergency?

- The document precludes any WUFA involvement (or consultation) in the determination of an emergency. The decision appears to be unilateral.

- Is it appropriate to call each of the 8 points a 'plan', per the first paragraph? They appear to be tactics.

  In tactic #2, what does 'provide for faculty' mean? Does it mean 'force faculty'?

  In tactic #3, how would the course for pass/fail be determined (in point #2)?

  In tactic #4, who would have the power to alter timetables and so on? Could that be to the detriment of WUFA members?

- There is no provision for expenses associated with shifting to, for example, online teaching. Some faculty members required technology upgrades during the pandemic. In addition, there was a time investment associated with switching to online teaching mid-way through the Winter 2020 semester, as well as the 'prep' time for full online delivery thereafter. Should such activities be considered? I recall one colleague being quite upset about 1) being 'forced' to do this work without compensation and 2) being expected to return to in-classroom teaching, which ignored the investment in online delivery.

- I read the attached document with interest and just a little dismay. Whereas it seems to me that it's probably a good thing to have a package of measures in hand to address arising problems speedily, and it is certainly a good thing to allow flexibility and clemency to students affected by a true emergency, I am nevertheless concerned by the apparent lack of definition of what exactly constitutes an emergency. The rationale at the end of the document mentions COVID-19 and the hack of university computer systems as examples of emergencies, and arguably both were indeed emergencies that deserved a flexible and robust response. However, it is not clear in the Senate document what else would constitute an emergency. I believe that a clear and limiting definition of emergency is needed. Otherwise, what would stop the President from invoking these emergency measures if, say, the university were running a deepening deficit, and the administration decided to loosen academic standards in a cynical bid to boost enrolments and thus income? I don't believe that we want to leave the definition of emergency vague.

University of Windsor
Senate Governance Committee

5.6:   **Strategic Enrolment Management Plan**

Item for: **Approval**

Forwarded by: **Christopher Busch, Associate Vice President, Enrolment Management**

MOTION: **That the Strategic Enrolment Management Plan be approved.**

See Attached.

Aspire for Student Success: The University of Windsor's Strategic
Enrolment Plan (2023 – 2028)

Territorial Acknowledgement

We recognize and respect that we are situated on land and surrounded by waters that Indigenous Peoples have long inhabited. These communities have traversed these lands since time immemorial. We are located within the territory covered by the Wampum Treaties, historic agreements for shared stewardship of resources around the Great Lakes, made between the Anishinaabe, Haudenosaunee, Lenni Lenape, and allied Nations.

We acknowledge the presence and historical significance of the Three Fires Confederacy of First Nations, which includes the Ojibwa, the Odawa, the Potawatomi, and the Huron/Wendat Peoples. Our commitment extends to honouring Indigenous peoples' history and culture and engaging respectfully and constructively with all First Nations, Inuit, and Métis communities as we move forward.

Message from the Provost and Vice-President, Academic

It is with a sense of optimism and pride that I endorse the launch of our institutional Strategic Enrolment Management plan, a key component of realizing the promise of our Aspire strategic plan. The product of broad consultation over the last 14+ months, this plan is not merely a roadmap; it is a testament to the University of Windsor's commitment to academic excellence, student success, and a sustainable and prosperous future. Once implemented, it will play a critical role in shaping the destiny of our institution.

The vision for enrolment management articulated here is not simply about admitting and enrolling more students. It involves achieving a forward-looking and strategic mix among levels (graduate and undergraduate), places of origin (domestic and international), and areas of study. Crucially, it involves thinking about how to improve our retention of students already admitted. It serves us little if we enroll many only to see some significant number not persist to graduation. Hence this plan's attention to a broad and collaborative space of overlap with other offices and entities on campus. The plan addresses enhancements to our central and faculty-driven advising; imagines employing state-of-the-art technology for assisting students in academic difficulty; and sets forth a holistic view of student success in which the entire university becomes engaged.

This plan is designed to propel us towards achieving our overarching goals as an anchor institution in our region. It acknowledges our reality as an enrolment-dependent institution. It addresses this challenge head-on with strategic, data-informed decisions that aim to enhance our academic offerings, attract and retain a diverse and global student body, and ensure their success from admission to graduation and beyond. It aligns with our values of inclusivity, innovation, and impact, aiming to enhance our overall student experience and outcomes. By strategically managing our enrolment, we will ensure the long-term sustainability and success of our university.

This is not just a plan for enrolment management; it is a blueprint for our future as a leading institution of higher learning. It demands our best efforts, our bold ideas, and our unwavering commitment.

Dr. Robert Aguirre
Provost and Vice-President, Academic

Message from the Associate Vice-President, Enrolment

Dear members of the University of Windsor Community,

I'm delighted to present the University of Windsor's Strategic Enrolment Management (SEM) Plan, a comprehensive roadmap that reflects our dedication to fostering student success through a holistic approach. This plan has been meticulously developed over the past year within the framework of Aspire, with the active engagement of over 200 colleagues.

In crafting this institutional-wide strategy, we have remained steadfast in our adherence to the principles of SEM, ensuring that our approach is intentional, practical, data-driven, and student-focused. SEM goes beyond mere recruitment enhancement; it is a multifaceted strategy to nurture every aspect of student life and academic journey. It's about fostering a shared responsibility and collaboration culture to create an environment where every student can flourish.

At the core of SEM lies the active participation and seamless integration of various stakeholders across our university community. From senior administrators to faculty members, from academic governance to those responsible for implementing strategic initiatives, each plays a pivotal role in shaping and executing our enrolment strategies. Moving forward, I eagerly anticipate collaborating with colleagues to develop implementation plans and provide updates on our progress. I appreciate the time and passion colleagues have put into creating the plan.

As we embark on this journey, let us fully embrace the principles of SEM, working together to cultivate an environment where every student can thrive academically, personally, and professionally.

I extend my heartfelt gratitude to you for your unwavering dedication to the University of Windsor and the principles of SEM. Together, we will pave the way for a future where student success is not merely a goal but a reality for all.

Dr. Chris Busch
Associate Vice-President, Enrolment & Senior International Officer

Our Mission

To empower positive change through regionally and globally engaged inquiry, learning, scholarship, creation, and research.

Our Vision

As a locally engaged, globally connected institution, the University of Windsor will enable people to transform their circumstances. As partners, leaders, and learners, we will engage in impactful research, relevant teaching, creative endeavours, and inclusive relationship building to foster positive change.

Aspiring for Student Success

The University of Windsor's strategic plan "Aspire: Together for Tomorrow" aims to drive positive global change through engaged learning and research. It emphasizes impactful research, truth and reconciliation, local and global partnerships, and equity, diversity, and inclusion. Strategic Enrolment Management (SEM), as a strategic component of institutional planning, supports this by aligning enrolment with academic missions, enhancing student-centric approaches, adapting to demographic changes, and integrating academic, financial, and student services across the entire student lifecycle.

This SEM Plan (2023-28) focuses on diversifying the student body, improving student experiences, and promoting an inclusive environment – all aligning with the "Aspire" goals, which can be demonstrated by the five strategic opportunities within the plan, including:

- Fostered an enhanced "student-first "experience is aligned with the university's strategic focus on personalized support, academic excellence, and comprehensive student success.

- Deepening domestic recruitment within the local area, focusing on expansion within the Southwestern, Central and Toronto areas, engaging learners earlier, and striving to increase student diversity and accessibility, reflecting the global community's engagement.

- Implementing a holistic advising model across the institution to enrich the learner experience, aiming to elevate retention and graduation rates by committing to deliver tailored attention and support, ensuring every student benefits from a comprehensive and cohesive educational journey.

- Broadening enrolment opportunities by enhancing transfer enrolment to contribute to the university's inclusive environment, acknowledging diverse educational backgrounds and promoting a supportive and equitable learning community. \

SEM Plan (2023-28)

- Working towards adopting an early alert system to foster student success by proactively addressing academic and personal challenges, in line with the focus on high-quality student experiences to enhance retention and graduation rates.

If resourced, executed, monitored, and refined as necessary, this SEM Plan will support the institution's academic mandate and financial success.

| Experiential Learning |
| Registrar |
| Strategic Enrolment Management |
| Student Experience |
| Teaching and Learning |

Strategic Academic Plan

Strategic Research Plan

- Research Strengths
- Inclusive Support for Research Excellence
- Local to Global Engagement
- Innovation and Entrepreneurship
- Research Impact

People, Equity and Inclusion Strategy

- Anti-Racism
- Equity, Diversity and Inclusion
- People

Indigenous Strategic Plan

Environmental Sustainability Framework

Community Engagement Working Plan

Campus Master Plan

Internationalization Strategy

Data Strategy
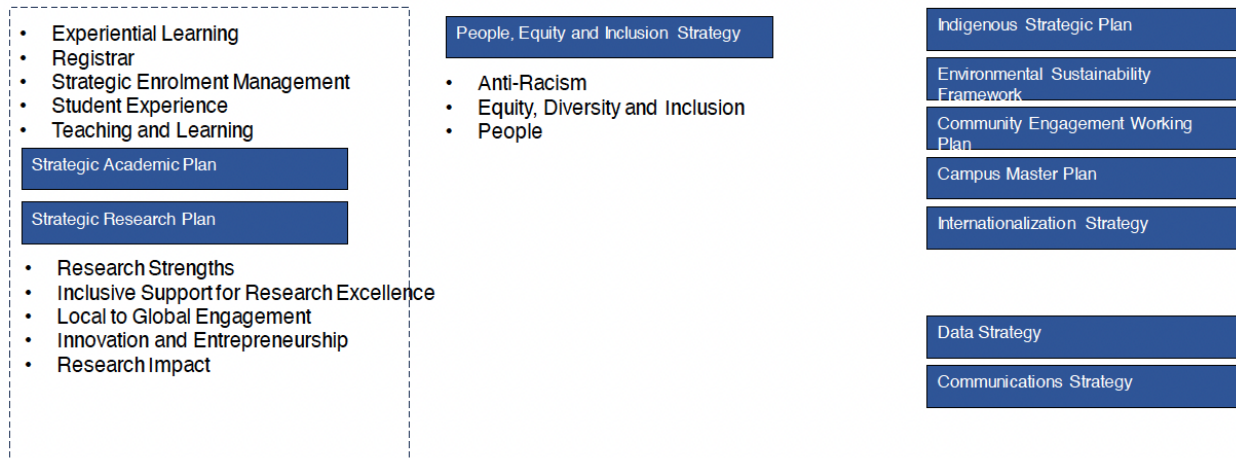
Communications Strategy

Figure 1: The Strategic Enrollment Management Plan (SEMP) as an Offshoot of the Cascading Plans under the Aspire Strategic Plan

Executive Summary

The University of Windsor's Strategic Enrolment Plan (2023-2028), aptly titled "Aspire for Student Success," serves as a forward-looking blueprint aimed at enhancing the university's enrolment strategy with a keen focus on academic excellence, student success, and institutional sustainability. This ambitious plan, born out of widespread consultation within the university community, articulates a vision for the future that is both optimistic and deeply rooted in the university's commitment to playing a pivotal role in the educational and socio-economic landscape.

Central to the plan is a holistic approach to enrolment management that extends beyond mere numbers. It seeks to strategically balance the composition of the student body across various demographics, including the level of study, geographic origin, and fields of academic interest, while prioritizing improvements in retention rates to ensure successful student progression to graduation. The document highlights the need for enhanced support systems, including refined advising services and the use of technology to identify and assist students facing academic challenges.

The plan is aligned with the university's broader objectives of becoming an anchor institution in the community, with an emphasis on making informed, strategic decisions that bolster academic offerings, attract, and retain a diverse and international student population, and foster a nurturing environment conducive to their success from admission through to graduation.

A collaborative effort is emphasized as essential for the implementation of the plan, calling on the collective efforts of university administrators, faculty, governance bodies, and those tasked with the execution of strategic initiatives. It underscores a shared commitment to creating an environment that supports student thriving, highlighting the critical role of inclusivity, innovation, and impact in achieving these goals.

The Strategic Enrolment Plan sets a comprehensive framework for the University of Windsor's journey towards realizing its aspirations over the next five years. It demands a concerted effort from the entire university community to embrace bold ideas and unwavering dedication to ensure the institution meets and exceeds its ambitious goals for student success and academic distinction.

Glossary of Terms

Antecedents for success – Required elements for implementation efforts to be successful (e.g., funding, staffing, technology, faculty buy-in, leadership support, time to implement).

Attrition - The measurement of student loss, defined as the percentage of students who depart from an institution before completing their degree program, can happen due to various factors. These include academic difficulties, financial problems, personal circumstances, or insufficient engagement with the institution.

Critical path to implementation – Implementation details describing the strategy, timelines, lead responsibility assignments, KPIs, effectiveness measures, and antecedents for successful implementation.

Hybrid courses – An instructional method where the curriculum is designed intentionally to integrate the affordances of in-person and online learning experiences. In-person teaching time in the hybrid method is reduced but not eliminated, with the balance of learning being facilitated asynchronously or synchronously through digital/web-based technologies or offline learning opportunities. Typically, 50%-80% of the total course learning hours are completed in online and asynchronous formats in hybrid courses (Policy on Course Modalities; Senate).

Hy-flex – An instructional method where the curriculum is designed intentionally to provide choice to learners in their mode of engagement with the curriculum. Typically, learners may have the option to attend classes in either in-person or online modalities, which may change throughout the course. Remote learners may join real-time classes via digital/web-based technologies, and synchronous and asynchronous curricular elements are designed to intentionally integrate remote and in-person learning such that the learning environment and opportunities are equivalent (Policy on Course Modalities; Senate).

Key Performance Indicators – Key performance indicators that reflect high-level progress towards goals.

Persistence – Students' continuous involvement and progression in their academic programs, leading toward graduation. It can also be described as a student's sustained enrolment and advancement from one semester to the next or from year to year.

Prior Learning Assessment – assessment of credit earned through alternative means, such as work or military experience.

Retention – the percentage of first-year students who stay enroled year to year until they complete their degrees.

Strategic Enrolment Management – is a comprehensive process designed to achieve and maintain the optimum recruitment, retention, and attainment of students where "optimum" is defined within the academic context of the institution (Dolence, 1993).

Strategic opportunities – Opportunities that the University has identified as having the potential to achieve desired enrolment, retention, and completion outcomes.

Yield rate – The percentage of prospective students progressing from one enrolment stage to the next.

Introduction

Strategic Enrolment Management Primer

Strategic enrolment management (SEM) in Canadian higher education is "a comprehensive process designed to achieve and maintain the optimum recruitment, retention, and attainment of students where the "optimum" is defined within the academic context of the institution" (Dolence, 1993, 1997). At its core, SEM intertwines the art of marketing, the rigour of recruitment, and the finesse of retention tactics, all underpinned by robust data analysis and research. This systematic approach is not just a procedural necessity but a comprehensive strategy to augment the overall quality of the student experience.

Within Canada's diverse educational landscape, SEM is pivotal in steering institutions toward achieving balanced and sustainable enrolment, retention, and graduation metrics that align with their unique missions and economic stability. The strategy spans a gamut of activities, including but not limited to personalized student recruitment campaigns, adaptive admissions policies, strategic financial aid programs, comprehensive student support services, and the continuous development of curricula and advising services.

Facing demographic changes, heightened global competition for students, and variable funding structures, Canadian higher education institutions adapt SEM methodologies to navigate these complexities, including serving a diverse student population and considering their academic and cultural backgrounds.

The application of SEM in Canada is characterized by data-centric strategic planning, leveraging market research, and predictive analytics to discern shifts in demographic trends and their implications for student behaviour and enrolment patterns. Institutions employ this intelligence to customize their academic offerings and outreach initiatives to attract and retain a vibrant student body.

Moreover, Canadian SEM efforts include initiatives that support student achievements from admission through graduation. This inclusive approach necessitates collaboration across the institutional spectrum, harmonizing the contributions of admissions, academic departments, student services, and alums networks to foster a cohesive and supportive educational environment.

In essence, SEM in Canadian higher education represents a concerted effort to reconcile the institution's objectives with the evolving needs of students and the dynamics of the higher education marketplace, ensuring financial prudence while upholding academic excellence and catering to the heterogeneity of the student community.

Planning Background

Planning Process

The SEM Plan's development occurred over approximately 14 months, guided by an Advisory Committee (Appendix 1), Office of Enrolment Management, and Dr. Jim Black, President and CEO of SEM Works, a top higher education student recruitment and retention consultant firm. Together, they ensured efficiency, alignment with university goals, stakeholder involvement, and rigorous evaluation, enhancing the quality and impact of our SEM strategy.

The SEM Plan has been informed by the contribution of over 200 campus community members, including staff, students, faculty, administration, and senior leadership, and involved seven different project elements, including:

A. **Market Assessment**

    A detailed analysis of the University of Windsor's historical enrolment trends, demographic shifts, and the impact of the COVID-19 pandemic on education. It examined undergraduate and graduate enrolment trends, focusing on the rise in international student numbers, and delved into the changing job market in Ontario, highlighting sectors with growing and declining employment opportunities.

    The assessment also explored the competitive landscape of higher education in Ontario, analyzing enrolment trends in two-year colleges and their effects on the University of Windsor. It assessed current and future demands for academic programs, aligning them with employment trends and student preferences, and concludes with key findings and strategic recommendations for the university's future planning.

B. **Performance Analysis**

    Before developing a new SEM Plan, uncovering lessons learned from the past was prudent, including strengths and weaknesses associated with implementing the 2016-17 SEM Plan. It included reviewing historical enrolment data, institutional responses, and stakeholder feedback. The analysis identified mixed progress and performance due to the pandemic and other factors. Positive results were noted in graduate enrolment, particularly in master's programs in 2020 and 2021 and course-based graduate programs. Challenges were observed in undergraduate outcomes, including retention rates and GTA recruitment, with no significant growth in transfer or international students. Improvements in targeted communications, website, and social media were observed. Still, issues like delayed hiring of a GTA recruiter, credit recognition problems, inconsistent advising, and limited program innovation impacted overall goal achievement.

C. **Program Marketing Scorecard**

    Developing the Program Marketing Scorecard provides a data-driven approach to categorizing the University of Windsor's academic programs into three tiers based on market demand and enrolment potential. This categorization enables informed

SEM Plan (2023-28)

decision-making, aligns program promotion with market demand and institutional priorities, and can help effectively allocate marketing resources, focusing efforts on programs with high demand and potential for growth.

Using the developed scorecard, all academic programs were evaluated and assigned to Tier 1 (high demand and prestige), Tier 2 (popular but less prestigious), or Tier 3 (lower demand). The scorecard, which considers application numbers, program capacity, and other factors, guides marketing investment decisions.

D. Stakeholder Interviews

Insights from senior leaders, faculty leaders, and strategy owners at the University of Windsor were gathered to inform the SEM Plan's development. Senior leaders contributed institutional aspirations and strategic priorities, while faculty leaders discussed specific enrolment goals and environmental challenges. Strategy owners, individuals formerly tasked to lead actions outlined in the previous SEM Plan, provided insights on recent performances and future enrolment prospects. These contributions were essential in aligning the SEM Plan with the broader institutional goals with strategic opportunities shared and prioritized at a subsequent enrolment visioning workshop under the guidance of the SEM Advisory Committee.

E. Enrolment Goal Setting

The University of Windsor, as an anchor institution with the aspirations of the community at its heart, is strategically poised to navigate its enrolment trajectory, capitalizing on burgeoning sectors such as the new battery plant, hospital, bridge project, agricultural greenhouse, and the establishment of a national urban park, coupled with the growing need for qualified educators and health professionals.

The enrolment goal-setting initiative, spearheaded by the deans and faculty representatives, reinforced our institution's role as a pivotal community pillar, echoing our commitment to the community's aspirations. The essence of accessibility was at the forefront, ensuring open opportunities for all who pursue knowledge and advancement, thereby reinforcing the relevance of our academic offerings in the rapidly changing global milieu. We are equally intent on cultivating our diverse and international presence, acknowledging that many perspectives are the bedrock of innovation and distinction.

In this strategic process, we established clear and ambitious enrolment targets that resonate with our mission to be an accessible, pertinent, and internationally connected university, deeply entwined with the community's ambitions.

The goal-setting exercise was thorough and analytically driven, encompassing four foundational elements: the institution's aspirations, data intelligence, assessment of institutional capacity, and an understanding of internal and external influences. The

SEM Plan (2023-28)

deans and faculty representatives engaged deeply with crucial questions concerning the strategic direction for enrolment expansion, necessary investments, prioritization of student demographics to diversify our enrolment portfolio, and ascertaining the university's optimal scale.

F. **Enrolment Visioning Workshop**
Built upon the goal-setting initiatives, participants validated early findings and discussed the ideal mix of learners by degree level and special populations for targeted enrolment growth. They considered the optimal blend of credentials (e.g., certificates and micro-credentials), programs, instructional modalities (e.g., online, HyFlex, etc.), and support services needed for future learners (e.g., one-stop services, enhanced international supports, and holistic advising). Key areas identified for further development by strategy teams included reimagining student experiences and success, re-evaluating academic advising and K-12 outreach, early identification of students at risk of non-completing, increasing college transfer enrolments, expanding undergraduate enrolment specifically beyond local areas, and enhancing strategic enrolment intelligence.

G. **Strategy Development**
Six strategic opportunity-focused teams were established, each co-led by faculty and administrative leaders, including members from across the institution. These teams evaluated existing strategies and identified gaps and opportunities, working to define desired outcomes, measurable metrics, responsible parties, and timelines for the next five years. The AVP-Enrolment Management reviewed the strategies identified and refined with input from the SEM Plan Advisory and the University's Strategic Enrolment Executive committees. Criteria for inclusion were based on insights from enrolment planning workshops, alignment with institutional goals, data evidence, resource requirements, the potential impact on enrolment metrics, and stakeholder input.

Enrolment Context

The University of Windsor conducted a market assessment as part of its SEM Plan development, revealing several key trends. Since the launch of the most recent SEM Plan in 2017, there has been a steady increase in both undergraduate and graduate enrolments, particularly among international students in cohort-based graduate programs.

The assessment highlighted the impact of COVID-19 on enrolment patterns. It emphasized the need for a comprehensive student success approach to improve retention and graduation rates, especially as UWindsor experiences a higher attrition rate than most four-year schools (Institutional Consortium for Student Retention Survey (CSRDE)). It also identified significant growth in Ontario colleges, including St. Clair College, growing by 65.8%, suggesting that transfers, especially from local colleges, could be an area for growth, especially by developing articulation agreements around in-demand programs, rapid transfer credit evaluations,

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competitive credit awarding practices, a streamlined admissions process (e.g., guaranteed admissions with a required number of hours earned and marks), and proactive recruitment and marketing efforts. The report stressed the importance of adapting to diverse student needs and backgrounds, especially outside the local region, to increase enrolment, indicating that the University of Windsor could achieve enrolment recovery with the suitable investments, strategies, and agility to implement the SEM Plan effectively.

Universities	Y1 Persistence Rate
Queen's University	94.00%
University of Waterloo	93.20%
Western » Main Campus	93.00%
University of Guelph	92.90%
McMaster University	92.10%
Toronto » All Campuses	91.10%
Carleton University	90.00%
Toronto Metropolitan University	89.20%
University of Ottawa	88.60%
Brock University	88.10%
Wilfrid Laurier University	87.10%
York University	85.80%
University of Windsor	84.70%
Ontario Tech University	83.10%
OCAD University	82.80%
Lakehead University	80.80%
Trent University	80.80%
Nipissing University	77.60%
Laurentian University	71.40%

Figure 2: First-Year Retention Rates at Ontario Universities (Data from the Consortium for Student Retention Data Exchange (CSRDE) Survey

Enrolment Goals

Institutional Enrolment
Contributors to the development of the SEM Plan have recommended that an ideal size for the University of Windsor is between 18,000 and 20,000 students. This optimal composition includes 70% undergraduate students, with 30% enrolled in graduate programs.

They also advised that the university maintain a balance of 70% domestic students to 30% international students, emphasizing the importance of not increasing the international student proportion or overall size but enhancing its diversity in terms of countries of origin and degree levels offered.

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As of Fall 2023, the university's enrolment stood at 17,994 students, aligning closely with these recommendations. As the Office of Institutional Analysis reported, approximately 70% of these students were enroled in undergraduate programs covering both full-time and part-time learners.

Student Popuation Head Count	SEMP							
	2024		2025		2026		2027	
	FT	PT	FT	PT	FT	PT	FT	PT
Domestic UG	22,365	6,340	23,063	6,340	24,153	6,340	24,720	6,340
International UG	1,717	532	1,730	532	1,863	532	1,969	532
Total UG	**24,082**	**6,872**	**24,793**	**6,872**	**26,016**	**6,872**	**26,689**	**6,872**
ICBM	10,373	1	10,451	1	10,052	1	9,587	1
Master's	4,132	104	4,337	88	4,428	79	4,441	76
PhD	1,344	54	1,378	54	1,363	54	1,422	54
Total Graduate	15,849	159	16,166	143	15,843	134	15,450	131
Total Head Count	39,931	7,031	40,959	7,015	41,859	7,006	42,139	7,003
Total enrolments		46,962		47,974		48,865		49,142

Figure 3: Figure 1 presents the forecasted total enrolment at the institution from 2024 to 2027, aggregating the head counts across InterSummer, Fall, and Winter terms for each student category (Office of Institutional Analysis, Budget 2024-25, preliminary)

Undergraduate

In the next five years, undergraduate enrolment directly from high school is anticipated to expand from approximately 2,000 learners to nearly 2,500, with this growth primarily driven by new program innovations (e.g., expansion of co-op in FAHSS, new mechatronics and computer engineering programs) supported by targeted recruitment efforts in Southwestern Ontario and the Greater Toronto and Hamilton Area (GTHA).

Student Popuation	Baseline	SEMP				
	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028
Local Tri-county	1,593	1,667	1,722	1,794	1,866	1,928
GTHA Region	178	197	215	236	260	284
Other	223	238	247	259	271	282
Ontario High Schools	1,994	2,102	2,184	2,288	2,397	2,494

Figure 4: Five-Year Forecast of NEW Undergraduate Enrolment for Direct High School Admits by Region

Region	Application Ratio	
	2023	2028
Central	27%	25%
East	6%	5%
Foreign	0%	0%
Northeast	1%	1%
Northwest	1%	1%
Toronto	10%	13%
West	20%	25%
West - Local	35%	30%
	100%	100%

Figure 5: Projected Distribution of Ontario Undergraduate High School Applications by Regional Offices for School Boards Over the Next Five Years

In the coming five years, we foresee a gentle uptick in the number of undergraduate students transferring from colleges or other universities, with projections suggesting a gradual rise from 235 to around 270 annually. Concurrently, we anticipate the count of international undergraduate enrollees to remain steady, especially given the recent announcement of a study permit cap.

Second-Entry Programs

Law	Baseline	SEMP				
	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028
JD	170	185	185	185	185	185
Dual JD	85	85	85	85	85	85
New - Second Entry	**255**	**270**	**270**	**270**	**270**	**270**

Figure 6: Anticipated Enrolment within the Faculty of Law

Education	Baseline	SEMP				
	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028
Consecutive Education	292	260	260	260	260	260
Expansion (Sarina/Chatham)*		40	40	40	40	40
Educ-Dip Tech Studies Plan	5	5	5	5	5	5
BEduc - Technological Studies	36	30	30	30	30	30
New - Second Entry	**333**	**335**	**335**	**335**	**335**	**335**
Concurrent (incl. in Faculty Counts)	**179**	**185**	**185**	**185**	**185**	**185**

Figure 7 - Projected Enrolment Trends in the Faculty of Education (Note: Projections are subject to approval and contingent on possible future expansion)

* - Pending approval and funding by the Ministry of Colleges and Universities

Graduate

In the upcoming five years, a projected decrease in new enrolments for master's programs is anticipated, mainly attributed to a strategic reduction in seats for international course-based graduate programs in engineering and business. Nonetheless, this trend is expected to be

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partially offset by several new initiatives: the revision of the MBA for Managers of Professionals program, the introduction of an Electric Vehicle stream as a replacement for the Master of Engineering Automotive program, the expansion of the Master of Nursing Practitioner program, repositioning the existing course-based Sport Management and Leadership graduate program to attract a more diverse, international student body, and the creation of a new Master of Data Science program.

Faculty	Baseline	SEMP				
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
FAHSS	328	328	332	333	334	335
Business	382	488	448	428	448	428
Engineering	1,783	1,668	1,668	1,518	1,518	1,518
HK	26	30	41	46	51	56
Nursing	45	58	59	60	62	64
Science	790	733	740	740	740	740
Education	134	120	120	120	120	120
Law	4	6	6	6	6	6
UWindsor	3,491	3,431	3,414	3,251	3,279	3,267

Figure 8: Forecast of Master's Program Enrolment by Faculty (2023-24 to 2028-29)

Degree Type Mix	Baseline	SEMP				
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
ICBM						
Business	410	410	350	350	350	350
Engineering	1,661	1,550	1,550	1,400	1,400	1,400
Science	640	575	560	560	560	560
Master's Research Based	780	896	954	941	969	957
Total	3,491	3,431	3,414	3,251	3,279	3,267

Figure 9: Forecast of Master's Program Enrolment by Degree Type (2023-24 to 2028-29)

The enrolment mixture between domestic and international graduate learners is also expected to change during the SEM Plan's lifecycle, with international learners comprising 80% of our master's program enrolment in 2028-29, down from 82% in 2023-24.

This plan acknowledges the challenges in predicting enrolment for international cohort-based graduate programs due to external influences. Key factors impacting these forecasts within the Canadian context include changing visa and immigration policies, global economic conditions, international relations, health crises like pandemics, and the competitive landscape of global higher education. In response, we adopt a flexible strategy, continuously monitoring these variables and adjusting our recruitment and student support approaches. This ensures our institution remains adaptable and attractive to international students amid the unpredictable global environment.

PhD
Forecasting Ph.D. enrolment accurately is a nuanced task, given these programs' specialized and resource-intensive nature. The variability in faculty expertise, funding sources, and unique research opportunities significantly impacts the predictability of enrolment figures. Additionally, the choices of prospective Ph.D. students are heavily influenced by detailed aspects like faculty

reputation and research alignment, further complicating trend predictions. Consequently, the SEM Plan recommends maintaining steady Ph.D. enrolment levels over the next five years, acknowledging these complexities.

The growth of Ph.D. enrolment is expected to unfold naturally as new faculty members join and will likely vary across disciplines. However, accurately predicting and incorporating these variations into the SEMP is challenging. Supporting expansion is crucial for our research endeavours, spearheaded by individual faculty members' unique research, scholarly, and creative pursuits. These activities are essential for achieving our collective objectives and enriching our academic investigations' scope and depth.

Faculty	Baseline	SEMP				
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
FAHSS	17	14	14	14	14	14
Business	0	0	0	0	0	0
Engineering	24	24	24	24	24	24
HK	4	4	4	4	4	4
Nursing	4	4	4	4	4	4
Science	20	20	20	20	20	20
Education	6	8	8	8	8	8
UWindsor - PhD	75	74	74	74	74	74

Figure 10: Projected PhD Enrollment by Faculty and Academic Year.

International Diversification

In Fall 2023, more than 55% of the institution's international applications are from China and India. The SEM Plan aims to redistribute 17% of international applications from these two countries to various others by Fall 2028 to diversify its student body and mitigate enrolment risks. This shift will be achieved through enhanced marketing and recruitment efforts in countries highlighted in Canada's International Education Strategy (2019 – 2024), such as Mexico, Colombia, Brazil, Vietnam, Philippines, Indonesia, Thailand, and Turkey and other countries, thereby reducing overreliance on a few regions.

Region	Baseline	SEMP					
	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Delta
India	39.7%	35.0%	32.5%	30.0%	27.5%	30.0%	-10%
China	17.0%	20.0%	17.5%	15.0%	12.5%	10.0%	-7%
Canada's IES Countries	2.3%	2.5%	3.0%	3.6%	4.7%	5.0%	3%
All other regions	41.0%	42.5%	47.0%	51.4%	55.3%	55.0%	14%
	100%	100%	100%	100%	100%	100%	

Figure 11: Anticipated allocation of enrolments by region over time.

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Our institution acknowledges that we face higher attrition and lower persistence rates than our peers, which affect our ability to retain undergraduate students year-over-year until their degree completion.

Research indicates that students leave for various reasons, including academic hurdles, financial constraints, personal matters, or dissatisfaction with their university experience (Academica Group, 2023). The enrolment priorities and strategic opportunities outlined in the SEM Plan aim to enhance undergraduate retention from the current 75% rate (where one in four first-year undergraduate students does not continue to graduate). However, quantifying the impact of these student success-focused practices on overall enrolment during the plan's lifespan is challenging. Therefore, we have developed three scenarios:

Scenario A – Status Quo: Maintaining current practices without changes.

Scenario B – Conservative Improvement: This scenario follows Scenario A but includes a consistent 0.5% annual increase in the undergraduate retention rate over the next five years (2023/24: +0.5%; 2024/25: +0.5%; 2025/26: +0.5%; 2026/27: +0.5%; and 2027/28: +0.5%).

Scenario C – Aspirational Goal: Building on Scenario A, this scenario aims for an undergraduate retention rate increase of 0.5% for the first two years, followed by a 1% increase annually for the subsequent three years (2023/24: +0.5%; 2024/25: +0.5%; 2025/26: +1%; 2026/27: +1%; and 2027/28: +1%).

Scenario	SEMP			
	2024-25	2025-26	2026-27	2027-28
Status Quo	20,987	21,795	22,823	23,361
Conservative	21,617	22,449	23,508	24,062
Aspirational	21,617	22,449	24,798	24,996

Figure 12: Projected Enrollment Numbers Under Three Scenarios Based on the Implementation of Strategies and Tactics Within the Strategic Enrollment Management Plan (SEMP) from 2024-2025 to 2027-2028.

Priority Student Populations

Developing and executing specific strategies is crucial to support priority student groups effectively. These include targeted recruitment efforts, tailored support services, and dedicated retention programs uniquely designed for each group. The aim is to create a student experience that increases enrolment and fosters academic achievement and success.

The SEM Plan highlights the University's commitment to embracing and nurturing the rich diversity on our campus by focusing on four key student groups, each of which offers unique opportunities for enriching our academic community and fostering success:

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1. **Indigenous Students**: Recognizing the importance of inclusivity and cultural heritage, the University is dedicated to supporting Indigenous students through targeted programs and services that honour their identities and traditions.
2. **Black Students**: The University is committed to enhancing the educational experience for Black students, providing a supportive environment that celebrates diversity and promotes academic and personal growth.
3. **Students Transferring from Colleges**: The University values the diverse perspectives and experiences that transfer students bring and is committed to facilitating smooth transitions for those joining us from college.
4. **Students from Southwest Ontario**: Acknowledging our roots and the local community, the University seeks to attract and support students from Southwest Ontario, ensuring that our campus reflects the vibrant diversity of the region.

Faculty-specific Enrolment within the University Framework

Enrolment Priorities (Faculty-specific)

The University's overarching enrolment goals are deeply intertwined with and fundamentally built upon the enrolment priorities of its Faculties. This relationship is essential for achieving the institution's broad strategic objectives, as outlined in "Aspire," such as delivering personalized support, academic excellence, and comprehensive student success. These institutional goals rely on their harmonization with the unique enrolment opportunities and targets each faculty sets.

Table 1: Faculty-specific Enrolment Priorities (as articulated by Decanal Leadership)

Human Kinetics	Increase the number and overall percentage of 1st choice undergraduate applicants
	Maintain a focus on 101s –domestic undergraduate applying directly from high school
	Grow undergraduate internship and co-op opportunities
	Reconsider undergraduate program nomenclature (Bachelor of Sports Management & Leadership and Bachelor of Science (Kinesiology & Health Studies)
	Create a supportive, attractive, and seamless transition for transfer students into HK programs
FAHSS	Increase the number of 1st choice undergraduate applicants
	Improve undergraduate local recruitment and yield
	Build relationships with high school students, teachers, and counsellors
	Extend outreach to Grade 8 (e.g., Enrichment program, camps, competitions)
	Introduce co-operative education
	Investigate launching a new course-based master's program

	Establish a UG English entrance average of 60% for all FAHSS programs
	Improve UG student retention
Engineering	Increase the UG:Graduate student ratio
	Reduce the dependency on international graduate students (course and research-based)
	Increase the number of female students across all degree levels
	Increase the number of Indigenous students across all degree levels
	Improve UG student retention, especially Y1:Y2 progression
Education	Increase the number of domestic graduate students
	Establish transfer pathways from undergraduate programs to graduate degree programs.
	Exploring strategies to reduce the time required for degree completion and improve retention for concurrent undergraduate students.
	Diversifying the countries from which international graduate students originate.
	Considering the implementation of stackable credentials, individuals can concurrently hold a diploma, certificate, or degree.
Business	Grow the number of undergraduates as a percentage of the total student population.
	Increase the number of 1st choice undergraduate applicants and improve the academic quality of applicants
	Increase the number of female and underrepresented undergraduate students (Black and Indigenous)
	Promote the professional accounting pathway to college transfers
	Increase the percentage of domestic students pursuing graduate studies
	Improve undergraduate student retention
	Increase the number of college transfer enrolments across all undergraduate disciplines
	Increase international undergraduate student enrolment and international partnership agreements
Nursing	Alter the composition of enrolment to incorporate a higher percentage of undergraduate transfer students (105)
	Evaluate the potential to accept more domestic undergraduate and graduate students, taking into account the availability of resources and clinical placement opportunities
	Enhance the process of attracting outstanding graduate candidates
	Continue to foster a culture of student success and expand available support services

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	Establish fair and inclusive procedures and practices for undergraduate and graduate admissions and enrolment, ensuring better representation of the diverse population we cater to
	Assess the delivery methods of our undergraduate and graduate programs, focusing on aspects such as program length, online or in-person learning modalities, course order, and program condensation possibilities
Science	Enhance connections with Ontario colleges
	Implement the new 2+2 program with St. Clair College
	Increase research-based graduate student funding
	Maintain a balanced portfolio of domestic and international students across all degree levels
	Focus on domestic UG and Grad enrolment
	Successfully launch new programs: UG applied IT (Fall 2023), Grad data science (Fall 2024), Grad regulatory science (Fall 2025), and Grad public health with FAHSS (Fall 2025)
	Improve the academic profile of incoming UG students (e.g., entrance averages)
	Explore academic collaboration partnerships in Michigan and Ohio
	Build a marketing and enrolment strategy between health and the environment
Law	Maintain a steady enrolment state
	Evaluate new programming opportunities, including at the graduate level
	Continue to improve student retention

Enrolment Goals (Faculty-specific)

The faculty-specific enrolment goals for 2023-2028 are integral components that collectively form the institutional enrolment objectives. Each faculty's enrolment plan, with its distinct focus and strategies, contributes to the broader university's targets. These faculty-level plans, when aggregated, embody the University's holistic approach to enrolment, ensuring that the institution's overarching objectives are met through each faculty's concerted efforts and tailored strategies. This cohesive structure demonstrates how the detailed, faculty-specific enrolment opportunities and goals roll up to establish and support the comprehensive enrolment ambitions of the university.

FAHSS	Baseline	SEMP				
	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028
101's (Ontario High Schools)	662	737	757	795	810	810
105's (International)	25	25	25	25	25	25
105's (Transfer)	120	120	120	120	120	120
New - Undergraduate	**807**	**882**	**902**	**940**	**955**	**955**
+ Returning Year 1 (est.)	139	139	139	139	139	139
TOTAL NEW UG	**946**	**1,021**	**1,041**	**1,079**	**1,094**	**1,094**
	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
New - Master's	328	328	332	333	334	335
Total - NEW Students	**1,274**	**1,349**	**1,373**	**1,412**	**1,428**	**1,429**

Figure 13: Projected New Fall Enrolment in the Faculty of Arts, Humanities, and Social Sciences for Undergraduate and Master's Programs, 2023-2028

Buisness	Baseline	SEMP				
	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028
101's (Ontario High Schools)	190	190	200	209	220	231
105's (International)	16	16	16	16	16	16
105's (Transfer)	19	19	19	19	19	19
New - Undergraduate	**225**	**225**	**235**	**244**	**255**	**266**
+ Returning Year 1 (est.)	33	33	33	33	33	33
TOTAL NEW UG	**258**	**258**	**268**	**277**	**288**	**299**
	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
New - Master's	382	488	448	428	448	428
Total - NEW Students	**640**	**746**	**716**	**705**	**736**	**727**

Figure 14: Projected New Fall Enrolment in the Odette School of Business for Undergraduate and Master's Programs, 2023-2028

Engineering	Baseline	SEMP				
	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028
101's (Ontario High Schools)	275	275	308	342	403	465
105's (International)	19	20	20	20	20	20
105's (Transfer)	22	22	22	22	22	22
New - Undergraduate	**316**	**317**	**350**	**384**	**445**	**507**
+ Returning Year 1 (est.)	11	11	11	11	11	11
TOTAL NEW UG	**327**	**328**	**361**	**395**	**456**	**518**
	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
New - Master's	1,783	1,668	1,668	1,518	1,518	1,518
Total - NEW Students	**2,110**	**1,996**	**2,029**	**1,913**	**1,974**	**2,036**

Figure 15: Projected New Fall Enrolment in the Faculty of Engineering for Undergraduate and Master's Programs, 2023-2028

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Human Kinetics	Baseline	SEMP				
	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028
101's (Ontario High Schools)	191	200	208	216	225	234
105's (International)	4	4	4	4	4	4
105's (Transfer)	13	18	20	22	24	26
New - Undergraduate	**208**	**222**	**232**	**242**	**253**	**264**
+ Returning Year 1 (est.)						
TOTAL NEW UG	**208**	**222**	**232**	**242**	**253**	**264**
	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
New - Master's	26	30	41	46	51	56
Total - NEW Students	**234**	**252**	**273**	**288**	**304**	**320**

Figure 16: Projected New Fall Enrolment in the Faculty of Human Kinetics for Undergraduate and Master's Programs, 2023-2028

Nursing	Baseline	SEMP				
	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028
101's (Ontario High Schools)	144	150	150	150	150	150
105's (International)	1	1	-	-	-	-
105's (Transfer)	11	20	20	20	20	20
New - Undergraduate	**156**	**171**	**170**	**170**	**170**	**170**
+ Returning Year 1 (est.)						
TOTAL NEW UG	**156**	**171**	**170**	**170**	**170**	**170**
	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
New - Master's	45	45	59	60	62	64
Total - NEW Students	**201**	**216**	**229**	**230**	**232**	**234**

Figure 17: Projected New Fall Enrolment in the Faculty of Nursing for Undergraduate and Master's Programs, 2023-2028

Science	Baseline	SEMP				
	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028
101's (Ontario High Schools)	532	550	561	575	589	604
105's (International)	55	55	55	55	55	55
105's (Transfer)	49	60	60	60	60	60
New - Undergraduate	**636**	**665**	**676**	**690**	**704**	**719**
+ Returning Year 1 (est.)						
TOTAL NEW UG	**636**	**665**	**676**	**690**	**704**	**719**
	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29
New - Master's	790	733	740	740	740	740
Total - NEW Students	**1,426**	**1,398**	**1,416**	**1,430**	**1,444**	**1,459**

Figure 18: Projected New Fall Enrolment in the Faculty of Science for Undergraduate and Master's Programs, 2023-2028

SEM Plan (2023-28)

Student Popuation	SEMP							
Head Count	2024		2025		2026		2027	
Undergraduate (Domestic)	FT	PT	FT	PT	FT	PT	FT	PT
FAHSS	6,136	2,283	6,450	2,283	6,788	2,283	6,935	2,283
Business	1943	747	2005	747	2127	747	2247	747
Engineering	2515	942	2625	942	2839	942	3033	942
Human Kinetics	1442	328	1557	328	1686	328	1790	328
Nursing	1906	387	2042	387	2096	387	1995	387
Science	5104	1645	5115	1645	5225	1645	5307	1645
Total UG	19,046	6,332	19,794	6,332	20,761	6,332	21,307	6,332
Law	1,633	3	1,644	3	1,665	3	1,657	3
Education	1,686	5	1,625	5	1,727	5	1,756	5
Total Second Entry	3,319	8	3,269	8	3,392	8	3,413	8
Total Undergraduate	**22,365**	**6,340**	**23,063**	**6,340**	**24,153**	**6,340**	**24,720**	**6,340**

Figure 19: Estimated Combined Enrolment of Domestic Undergraduate Students (Full-time and Part-time) from 2024 to 2027 (Office of Institutional Analysis)

Student Popuation	SEMP							
Head Count	2024		2025		2026		2027	
Undergraduate (International)	FT	PT	FT	PT	FT	PT	FT	PT
FAHSS	395	119	407	119	432	119	443	119
Business	246	63	268	63	299	63	318	63
Engineering	239	113	204	113	223	113	261	113
Human Kinetics	79	7	91	7	126	7	158	7
Nursing	17	1	12	1	10	1	10	1
Science	713	229	719	229	744	229	749	229
Total UG	1,689	532	1,701	532	1,834	532	1,939	532
Law	27	-	28	-	28	-	28	-
Education	1	-	1	-	1	-	2	-
Total Second Entry	28	-	29	-	29	-	30	-
Total Undergraduate	**1,717**	**532**	**1,730**	**532**	**1,863**	**532**	**1,969**	**532**

Figure 20: Estimated Combined Enrolment of International Undergraduate Students (Full-time and Part-time) from 2024 to 2027 (Office of Institutional Analysis)

Student Popuation	SEMP											
Head Count (enrolments)	2024			2025			2026			2027		
Graduate	ICBM	Masters	PhD	ICBM	Masters	PhD	ICBM	Masters	PhD	ICBM	Masters	PhD
Business	1586	228	0	1705	260	0	1518	280	0	1443	240	0
Education		675	118		624	127		609	131		602	147
Engineering	6177	593	467	6249	610	488	6045	604	475	5676	604	498
FAHSS		1,624	327		1,698	316		1,708	300		1713	288
Human Kinetics		188	53		227	57		269	55		304	53
Law		19			23			24			24	
Nursing		247	38		291	45		308	51		314	51
Science	2611	662	395	2498	692	399	2490	705	405	2469	716	439
Total	**10,374**	**4,236**	**1,398**	**10,452**	**4,425**	**1,432**	**10,053**	**4,507**	**1,417**	**9,588**	**4,517**	**1,476**
Total Graduate		**16,008**			**16,309**			**15,977**			**15,581**	

Figure 21: Estimated Combined Enrolment of Graduate Students (Full-time and Part-time) from 2024 to 2027 (Office of Institutional Analysis)

Enrolment Assumptions

Future enrolment is influenced by several factors: ongoing pandemic effects on student success and retention, demographic shifts in Ontario, particularly in Southwest Ontario, changing immigration policies, and a high unemployment rate in Windsor. Significant growth in Ontario's colleges and increased high school applications to universities are notable trends. Government policies, such as funding for nursing seats and the rise in online and distance education, could boost enrolments. The practical implementation of previous and future enrolment strategies, especially those aligned with faculty priorities and identified strategic opportunities, is crucial for achieving these objectives.

Strategic Opportunities

During the enrolment visioning process, five vital strategic opportunities emerged, each shaped by insights gained from a comprehensive market assessment, performance reviews, the creation of program marketing scorecards, stakeholder interviews, setting enrollment targets, and conducting an enrollment visioning workshop. For each opportunity, specific Key Performance Indicators (KPIs) and measures of effectiveness have been pinpointed. Corresponding strategies are planned to be crafted and executed, which, if accomplished effectively, are expected to fulfill the enrolment objectives of the institution and its faculties.

Expanding Domestic Undergraduate Recruitment

Addressing the decline in the local high school student population, the university is seizing a strategic opportunity to broaden its reach and appeal. By intensifying recruitment and marketing efforts, the focus is on capturing a larger market share beyond the Windsor-Essex region. This shift represents a significant strategic opportunity for the university to tap into a wider pool of potential students, especially in western and central Ontario. Engaging learners earlier in their educational journey and providing compelling reasons for local students to study close to home are critical aspects of this strategy. This approach aims to counteract demographic declines and positions the university to attract a diverse and robust domestic undergraduate population, aligning with its broader growth and regional impact goals.

Strategic Opportunity: Expand domestic undergraduate enrolment	
KPI: To increase the number of domestic undergraduate learners at UWindsor	
Effectiveness Measures	• Tracking changes in applications and enrolment from non-local areas vs. local areas
	• Measuring the level of engagement from K-12 students (by grade) in university initiatives, such as in-class workshops, open days, or school visits.
	• Analyzing market share in targeted non-local regions compared to previous years.
	• The percentage of local high school graduates who choose to enrol at the university vs elsewhere.
	• The cost-effectiveness of local and non-local recruitment strategies.
	• The retention rates of non-local students compared to local students.

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Strategies

1. Commence at an earlier age: Develop and manage the delivery of top-notch programs for school engagement, both on and off-campus.
2. Tailor messaging and resources for critical markets and communities.
3. Enhance storytelling efforts.
4. Establish a centralized hub for services and information.
5. Review scholarship programs and adjust them to better serve critical markets and programs (*using program marketing scorecard report*).
6. Formalize a communications strategy tailored by student group for engaging with prospective applicants.
7. Explore the development of bridging programs to support underserved learners with equity needs.
8. Investigate the implementation of dual credit initiatives[*].

A Student-First Experience

The pandemic's impact has been significant, intertwining mental health, financial challenges, and essential needs closely with academic achievement. Notably, more than one in five students at UWindsor has a self-reported disability or impairment (OUAC, 2024). Surveys reveal that 30% of first year and graduating students rate their experience as fair or poor, and an equal percentage of final-year students would not choose UWindsor if given another chance (NSSE, 2023). This is a concerning trend in strategic enrolment management, which prioritizes student success and completion.

The "Aspire" Strategic Plan addresses challenges by fostering student diversity and accessibility, improving the overall student experience, providing personalized attention and support, ensuring high-quality experiences, and cultivating a supportive, equitable learning environment. At the same time, SEM planning workshop participants highlighted the need for more adaptable and convenient services, enhanced online support, a culture centred on service, one-stop services, extended service hours, and improved mental health and international student support, aligning with the preferences and needs of future students.

These initiatives underscore a strategic shift towards an opportunity to provide a "student-first" experience. This approach moves away from staff-centric decision-making and isolated operational practices, both physically and digitally. It emphasizes tailored communication, standardized recruitment responsibilities, and a unified marketing approach to enhance the student experience at UWindsor.

Strategic Opportunity: A Student-First Experience
KPI: The proportion of students who rate their overall educational experience at UWindsor as either Excellent or Good, according to the National Survey of Student Engagement (NSSE), surpasses the average rating of comparable Ontario Comprehensive institutions.

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	• Positive feedback from prospective students regarding clarity and helpfulness of information
	• Increased student satisfaction with communication processes, measured through surveys
	• Reduction in the time students spend seeking help across different departments.
Effectiveness Measures	• Improved engagement metrics (e.g., open rates, click-through rates) for targeted communications and increased conversion rates from inquiries to applications.
	• Higher student retention and progression rates and positive student feedback on the registration process's relevance to their goals.
	• Improved student satisfaction with academic advising and demonstrable impact of personalized advising on student success metrics (e.g., GPA improvement, successful graduation rates).

Strategies

1. Develop a comprehensive prospective student communications plan tailored to individual student populations.
2. Utilize UWinsite Engage to streamline and unify all communication channels.
3. Establish a centralized "one-stop" service centre for student support.
4. Define clear responsibilities for creating effective prospective graduate student communications.
5. Capture and nurture student goals (academic and career) during initial and ongoing registration processes.
6. Empower advisors with access to student goals for personalized guidance.
7. Create a comprehensive and accessible student profile to enhance advisor support*.

Comprehensive Advising for Student Retention

Enhancing student retention is critical to the University of Windsor's enrolment success. While certain faculties have highlighted student retention as a crucial focus, this must become a priority across the entire university. Currently, the University has some effective retention strategies and supports in place, but their implementation is somewhat disjointed. A cohesive and systematic approach towards advising involving widespread participation is necessary to impact student retention rates significantly. For instance, students struggling academically often face multiple challenges, including mental health issues, financial difficulties, and social adjustment hurdles. Merely addressing the symptom (such as poor academic performance) with a singular solution is often insufficient. A more effective approach is envisioned involving faculty-based professional advisors supported by campus resources who can help the entire spectrum of students' needs and address the underlying root causes of their challenges.

Strategic Opportunity: Adopt a holistic advising model for the institution
KPI: To improve the consistency and quality of advising for all students across all faculties.

Effectiveness Measures	• Changes in student retention and graduation rates before and after implementing a holistic advising model.
	• Evaluation of student satisfaction and engagement with advising services.
	• Efficiency and effectiveness of advisors (e.g., # of students served, frequency of advising interactions, etc.).
	• Assess if there is a decrease in average time to degree completion.
	• Impact of advising on students, including at-risk students, those with financial needs, culturally diverse students, and pioneering students.
	• Impact of the advising council and lead advisor in coordinating and reinforcing the institutional approach to advising.

Strategies

1. Implement faculty-embedded professional advisors with support from academic program coordinators.
2. Foster a holistic advising approach encompassing goal attainment, degree completion, building relationships, and proactive engagement.
3. Establish an Advising Council dedicated to enhancing advising effectiveness.
4. Appoint a Lead Advisor to coordinate and reinforce the advising model.
5. Automate advisor assignments using UWinsite.
6. Formalize advising protocols and invest in professional development.
7. Enhance UWinsite's functionality to facilitate effective advising practices.
8. Develop an academic literacy information program for students who may not have had sufficient preparation in high school or for additional language learners.

Early Alert

Although developing a formal early alert system falls outside the immediate scope of the 2023-28 SEM Plan, it has been identified as a critical strategic priority for boosting undergraduate enrolment. This system, or methodology, is vital to swiftly and proactively identifying students needing extra academic support, improving overall student outcomes.

In the meantime, preliminary strategies will be implemented to lay the groundwork for future, more comprehensive efforts. These initial measures will focus on identifying and supporting students requiring additional assistance. The university will proactively enhance student retention and success by implementing these foundational steps. This approach aligns with current enrolment goals and sets the stage for a campus-wide early alert system in the future.

Strategic Opportunity: Early Alert
KPI: To reduce the number of learners who do not complete their degree at UWindsor.

Effectiveness Measures	• The level of participation and engagement of faculty and staff involved in the early alert process, such as the number of referrals of students who may be at risk.
	• The usage of academic support services, counselling services, and other resources by learners identified as being at risk.
	• Feedback from students who have been identified as being at risk.

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- Retention and graduation rates of students who were identified and supported with those who were not.
- Academic performance (e.g., grades and GPA) of students before and after receiving support from the system.
- The number of Learning Management System course sections that include data around missed assignments, low participation, or a student drop in grades.

Strategies
1. Establish a dedicated Retention Committee within our SEM governance framework.
2. Identify and harness available data to develop a future early alert framework.
3. Conduct an in-depth environmental scan to benchmark current practices against sector best practices.
4. Formulate a precise institutional definition of "at-risk" individuals.
5. Initiate a pilot program for CRI's HeadStart Proactive Retention System, a Readiness Assessment tool.
6. Implement a pilot model for an Early Alert referral system, capitalizing on existing data and adopting a holistic professional advisor model.
7. Explore potential technological solutions for Early Alert systems to be considered in Strategic Enrolment Management Plan 3.0 (2028 – onwards).
8. Develop a strategy to bolster enrolment by pinpointing and addressing courses with high rates of underperformance and withdrawals, often referred to as challenging or 'gatekeeper' courses.

Transfer Enrolment Growth

The University of Windsor focuses on improving engagement with transfer students as a critical strategy to boost undergraduate enrolment. Currently, the number of students transferring to the university is significantly lower than that of other institutions of comparable size and program offerings, which provides a strategic opportunity to enhance future undergraduate enrolment.

Strategic Opportunity: Transfer Enrolment	
KPI: To increase the number of learners who transfer to UWindsor from college or university.	
Effectiveness Measures	• The volume of inquiries, applications, offers, and enrolment from transfer students over time, including demographics and origins.
	• Total count of active and accurate articulation agreements.
	• Time taken to complete credit evaluations for students.
	• Implementation of a streamlined policy and process for articulation agreements.
	• Metrics related to transfer marketing include views, click-through rates, and responses to calls to action.
	• Participation levels in transfer information sessions or events.

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- The percentage of credits successfully transferred and applied towards degree requirements, as well as the proportion of transfer credits that are accepted but not applied to degree requirements (lost credits).
- The average time it takes for transfer students to complete their degree.

Strategies
1. Implement a strategy to enhance enrolment by establishing a Transfer Student Success Center within the proposed UWin One Stop. It includes a dedicated team focused on transfer students, recruitment specialists, admissions officers, and academic advisors to streamline and support their transition and success.
2. Formalize the Terms of Reference for the "Transfer Working Group."
3. Create a formalized process for creating and maintaining transfer agreements.
4. Explore a physical presence at St. Clair College.
5. Expand the role of the transfer enrolment advisor to a full-time position.
6. Identify and designate transfer champions within each faculty.
7. Improve communication of transfer credit information at the point of admission.
8. Empower the registrar's office for first-year course equivalencies.
9. Investigate on-the-spot transfer assessments.
10. Set guaranteed transfer evaluation timelines.
11. Implement competency-based learning admissions practices.

Performance Management

Performance management focuses on establishing a systematic, organized, and data-driven framework to achieve enrolment targets, emphasizing constant institutional adaptability and strategy refinement. This approach encompasses heightened accountability, effective execution, ongoing monitoring and evaluation, adaptability to change, and a commitment to perpetual improvement.

Enrolment Management Committees

The University's 2023-28 SEM Plan will see the Strategic Enrolment Executive (SEMX) rebranded as the Enrolment Management Committee. This change retains the committee's existing membership, including all Decanal leaders. This committee will continue enhancing student recruitment, retention, and support, aligning these efforts with the university's broader strategic and academic goals.

A new SEM Executive Committee, chaired by the Provost and Vice-President, Academic, will be formed to steer the implementation of the SEM Plan. This committee will be drawn from the Enrolment Management, Recruitment & Retention, and Student Success Committees, ensuring coordinated efforts across the university that align with its overarching strategic direction.

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Further, the SEM Plan introduces a new Recruitment and Retention Committee, replacing the Undergraduate and Graduate Committees. This new committee has a revised membership, including the chairs for the Transfer and Educators Working Groups. A sub-committee will focus on enhancing strategies for student retention and success.

This restructuring aims to unify and foster collaboration across essential university functions such as academic affairs, marketing, student communications, admissions, orientation, and enrolment services for undergraduate and graduate students.
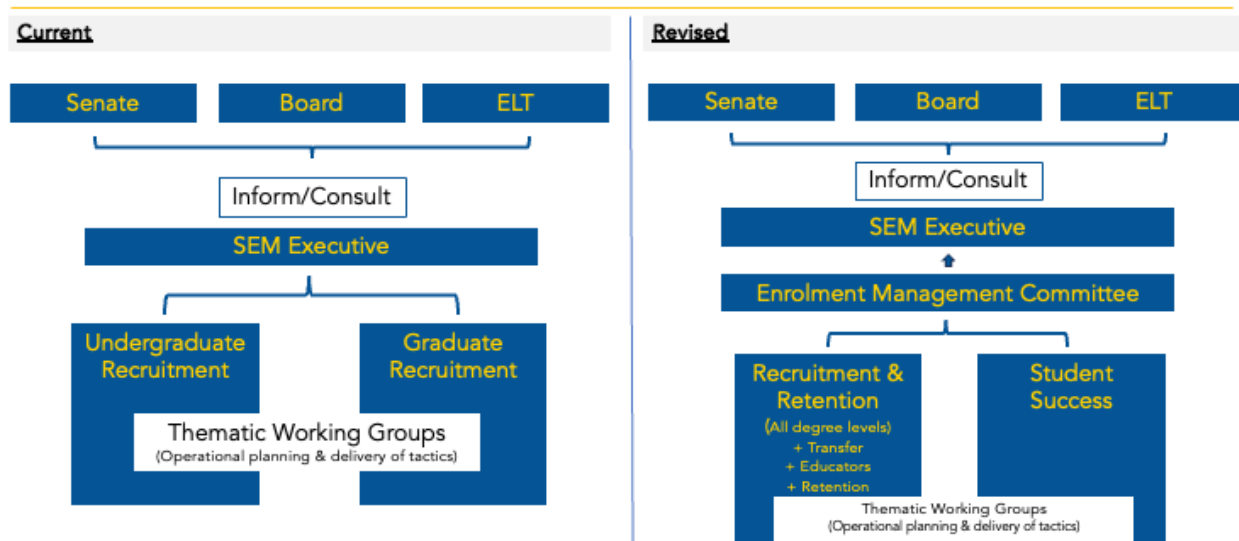
Figure 22: Comparative Overview of Strategic Enrolment Governance Committees - Existing Structure (Left) versus Revised Structure (Right)

Action Plans

To ensure the successful execution of the SEM Plan, a distinct working group will be established for each of the five strategic opportunities outlined in the plan. These groups, co-led by a faculty member and an administrative leader, will be tasked with developing a critical path for realizing their respective strategic opportunities. The composition of these working groups will include members from the strategy teams that contributed to the SEM Plan's development, additional members from the campus community, and support from the Associate Vice-President of Enrolment.

The primary responsibilities of these working groups are multifaceted. Building off earlier work of strategy teams, they will finalize and assign specific tasks and clear leadership roles to ensure accountability and seamless execution. Each group will also develop a detailed timeline for their functions, outlining the start and end dates to provide a structured and trackable progression. Moreover, they will establish Key Performance Indicators (KPIs) for each task and the overarching dashboard, which are essential in evaluating the effectiveness of the initiatives and facilitating data-driven decision-making. Additionally, these groups will identify and address the crucial factors necessary for successfully implementing each strategic opportunity

and the dashboard itself. This may include resource allocation, staff training, technology infrastructure development, and stakeholder engagement.

Once these action plans are crafted, the working groups will present their proposed implementation strategies to the SEM Executive Committee for approval, ensuring that the process remains aligned with the overarching goals of the SEM Plan and is executed efficiently.

SEM Plan Dashboard

A dashboard will be developed to monitor critical metrics identified in the SEM Plan. This includes essential data points like student enrolment numbers, retention rates, and demographic statistics. The design of this dashboard will be closely aligned with the objectives and strategies detailed in the SEM Plan, fostering a unified approach to managing enrolment. Furthermore, a comprehensive system will be established to track the progress of implementing the related strategic opportunities. This system will encompass the identification and delegation of tasks, the creation of detailed timelines, the setting of effectiveness measures, and the identification of essential factors for successful implementation.

Faculty Coordinating Council Presentations

The success of the SEM Plan is intrinsically linked to the involvement and collaboration of faculty across the institution. Recognizing that SEM permeates every facet of institutional functioning, it becomes clear that authentic faculty engagement is not just beneficial but essential. Faculty members play pivotal roles at various junctures of enrolment management, making their contribution indispensable for any SEM initiative's success. This interdependence is rooted in enrolment management being an institution-wide, long-term strategy built upon a foundation of shared responsibilities.

To reinforce this partnership and foster a culture of collaboration and institutional buy-in, annual presentations on the performance of the SEM Plan will be delivered to faculty coordinating councils. These presentations aim to inform and actively involve faculty in the ongoing process and achievements of the SEM Plan. This approach ensures the faculty remains integrally involved and invested in the plan, bolstering the institution's overall enrolment management strategy.

Annual Faculty Review

Recognizing lessons from the past and ensuring that the SEM Plan is not merely created, approved, and then relegated to obscurity, either on a shelf or in digital archives, is vital. Instead, it should be actively used as a dynamic, guiding document. Its ongoing refinement is crucial to keep it relevant and effective, aligning it with the evolving goals of the institution. This approach is critical in the ever-changing realm of higher education, where factors like demographic shifts, technological advancements, resource allocation, and government policies continuously reshape the landscape.

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To this end, deans and their leadership teams will play a proactive role each year. They will be engaged to gather insights and feedback, share experiences, and provide diverse perspectives to assess and fine-tune the SEM plan, if necessary. This iterative process is crucial in enhancing strategies related to student recruitment, retention, and the overall quality of educational offerings, ensuring the SEM Plan remains a living, evolving roadmap for enrolment management and, ultimately, student success.

Annual APC Submission

It is proposed that an annual report on the Plan be submitted to the Academic Policy Committee of the Senate as a critical step in ensuring transparency and collaboration within the institution. This report will encapsulate the plan's progress, challenges, and future goals, emphasizing its impact on every aspect of the institution and the essential role of faculty engagement in enrolment management. This initiative is intended to solidify a culture of partnership and collaboration, engaging the Senate as a critical stakeholder in the ongoing refinement and success of the SEM Plan.

Conclusion

Ultimately, the Aspire for Student Success: Strategic Enrolment Management Plan 2023-2028 embodies a forward-thinking blueprint to enhance student success through targeted recruitment, retention, and academic attainment. This plan, meticulously developed with extensive stakeholder input, leverages data-driven strategies and embraces the evolving educational landscape. It commits to nurturing a diverse, vibrant student body while aligning with institutional goals and responding dynamically to global challenges. As we embark on this strategic journey, our collective efforts will ensure the University of Windsor remains a beacon of excellence, accessibility, and innovation in the higher education sector.

Appendices

SEM Plan Advisory Committee

Meetings: February 3, 2023, April 14, 2023, May 3, 2023, June 6, 2023, August 11, 2023, December 4, 2023

Membership:

> **Robert Aguirre,** Provost and Vice-President Academic, Office of the Provost (July – December)
> **Christopher Busch,** Associate Vice-President of Enrolment Management, Office of Enrolment Management
> **Cheryl Collier,** Dean, Faculty of Arts, Humanities and Social Science
> **Gillian Heisz,** Vice-President, Finance and Operations, Office of the Vice-President Finance and Operations
> **Shetina Jones,** Associate Vice-President, Student Experience, Office of Student Experience (August – December)
> **Debbie Kane,** Dean, Faculty of Graduate Studies
> **Phebe Lam,** Acting Associate Vice-President, Student Experience, Office of Student Experience (February - June)
> **Patti Weir,** Acting Provost and Vice-President Academic, Office of the Provost (February – June)
> **Rosemary Zanutto,** Executive Director, Institutional Analysis

Strategic Enrolment Management Executive Committee

Meetings: January 18, 2023; February 15, 2023; April 19, 2023, May 17, 2023; June 15, 2023; July 19, 2023; September 14, 2023; October 16, 2023; November 23, 2023; December 14, 2023

Membership:

> **Robert Aguirre,** Provost and Vice-President Academic, Office of the Provost (July – December)
> **Reem Bahdi,** Dean, Faculty of Law
> **Chris Busch,** Associate Vice-President, Enrolment Management, Office of Enrolment Management
> **Dora Cavallo-Medved,** Dean, Faculty of Science (July – December)
> **Lorraine Chandler,** Acting Registrar, Registrar Office (January – May)
> **Cheryl Collier,** Dean, Faculty of Arts, Humanities, and Social Sciences
> **Ray Darling,** Registrar, Registrar Office (June – December)
> **Mitch Fields,** Dean, Faculty of Business (January – June)
> **Chris Houser,** Dean, Faculty of Science (January – June)
> **Gillian Heisz,** Vice-President, Finance and Operations, Office of the Vice-President Finance and Operations
> **Shetina Jones,** Associate Vice-President, Student Experience, Office of Student Experience (July – December)
> **Debbie Kane,** Acting Dean, Faculty of Graduate Studies
> **Phebe Lam,** Acting Associate Vice-President, Student Experience, Office of Student Experience (January – June)
> **Ashish Mahjan,** Dean, Faculty of Business (July – December)
> **Ken Montgomery,** Dean, Faculty of Education
> **Linda Rohr,** Dean, Faculty of Human Kinetics

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Debbie Sheppard-LeMoine, Dean, Faculty of Nursing
Bill Van Heyst, Dean, Faculty of Engineering
Patti Weir, Acting Provost and Vice-President Academic, Office of the Provost (January – June)
Rosemary Zanutto, Executive Director, Institutional Analysis

Stakeholder and Faculty Leader Interviews
Meetings: February 28, March 1 – 3rd, 2023
Attendees*: 152

Giselle Aiabens, Indigenous Enrolment Advisor, Office of Enrolment Management
Shahpour Alirezaee, Learning Specialist, Mechanical, Automotive & Materials Engineering
Imran Ahmad, Acting Director, Computer Science, Faculty of Science
Maryan Amalow, Executive Director, Organization of Part-Time University Students
Marcelo Arbex, Faculty, Economics, Faculty of Science
Kyle Asquith, Head, Communication, Media and Film, Faculty of Arts, Humanities and Social Science
Jo Asuncion, Manager, Finance and Administration, Office of the Dean of Engineering, Faculty of Engineering
Natalie Atkin, Coordinator of 1st Year Access Programs, Faculty of Arts, Humanities and Social Science
Jennie Atkins, Executive Director, Continuing Education
Fazle Baki, Associate Dean, Programs, Odette School of Business
Christopher Baillargeon, President, Organization of Part-Time University Students
Phil Baluyot, Manager-Student Experience, Odette School of Business
Isabelle Barrette-Ng, Head, Integrative Biology, Faculty of Science
Tanya Basok, Associate Dean Research, Faculty of Arts, Humanities and Social Science
Tracy Beemer, International Enrolment Advisor, Office of Enrolment Management – Recruitment
Katia Benoit, Assistant Dean (Admissions, Recruitment & External Relations), Faculty of Law
Brandon Besant, Data Analyst Specialist, Institutional Analysis
Anita Bondy, Team Leader - Advanced Academic Programs, Office of the Registrar
Michelle Bondy, Learning Specialist, Faculty of Science
Tj Bradd, Faculty, Aeronautics Leadership, Faculty of Arts, Humanities and Social Science
Jacqueline Brathwaite, Manager, Student Awards and Financial Aid
Christopher Busch, Associate Vice-President, Enrolment Management, Office of Enrolment Management
Dave Bussiere, Faculty, Odette School of Business
Tricia Carmichael, Associate Dean, Research and Graduate Studies, Faculty of Science
Dora Cavallo-Medved, Dean, Faculty of Science
Lorraine Chandler, Acting Registrar, Registrar Office
Cheryl Collier, Dean, Faculty of Arts, Humanities, and Social Sciences
Maria Cioppa, Faculty, School of Environment, Faculty of Science
Tanja Collet-Najem, Head, Languages, Literatures and Cultures, Faculty of Arts, Humanities and Social Science
Cindy Crump, Director, Student Success and Leadership Centre
Darryl Danelon, Learning Specialist, Mechanical, Automotive & Materials Engineering
Jeffrey Dason, Faculty, Biomedical Science, Faculty of Science
Mario Della Nina, Team Leader – Student Marketing and Communications, Office of Enrolment Management
John Deukmedjian, Head, Sociology and Criminology, Faculty of Arts, Humanities and Social Science

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Mia Diciocco, Undergrad Student, School of Dramatic Art

Jess Dixon, Head, Kinesiology, Faculty of Human Kinetics

Marian Doll, Director, Student Awards and Financial Aid

John Dube, Manager, Data and Analysis, Institutional Analysis

Simon Du Toit, Student Recruitment Officer, Office of Enrolment Management

Afsaneh Edrisy, Associate Dean, Academic, Faculty of Engineering

Holger Eichhorn, Faculty, Chemistry and Biochemistry, Faculty of Science

Helen Ellis-Govette, Business and Finance Operations Coordinator, Athletics and Recreation

Kaitlyn Ellsworth, Black Student Support Coordinator, Office of Vice-President, People, Equity and Inclusion

Sara Elliott, Communication Coordinator, Faculty of Science

Liz Fallaise, Transfer Credit Coordinator, Office of the Registrar

Catherine Febria, Faculty, GLIER, Faculty of Science

Mitch Fields, Dean, Faculty of Business

Katharine Fisher, Director, Canadian & American Dual JD Program

Mike Fisher, Manager – Web Services and System Support, IT Services

Amy Fitzgerald, Faculty, Sociology and Criminology, Faculty of Arts, Humanities and Social Science

Susan Fox, Associate Dean, Faculty of Nursing

Peter Frise, Associate Dean, Professional Programs, Faculty of Engineering

Patti Fritz, Head, Psychology, Faculty of Arts, Humanities and Social Science

Joel Gagnon, Graduate Advisor, School of Environment, Faculty of Science

James Gauld, Faculty, Chemistry and Biochemistry, Faculty of Science

Alice Grgicak-Mannion, Director, School of Environment, Faculty of Science

Robert Gordon, President

Jason Grossi, Faculty, School of Creative Arts, Faculty of Arts, Humanities and Social Science

Adrian Guta, Acting Associate Dean, Student Experience and Interdisciplinary Studies

Nadia Hachem, Student Success Coordinator, Faculty of Education

Beverley Hamilton, Chief of Staff, Office of the President

Jessica Hartwick, Enrolment Advisor GTA/Transfer, Office of Enrolment Management

Marie Hawkins, Director of Graduate Academic Services, Faculty of Graduate Studies

Catherine Heard, Faculty, School of Creative Arts, Faculty of Arts, Humanities and Social Science

James Hebblethwaite, Academic Advisor, Psychology, Faculty of Arts, Humanities and Social Science

Sarah Hebert, Office of the Associate Vice-President, Student Experience

Nick Hector, Faculty, School of Creative Arts, Faculty of Arts, Humanities and Social Science

Gillian Heisz, Vice-President, Finance and Operations, Office of the Vice-President Finance and Operations

Chris Houser, Dean, Faculty of Science

Mike Houston, Director, International Student Centre, International Students Centre

Andrew Hubberstey, Head, Biomedical Science, Faculty of Science

Abdulkadir Hussein, Faculty, Math and Statistics, Faculty of Science

Elayne Isaacs, Indigenous Relations Coordinator, Office of the President

Arunita Jaekel, Associate Dean, Computer Science, Faculty of Science

Steve Jancev, Benefits Administrator, Organization of Part-Time University Students

Ofelia Jianu, Faculty, Mechanical Automotive and Materials Engineering, Faculty of Engineering

Kevin Johnson, Web Communication Team Leader, PAC

Jennifer Johrendt, Associate Dean of Student Affairs, WINONE, Engineering

Penny Kollar, Institutional Quality Assurance Process Administrator, Office of the Provost

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Bruce Kotowich, Director, School of Dramatic Art Centre, Faculty of Arts, Humanities and Social Science

Dylan Kristy, Team Leader - Marketing Publications and Web, Public Affairs and Communications

Jane Ku, Faculty, Sociology and Criminology, Faculty of Arts, Humanities and Social Science

Marnie Kuhn, Financial Coordinator, Faculty of Arts, Humanities and Social Science

Erika Kustra, Acting Associate Vice-President Academic, Office of the Provost

Lisa Learn, Admissions and Records Officer, Office of the Registrar - Admissions

Jade Li, Institutional Analyst – Modeling, Institutional Analysis

Toni Ligori, Academic Advisor, Sociology and Criminology, Faculty of Arts, Humanities and Social Science

Joyceln Lorito, Bounce Back Coordinator, Student Success and Leadership Centre

Sheri Lowrie, Recruitment & Outreach Coordinator, Faculty of Arts, Humanities and Social Science

Brandi Lucier, Faculty, Interdisciplinary and Critical Studies, Faculty of Arts, Humanities and Social Science

Joanna Luft, Head, English and Creative Writing, Faculty of Arts, Humanities and Social Science

Michael Macdonald, Associate Dean, Faculty of Education

Tracy MacLeod, Manager, Administration, Office of the Dean, Faculty of Arts, Humanities and Social Science

Elena Maltseva, Faculty, Political Science, Faculty of Arts, Humanities and Social Science

Drew Marquardt, Head, Chemistry and Biochemistry, Faculty of Science

Danielle Matias, Student Success Coordinator, Faculty of Human Kinetics

Susan Mckee, Communication Coordinator, Faculty of Arts, Humanities and Social Science

Fran Meloche, Student Success Coordinator, Faculty of Nursing

Dan Mennill, Associate Dean, Research and Graduate Studies, Faculty of Science

John Mihalo, Manager – Finance & Administration, Odette School of Business

Bruce Minaker, Head, Mechanical, Automotive & Materials Engineering

Noeman Mirza, Faculty, Faculty of Nursing

Sherry Morrell, Faculty, Faculty of Nursing

Ken Montgomery, Dean, Faculty of Education

Asish Mukhopadhyay, Faculty, Computer Science, Faculty of Science

Abby Nakhaie, Manager, Finance and Administration, Office of the Dean of Education, Faculty of Education

Beth Natale, Director, Student Recruitment, Office of Enrolment Management

Robert Nelson, Head, History, Faculty of Arts, Humanities and Social Science

Kristina Nikolova, Faculty, School of Social Work, Faculty of Arts, Humanities and Social Science

Tanya Noel, Learning Specialist, Integrative Biology, Faculty of Science

Amber Norman, Student Development Specialist - Volunteer Leadership, Student Success and Leadership Centre

Jeff Noonan, Faculty, Philosophy, Faculty of Arts, Humanities and Social Science

Kenneth Ng, Faculty, Chemistry and Biochemistry, Faculty of Science

Ashlyne O'Neil, Learning Specialist, Open Learning

Mack Park, Grad Student, School of Social Work

Kat Pasquach, Outreach and Retention Coordinator, Turtle Island Centre

Donna Patterson, Director at Large, Organization of Part-Time University Students

Tina Pavicic, Manager - Student Accounts and Receivables, Budgets And Financial Services - Cashiers

Alex Pershai, Equity, Diversity and Inclusion Advisor, Faculty of Engineering

Tina Pugliese, Faculty, Jackman Dramatic Art Centre, Faculty of Arts, Humanities and Social Science

Meaghen Quinn, Faculty, Dramatic Art, Faculty of Arts, Humanities and Social Science

Jessica Raffoul, Director of the Centre for Teaching and Learning (CTL), Centre for Teaching & Learning
Jody Ralph, Acting Associate Dean, Graduate Programs, Faculty of Nursing
Chitra Rangan, Associate Dean, Faculty of Graduate Studies
Diane Rawlings, Department Head, Residence Services
Hyuk-Jae Rhee, Faculty, Economics, Faculty of Science
Sandra Riccio-Muglia, Coordinator Student Experience Special Projects, UWSA
Zoe Rivera Gutierrez, Student Recruitment Officer, Office of Enrolment Management
Linda Rohr, Dean, Faculty of Human Kinetics
Philip Rose, Head, Philosophy, Faculty of Arts, Humanities and Social Science
Simon Rondeau-Gagne, Faculty, Chemistry and Biochemistry, Faculty of Science
Anne Rudzinski, Manager, Education and Survivor Support, Office of the Provost
Romi Saraswat, International Student Advisor, International Students Centre
Victor Sevillano Canicio, Faculty, Literature, Languages and Cultures, Faculty of Arts, Humanities and Social Science
Behnam Shahrrava, Head, Electrical and Computer Engineering
Debbie Sheppard-LeMoine, Dean, Faculty of Nursing
Allyson Skene, Chair: Learning Specialist, Centre for Teaching and Learning
Mona Sleiman, Events and Community Relations Manager, Office of the President
Julie Smit, Science Teaching and Learning Specialist, Integrative Biology, Faculty of Science
Sang-Chul Suh, Faculty, Economics, Faculty of Science
Danielle Soulliere, Associate Dean, Academic and Student Success, Faculty of Arts, Humanities and Social Science
John Sutcliffe, Faculty, Political Science, Faculty of Arts, Humanities and Social Science
Marium Tolson-Murtty, Director, Anti-Racism Organizational Change, Office of the Vice-President, Equity, Diversity and Inclusion
Renee Trombley, Executive Director, PAC
Otis Vacratsis, Faculty, Chemistry and Biochemistry, Faculty of Science
Eric Vandenbroucke, Associate Athletic Director- Athletics, Athletics and Recreation
Bill Van Heyst, Dean, Faculty of Engineering
Deena Wang, Acting Director, International Recruitment
Renee Wintermute, University Secretary, University Secretariat
Jeremy Worth, Faculty, Language, Literatures and Cultures, Faculty of Arts, Humanities and Social Science
Rosemary Zanutto, Executive Director, Institutional Analysis
George Zhou, Acting Associate Dean, Teacher Education, Faculty of Education

* - Based on meeting invitation data (physical attendance was not taken)

Enrolment Visioning Workshop

Opening remarks provided by President Gordon

Meeting: May 18, 2023

Majid Ahmadi, Associate Dean, Research and Graduate Studies, Faculty of Engineering
Maryan Amalow, Executive Director, Organization of Part-Time University Students
Jennie Atkins, Delegate, Centre for English Language Development
Reem Bahdi, Dean, Faculty of Law
Christopher Baillargeon, President, Organization of Part-Time University Students
Fazle Baki, Associate Dean, Programs, Odette School of Business

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Jhoan Baluyot, Executive Director, Public Affairs and Communications
Phil Baluyot, Acting Manager – Student Success & Career Services
Isabelle Barrette-Ng, Head, Integrative Biology, Faculty of Science
Katia Benoit, Assistant Dean (Admissions, Recruitment & External Relations), Faculty of Law
Chris Busch, Associate Vice-President Enrolment Management, Office of Enrolment Management
Dora Cavallo-Medved, Acting Dean, Faculty of Science
Lorraine Chandler, Acting Registrar, Registrar Office
Tanja Collet-Najem, Head, Languages, Literatures and Cultures, Faculty of Arts, Humanities and Social Science
Cheryl Collier, Dean, Faculty of Arts, Humanities and Social Science
Kathryn Corby, Faculty Representative, Faculty of Nursing
Joel Cort, Associate Dean, Research and Graduate Studies, Kinesiology, Faculty of Human Kinetics
Cindy Crump, Director, Student Success and Leadership Centre
Ray Darling, Registrar, Registrar Office
Mia Diciocco, Vice-President, Student Life, UWSA
Marian Doll, Director, Student Awards and Financial Aid
John Dube, Manager, Data and Analysis, Institutional Analysis
Afsaneh Edrisy, Associate Dean, Academic, Faculty of Engineering
Susan Fox, Associate Dean, Faculty of Nursing
Patti Fritz, Head, Psychology, Faculty of Arts, Humanities and Social Science
Alice Grgicak-Mannion, Director, School of The Environment, Faculty of Science
Adrian Guta, Acting Associate Dean Student Experience and Interdisciplinary Studies
Nick Hector, Faculty, School of Creative Arts, Faculty of Arts, Humanities and Social Science
Mike Houston, Director, International Student Centre
Arunita Jaekel, Associate Dean, School of Computer Science, Faculty of Science
Steve Jancev, Benefits Administrator, Organization of Part-Time University Students
Jennifer Johrendt, Associate Dean of Student Affairs, WINONE, Engineering
Debbie Kane, Dean, Faculty of Graduate Studies
Lynette Kivisto, Grad Student, Psychology, Faculty of Arts, Humanities and Social Science
Dylan Kristy, Team Leader - Marketing Publications and Web, Public Affairs and Communications
Phebe Lam, Acting Associate Vice-President, Student Experience
Chris Lanoue, Assistant Registrar - Graduate Studies
Sheri Lowrie, Recruitment & Outreach Coordinator, Faculty of Arts, Humanities and Social Science
Zhenzhong Ma, Director, Associate Dean, Odette School of Business
Diana Marion, Vice-President, Organization of Part-Time University Students & Undergraduate Students, School of the Environment, Faculty of Science
Drew Marquardt, Faculty, Chemistry and Biochemistry, Faculty of Science
Dan Mennill, Associate Dean, Research and Graduate Studies, Faculty of Science
Patti Millar, Faculty, Kinesiology, Faculty of Human Kinetics
Ken Montgomery, Dean, Faculty of Education
Abby Nakhaie, Manager, Finance and Administration, Office of the Dean of Education, Faculty of Education
Beth Natale, Director, Student Recruitment, Office of Enrolment Management
Paul Ocheje, Associate Dean, Research and Graduate Studies, Faculty of Law
Helene Pargov, Undergraduate Student, Faculty of Education
Donna Patterson, Director at Large, Organization of Part-Time University Students
Tina Pugliese, Director, School of Dramatic Art, Faculty of Arts, Humanities and Social Science

SEM Plan (2023-28)

> Linda Rohr, Dean, Faculty of Human Kinetics
> Sarah Sacheli, Communications Coordinator, Faculty of Human Kinetics
> Debbie Sheppard-LeMoine, Dean, Faculty of Nursing
> Danielle Soulliere, Associate Dean, Academic and Student Success, Faculty of Arts, Humanities and Social Science
> Edwin Tam, Associate Vice-President Academic
> Guillaume Teasdale, Faculty, History, Faculty of Arts, Humanities and Social Science
> Bill Van Heyst, Dean, Faculty of Engineering
> Deena Wang, Acting Director, International Recruitment
> Andrew Ward, Grad Student, Faculty of Nursing
> Patti Weir, Interim Provost and Vice-President Academic
> Amy Wilkinson, Assistant Registrar - Undergraduate Admissions
> Benjamin Wright, Business Development Coordinator, Continuing Education
> Rosemary Zanutto, Executive Director, Institutional Analysis
> George Zhou, Acting Associate Dean, Teacher Education, Faculty of Education

* - Based on meeting invitation data (physical attendance was not taken)

SEM Plan Strategy Workshop
Meetings: September 20 – 21, 2023

> Oluwatosin Adepegba, Graduate Student, Odette School of Business
> Natalie Atkin, Coordinator of 1st Year Access Programs, Faculty of Arts, Humanities and Social Science
> Jennie Atkins, Executive Director, Continuing Education
> Maria Badalova, Student, Faculty of Science
> Christopher Baillargeon President, Organization of Part-Time University Students
> Nick Baker, Director, Open Learning
> Phil Baluyot, Manager-Student Experience, Odette School of Business
> Isabelle Barrette-Ng, Professor and Department Head, Integrative Biology
> Veronica Beia, Vice President of Student Life, UWSA
> Judy Bornais, Executive Director - Experiential Learning
> Tim Brunet, Coordinator, Outstanding Scholars and Student Leadership
> Christopher Busch Associate Vice-President Enrolment Management, Office of Enrolment Management
> Juliet Bushi, Faculty, Faculty of Education
> Dora Cavallo-Medved, Dean, Faculty of Science
> Lorraine Chandler, Manager, Student Success and Academics, Faculty of Engineering
> Cindy Crump, Director, Student Success and Leadership Centre
> Darryl Danelon, Learning Specialist, Mechanical, Automotive & Materials Engineering
> Ray Darling, Registrar, Registrar Office
> Jess Dixon, Head of Kinesiology, Faculty of Human Kinetics
> John Dube, Manager, Data and Analysis, Institutional Analysis
> Patti Fritz, Head, Psychology
> Kate Hadwin, Vice President Student Advocacy, UWSA
> Ronnie Haidar, Graduate Student, Faculty of Arts, Humanities and Social Sciences
> Jessica Hartwick, Enrolment Advisor GTA/Transfer, Office of Enrolment Management
> Mike Houston, Director, International Student Centre
> Shetina Jones, AVP-Student Experience, Office of Student Experience
> Nivethan Karalasingam, Business Representative, UWSA

SEM Plan (2023-28)

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Dylan Kristy, Acting Manager, Public Affairs and Communication
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Chris Lanoue, Assistant Registrar, Registrar Office
Lisa Learn, Admissions Officer, Registrar Office
Joyceln Lorito, Bounce Back Coordinator, Student Success and Leadership Centre
Sheri Lowrie, Recruitment & Outreach Coordinator, Faculty of Arts, Humanities and Social Science
Michael Macdonald, Associate Dean, Faculty of Education
Julia Mackenzie, Student, Faculty of Arts, Humanities and Social Sciences
Alleson Mason, Faculty, Faculty of Education
Danielle Matias, Student Success Coordinator, Faculty of Human Kinetics
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Melinda Novelletto, Student, Faculty of Arts, Humanities and Social Science
Chris O'Gorman, Advising Coordinator, Academic Advising Centre
Kat Pasquach, Outreach and Retention Coordinator, Turtle Island Centre
Anouchka Plumb, Director, Centre for Student Learning Excellence
Marcin Pulcer, Acting Executive Director, ITS
Suki Randhawa, Senator, UWSA
Diane Rawlings, Department Head, Residence Services
Karen Robson, Acting Associate Dean, Odette School of Business
Linda Rohr, Dean, Faculty of Human Kinetics
Allyson Skene, Chair: Learning Specialist, Centre for Teaching and Learning
Sam Surtees, Student, Faculty of Arts, Humanities and Social Science
Marium Tolson-Murtty, Director, Anti-Racism Organizational Change, Office of the Vice-President, Equity, Diversity and Inclusion
Jocelyn Winter, MBA Program Administrator, Odette School of Business
Sarah Woodruff Atkinson, Associate Dean Academic Programs, Faculty of Human Kinetics

SEM Plan Strategy Teams

Reimagining the Student Experience Team

Veronica Beia, Vice President of Student Life, UWSA
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Expansion of Domestic Undergraduate Enrolment Team

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Isabelle Barrette-Ng, Professor and Department Head, Integrative Biology
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Patti Fritz, Head, Psychology
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Julia MacKenzie, Student, Faculty of Arts, Humanities and Social Sciences
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Sarah Woodruff Atkinson, Associate Dean Academic Programs, Faculty of Human Kinetics
Science

Strategic Enrolment Intelligence Team

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Musaib Nagani, Computer Science Representative, UWSA
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College Transfer Engagement Team

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Danielle Matias, Student Success Coordinator, Faculty of Human Kinetics
Beth Natale, Director, Student Recruitment, Office of Enrolment Management

Establishment of an Early Alert System

Oluwatosin Adepegba, Graduate Student, Odette School of Business
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Kate Hadwin, Vice President Student Advocacy, UWSA
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Allyson Skene, Chair: Learning Specialist, Centre for Teaching and Learning

Enhancing K-12 Outreach & Rethinking Advising Team

Natalie Atkin, Coordinator of 1st Year Access Programs, Faculty of Arts, Humanities and Social Science
Maria Badalova, Student, Faculty of Science
Phil Baluyot, Manager-Student Experience, Odette School of Business
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SEMP Aspire for Student Success – Reviewers

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Rose Zanutto, Executive Director, Institutional Analysis
Shetina Jones, Associate Vice-President, Student Experience, Office of Student Experience
Anne Mullen, Academic Initiatives Officer, Office of the Provost and Vice-President, Academic
Erika Kustra, Acting Associate Vice-President, Academic Affairs

Robert Aguirre, Provost and Vice-President Academic, Office of the Provost (July – December)
Reem Bahdi, Dean, Faculty of Law
Dora Cavallo-Medved, Dean, Faculty of Science (July – December)
Cheryl Collier, Dean, Faculty of Arts, Humanities, and Social Sciences
Ashish Mahjan, Dean, Faculty of Business (January – June)
Gillian Heisz, Vice-President, Finance and Operations, Office of the Vice-President Finance and Operations
Patti Weir, Acting Dean, Faculty of Graduate Studies
Ken Montgomery, Dean, Faculty of Education
Linda Rohr, Dean, Faculty of Human Kinetics
Debbie Sheppard-LeMoine, Dean, Faculty of Nursing
Bill Van Heyst, Dean, Faculty of Engineering

Executive Leadership Team
February 29, 2024

Rob Gordon, President and Vice-Chancellor
Robert Aguirre, Provost and Vice-President Academic, Office of the Provost (July – December)
Gillian Heisz, Vice-President, Finance and Operations, Office of the Vice-President Finance and Operations
Shanthi Johnson, Vice-President, Research and Innovation
Clinton Beckford, Vice-President, People, Equity, and Inclusion
Beverley Hamilton, Chief of Staff
Krista Devine, Chief Legal Officer
Marian Gayed, Associate Vice-President, External

Parking Lot Strategies

The respective strategy teams brainstormed several innovative strategies, yet not all made it into the final implementation plan. These items have been placed in a parking lot for future consideration when and if resources become available.

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Action Plan Template (Example)

Transfer Opportunities	Strategies	Action Items	Lead	Support	Timeline	Effectiveness Measures	Antecedents
Establishing Productive Relationships with Colleges	Formalize and promote transfer agreements	1) Promote agreements on university and college websites 2) Collaboratively organize information sessions 3) Educate program staff about agreement details 4) Launch a marketing campaign for UW as a preferred transfer institution 5) Engage in joint marketing to highlight the partnership with feeder colleges	Transfer Working Group	Student Recruitment, Student MarComs	Year 1	A marketing plan exists and is being implemented—student insights around needs, enrolment decision factors, etc.	Marketing funds, Transfer team in place, positive relationship with St. Clair, Provost, Deans, and faculty buy-in.
	Increase presence on College Campuses (online and in-person) - St. Clair College as priority	1) Define roles/responsibilities, identify and transfer advisor to fill the position. 2) Build mutually beneficial relationships with feeder colleges (e.g., reverse transfers, post-grad diplomas, required to withdraw students, degree completion for international students and joint marketing).	Provost's Office	AVP Academic, AVP Enrolment, AVP Student Experience, Registrar	Year 2	# of contacts/ inquiries, apps, and enrolled students	Staff to build relationships with colleges (a transfer enrolment advisor)

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Transfer Opportunities	Strategies	Action Items	Lead	Support	Timeline	Effectiveness Measures	Antecedents
	Initiate purposeful engagement at the Senior Level with key college partners	1) Organize UWindsor/St. Clair summit to discuss mutual needs within a partnership. 2) Discuss timelines. 3) Conceptual prioritization of future agreements.	President (initial contact) and Provost	AVP Academic, AVP Enrolment, AVP Student Experience, Registrar	Year 1	Establishment of a relationship with concrete steps and deliverables	The openness of college partners and university. President & Provost priority.
	Establish NEW and Dedicated Transfer Lead	1) Scan of comparable institutional models and staffing. 2) Develop a business case for units and positions (job descriptions, roles, responsibilities, costs). 3) Determine where the unit will live and report. 4) Staff learning/training, PD. 5) Develop strategies, plans, and accountabilities. 6) Identify measurements.	Provost's Office	AVP Academic, AVP Enrolment, AVP Student Experience, Registrar	Year 1	Have the team/ positions been developed and completed?	Funding for position, space renovations, technology, and training.

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Transfer Opportunities	Strategies	Action Items	Lead	Support	Timeline	Effectiveness Measures	Antecedents
	Enhance Communications	1) Clear messaging from presidents of UW and the partner institutions (mutually beneficial). 2) Establish an internal communications plan and coordination (e.g., a portal with regular updates and e-newsletters). 3) Cross-campus communications group to coordinate inter-school messaging, info sharing, etc. 4) Communicate a 5-year plan to internal and partner institutions.	Transfer Team	PAC	Year 2, when the team and framework are established	Pre- and post-implementation survey, frequency of activities, student focus groups, number of student inquiries, website visits, etc.	Comms plan and related expertise. Commitment to continuous improvement.

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