

**University of Windsor  
Senate**

**\*5.5.5: Undergraduate Program Review Annual Status Reports and Response(s)**

Item for: **Information**

Forwarded by: **Program Development Committee**

**Background**

- As publicly funded institutions, Ontario universities are mandated by the Government to undergo a cycle of program reviews for the purpose of quality control and accountability.
- The Undergraduate Program Review Process operates on a seven-year cycle and is part of a larger process of quality assurance that was mandated by the government and supervised by the Council of Ontario Universities through the Undergraduate Program Review Advisory Committee (UPRAC) of the Ontario Universities of the Ontario Council of Academic Vice Presidents (OCAV). The Undergraduate Program Review process is being phased out and replaced by the Institutional Quality Assurance Process (IQAP) (combining undergraduate and graduate program reviews) which was developed in accordance with the COU's Quality Assurance Framework. As of Fall 2011, the Ontario universities' Quality Council is responsible for reviewing, auditing and approving all new undergraduate and graduate programs and new cyclical reviews.
- Some of the information contained in the UPR annual status reports may seem outdated since these reports provide a historical look at the department's actions over a review cycle, showing a progression of changes over the years.

**Undergraduate Program Review Annual Status Reports**

Business (p.2)	4 <sup>th</sup> Annual Report
Communication, Media and Film (p.14)	2 <sup>nd</sup> Annual Report
Computer Science (p.26)	3 <sup>rd</sup> Annual Report
Dramatic Art (p.38)	5 <sup>th</sup> Annual Report
Kinesiology (p.54)	3 <sup>rd</sup> Annual Report
Law (p.58)	5 <sup>th</sup> Annual Report
LLC - Modern Languages (p.77)	5 <sup>th</sup> Annual Report
Social Work (p.90)	5 <sup>th</sup> Annual Report
Sociology, Anthropology, and Criminology (p.98)	4 <sup>th</sup> Annual Report

**Reports still to be come:**

General Science  
 Physics  
 Psychology  
 English – NEW UPR Cyclical review (IQAP)  
 Nursing – NEW UPR Cyclical review (IQAP)

**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**UNDERGRADUATE PROGRAM REVIEW (UPR)**  
**FOURTH ANNUAL STATUS REPORT ON: BUSINESS**  
January 2014

**Recommendation 1:** That consideration be given to adding an elective in Leadership to augment the Human Resource Management offerings.

**Agent:** OSB Council, Management area

**Completion by:** Fall 2012

**Actions taken 2010:**

The Management area is offering a "Special Topics" course in leadership during the Winter 2011 semester. Continued offering of this course will depend on enrolments and availability of an instructor in future years.

**PDC recommended further actions to be taken (2011):**

Although PDC notes that this recommendation has been adequately satisfied, it requests that Business report next year on the enrolment in the leadership course and whether it expects to continue to offer it.

***Recommendation Satisfied 2010-2011***

**PDC Comments 2013:**

PDC understands that a Special Topics course (71-491) focussing on various aspects of leadership has been offered in Winter 2011 (21 students), Fall 2012 (14 students), and will be offered in Winter 2013 (15 students currently registered), indicating the area's willingness to continue to offer a course on leadership.

***Recommendation Satisfied 2010-2011***

**Recommendation 2:** That the OSB review how it supports student recruitment and retention initiatives - including the Commerce Society, whose debates, stock exchanges and other activities can prove attractive to students – and that it work closely with the Office of Liaison and Student Recruitment to continue to attract top quality students.

**Agent:** Dean

**Completion by:** Fall 2013

**Actions taken 2010:**

Odette continuously reviews its efforts to recruit and retain students. In Fall 2010, Odette will introduce a new organizational structure for student services which will bring all staff involved in student advising, recruiting, and retention under a single manager. This will provide greater structure and control over an already flourishing student experience. As well, the various functional Business areas have been asked to provide increased advising for students with area-specific questions (rather than have this role performed by a more general student advisor).

Odette works closely with the Office of Liaison and Student Recruitment, including recruiting communications and events such as the Mock Stock Exchange. In general, Odette takes the initiative to facilitate many recruitment activities outside of the Office of Liaison and Student Recruitment because that office has a small staff and many different programs to represent. Odette ensures that the Office of Liaison and Student Recruitment is well informed and aware of Odette recruiting initiatives.

Discussion of some initiatives Odette has taken in the last year to augment recruiting and retention activities is found in the response to Recommendation 12 below.

**PDC recommended further actions to be taken (2011):**

PDC commends the area's student recruitment and retention activities, particularly the innovative "house" initiative (see recommendation 12), and looks forward to next year's update on the OSB's new organizational and advising structure. PDC also requests that the area report on the impact of these initiatives on retention rates, in its next annual report.

**Actions taken in 2011:**

In November, 2010, Odette introduced a new Student Success model which brought all recruitment, first year transition and career advising support under one team leader. The new Student Success Centre was opened in September, 2011, with the goal to act as a one stop shop for all student inquiries. The Centre currently houses recruitment, first year transition, career advising and the team leader. It is the goal in 2011/2012 to provide academic advising within this Centre. In addition, an on-line appointment booking system is being developed to accommodate student requests of academic advising appointments.

Outreach is underway to all of the functional business areas to designate a faculty advisor for each of our six areas. As a means of ensuring information flow and student preparedness for faculty based advising appointments, the Student Success team is working to develop a student triage protocol with the goal of indentifying the student's need and, therefore, the faculty and/or staff person who can best address the inquiry. Outcomes will be tracked through the appointment booking system, an intake process and satisfaction survey.

Since our new initiatives are still very new, it is too early to evaluate how successful these initiatives are with respect to retention rates. Even though it is difficult to measure its effect on retention, the welcoming of our students into 'houses' can easily be seen to have a positive effect on student culture. These 'houses' create a cohesive, inclusive community. Further, through events and social media, members are constantly connected. Most importantly, each house has 2 dedicated senior mentors for our younger students. This works very successfully when students want an opinion from a 'colleague'.

The Odette School of Business continues its strong recruitment efforts constantly evaluating, improving and tailoring its efforts to secure increased applications and conversion rates.

**PDC recommended further actions to be taken (2012):**

PDC commends the area on its efforts with regard to this recommendation. With the submission of a report evaluating the successful impact of these initiatives, in Business' next annual update, PDC would consider this recommendation satisfied.

**Actions taken 2012:**

The Odette School of Business is continuing with its previous successful efforts. The 'house' initiative is still going strong in terms of student and Faculty involvement. The Student Success Centre is still offering the services it began to offer in 2011, but the loss of some of its experienced staff is having some effect of the efficiency of its services. A new 'co-ordinator' has recently been hired and the office should soon be back to where it was before. In terms of retention rates, 34.9% of the Fall 2008 class has graduated while 25.4% are still in the program. In total, 60.3% have either graduated or still in our program. An additional 7.1% have transferred to another program within the University.

**Recommendation Satisfied 2012-2013**

**Recommendation 3:** That the OSB continue to work with the Department of

- a. Mathematics and Statistics to ensure that 62-194 contains sufficient and appropriate business examples, concepts and techniques. **(This part of the recommendation has been satisfied. (2011-2012))**
- b. Economics to ensure that 41-110 and 41-111 contain sufficient and appropriate business examples, concepts and techniques.

**Agent:** Associate Dean – Programs, Dean of Science, Mathematics and Statistics, Economics

**Completion by:** Fall 2013

**Actions taken 2010:**

The Associate Dean and the Director of Undergraduate Business Programs have met with the chair of the Department of Mathematics and Statistics several times to discuss ways to improve the delivery of 03-62-194 (Mathematics for Business). For example, Odette supports the Mathematics department's movement toward making tutorials more structured, more uniform across sections, and much less of a student-asked-questions approach. As well, the Mathematics department now supplies Odette with information on student-by-student performance on 03-62-194 midterm examinations, to allow Odette to identify those students who require extra assistance.

Based on the success of interactions with the Mathematics department, the Odette Associate Dean and the Director of Undergraduate Business Programs plan to meet with the Economics Department in late Fall 2010 or

early Winter 2011.

**PDC recommended further actions to be taken (2011):**

PDC congratulates the OSB and the Department of Mathematics and Statistics on their combined efforts to improve the delivery of, and increase support to OSB students in 62-194. PDC looks forward to a report next year on similar discussions between OSB and Economics.

**Actions taken in 2011:**

The Director of Undergraduate Business Programs has recently met with the Department Head of Economics to discuss issues that are students are encountering in their required Economics courses. The Department Head is attempting to do everything to make our students' experiences within these courses more rewarding. Common outlines are being used across all sections although common exams are not yet in place. As far as using business examples, it is very difficult not to use business examples in an economics course. The Economics Department has also set up an Economics Help Centre to help students in the two introductory economics courses. It is too difficult to judge the impact of this help centre.

**PDC recommended further actions to be taken (2012):**

PDC notes that recommendation 3a has been satisfied. With regard to recommendation 3b, PDC looks forward to a report next year on the outcome of discussions with Economics.

**Actions taken 2012:**

Little discussion has been held with the Economics Department this past year although it has been well aware of our concerns about the need for our students to be more engaged in their courses. The Economics Department has been working on assigning the most effective professors to teach the two introductory courses.

**PDC recommended further actions to be taken (2013):**

PDC encourages the area to continue its efforts to address recommendation 3b. PDC looks forward to next year's progress report.

**Actions taken 2013:**

OSB and members of the Department of Economics have met and changes to the two required Economics courses are being implemented beginning the Fall of 2013. Two specific sections of 41-110 (and 41-111 in Winter 2014) have been recommended for business students. These two sections will be taught by a specific professor, or professors, who are aware of our concerns about the need for relating economics to the business world. In addition, the use of 'MyEconLab' in these two sections will enhance the learning experience of our students. (Because there would be an additional cost to students for this 'on-line' learning tool, students not wanting to incur this expense will be able to enrol in sections not using this tool. Conversely, non-business students wanting this additional experience will be allowed to sign-in to the two 'business' sections.)

**PDC Comments:**

PDC thanks the area for its efforts with regard to this recommendation and notes that it has been satisfied.

**Status:**  ahead of target       on target       behind target       recommendation satisfied.

**Recommendation 4a:** That methods of student evaluation in all courses be such that the evaluation of the three critical skills (problem solving, critical thinking, and communication skills) be appropriate. This may mean a move away from multiple choice examinations - particularly in upper-level (2<sup>nd</sup>-4<sup>th</sup> year) courses.

**Recommendation 4b:** That the use of multiple choice examinations be reviewed, especially in upper level (2<sup>nd</sup>-4<sup>th</sup> year) courses, and that the OSB consider whether more appropriate methods of student assessment can be utilized (*i.e.*, presentations, case examinations, complex problems, essay questions, *etc.*).

**Agent:** Dean, OSB Undergraduate Committee

**Completion by:** Fall 2013

**Actions taken 2010:**

Each summer, the Odette Undergraduate Committee reviews a block of courses. A review of third-year and fourth-year courses was planned for Summer 2010, but other issues took precedence, so this review has been postponed until Summer 2011. The Odette Undergraduate Committee recognizes that use of multiple choice

examinations in third-year and fourth-year is, in many cases, not the most appropriate way of testing student understanding, and has discussed (along with the Associate Dean), methods to improve testing in upper-year courses. However, the Undergraduate Committee notes that: 1) very few (if any) courses have examinations that are exclusively multiple-choice questions, and 2) moving long-term faculty members away from the use of multiple choice questions will be difficult and politically sensitive, especially with the continued decrease in funds for teaching assistants.

**PDC recommended further actions to be taken (2011):**

PDC notes the area's efforts to regularly review its courses. PDC understands that "moving long-term faculty members away from the use of multiple choice questions will be difficult and politically sensitive". Where this is the case, the area should consider, as a first step, encouraging such faculty members to reduce the weighting of the multiple choice component in their examinations.

**Actions taken in 2011:**

Another informal email survey of the use of multiple choice questions in 3<sup>rd</sup> and 4<sup>th</sup> year courses was recently undertaken. The results indicated that approximately 65% of courses have multiple choice questions worth no more than 20% of the final grade with approximately 25% of courses using no multiple choice questions in determining a student's final grade.

**PDC recommended further actions to be taken (2012):**

PDC notes the progress made regarding reducing the use of multiple choice examinations. PDC request that, in next year's update, the area report on efforts made to ensure that methods of student evaluation in all courses include appropriate evaluation of the three critical skills (problem solving, critical thinking, and communication skills).

**Actions taken 2012:**

In a recent survey of our Faculty members, very few courses use multiple choice questions worth more than 20% of a student's final grade. Even those that do use multiple choice, one could argue that multiple choice questions and problem solving and critical thinking are not mutually exclusive.

**PDC recommended further actions to be taken (2013):**

PDC appreciates that the use of multiple choice questions is less than 20% of the students' final grades and notes that recommendation 4b has been satisfied.

With regard to recommendation 4a, PDC agrees that multiple choice questions and problem solving and critical thinking are not mutually exclusive, and reminds the area that the recommendation requests that OSB ensure that the methods of student evaluation in all courses be such that the evaluation of the three critical skills (problem solving, critical thinking, and communication skills) be appropriate. PDC therefore directs that OSB list the various methods of evaluation used across its courses and report on how each of these methods of evaluation (including multiple choice) address the development and assessment of problem solving, critical thinking and communication skills.

**Actions taken 2013:**

Across its courses in aggregate, OSB uses numerous methods of evaluations (multiple choice, narrative questions, cases, oral and written presentations, field projects, simulation games, role playing, class participation, individual and group projects). Although many lower level courses use multiple choice questions as a substantial component of their testing and fewer upper level courses use multiple choice questions to a lower extent, many of these questions involve problem solving and critical thinking. It could be argued that no matter what method is being used in evaluations, critical thinking and problem solving is an important component of each method while communication skills is an important component in oral and written presentations, case analysis, individual and group projects. By their very nature, problem solving and critical thinking play a paramount role in our accounting, finance and management science courses. Critical thinking and problem solving also play a key role in the less quantitative areas or marketing, management, entrepreneurship and strategy.

Beginning in Winter 2014, OSB is introducing a first year course that exclusively uses spreadsheets in problem solving, critical thinking and in enhancing communication skills through the appropriate use of graphing and numerical descriptive measures.

**PDC Comments:**

PDC thanks the area for its efforts with regard to this recommendation and notes that it has been satisfied.

**Status:** \_\_\_ *ahead of target* on target      \_\_\_ *behind target*       X  *recommendation satisfied.*

**Recommendation 5:** That the curriculum in the third and fourth year of the program be reviewed to identify courses that are not integrated with other courses and/or contribute to the overall coherence of the degree programs offered.

**Agent:** Dean, OSB Undergraduate Committee, OSB Council

**Completion by:** Winter 2012

**Actions taken 2010:**

Each summer, the Odette Undergraduate Committee reviews a block of courses. The past year has seen discussion with the Strategy area and considerable improvement to 75-498, as well as to earlier-year Finance and Management courses. A broad review of third-year and fourth-year courses was planned for Summer 2010, but other issues took precedence, so this review has been postponed until Summer 2011. We also feel that the implementation of concentrations (hopefully in 2011) in various Business areas will identify courses that do not contribute to the BComm program.

**PDC recommended further actions to be taken (2011):**

PDC looks forward to receiving the proposal for Business concentrations and to hearing of the successful review of third and fourth-year courses, in the next annual status report.

**Actions taken in 2011:**

The forms for approval of concentrations should be submitted for approval by PDC by the end of November, 2011. The review of all third and fourth year courses should be completed by the end of the calendar year.

**PDC recommended further actions to be taken (2012):**

PDC looks forward to reviewing the proposal for concentrations and proposed changes to third- and fourth-year courses, as appropriate.

**Actions taken 2012:**

Our concentrations have been approved by Senate on November 9<sup>th</sup> of this year. The system will be set up so that students enrolling in these concentrations will be able to get preferential treatment when registering for the courses within their concentration. This past year, we have made several minor changes to our 3<sup>rd</sup> and 4<sup>th</sup> year courses. Many of these changes have involved changing prerequisites and changing some course numbers from fourth to third year numbers and vice versa. All changes have been approved by PDC and Senate.

**Recommendation Satisfied 2012-2013**

**Recommendation 6:** That the OSB review the technical support supplied and required to enable OSB instructors to include technology in the delivery of their courses, including making use of the full functionality of CLEW (discussion threads, chat options, etc.)

**Agent:** Dean, OSB Undergraduate Committee, OSB faculty members

**Completion by:** Fall 2014

**Actions taken 2010:**

A complete, course-by-course review of the application and use of technology in all undergraduate Business courses is currently underway.

**PDC recommended further actions to be taken (2011):**

PDC notes that work has begun on a course-by-course review of the application and use of technology in all undergraduate Business courses, and looks forward to a progress report next year on this review.

**Actions taken in 2011:**

An informal preliminary survey of the use of technology in all undergraduate business courses has been completed. The preliminary findings (with over 50% of full-time faculty responding) indicates that there is widespread use of various components of Microsoft Office and the Internet by both instructors and students. CLEW is used by all instructors although no information has yet been gathered on what aspects of CLEW are being used in each of the courses. Hopefully, this information would become available by the end of the calendar year.

**PDC recommended further actions to be taken (2012):**

PDC congratulates the area on the progress made with regard to this recommendation, and looks forward to next year's report on extent of the use of the full functionality of CLEW among Business instructors.

**Actions taken 2012:**

In a survey done among our Faculty (24 responding), all use CLEW and most professors are using many of the functions that CLEW offers. Most of the responses mentioned CLEW for posting announcements, course material and grades, and, for giving feedback.

**PDC recommended further actions to be taken (2013):**

PDC notes the results of the survey and requests that a plan be submitted next year for providing ongoing support to instructors to enable them to increase the use of technology in the delivery of their courses, including making use of the full functionality of CLEW (discussion threads, chat options, etc.) The plan might include, among other objectives, the OSB offering annual workshops to its instructors through the Centre for Teaching and Learning on the full functionality of CLEW and other technology-based instructional tools.

**Actions taken 2013:**

With the completion of the south wing (aka the old bookstore) and the technology built into this renovation, we will be concentrating on this technology and developing instructor expertise in its use. (A member of our staff, Sribanti Chitte, will be available to assist our instructors in the use of the technology when necessary. CTL will also be available when unique situations arise.) The technology in our new 100-seat auditorium classroom will allow us to use true multimedia in teaching, That is, professors will now have the ability to use the blackboard and two projections (either two computer projections or one computer and one document projections) simultaneously. Currently this advantage is not available in most of the classrooms across campus. This new space also includes a 60-seat video conference case room and a video conference meeting room. These facilities will offer us the ability to reach out to more students in an effective way. With the addition of Dr. Nobuko Fujita, an on-line course developing expert, to our staff, we are accelerating our development of additional on-line courses, again offering an effective way of reaching out to more students.

**PDC Comments:**

PDC notes the progress made with regard to this recommendation, due in large part to the completion of the south wing with its technological enhancements. PDC looks forward to a report on the use of technology in the delivery of courses in its next annual report.

**Status:**     ahead of target        X   on target          behind target          recommendation satisfied.

**Recommendation 7:** That the OSB develop a hiring plan/strategy to address the shortage of accounting faculty. (e.g., consideration might be given to recruiting former partners or senior accountants/accounting managers for a number of renewable limited-term contracts).

**Agent:** Dean, OSB Council

**Completion by:** Fall 2012

**Actions taken 2010:**

In the last two years, the Odette School has hired three new tenure-track faculty members in Accounting, and now has achieved the faculty compliment planned. As a result, at this time, a shortage of accounting faculty does not exist in the Odette School.

**Recommendation Satisfied 2010-2011**

**Recommendation 8:** That the OSB reviews its grading policy with a view to ensuring that it is in line with other comparable Business Schools.

**Agent:** Dean, OSB Undergraduate Committee, Odette Experience Coordinator, OSB Council

**Completion by:** Fall 2012

**Actions taken 2010:**

The Odette School contacted the Associate Deans of several Canadian business schools regarding grading policies. Many of schools queried did not respond. Most of those who did respond reported not having a grading policy, and schools that did have grading policies tended to have stricter grading guidelines than do Odette. Therefore, at this time, the Odette School foresees no change in its grading policy. This may be an issue to be reviewed in future years.

**PDC recommended further actions to be taken (2011):**

PDC notes that OSB has conducted a review of its grading policy against comparable Business Schools and that, as a result, the area has concluded that its current grading policy should stand. Although PDC notes that this recommendation has been adequately satisfied, it requests that Business continue to monitor and regularly review its grading policy.

**Actions taken in 2011:**

Our grading policy seems to be working in that a very small percentage of grade submissions violate this policy. If and when this policy becomes an issue, OSB will review the policy.

**Recommendation Satisfied 2010-2011**

**Recommendation 9:** That OSB, together with the Centre for Career Education, work with the Alumni Office to determine how it might draw on alumni more effectively in assisting students with co-op placements in key businesses throughout North America.

**Agent:** Dean, Centre for Career Education, Alumni Office (University Advancement)

**Completion by:** Ongoing

**Actions taken 2010:**

Since the inception of the Odette Career and Placement Services (OCAPS) office in January 2009, an extensive outreach strategy has been developed to engage community partners and national employers, including alumni, to recruit and hire business students for co-op, internship, and full time opportunities. OCAPS has invited alumni to campus to speak to students about career opportunities within their organization, including the annual business recruitment fair which allows a small number of hiring organizations the opportunity to connect with business students. Five of the hiring organizations who participated in the 2010 recruitment fair had representatives who are alumni of the Odette School of Business.

In partnership with the Centre for Career Education, OCAPS has purchased a new database which allows for the identification and tracking of alumni who are interested in hiring a University of Windsor student. To date 180 alumni have been identified with a goal to increase the numbers. As well, the Centre for Career Education has developed a new strategy to build relationships with current employers and develop relationships with new employers.

**PDC recommended further actions to be taken (2011):**

PDC notes the area's efforts with regard to this recommendation and looks forward to next year's report on new and continuing initiatives to draw on alumni more effectively in assisting students with co-op placements in key businesses throughout North America.

**Actions taken in 2011:**

The Centre for Career Education and Odette Career and Placement Services continue to work together to build relationships with employers that lead to part-time, co-op and full-time opportunities for graduates. Some examples of new Business co-op employers in the last 18 months include IMG Canada, Caseware International Inc., Benson Inkster Brighton Professional Corporation, the Walsh Group and Lakeside Plastics Limited.

The Centre for Career Education has recently hired an Employer Development Coordinator in a part-time, one-year contract position to focus on rebuilding the base of local co-op employers that eroded significantly during the economic downturn. This coordinator has already made outreach to close to 200 companies.

Currently, the myCareer database, launched in May, 2009, houses 241 contacts (approximately 8.5% of all contacts) who have identified as University of Windsor alumni. Of those contacts, 46 (19.1%) have identified



themselves as Odette School of Business alumni. Some of the key businesses in North America where Odette alumni are currently employed and accessing the myCareer system to hire new graduates are Business Development Bank of Canada, Chrysler Canada, CIBC, Green Shield Canada, Magna International Inc., Maple Leaf Sports and Entertainment Ltd., PricewaterhouseCoopers LLP, RBC, TD Bank Financial Group.

**PDC recommended further actions to be taken (2012):**

PDC congratulates the area and CCE on their efforts to draw on alumni more effectively in assisting students with co-op placements in key businesses throughout North America. PDC looks forward to hearing more on the success of these initiatives in next year's report.

**Actions taken 2012:**

Over the past year Workforce Windsor Essex has been researching and promoting nine (9) emerging labour markets in Windsor Essex County. A partnership was formed with the University of Windsor Alumni Office, Workforce Windsor Essex and the Centre for Career Education to host a career information event featuring local businesses, alumni and community partners who work within the nine (9) emerging labour markets. The event brought in twenty (20) organizations who offered students career information, networking advice, resume critiques and access to job opportunities. The Career Expo was open to both co-op and non-co-op students with an overwhelming response rate.

In November 2012, a second phase of the partnership with the University of Windsor Alumni Office will be launched. The Centre for Career Education will join the Alumni LinkedIn network as a means of sharing student success, building new corporate partnerships with alumni greater than five (5) years out and reintroduce co-op to many of our graduates. It is the goal of this initiative to utilize the social media as a means of outreaching to alumni in all geographical regions, including in the global emerging markets such as China.

**PDC recommended further actions to be taken (2013):**

PDC commends the area on its efforts with regard to this recommendation and encourages it to continue them.

**Actions taken 2013:**

The Centre for Career Education (CCE) and the Odette Career Services continue to work in partnership to provide engage hiring organizations to recruit and hire business students. In 2013, Odette Career Services has hosted, in partnership with CCE, several recruitment events in which alumni are key members of the hiring team. Odette has hosted the Fall Recruitment Fair in which 8 of the 11 participating organizations had alumni participating in the event as employers. These organizations were hiring co-op, summer, and full time candidates. Some of the organizations included Target Canada, RBC, TD Financial Group, CIBC, Windsor Family Credit Union, Enterprise Holdings, and Chrysler Canada.

CCE and the Odette Career Services have launched a new enhancement to the myCareer site which provides alumni, who have graduated greater than one year, access to current job postings, career and community resources. The resources have been targeted to support their career transitioning as well as promote the services offered within the two offices.

CCE has continues to work with the Alumni Office (University Advancement) to enhance communication with alumni and promote the co-operative educations and internship programs. CCE and Alumni are utilizing their online newsletters to outreach to a greater pool of alumni. The first edition, with links, is expected to be published in fall of 2013.

**PDC Comments:**

PDC notes that this recommendation is ongoing, in light of the nature of the recommendation. PDC commends the area on its efforts to draw on alumni more effectively in assisting students with co-op placements in key businesses throughout North America. PDC looks forward to next year's update.

**Status:** \_\_\_ ahead of target      X on target      \_\_\_ behind target      \_\_\_ recommendation satisfied.

**Recommendation 10:** That the OBS report on the AACSB accreditation application that was filed November 30, 2009.

**Agent:** Dean, OSB Council

**Completion by:** Fall 2012

**Actions taken 2010:**

Both our initial proposal to AACSB and our pre-accreditation plan have been approved by AACSB, and the accreditation plan has been accepted. A progress report will be submitted soon, after which we hope that a review committee will be formed by AACSB.

**PDC recommended further actions to be taken (2011):**

PDC looks forward to receiving the results of the final review from AACSB regarding accreditation.

**Actions taken in 2011**

Odette's first plan was accepted July 2011 and another is due January 15, 2012. Major issues include the Assurance of Learning process which is being overseen by a task force of three members of the Odette School of Business. Another issue that must be addressed is the use of part-time versus full-time faculty especially in the accounting and management areas, especially when there are sabbaticals in those areas. Finally, there are still a number of faculty who are not research-active. Progress has been made in all three of these areas but everything has to be accomplished within the reality of declining budgets.

**PDC recommended further actions to be taken (2012):**

PDC commends the area on its progress to date and encourages it to continue working to address all issues identified, in order to attain accreditation.

**Actions taken 2012:**

Odette filed its update on its Accreditation Plan in January, 2012. The Accreditation Committee accepted the report as filed, essentially accepting that we had met all the milestones laid out. They have now asked that we file another update in January, 2013. While we are hopeful of AACSB assigning a review committee next year to finalize the process, ongoing budget cuts and Collective Agreement restrictions on using faculty on-load for teaching in our Master of Management program do threaten our ability to maintain the proper ratios of full-time and Academically-Qualified faculty.

**PDC recommended further actions to be taken (2013):**

PDC notes that obtaining AACSB accreditation has been a long-standing goal of the OSB and looks forward to a report on its successful application, in the next annual status report.

**Actions taken 2013:**

We are in the final stages of completing a self-evaluation report which will be sent to our AACSB review committee before the end of November. This review committee has been chosen and will be visiting our Faculty sometime in March of 2014.

**PDC Comments:**

PDC looks forward to a report on OSB's successful application for AACSB accreditation, following the AACSB's review committee site visit in March 2014.

**Status:**    ahead of target        X   on target         behind target         recommendation satisfied.

## **TWO KEY OVERALL RECOMMENDATIONS**

**Recommendation 11:** That the OSB develop a strategic plan for research, and that it ensure that its research plan integrates teaching and research, and encourages multidisciplinary collaborations.

**Agent:** OSB Dean, OSB faculty members, OSB Director of Graduate Programs, Dean of Graduate Studies, VP, Research, Provost

**Completion by:** Annual Report

### **Actions taken 2010:**

Progress in this area has been slow. A research committee exists, and a research retreat identified several research areas which warrant further consideration. Our proposal for a research-based Master degree program has been delayed. The position of Odette research chair remains vacant and will be difficult to fill due to the highly-competitive market and the fact that people at that level of accomplishment often are quite comfortable in their current positions.

### **PDC recommended further actions to be taken (2011):**

Given that this was identified by the external reviewers as one of two overall key recommendations, PDC urges the OSB to increase its efforts to develop a strategic plan for research, which could include as one component a research-based Master's program. The area is also encouraged to pursue senior and/or junior University of Windsor leadership chairs, whose role it is to assist in developing and promoting research culture and activities within their Faculty.

PDC also notes that the area might wish to avail itself of the resources offered through CTL, including workshops on integrating research and teaching.

### **Actions taken in 2011**

A new research chair is in place with the hope of having two more in place within this academic year. Significant progress has been made on two new research seminar series. A proposal for an MSc was put forward for the SPF but was rejected. The Faculty will have to decide how to do this with less resources than originally envisioned or it probably won't happen.

### **PDC recommended further actions to be taken (2012):**

PDC is pleased that a research chair has been appointed and notes that this individual may be of assistance in the development of a strategic research plan. PDC requests that, in next year's annual report, Business report on its efforts to develop a strategic plan for research, which integrates teaching and research, and encourages multidisciplinary collaborations.

### **Actions taken 2012:**

The Research Chair has already started working on the OSB strategic plan for research. The plan will address the issues identified and will be highlighted in next year's annual report. In the meanwhile, several individuals, both within the Faculty and external to the Faculty have presented numerous research forums during the year.

### **PDC recommended further actions to be taken (2013):**

PDC urges the area to increase its efforts to finalize its strategic plan for research that integrates teaching and research and encourages multidisciplinary collaborations. The plan should be submitted in next year's report.

### **Actions taken 2013:**

OSB has made significant progress on developing its plan for research-based degrees which need to wend their ways through various approval streams. As well, for the first time Odette has access to the undergraduate outstanding scholars program which will have faculty members involving undergraduate students in research projects, although the effects of this will only start to be felt in 2014/15. After a seven-year search, Odette hired a senior person into the privately-funded Odette Research chair last year and continues building its capacity with other new hires, although budget cuts are affecting the strategy some as well.

### **PDC Comments:**

PDC notes the area's efforts to provide more research opportunities for students.

PDC reminds that area that the recommendation calls for the development of an overall strategic plan for research. PDC notes that, in 2012, the area reported that the research chair had begun working on the OSB

strategic plan for research. PDC directs the area to refocus its efforts on developing a strategic research plan for the Faculty that supports and links to the grand themes associated with the University's Strategic Plan for Research, and to submit its plan in next year's annual report.

**Status:** \_\_\_ *ahead of target*      \_\_\_ *on target*      X *behind target*      \_\_\_ *recommendation satisfied*.

**Recommendation 12:** That the OSB continues and enhances its initiatives to improve the first-year experience for business students and to improve retention generally. As it does so, the OSB might consider the following:

- a) adding more designated (quiet) space for students to study;
- b) building on the excellent student clubs to ensure that every student is included and involved; and
- c) matching a second, third, or fourth year student with a first-year student so that all incoming students (whether they enter in the fall or winter terms) have support.

**Agent:** Dean, Space Allocation Committee

**Completion by:** Fall 2013

**Actions taken 2010:**

RE: Adding more designated quiet space for students: There is no more space available in the Odette Building for student studying.

RE: Building on the excellent student clubs: Odette student clubs are now more excellent and better organized than previously. All clubs are now more aware of, and active in, ensuring successful succession of club leaders and events. As well as the high quality of Odette club executives, members of Odette administration and staff (including, for example, the Odette Experience Coordinator) hold regular meetings with club executives to discuss ways of maintaining a high level of quality, activity, and student involvement in regular activities and special events. Members of the Odette Commerce Society also meet with clubs to discuss activities and, in some cases, to provide funding.

RE: Matching first-year students with upper-year students: No attempt has been made to match students on a one-for-one basis. However, beginning in Fall 2010, each first-year student is assigned to one of six houses. Each house has five or six upper-year students acting as mentors for small groups of students within each house; each first-year student is able to contact their group's mentor. Odette also has two Business students situated in one of the student residences who provide advice to Business students in that residence.

Odette staff, faculty, and students participate in a lengthy list of Odette and external recruitment activities, including high school visits, open houses, applicant receptions, exchange receptions, class visits, professional meeting of high school business teachers. Increased emphasis has been put on identifying and training first-year students to act as "Odette ambassadors" in their later years in the Business program. As well, efforts have been made to involve alumni in recruiting efforts, and there has been greater use of advertising agencies and third-party vendors.

**PDC recommended further actions to be taken (2011):**

PDC commends the area on its efforts to improve the student undergraduate experience, particularly the innovative "house" initiative and the increased support and communication between OSB administration and staff and student club leaders through regular meetings. PDC requests that the area report on the impact of these initiatives on retention rates, in its next annual report.

PDC commends the area on its recruitment initiatives and encourage it to continue them.

PDC understand the constraints around space and encourage the area to consult with the Space Allocation Committee on the feasibility of providing more designated quiet/study space for students.

**Actions taken in 2011:**

Please see actions taken in 2011 in recommendation 2.

**PDC recommended further actions to be taken (2012):**

See comment under recommendation 2.

**Actions taken 2012:**

The various student business clubs have been active with more co-ordination in the activities among the clubs. Faculty and students were a strong presence at this year's Ontario Universities' Fair resulting in a large number of student contact information. More student meeting and study space will become available by May 1 due to the Odette School of Business renovating the space currently being evacuated by the University Bookstore as a result of a \$3M donor gift.

**PDC recommended further actions to be taken (2013):**

PDC notes OSB's efforts with regard to this recommendation and looks forward to a final report in Fall 2013 on its initiatives to improve the first-year experience for business students and to improve retention generally. The report should include an assessment of the impact of these initiatives on retention rates, as requested in 2011.

**Actions taken 2013:**

With the completion of the south wing (aka the old bookstore), the experience of all our first-year students will be enhanced with this additional space. The additional classroom, seminar/lounge area, study space and other amenities should result in our students spending more time in our building, allowing them to develop relationships among their cohorts, an important aspect of their educational experience. Although students have not yet been able to take advantage of either this expansion or the enhanced mentoring program that the Commerce Society is introducing to our first-year students this coming year, the initiatives developed in past years ('house' initiative, one-on-one tutoring and counselling/intervention, co-ordination among the various business clubs) are being continued and strengthened.

**Retention: Clubs and Teams**

Resources dedicated to promoting and supporting student clubs and activities has resulted in more students being engaged more of the time. The connection between extracurricular experiences and a strong resume/opportunities is becoming more apparent to the student body, particularly as students reach the end of year 2. State-of-the-art space for group meetings, dedicated faculty and staff support, and strong promotion and buy-in from the Dean has resulted in many of our clubs and teams being competitive and recognized provincially and beyond.

**Outreach and Support**

In addition to the activities already in place (First year class visits, pre-exam study seminars, daily academic /general/personal advising appointments, H.O.U.S.E program, promotion of all campus-wide support, mid-term intervention outreach, AP counselling, early career advising intervention, concentration fair, free tutoring for required courses, math & economic resource centres, professor office hours), formalizing the mentorship portion of the H.O.U.S.E program has been launched this F2013. This enhancement creates processes and benchmarks allowing administration to track the usage and management of the program. Additionally, mentors (who gain valuable, transferrable skills) are required to go through on-going training seminars throughout the year.

The dedication to first year support and undergraduate outreach has grown over the last 3 years with the expansion of career advising staff, and later, the merging of advising/outreach/club relations joining together with career staff to form the Odette Success Centre. We have seen a significant decline over the last 3 years in the amount of full time students directly out of high school who don't transition to year 2 from year 1 as a result of these initiatives. (10% from F2010 to F2013).

(To continue our desire to improve retention rates, we have strengthened our requirements (pending Senate approval) to enter our programs beginning with the 2014 high school graduating class. We have raised our minimum high school averages to 73% (non co-op programs) and to 78% (co-op programs). We are also requiring a minimum grade of 70% in any one grade 12 U math course where before a passing grade was acceptable.)

**PDC Comments:**

PDC commends the area on its efforts with regard to this recommendation and notes that it has been satisfied.

**Status:** \_\_\_ *ahead of target*      \_\_\_ *on target*      \_\_\_ *behind target*      X *recommendation satisfied.*

**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**UNDERGRADUATE PROGRAM REVIEW (UPR)**  
**SECOND ANNUAL STATUS REPORT ON: COMMUNICATION, MEDIA, AND FILM**  
January 2014

**Recommendation 1:** That the AAU review its strategic plan (completed in May 2011), and revise it as needed taking into account the recent changes to its structure, operations, and curriculum. The strategic plan should integrate with the broader Faculty plan.

Agent: AAU Head, CMF faculty members, Dean of FASS

Completion by: Fall 2012

**Actions taken 2012:**

The strategic plan was revised in Spring/Summer 2012 and approved by council in Fall 2012 based on (i) an updated and comprehensive study of Ontario universities offering communication/media studies programming (conducted in 2011); (ii) recommendations stemming from the most recent Undergraduate Program Review and the PDC; (iii) changes to the structure of the AAU; (iv) feedback from students (via recruitment fairs, information from our undergraduate advisor, etc.); and (v) new directions in the discipline.

**PDC Recommended actions to further be taken (2013):**

PDC notes that the area has approved a revised strategic plan. Once approved by the Dean, PDC would consider this recommendation satisfied.

**Actions taken 2013:**

The Strategic Plan was reviewed and approved by Dr. Robert Orr, Acting Dean, FASS in 2012/2013. His approval was the basis upon which we moved forward with several new course proposals and curriculum revisions that have since been approved by Senate.

**PDC Comments:**

PDC commends the area on its efforts to meet this recommendation and notes that this recommendation has been satisfied.

**Status:** \_\_\_ *ahead of target*      \_\_\_ *on target*      \_\_\_ *behind target*      X *recommendation satisfied.*

**Recommendation 2a:** That the AAU undertake a studied and thorough curriculum review, focussing first on identifying the main paths (areas of study) to be offered and clearly advertising them. (ER recommendation 4 and 5)

**Recommendation 2b:** In addition, as part of this curriculum review, that the AAU:

- i. identify the content and learning outcomes of its foundation courses to ensure consistency and mitigate redundancy regardless of the who is teaching the courses. (ER recommendation 1)
- ii. review the content of fourth-year courses to ensure that course workload requirements are more consistently rigorous (ER recommendation 2)
- iii. establish a mechanism for the provision of better support for students in learning how to operate technical devices and software. (ER recommendation 3)
- iv. consider adding courses in applied communications. More applied 300- and 400-level courses would help prepare some students for their post-University careers. (ER recommendation 6)
- v. consider focussing its social justice theme on issues in the Windsor area, which would enable the AAU to uniquely position itself as a centre for interpreting, critiquing, and developing Windsor's community interests in the context of global issues and challenges. (ER recommendation 8)
- vi. consider extending information literacy initiatives into its degree programs, perhaps as an intensive workshop mandated for all student at the beginning of their incoming year. (ER recommendation 16)

Agent: AAU Head, CMF faculty members

Completion by: Fall 2013

**Actions taken 2012:**

**Recommendation 2a:** The AAU began a studied and thorough review of its curriculum in 2011/2012. We have

identified the following areas of study (non-production) by introducing a stream of new courses in the area of new media and digital culture (upon which we hope to build), “bundling” existing offerings into more clearly delineated paths, and revising some existing courses: (i) new media, technology and digital culture; (ii) popular culture and media literacy; (iii) advertising, public relations and message design; (iv) film studies and cinema history; (v) communication theory and policy; (vi) research methods. These main paths/areas of study are already being identified in our informational materials, at recruitment events, and will be featured on our updated website. Another stream in digital media production (consisting of 10 new courses) has been proposed (see below).

In 2011-2012, 5 new courses were added to our curriculum while a number of outdated courses were deleted. In Fall 2012, a number of additional courses were proposed for deletion in an effort to streamline and better focus our curriculum and two new courses, aligned with the new media, technology and digital culture stream were proposed. The production stream/path which currently includes both introductory and advanced courses has been completely revamped in anticipation of film production migrating to SACI and as CMF focuses more on digital media production (both in studio and in the field). A new production curriculum, consisting of 10 courses, was approved by council in October 2012 and has been forwarded to the FCC for consideration. If approved, elements of the new production curriculum will begin to be implemented in 2013/2014.

#### Recommendation 2b:

(i) Although the AAU previously identified six foundation courses which were, at one point, required of students, that format was changed more than one year ago. CMF now requires three courses—40-101 (Introduction to Media and Society) 40-234 (Research Methods in Communication) and 40-275 (Theories of Communication and Media) which are quite distinct from one another.

(ii) A full review of fourth-year courses will be undertaken in Winter 2013.

(iii) Efforts have already been made to better utilize the expertise of CTL personnel to assist students in this regard. For example, CTL personnel are facilitating production courses conducted in the recently updated sound studio (G140).

(iv) Applied components in courses already focussed on advertising and public relations have been integrated via course assignments. As previously noted, we have also identified a cluster of courses in the area of “advertising, public relations and message design”—all of which have an applied component. However, more applied non-production course offerings will not be possible until more faculty resources (particularly LTA or TT positions) are put into place.

(v) Faculty members are being encouraged, where appropriate, to pursue such initiatives. Many of our courses already explore local social justice related issues and link them to the broader context of corporate globalization.

(vi) We will be implementing an information literacy workshop in our required introductory course (40-101) in Fall 2013. Such a workshop would become part of the course assignments and evaluated accordingly.

#### **PDC Recommended actions to further be taken (2013):**

PDC commends the area on its curriculum review efforts, including, among others, revising the first-year foundation courses and incorporating an information literacy workshop within the required first-year course (40-101). PDC looks forward to receiving proposed program and course revisions through the approval process. PDC notes that a slate of new media and digital culture courses have recently been submitted to Senate and will provide students with a structured optional “stream” in this area, should they wish to do so.

#### **Actions taken 2013:**

(i) Dr. Kyle Asquith (currently an LTA who is teaching our introductory course, 40-101 which is required for all majors) consulted with personnel from Leddy Library last year and created an Information Literacy assignment that was implemented for the first time in Fall 2013. The information literacy workshop, presented by a representative from the Leddy Library, instructs students on how to critically evaluate the usefulness of different types of information sources, with an emphasis on three general categories: web sources (including Wikipedia), news sources, and peer reviewed periodicals. (For a more detailed description of this initiative, please see Appendix I).

(ii) The AAU revised and updated Learning and Program Outcomes for the entire undergraduate curriculum. These were submitted to the FAHSS Dean’s Office in October 2013.

(iii) The curriculum committee has undertaken a comprehensive review of 4<sup>th</sup> year courses offered in the program. A list of recommendations will be developed in coming months to ensure rigour across all course offerings at the 4<sup>th</sup> year level.

(iv) In light of the retirement of our former Media Technician, CMF revised the job description to accommodate our focus on digital media production and new courses in this area. The new Digital Media Production Technician (DMPT) will work closely with students to train them in the operation of new equipment and software

accordingly. Part of the new DMPT's duties includes developing user-friendly manuals and workflow charts for all new equipment and software, offering workshops to students, and assisting in all stages of the production workflow—from pre- to post-production.

(v) The slate of ten new courses in Digital Media Production was approved by Senate and a number of them are being offered in 2013/2014. We received funding to purchase several new cameras, equipment and computers to facilitate these new production courses. Additionally, we updated our editing labs with new Mac computers and, with funds awarded from the Strategic Priority Fund, were able to purchase the software for these new computers. Students will now be trained on industry standard equipment and software; these developments will, undoubtedly, assist us in our recruitment efforts and we have already begun to highlight these new courses on our website and at events such as the Ontario University Fair.

(vi) CMF received an Open Learning grant in the amount of \$10,000.00 to develop an *on-line* version of New Media Studies (40-201)—a course first introduced in Fall 2012 as part of a cluster of courses in “New Media Studies, Technology and Digital Culture.” Dr. Brian A. Brown will be spearheading this initiative in consultation with Dr. Valerie Scatamburlo-D’Annibale and Nick Baker.

(vii) Additionally, minor curriculum changes were forwarded to FCC in October and others will be forthcoming as the AAU continues to revise, update and tweak its curriculum.

**PDC Comments:**

PDC thanks the area for its extensive report and notes that recommendations 2a, 2b(i), 2b(iv) and 2b(vi) have been satisfied.

PDC notes the progress made with regard to the remaining subsections of this recommendation and looks forward to a final status report confirming that all fourth-year courses have been reviewed to ensure that course workload requirements are more consistently rigorous; and that a mechanism has been established for the provision of better support for students in learning how to operate technical devices and software.

The area is also asked to report on its consideration of recommendation 2b(v) to focus its social justice theme on issues in the Windsor area, which would enable the AAU to uniquely position itself as a centre for interpreting, critiquing, and developing Windsor's community interests in the context of global issues and challenges.

**Status:** \_\_\_ *ahead of target*     \_\_\_ *X* *on target*     \_\_\_ *behind target*        *X* *recommendation satisfied.*  
(2a, 2b(i), 2b(iv), 2b(vi))

**Recommendation 3:** That the AAU consider redefining its production area, in consultation with the newly merged Visual Arts/Music unit and the Dean of FASS. Any new production pathway will need to be clearly defined and should be complimentary to what is already offered on campus (no duplication). (ER recommendation 4)

Agent: Dean, AAU Head, CMF faculty members

Completion by: Fall 2013

**Actions taken 2012:**

As previously noted, the AAU has developed a new production curriculum consisting of 10 courses focused on digital/social/new media production. The proposed stream in digital media production differs substantially from what is to be offered by SACI, specifically the MFA in Film Production. The Head of CMF and CMF production faculty members met with Dr. Cecil Houston and Prof. Min Bae (from Visual Arts) in Fall 2012 to consult about CMF's proposed courses. It was determined that there is no duplication. The suite of 10 new CMF production courses is now moving through the FCC and PDC process. If approved, elements of the new production curriculum will be implemented beginning in Fall 2013. Existing courses in advanced film production will continue to be offered by redeployed faculty (Profs. Min Bae and Kim Nelson) as we move through a transitional phase.

**PDC Recommended actions to further be taken (2013):**

PDC appreciates the steps that have been taken to ensure there is no duplication between programming offered through the School for Arts and Creative Innovation and CMF. PDC notes that the slate of proposed new courses on digital/social/new media production has been submitted to Senate for approval.



**Actions taken 2013:**

As noted above, CMF began offering new courses in Digital Media Production in Fall 2013. We have still been in somewhat of a transitional phase as we continue to accommodate teaching loads for faculty who have moved to SACI. It has now been established (in consultation with Dr. Karen Engle, Acting Director of SACI and Dean Nancy Wright) that those faculty will assume full teaching loads in SACI beginning in Fall 2014. Therefore, several of the old film courses taught by redeployed faculty will be deleted accordingly as we move forward with the full implementation of CMF's new digital media production curriculum. In October 2013, Dr. Scatamburlo-D'Annibale met with Drs. Engle and Wright to further discuss curriculum matters and to ensure no overlap/duplication in courses/programming in CMF and SACI.

**PDC Comments:**

PDC looks forward to a report on the outcome of discussion with Dean of FAHSS and the Director of SACI. With the confirmation that there is no overlap/duplication between the CMF and SACI courses/programs, the PDC would consider this recommendation satisfied.

**Status:** \_\_\_ *ahead of target*      X *on target*      \_\_\_ *behind target*      \_\_\_ *recommendation satisfied*.

**Recommendation 4:** That the AAU consider offering more courses aimed at non-major students. (ER recommendation 7)

Agent: AAU Head, CMF faculty members

Completion by: Winter 2014

**Actions taken:**

Given our existing faculty complement, it is difficult to offer enough seats to our own students. We have already had to increase enrolment caps on several courses to accommodate students in CMF and Combined Programs. A review of enrolment histories available on the SIS demonstrates that a number of our courses are larger than they have ever been. Without additional, adequate faculty resources, it is not possible to offer more courses aimed at non-majors at this time.

**PDC Recommended actions to further be taken (2013):**

PDC thanks the area for increasing enrolment caps to ensure that majors have access to needed courses. PDC appreciates that resource constraints have made it difficult for the area to offer more courses or seats to non-majors and encourages CMF to continue working with the Dean to seek to address this recommendation.

**Actions taken 2013:**

We offer three courses (which do not have prerequisites) that can be taken by non-majors—40-101 Introduction to Media & Society, 40-140 Introduction to Film Studies and 40-225 Media Literacy. These courses are currently capped at 175, 120 and 135 respectively. The AAU is still experiencing resource constraints.

**PDC Comments:**

In light of the area's current resource constraints, PDC considers this recommendation satisfied. Should additional teaching resources be made available, the area is encouraged to consider further increasing course availability to non-majors.

**Status:** \_\_\_ *ahead of target*      \_\_\_ *on target*      \_\_\_ *behind target*      X *recommendation satisfied*.

**Recommendation 5:** That the department revamp its website and use it as an example of the "cutting edge" design of which it is capable through its production expertise. (ER recommendation 9)

Agent: AAU Head

Completion by: Fall 2014

**Actions taken 2012:**

The AAU has already begun the task of revamping its website but this initiative requires a great deal of faculty oversight. There are currently only two FT members—Dr. Valerie Scatamburlo-D'Annibale (Head) and Dr. Richard Lewis who are shouldering all service responsibilities both in the AAU and university-wide and it is difficult for them to oversee this process due to those commitments. Nonetheless, the AAU is finalizing a new

promotional video (created by advanced production students under the direction of Prof. Tony Lau) and it will provide material that will be used on our website. Additionally, the Head and Prof. Tony Lau met with Zora Savic (Student Communication & Events Coordinator) and other representatives from Public Affairs & Communications (Web Communication) in Fall 2012 to discuss possible synergies and collaborations. Excerpts from the CMF promotional video (especially general information about the city of Windsor and student testimonials) will be used by both the AAU **and** the University—more broadly—in upcoming recruitment efforts (i.e. The November 9<sup>th</sup> Open House) and on the UofW website.

**PDC Recommended actions to further be taken (2013):**

PDC congratulates the area on the work done to date to address this recommendation, particularly in light of the department's human resources. PDC commends the area on the development of a promotional video and pursuing collaborations with the Student Communication & Events Coordinator and representatives from Public Affairs & Communications.

**Actions taken 2013:**

In summer 2013, we added new links that describe paths/areas of study in our program(s). We have also included information about our new courses in digital media production. Members of the 2013/2014 Website Committee will be working with Work Study students to further update the AAU's online presence adding, among other items, visuals of our updated editing facilities and information about the industry standard equipment and software that CMF students are now being trained on. There are plans to add more student testimonials and visuals to promote our department.

The Head of CMF and Zora Savic (Student Communication & Events Coordinator) secured funding from FAHSS and other sources for a university-wide promotional video that will be deliverable across various media platforms. Work on this initiative will begin in Winter 2014; CMF students will shoot, edit and create the final product as part of course work in advanced digital media production classes.

**PDC Comments:**

PDC thanks the area for its efforts to revamp its website. While realizing that website updates are ongoing efforts, with a final report on the information, tools and functionality of the website, PDC would consider this recommendation satisfied.

**Status:**  X  ahead of target      \_\_\_ on target      \_\_\_ behind target      \_\_\_ recommendation satisfied.

**Recommendation 6:** That the AAU pursue collaborative initiatives with other departments (Visual Arts/Music, Drama, Business, etc.) and assist CMF students forging connections with students in other disciplines. (ER recommendation 10)

Agent: AAU Head

Completion by: Annual report

**Actions taken 2012:**

The Head has been in regular contact with Dr. Michael Darroch (Visual Arts) about cross-listing future courses to be offered by the SACI, particularly courses dealing with urban ecology given their link to our discipline. Our contractual Undergraduate Advisor, Dr. Simon duToit (whose contract will expire in April 2013), has been working with both CMF and Drama students to produce a data bank that will facilitate greater collaboration between them (i.e. actors/actresses from Drama working on CMF students' production projects). But again, such initiatives are time-consuming. At present, only two full-time faculty members (including the Head) are available to pursue such initiatives. However, due to other commitments, they cannot do so at this time.

**PDC Recommended actions to further be taken (2013):**

PDC notes the progress made to pursue collaborative initiatives and cross-listings of courses with Visual Arts and Dramatic Art. PDC understands the constraints under which the area is operating and encourages the area to continue to pursue such initiatives, as best it can. PDC looks forward to next year's progress report.

**Actions taken 2013:**

As noted below, we will be hiring a tenure-track Assistant Professor in Critical Communication Studies and Media History (Advertising & Consumer Culture) this year. That person may be asked explore potential links with Business, where feasible. The current LTA occupying this position has already initiated contact with faculty

members in Odette to discuss possible synergies and collaborative efforts.

Dr. Richard Lewis is collaborating with Dr. Chitra Rangan, Head of Physics. Advanced production students will create segments on "Fun with Physics;" these segments will then be compiled into a program available to the Department of Physics to use for recruitment purposes.

A new 4<sup>th</sup> year course in our Digital Media Production curriculum—40-423 Advertising/Marketing Campaign Production may also offer opportunities to forge links with other units.

**PDC Comments:**

PDC commends the area on its efforts to meet this recommendation and encourages the area to continue them.

**Status:**    *ahead of target*        X   *on target*         *behind target*         *recommendation satisfied.*

**Recommendation 7:** That full-time tenure-track hiring decisions be postponed until the strategic plan, under recommendation 1, has been reviewed and revised, as appropriate. That consideration be given to hiring more sessionals or limited-term appointments. (ER recommendations 11, 12, 14; ER recommendation 15 deleted due to change with film production)

Agent: Dean and AAU Head in the budget process

Completion by (REVISED): Fall 2013

**Actions taken 2012:**

As previously noted, the strategic plan has already been reviewed, revised and approved by the AAU council. CMF has already made a number of changes based on the revised plan and more are being proposed. However, the AAU will be facing a crisis in 2013/2014 unless we obtain additional faculty positions—in short, we will not have enough faculty personnel to offer a sufficient number of undergraduate, non-production courses given upcoming sabbatical leaves, etc. Additionally, the AAU will not be able to offer its newly defined stream of courses in new media, technology and digital culture (which has already proven to be highly popular) beyond 2013/2014 unless the current 2-year LTA position is extended or a TT position is approved in this area.

**PDC Recommended actions to further be taken (2013):**

PDC understands and appreciates the resource constraints under which the area is operating and urges CMF to continue working with the Dean to try to address this recommendation.

**Actions taken 2013:**

We will be hiring two Tenure-Track (TT) faculty members (July 1, 2014 start date) in the upcoming year. These hires will be in two areas the AAU previously identified as areas of strategic growth—New Media Studies & Digital Culture and Critical Communication Studies and Media History (focussed on Advertising & Consumer Culture). While we plan on expanding course offerings in these two areas, the fact is that these two hires may also need to cover existing required courses that are highly subscribed. One of the redeployed faculty members who moved to SACI has been teaching required theory courses at the undergraduate and graduate levels in CMF for the last two years; however, his teaching load will shift to SACI after 2013/2014 therefore additional faculty resources will be required to fill this void.

**PDC Comments:**

PDC notes that, in times of fiscal constraints, the area was able to make a successful case for the hiring of two new tenure-track positions. PDC congratulates the area and notes that this recommendation is satisfied.

**Status:**    *ahead of target*         *on target*         *behind target*        X   *recommendation satisfied.*

**Recommendation 8:** That the contributions and potentials of sessionals and LTAs be recognized by establishing incentives for their creative participation in various aspects of the program's development. Their expertise and relationships outside the University should be recognized as a valued resource. (ER recommendation 13)

Agent: AAU Head, CMF faculty members

Completion by: Annual review

**Actions taken 2012:**

We currently have 2 sessional instructors teaching in the AAU—each of whom is responsible for large numbers of students in the courses they teach. This makes it difficult for them to participate creatively in “various aspects of the program’s development.” The 2-yr LTA has been actively involved in curriculum revision, especially with respect to developing courses in the area of new media and digital culture. His involvement was initially facilitated by a course release; however, he has since had to assume responsibility for an additional course (in Fall 2012) because of an unexpected leave. He is currently teaching 4 courses. The 9-month LTA, responsible for covering 6 courses in 2012/2013, is currently teaching more than 300 undergraduate students (in Fall 2012, including the required 1<sup>st</sup> year course in CMF). His teaching workload makes it virtually impossible for him to participate in the program’s development despite his willingness to do so. One of our permanent sessional lecturers (SL) has been instrumental in developing the new production curriculum as well as a new promotional video for the AAU but he too is teaching very large courses. In fact, the 1<sup>st</sup> year production course is the largest it has ever been according to course enrolment data available through the SIS. In summary, while the AAU would like to be able to establish incentives for sessionals/LTAs and invite their contributions to the program’s development, this laudable recommendation has simply not been feasible given the real on-the-ground circumstances in CMF.

**PDC Recommended actions to further be taken (2013):**

PDC recognizes that LTA and sessional courses loads may sometimes make it difficult for them to participate creatively in various aspects of program development, although there are opportunities for doing so as noted by CMF. The area should continue to encourage such participation.

PDC encourages the area to develop a program that recognizes the contributions of sessionals and provides for ongoing support (e.g., regular orientation sessions, awards, etc.).

**Actions taken 2013:**

One of CMF’s Permanent Sessional Lecturers, Dr. Susan Bryant, is currently serving as the AAU’s Undergraduate Advisor. In addition to counselling students and coordinating events such as Welcome Week and University Open Houses, she serves on the curriculum and website committees. Another Sessional Lecturer, Prof. Tony Lau, is serving on the Website Committee and is actively involved in implementing our new Digital Media Production curriculum.

The current LTAs, Dr. Brian A. Brown and Dr. Kyle Asquith, have been involved in curriculum development (i.e. Open Learning Grant for on-line course in New Media Studies) and new initiatives (Information Literacy Workshop for 1<sup>st</sup> year students) as well as numerous other events and recruitment activities (i.e. Head Start, Ontario University Fair, Open Houses, etc.). Dr. Asquith is also the departmental contact person for the Outstanding Scholars Program and has worked on alumni outreach efforts. Additionally, Dr. Brian A. Brown serves as a representative on FCC, is a member of the Graduate Committee and has been instrumental in working with Dr. Shelagh Towson (College-University Partnerships) and representatives from St. Clair College on transfer agreements. Both Drs. Asquith and Brown were granted a course release in 2013/2014 in recognition of their outstanding service contributions to the AAU.

In 2013/2014 CMF will begin work to establish criteria for two awards—one for outstanding service contributions by a Sessional Lecturer and another for outstanding teaching by a Sessional Lecturer/Instructor. Once these criteria are in place, we will begin the process of accepting nominations for awards in these categories.

**PDC Comments:**

PDC commends the area on its efforts to encourage and increase sessional and LTA involvement in all aspects of curriculum development, recruitment and retention initiatives, and other departmental events. PDC notes that CMF will begin working on criteria for service and teaching awards and encourages the area to consult with the Centre for Teaching and Learning for advice on establishing awards for a small, consistent pool of candidates.

**Status:** \_\_\_ *ahead of target*       X  *on target*      \_\_\_ *behind target*      \_\_\_ *recommendation satisfied.*

**Recommendation 9:** That the AAU consider using its studio facilities to enhance collaboration with the community, both inside and outside the University (for example, having students develop commercials for local non-profit groups as part of a course). (ER recommendation 17)

Agent: AAU Head, CMF faculty members  
Completion by: Fall 2015

**Actions taken 2012:**

It should first be noted that existing studio facilities operate under the auspices of CTL, not the AAU. At least one of the proposed new courses within the revamped production curriculum is dedicated to developing material for advertising/marketing campaigns in accordance with this recommendation. The course is designed to facilitate both studio and location projects in conjunction with the broader community. However, if the University expects the AAU to expand opportunities for commercial media production, upgrades to existing facilities (i.e. Studio B) will be required and additional financial resources will be needed to purchase the industry-standard equipment necessary to fully realize this recommendation.

**PDC Recommended actions to further be taken (2013):**

PDC encourages the area to work with CTL to provide CMF students with access to studio facilities for use in developing collaborations and initiatives with community groups.

**Actions taken 2013:**

As previously noted, CMF has secured funding along with Zora Savic to produce a university-wide promotional video that will be deliverable across various media platforms.

Additionally, advanced CMF production students created a video for the Faculty of Graduate Studies on Academic Integrity; that project is in post-production at this time.

Under the guidance of Prof. Tony Lau, seven advanced production students are also working on a collaborative project with the VON, Health Unit and Windsor Regional Hospital to produce a video that will provide a tour of the Family Birthing Centre (see Appendix II for more details of the project).

Dr. Richard Lewis is the Executive Producer of 401 Sunset—an advanced production course in which students create segments about various activities/individuals on campus that are aired on Cogeco Cable. In Winter 2013, students created seven different programs; seven more are being produced in Fall 2013. This activity is made possible through collaborative efforts with CTL personnel and the use of CTL studio facilities.

**PDC Comments:**

PDC commends the area on its efforts with regard to this recommendation and encourages it to continue them.

**Status:**  ahead of target       on target       behind target       recommendation satisfied.

**Recommendation 10:** That the AAU:

- i. actively seek feedback from its students, its graduates, and employers of its alumni. (ER recommendations 19)
- ii. work with students to organize annual alumni visits and workshops which could be used to gain feedback on its programs and as a career information session for students. (ER recommendation 20)
- iii. establish a register of its graduates and maintain cordial relationships with them. (ER recommendations 21)

Agent: AAU Head, CMF faculty members  
Completion by: Fall 2014

**Actions taken 2012:**

- (i) The AAU has not been able to act on this recommendation due to inadequate faculty resources.
- (ii) A series of production-oriented workshops were offered in Winter 2012, some by alumni. There are plans to do so again in Winter 2013.
- (iii) Our Undergraduate Advisor has been in contact with personnel from Alumni Affairs but any such efforts must be supervised by a full-time faculty member and that is difficult at this time. Nonetheless, the AAU is investigating the possibility of hosting some alumni events as part of the 50<sup>th</sup> anniversary of the University in 2013-2014.

**PDC Recommended actions to further be taken (2013):**

PDC notes that the area has offered production-oriented workshops in conjunction with alumni and encourages

it to continue with such initiatives. PDC encourages the area to continue efforts to establish a list of, and maintain contact with its graduates and to actively seek feedback from its students, its graduates, and employers of its alumni. PDC notes that the current surveys in which the University participates through Institutional Analysis (e.g., NSSE) may provide a good starting point with regard to gaining student feedback.

**Actions taken 2013:**

The AAU planned to host an alumni event as part of the 50<sup>th</sup> Anniversary celebration in September 2013. However, the event was cancelled (like several others on campus) due to the work stoppage by CUPE 1393.

The Communication Student Association (CSA) and CMF are working together to facilitate a series of workshops for students focussed on skills development and training, developments in the digital media industry, career planning and advice, etc. The plan is to offer workshops in both the Fall 2013 and Winter 2014 semesters.

Additionally, as the Department now has a permanent Undergraduate Advisor in place, she will explore possibilities for obtaining student feedback and facilitating other workshops and/or speaking events with alumni and other stakeholders.

**PDC Comments:**

PDC recognizes that reaching out to alumni and establishing a register of graduates is time-consuming, however the end result would be worthwhile. PDC encourages the area to increase its efforts to address this recommendation.

**Status:**    ahead of target        X   on target         behind target         recommendation satisfied.

**CMF Response to PDC Report (May 2012)**

The Department of Communication, Media and Film (DCMF/CMF) wishes to thank the Program Development Committee for its report and recommendations (PDCR).

Upon review of the PDCR and the Decanal Response (DR), CMF would like to reiterate the resource situation. The PDCR demand data suggests that 321 full-time (FT) and 82.5 part-time (PT) students (approx. 400 total) require our attention; the actual student numbers suggest that we have to satisfy the demand of almost 500 students. There are 63 FT General BAs who take 10-16 courses in their CMF major; 163 FT single Honours Majors, who have to take 20-24 courses in CMF; and 167 FT Honours Double Majors (=combined Honours), who take 15-16 courses in CMF in order to graduate. The last group (Double Majors) is represented as .5 students in the official UW data, but they demand 1.0 student services (i.e. courses, advising, etc.). CMF has a particularly high ratio of Double-to-Single Majors, so counting half of our students as demanding only one-half a student's attention from the DCMF in terms of advising and courses puts CMF at a distinct disadvantage, as it significantly understates the demand put on the DCMF by students (Part-time student demand presents the same issues, albeit at a lesser rate). Thus, while the DCMF appreciates the commitment represented by recent appointments and the general expression of support from the Dean (DR), this does not address the untenable workload, especially with respect to service, that full-time (FT) faculty members have been facing as a result of administrative restructuring of the AAU. In Fall 2012, we will have 3 FT faculty members (including the Head); another will be on sabbatical leave (until January 2013) and the remaining TT faculty member is on LTD. While CMF welcomes the 2 sessional lecturer appointments and the 9-month LTA, they do not provide any service to the department; hence the service loads for FT faculty will not differ substantially from Fall 2011. Few FT faculty will still be expected to shoulder the responsibility for serving on all internal and external committees, as well as other service work. Additionally, the lack of FT faculty resources has impaired the proper functioning of the DCMF. For example, this past year, we had to go outside the AAU to constitute committees for various reasons (i.e. gender balance, number of required members, excluding Head, according to Senate bylaws, etc.) and this has proven difficult and time-consuming; such situations will remain unchanged until additional TT appointments are made. Recommendation #7 (PDCR) needs to be reviewed so that the normal functioning of the DCMF can be achieved as soon as possible.

As noted in the Head's Response to the UPR, the Department has already begun a thorough review of curriculum; several changes will be in effect for 2012/2013, and others will take effect for fall 2013. Substantive

changes to the production curriculum are forthcoming for consideration and implementation by 2013/2014. However, work on all curriculum reform cannot be completed until additional faculty resources are in place.

CMF respectfully suggests that some recommendations (R) be suspended until resource shortages are addressed: (i) R #4 is not currently feasible as we are already under pressure to provide sufficient seats in courses to 496 students who already experience very lengthy waiting lists; (ii) R #6 requires service beyond teaching; there are not enough TT faculty to explore collaborative initiatives; (iii) R #9 cannot be fully realized unless and until monetary resources are provided to revamp Studio B (as per the SPF application submitted in 2012); (iv) R #10, while most desirable, cannot be accomplished with our limited faculty complement. It should be noted that the Communications Students Association has begun to engage alumni but such activities require sustained guidance and engagement by TT faculty. Given the aforementioned service workload issues, existing FT faculty will not be able to engage in these worthwhile liaison activities.

Again, CMF appreciates the work of the PDC and the Dean's office and looks forward to providing a rich learning environment for our students.

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PDC thanks the area for this response and notes that it will form part of CMF's first annual status report.

## **CMF Response to PDC First Annual Status Report on Communication, Media and Film (2013)**

The Department of Communication, Media and Film (DCMF/CMF) would like to thank the Program Development Committee for its report and feedback. Upon review, CMF wishes to update the PDC on some recent and additional developments within the AAU.

Regarding Recommendations #2a/b and #3, the slate of twelve new courses was approved by the Senate in January 2013 and will begin being implemented in Fall 2013.

CMF is, arguably, “ahead of target” on Recommendation #5. Promotional content has already been created for our website and will be displayed starting in Winter 2013. Additionally, CMF has formally pursued more collaborative efforts with the Student Communication and Events Coordinator—for example, an application for funding through the SPF for a University of Windsor (campus-wide) promotional video was submitted in January 2013.

Regarding Recommendation #9 the following should be noted: (i) CMF has already secured funding and purchased a significant amount of new equipment to facilitate the new suite of digital media production courses recently approved by Senate; (ii) CMF will be updating existing lab facilities with 20 new editing stations that will be up and running by Fall 2013; (iii) the Head of CMF collaborated with Dr. Martha Lee (who now oversees Digital Journalism through Interfaculty Programs) on an SPF application for upgrades to studio facilities (specifically Studio B) that would benefit both CMF and DJ students; and (iv) CMF has already lent its production expertise to campus-wide promotional/recruitment efforts in conjunction with the Student Communication & Events Coordinator.

Finally, CMF experienced a 17% increase in enrolment from Fall 2011 to Fall 2012 based on official data recently released by the Faculty of Arts and Social Sciences - this was the largest increase in all of FASS. While this increase may be a result of intensified recruitment efforts within the AAU, we believe it more accurately reflects an interest in our revised and updated course offerings particularly in the area of new media and digital culture. We expect to build upon this momentum with updated production facilities and a further revamped production curriculum that we can begin officially promoting given recent Senate approval.

In conclusion, CMF continues to experience serious challenges - especially in terms of faculty resources but the AAU has taken significant strides in revising its curriculum, etc., in light of these challenges. We hope to obtain the full-time faculty resources we need to support our programs as we move forward. As we state on our website, the field of Communication/Media Studies is one of the most dynamic and relevant disciplines in our contemporary world. With appropriate administrative support, CMF can grow, thrive and build anew.

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### **APPENDIX I—INFORMATION LITERACY WORKSHOP (developed by Dr. Kyle Asquith)**

Starting in fall 2013, 02-40-101 (“Introduction to Media and Society”) will include an in-lecture information literacy workshop and a follow-up graded worksheet.

The information literacy workshop, presented by a representative from the Leddy Library, will instruct students on how to critically evaluate the usefulness of different types of information sources, with an emphasis on three general categories: web sources (including Wikipedia), news sources, and peer reviewed periodicals. A hardcopy worksheet will be distributed during the workshop. Students will complete the worksheet and submit it alongside a small (4-5 page) research essay assignment, due three weeks later. The research essay assignment asks students to write on a contemporary media controversy; a list of topics will be provided. The supplementary worksheet requires students to carefully consider the sources upon which they rely for their essay, evaluate the strengths and weaknesses of certain information sources for the purposes of conducting academic research, and justify their decision(s) to rely upon certain sources over alternatives.

The essay is worth 20% and the information literacy worksheet is worth 5%, for a combined total of 25%. Because the worksheet will only be distributed during the in-lecture workshop, and because the worksheet will also be evaluated, attendance at the workshop is mandatory.



The purpose is not to vilify certain sources. Rather, the objective is to have students make conscious choices and reflect upon on them. Students will learn information literacy tips during the workshop and then have the opportunity to implement them as they work on the essay and worksheet. Pedagogically, this is advantageous to having students simply respond to a “quiz” on information literacy. Most importantly, the design of this (joint) assignment can establish effective information literacy and research skills. The worksheet questions are ones students will grapple with while completing research essays throughout their degrees.

## **APPENDIX II: COMMUNITY-RELATED PRODUCTION PROJECTS**

Under the guidance of Prof. Tony Lau, CMF students are currently facilitating/producing the following project as part of Special Topics course in Design & Application:

The VON is working on a collaborative project with the Health Unit and Windsor Regional Hospital to produce a film that would provide expecting parents with a tour of The Family Birthing Centre. The purpose of the video tour is to alleviate anxiety for new parents by providing them with the basics of what to expect while in hospital. A video tour will also reduce exposure to communicable infection and protect the privacy of families on The Family Birthing Centre by reducing the amount of traffic coming through the hospital.

Contact Person: Cindy Renault, Lead Prenatal Educator and Lactation Consultant, VON

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### **Departmental Response to PDC Review of the Department of Communication, Media and Film’s Second Annual Status Report (2014)**

The Department of Communication, Media and Film (CMF) would like to thank the Program Development Committee for its report and feedback. Upon review, CMF wishes to update the PDC on some recent developments within the AAU.

Regarding Recommendation 2b(iii)—“establish a mechanism for the provision of better support for students in learning how to operate technical devices and software”—it should be noted that a new full-time Digital Media Production Technical Coordinator, Mr. Kyle Archibald, was hired in Fall 2013. As per his job description, Mr. Archibald “works closely with faculty and undergraduate students to facilitate, organize and execute professional digital productions including both studio and field-based projects and editing procedures.” Among his responsibilities are to schedule, promote and deliver regular video-editing workshops for students, provide technical support to faculty and students in the use of industry-standard equipment and software and prepare and maintain manuals/instructional materials for departmental equipment and software. Mr. Archibald set up a new digital editing lab, created a new on-line system for booking equipment and produced workflow manuals for our new industry-standard cameras and editing software. He also offers regular workshops to students enrolled in our production courses—training them in the use of our new equipment and software as well as digital editing protocols. Additionally, as a result of our new production course (40-112)—Introduction to Media Design and Production—first-year production students are now taught—through in-class workshops, experiential learning exercises and weekly two-hour labs—how to operate technical devices (e.g. cameras, lighting equipment, etc.) and software.

**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**UNDERGRADUATE PROGRAM REVIEW (UPR)**  
**THIRD ANNUAL STATUS REPORT ON: COMPUTER SCIENCE**  
January 2014

**Recommendation 1:** That Computer Science initiate a comprehensive curriculum review with a view to streamlining its program and course offerings. This curriculum review exercise should take into consideration<sup>1</sup>:

- a) restructuring current offerings with a view to offering fewer, more streamlined programs, in line with current resources. The current set of offerings must be rationalized and restructured in order to ensure the sustainability of the existing programs.
- b) creating a common core curriculum for the first few years of the programs, with specialization streams in the last year or two;
- c) establishing learning outcomes for each of its undergraduate programs that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate" and to the COU-approved and mandated Undergraduate Degree Level Expectations;
- d) reviewing and restructuring the co-op option to ensure sustainability;
- e) limiting the number of sections of a course offered in a semester;
- f) re-weighting the credit of courses with additional compulsory lab components, to underscore the increased student and faculty workload associated with them;
- g) offering low-enrolment courses as reading courses, as appropriate;
- h) increasing the use of Advanced Placement and/or Challenge tests, given the variation in background of entering students;
- i) replacing the BCS (for University Graduates) program with a MCS (Diploma) program. The existing undergraduate courses could be accelerated and advanced courses could be combined with low-level graduate courses.
- j) reducing the reliance on sessional instructors and deploying current faculty teaching resources to teach core and service courses.

The area might consider holding a retreat to help launch this curriculum review.

*[In responding to this recommendation, the area is requested to provide a detailed update on each subsection of the recommendation (a-j).]*

**Agent:** AAU Head, AAU Council, Curriculum Committee

**Completion by:** Fall 2014

**Actions taken 2011:**

On page 4 of this document, each of the above recommendations is addressed individually. However before reporting on the individual recommendations, many of which are concerned with modifying CS program and course offerings to better match resources available (and some of which are concerned with improving the quality of the student experience) it is appropriate to list some changes that have taken place over the 2010-2011 academic year, which are relevant to these issues as a whole:

1. There has been a **significant reduction in support staff and faculty**:
  - A senior technical support staff position was eliminated, and a vacant technical position will not be filled.
  - One full-time undergraduate secretarial position was eliminated, and the other was reduced to part-time.
  - Two limited-term lecturer positions that had been in place for a number of years were not renewed for the 2011-2012 academic year.
  - There is no expectation that CS will have a replacement for a faculty member who sadly passed away during the 2010-11 academic year.
  - In summary, CS has 1 less faculty position, 2 less full-time lecturers (now having none), 2 less technical staff, and 1.5 less administrative support personnel.
  - **I note that this reduction in support staff and faculty in 2011 remained and there were no new hires in 2011-2012.**
  - **Since July 2010 the School had no permanent Director to oversee the continuity of School policies.**

<sup>1</sup> For more detailed information, see the External Reviewers' Report pp.13-15.

2. There has been a significant reduction in course section offerings:
  - The “normal” entry points to some of the CS degree programs were reduced for the 2011-12 year. By “normal” we mean that students entering at that point can begin taking major courses immediately, rather than waiting for the next semester. In particular, by limiting the entry points for the “Degree Completion Programs for University Graduates and the Degree Completion Program for College Diploma graduates, we have been able, together with other changes, to make a reduction from 65 major course section offerings in 2010-2011 to 57 major course section offerings in 2011-2012.
  - There has also been a modest reduction in regular section offering of service courses (given to non-major students) from 17 in the 2010-2011 academic year to 15 in the 2011-2012 academic year, by increasing enrolment limits. There was a slight increase in the number of section offerings of service courses given through distance education from 7 in 2010-2011 to 10 in 2011-2012.
3. There has been some progress on rationalization and update of course offerings for 2012-2013:
  - The Undergraduate Program Committee approved the replacement of a new I.T. non-major course “Social Media and Mobile Technology for End-Users” (approved by PDC and Senate) and a new non-major course ‘Web-Based Data management” (to be approved by PDC) which will add to the course which students across campus can take for a Minor in Applied I.T., and allows CS to implement an 8-course Certificate in Applied I.T. PDC Form A is nearly complete (as of October 1<sup>st</sup> 2012). Funding was obtained in Spring and Summer of 2012 from the Office of Open Learning and the VP’s SPF fund to develop (respectively) distance versions of 3 existing service courses which did not have distance versions, and to develop the two new service courses and provide stipends for the first offerings of all new versions and new courses in 2013. All 8 courses for the CAIT will be offered in regular and distance by Fall 2013.
4. Although the number of students joining our first year is significantly less than 10 years ago at the peak of the .com boom, the quality appears to be improving and there was a 20% increase in first-year high-school intake in Fall 2012 compared to Fall 2011. In Fall 2011, we have 18 Outstanding Scholars enrolled in our Computer Science programs (plus 12 admitted into 1<sup>st</sup> year). Outstanding Scholars are students whose high-school entry averages are within the equivalent “A grade” range and are sufficient for them to be awarded high value University of Windsor Scholarships.
5. Owing to the fact that there are more co-op placements available than students to fill them the school now provides a co-op option for Master’s students. This has been successful. In the 2010-2011 calendar year, we have had 40 undergraduates and 13 Master’s students in co-op placements. In the 2011-2012 calendar year, we have had ~70 undergraduates and ~10 Master’s students in co-op placements.
6. The degree completion program which we have had in place for many years with St Clair College has been updated as a result of changes to the St. Clair program. An additional 19 Colleges have been identified for which the degree completion program can apply (as the program has the wording “Degree Completion Program for Graduates of St Clair Three-Year Diploma in Computer Systems Technology – Networking or Equivalent Three-Year College of Arts and Applied Technology Diploma Program”). The University is in the process of advertising at the identified colleges and reviewing other college diplomas to determine if new degree completion programs can be defined.

**We have made the degree completion program for college graduates more attractive by increasing the number of “transfer” credits from 13 to 15 (approved by Senate 2011-12).**

7. The operating system used for the Computer Science compute servers has been changed from the proprietary Solaris version of UNIX to the open source UBUNTU UNIX, with a significant saving in yearly maintenance costs. No loss of support is expected as UBUNTU is well supported through a user group that includes many of the most prestigious US Computer Science departments. **The resulting**

computing environment has been running successfully for several months with no problems.

**We now address the specific items under Recommendation 1. The recommendation items are given in bold italic font and the actions taken are given in regular font:**

***That Computer Science initiates a comprehensive curriculum review with a view to streamlining its program and course offerings. This curriculum review exercise should take into consideration<sup>2</sup>:***

***a) restructuring current offerings with a view to offering fewer, more streamlined programs, in line with current resources. The current set of offerings must be rationalized and restructured in order to ensure the sustainability of the existing programs.***

The School has undertaken a huge restructuring of the degree programs that it offers and has also reduced the entry points to some of them. This has enabled a significant increase in the sharing of courses and course sections amongst different degrees:

- i) All CS degree programs share exactly the same set of first year CS courses.
- ii) All CS degree programs share the same set of second year courses with the exception that the Honours BCS program and the Software Engineering Specialization share two additional theory courses and, in addition, the Software Engineering Specialization has one other additional S/W Eng. Course. A single optional second year major CS course is offered that is related to the ACM Programming Competition, which is very useful for increasing the visibility and reputation of the School. A second optional second year course is no longer offered.
- iii) The 3-year General BCS degree program requires students to take a strict subset of the courses required for the Honours BCS degree. No additional courses or sections are required for this program.
- iv) At the 3<sup>rd</sup> and 4<sup>th</sup> year level, the School no longer offers any course which is purely an optional course (i.e is not required in any program). Students who are required to take “x more CS courses at the 3<sup>rd</sup> or 4<sup>th</sup> year level” now have to choose, as an option, courses which are required courses in one of the other programs.
- v) The entry points for students from colleges who enrol in the “Degree Completion Program” and those who enrol in the “BCS Degree for University Graduates” have been restricted, so that no additional courses or sections are required for these students.
- vi) The Curriculum Committee has begun an exercise of rationalizing programs even further by replacing 4 courses that are taken by students in different programs, by two new courses that better serve the needs of students.
- vii) The 4 section offerings per year of the 4<sup>th</sup>-year project courses (which involved the instructor giving lectures on project management and monitoring student groups working on projects defined by other CS faculty who acted as “customers”) have been replaced by a single section each semester.

The overall effect of these changes will be a reduction of at least 12 course sections, and probably more, in the future compared to the 2010-2011 year.

***b) creating a common core curriculum for the first few years of the programs, with specialization streams in the last year or two;***

As discussed above in a) i), ii), and iii), this has already been done.

***c) establishing learning outcomes for each of its undergraduate programs that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate" and to the COU-approved and mandated Undergraduate Degree Level Expectations;***

All CS courses have learning outcomes as required.

<sup>2</sup> For more detailed information, see the External Reviewers' Report pp.13-15.

**d) reviewing and restructuring the co-op option to ensure sustainability;**

Master's students can now take part in a Co-op experience. In the 2010-2011 calendar year, we had 40 undergraduates and 13 Master's students in co-op placements. In the 2011-2012 calendar year, we have had ~70 undergraduates and ~10 Master's students in co-op placements. Currently, there are more co-op positions than we can fill giving the students an opportunity to choose. We are placing students locally and with larger companies such as RIM and IBM Toronto Laboratories further away.

**e) limiting the number of sections of a course offered in a semester;**

Only two major courses now have two sections in one semester. These are two first-year first-semester courses where there is a demand for evening sections. Discussion with the students in these evening sections indicates that many of these students are mature students who are taking these evening sections in order to decide whether or not to make arrangement with their employers (or even to give up their jobs) in order to be able to take courses that are scheduled during regular hours. The total number of students in the two sections exceeds 120 students in each course.

Service courses continue to have multiple sections where there is a demand, and where limits on section enrolments are exceeded. Limits are high (150 to 200 students per section depending on the course) and are determined by the amount of instructor/student interaction that is required. Some CS service courses require significant instructor involvement in, or supervision of, marking as they involve student creation of web sites, and/or use of software.

The 4 sections per year of the 4<sup>th</sup> year project course 60-499 have been replaced by one section, in each of the two terms.

**f) re-weighting the credit of courses with additional compulsory lab components, to underscore the increased student and faculty workload associated with them;**

This has been discussed but has been found not to be feasible or desirable from a learning perspective. The reason is that there are a number of fundamental courses that every Computer Science student should take. If we were to give credit for laboratory attendance, then we would have to reduce the number of CS courses in our programs which would make our students less prepared for industry or graduate study, than their counterparts graduating from other universities.

**g) offering low-enrolment courses as reading courses, as appropriate;**

The CS Council has approved the replacement of 4 courses (two with low enrolments) with two new courses.

In addition, some faculty have voluntarily agreed to offer some low-enrolment 4<sup>th</sup>-year courses in conjunction with graduate courses as part of their regular teaching load.

**h) increasing the use of Advanced Placement and/or Challenge tests, given the variation in background of entering students;**

First-year students were given an opportunity in Fall 2011, to take an advanced placement exam for course 60-140. They would have to pay (\$20) to take the exam, and if they passed, they would be given the opportunity to replace 60-140 with a more advanced course. Although some students indicated interest, none took advantage of the advanced placement exam. There seemed to be little incentive as the students would have to pay, and would not receive a course credit if they passed the exam. In order to address the problem of some students finding 60-140 to be too easy, we are discussing ways to make parts of 60-140 more difficult/interesting without leaving students behind who have no programming experience.

**i) replacing the BCS (for University Graduates) program with a MCS (Diploma) program. The existing undergraduate courses could be accelerated and advanced courses could be combined with low-level graduate courses.**

Until this year, 2 accelerated (6-week) courses sections were provided to students in the BCS for University Graduates, and 2 other course sections were provided primarily for these students. However, this was not a

good use of resources, and students found the pace to be very difficult in their first two semesters. This 2011-2012 year, by restricting entry to the BCS program for University Graduates to Intersession only, no additional sections need be offered for these students (with minimal impact on the time taken to complete the program). Also, students who graduate from this program are eligible to enter the second year of the proposed Professional Master's program when it is launched.

**j) *reducing the reliance on sessional instructors and deploying current faculty teaching resources to teach core and service courses.***

By reducing course and section offerings as discussed above, all core (major) course offerings can be taught by regular faculty as part of their regular teaching duties. Sessional/overload instructors are only required to cover faculty who are on sabbatical or other leave.

Until more faculty resources are available, CS service courses will continue to be taught by sessional instructors with oversight from the Course Advisory Committees (CACs). CS Service courses are concerned with Information Technology (I.T.) and introductory programming as opposed to algorithm design, advanced programming, database design, network protocols, artificial intelligence, and other advanced Computer Science topics. The material is less theoretical and can be taught by experienced sessional instructors with a Master's in Computer Science or by sessional instructors with appropriate industrial experience. Ideally, the CS service courses should be taught by lecturers with Master's degrees holding teaching-only positions.

***The area might consider holding a retreat to help launch this curriculum review.***

A retreat was held in August 2011 specifically to address curriculum and management aspects of the School. Some of the changes to the curriculum described above resulted from that retreat.

**PDC recommended further actions to be taken (2012):**

PDC commends the area on its efforts with regard to this recommendation and notes that subsections (a)-(g) have been satisfied.

PDC looks forward to a report next year on further progress made towards meeting (h)-(j).

**Actions taken 2012:**

a)vi) : "Mobile Application Development" (for which we have equipped a lab), and "Advanced Object-Oriented System Design Using C++".

i) A proposal for a Professional Master's program is being developed. The motion to go ahead with this project was approved by the School of Computer Science Council in September 2012.

**PDC recommended further actions to be taken (2013):**

PDC encourages the area to continue to offer students the option of taking an advanced placement exam for course 60-140. In addition, to address the variation in background of entering students, the area may consider streaming students into tutorials based on their background. Those with more advanced knowledge could be streamed into a specific tutorial where more complex programming scenarios would be presented. While course content, exams and evaluative procedures would remain the same for students across all tutorial sections, providing for advanced tutorial sections will help keep students with programming experience interested and challenged during class time.

PDC notes the area's intention, listed in its 2011 response, to only use sessional instructors to cover faculty who are on leave or for the teaching of service courses. Should this practice continue, PDC would consider item (j) of this recommendation satisfied.

PDC looks forward to reviewing the proposal for a Professional Master's program. PDC thanks the area for its update to item (a)(vi).

**Actions taken 2013:**

The 60-140 advanced placement exam will remain available to any eligible student who requests it. IT should be noted that we did not have any students actually writing it since we started offering it.

An 'undergraduate retention' coordinator position was introduced in May 2013 to enhance CS retention of undergraduate students. An initial step was to 1) create a volunteer group of capable mentors, 2) contact all students in the first year classes after the first midterm informing them that mentors are available one-on-one to

assist them in any difficulties from any class in the first year. This is currently in progress and hope to have a good number of students taking advantage of the extra tutoring. Some faculty have started to voluntarily offer additional tutorials for weaker students in their sections.

More formally, CS undergraduate curriculum committee will consider the PDC recommendation to introduce two streams in the first two years of studies; one that would possibly include additional tutorials with mandatory attendance. CS will report on this next year.

In Fall 2013 all the core courses were taught by fulltime faculty members as a result of the efforts in re-organizing course offerings and sections in the previous teaching allocation. Overall, we are on target to ensure that sessional instructors are only used to cover faculty who are on leave or for the teaching of service courses. The Professional Master's program is now making its way to the PDC and great effort and care had been taken to ensure the high quality of the program.

**PDC Comments:**

PDC commends the area on its thorough review of this recommendation. While recognizing that curriculum review is an ongoing process, PDC would consider this recommendation satisfied with a final report next year on the outcome of the area's considerations regarding creating a common core curriculum for the first few years of the programs, with specialization streams in the last year or two.

**Status:** \_\_\_ *ahead of target*       x  *on target*      \_\_\_ *behind target*      \_\_\_ *recommendation satisfied*.

**Recommendation 2:** That multi-section courses as well as core courses be designated course coordinators who are responsible for the uniformity of courses, and reviewed annually by the Course Advisory Committee. Multi-section courses should have the same assignments, and examinations. Software could be used to facilitate posting common assignments and on-line quizzes.

**Agent:** AAU Head, AAU Council, Course Advisory Committee

**Completion by:** Fall 2012

**Actions taken 2011:**

Only two major courses currently have two sections in one semester. Both have common assignments, tests, and final exams.

More professors now use the same textbook and similar course notes for different sections of the same course that are taught twice a year. (Note: The only courses that are taught twice a year are those required core courses where a second offering is required for students who need to repeat the course, because it is a prerequisite for courses to be taken in the following year). These courses also cater for students who enter the program in Intersession. All such second offerings of core courses have healthy enrolment numbers.

It should be noted that every course offered by the School of Computer Science has an associated Course Advisory Committee (CAC). One responsibility of these committees is to ensure uniformity of section offerings.

**PDC recommended further actions to be taken (2012):**

PDC encourages the area to continue efforts to ensure that all sections of the same course have the same assignments and examinations, and that all multiple offerings between semesters of a course utilize the same textbooks.

**Actions 2012:**

In most cases these sections had common final exam, assignments and labs. The academic freedom of the individual instructor had to be respected.

The school is moving to a situation in which the same CLEW website is used (with minor changes to dates and changes to accommodate different ways of testing distance students) for all CS service courses.

**PDC recommended further actions to be taken (2013):**

PDC welcomes the area's decision to use the same CLEW site for all CS service courses. PDC notes that the Collective Agreement (5:25(d)) states that all faculty members must "comply with AAU policies concerning the coverage of course content and consistency in the assessment of students among and between multiple sections of the same course". PDC therefore urges the area to ensure that all sections of the same course have the same assignments and examinations, and that all multiple offerings between semesters of a course utilize

the same textbooks.

**Actions taken 2013:**

In the past year CS introduced the Certificate of Applied IT program, which initiated additional online service courses developed by different instructors. As a result, in the initial phase of the offerings some issues have been identified that CS is now addressing by assigning a 'service course coordinator', a faculty member who would oversee the consistency and AAU policy procedures followed for all service courses. Specifically, there is a need to ensure a common exam between multiple sections were one section is online and another is classroom based; it should be noted however that online sections and classroom sections of the same course may offer assignments at different paces. A plan is underway to ensure instructors of online courses and those of classroom based courses be informed and realign their contents to ensure common assessments and consistency as much as possible throughout the course offerings. This is no longer a main issue in core courses in 2013.

**PDC Comments:**

PDC notes the area's progress with regard to this recommendation. With a report next year confirming that all of the area's multi-section courses (including in-class and online section offerings of the same course) utilize the same textbooks and have common assignments, PDC would consider this recommendation satisfied.

**Status:** \_\_\_ *ahead of target*     \_\_\_ *x on target*     \_\_\_ *behind target*     \_\_\_ *recommendation satisfied.*

**Recommendation 3:** That the area develop a mechanism for ongoing review of the overall structure of its undergraduate and graduate programs and service courses; and that as part of this ongoing review, the area assess and monitor the impact of its graduate programs (and graduate program expansion) on the delivery of its undergraduate programs and the School's service role.

**Agent:** AAU Head, AAU Council, Curriculum Committee

**Completion by:** Fall 2012

**Actions taken 2011:**

The School has begun a series of regular "retreats" in order to discuss these issues.

The first retreat, which was held in August 2011, resulted in further restructuring of the degree programs and course and section offerings for the 2012-2013.

At the next retreat (scheduled for the 2012-13 academic year, the school will discuss possible restructuring of the degree specializations (Artificial Intelligence, Gaming, Multi-Media, and Networking) to determine if there is scope for further sharing of courses.

Great care was taken during 2010 and early 2011 when offers of admission were being sent to prospective graduate students. As a consequence, in the 2011-2012 academic year, the number Master's students who held GAships exactly matched the actual 2011-2012 requirements of undergraduate teaching needs. This took into account the new Collective Agreement for Graduate Teaching Assistants (which requires that Master's students be offered three semester GAships if they are offered one. CS intends to be equally careful in the next round of offers.

The Undergraduate Curriculum Committee has already approved a new course on "Social Media and Mobile Technology for End Users" and a new service course "Web-Based Data management" which are under development. These new courses will enable the school to offer a Certificate in Applied Information Technology (CAIT) which can be taken by students in degree programs, or by students who are not enrolled in any degree program

**PDC recommended further actions to be taken (2012):**

PDC notes the area's efforts with regard to this recommendation and encourages it to continue them.

**Actions taken 2012:**

In early 2012, the Associate Dean of Science (Graduate Studies) and the Acting Dean of Graduate Studies were



concerned that CS might admit more graduate students with GAships than the budgeted GAships available. Consequently a process was imposed on CS which required that the number of outstanding offers with guaranteed GAships could never exceed the number of remaining GAships (despite CS's 20-year record of never exceeding the number of allocated GAships, and evidence that only 50% of CS offers with GAships are accepted). The result of this process has been a 50% decrease in new graduate students in fall 2012 compared to recent years. Fortunately, the situation can be remedied owing to the fact that Master's students usually only begin receiving GAships in the Winter semester of their first year. This fall 2012, we have been able to offer all new students a GAsip in the Fall.

However, if the same policy is imposed this 2012-2013 year, CS could face a situation in which the number of GAs is significantly less than the number needed for undergraduate class and laboratory assistance.

We currently have approximately 3,000 SEUs in applied I.T. courses and expect this number to increase significantly when the two new courses are offered and the CAIT becomes available.

**PDC recommended further actions to be taken (2013):**

PDC reminds the area that this recommendation calls for the development of "a mechanism for ongoing review of the overall structure of its undergraduate and graduate programs and service courses; and that as part of this ongoing review, the area assess and monitor the impact of its graduate programs (and graduate program expansion) on the delivery of its undergraduate programs and the School's service role."

PDC directs the area to report next year on the mechanism it has established for reviewing its undergraduate and graduate programs and service courses, and for ensuring that graduate programming and expansion does not negatively impact undergraduate offerings.

**Actions taken 2013:**

In relation to service courses: The School has established a service position for a faculty member to act as a "Service course coordinator" whose role is to oversee the service courses, including the minor and certificate programs. This role is important to focus on ensuring the service courses are consistent and annually review their contents.

In relation to the undergraduate program:

The Course Advisory Committees meet annually to ensure consistency throughout the courses and that Learning Objectives are being met (review of assignments, textbooks, and tests/exams). The Associate Undergraduate Program Chair before the start of each term reviews all course outlines for consistency and standardized policies on various issues, including make-up exams, academic integrity, and any AAU policies.

Effective Fall 2013, the graduate colloquiums were opened to 60-496 and 60-499 students who are now required to attend. The effect of this is increased attendance in our seminars and more importantly high level of student engagement to pursue higher education or connect with industry speakers and visitors. This will positively impact the domestic student enrolment into our graduate programs.

Furthermore, this year at the Windsor Welcome orientation, the School has introduced a workshop for graduate students where new graduate assistants were trained on academic integrity matters, AAU policies for teaching and lab supervision, as well as practical skills to properly mentor the undergraduate students.

**PDC Comments:**

PDC recognizes and appreciates that the area has established a mechanism to oversee service and undergraduate courses. PDC reminds the area that the recommendation also calls for the development of a mechanism for ongoing review of the overall structure of its undergraduate and graduate programs to ensure that they complement each other and to ensure that its graduate programs (and graduate program expansion) do not negatively impact on the delivery of its undergraduate programs and the School's service role. PDC directs the area to report next year on the mechanism it has established for the review and monitoring of its programs, and for ensuring that its graduate programs do not negatively impact undergraduate program and course offerings.

**Status:** \_\_\_ *ahead of target*    \_\_\_ *x* *on target*    \_\_\_ *behind target*    \_\_\_ *recommendation satisfied*.

**Recommendation 4:** That the School, in consultation with CTL, increase its efforts to ensure an educational experience of students in the first years (and first year in particular) of the program is high quality.

**Agent:** AAU Head, Computer Science faculty and staff members, Dean of Science, Centre for Teaching and Learning (CTL)

**Completion by:** Ongoing

**Actions taken 2011:**

Computer Science faculty and sessional instructors have been attending some seminars arranged by CTL.

One of our graduate student sessional instructors, Rahmatullah Hafiz, was one of the first three graduates in North America to obtain the SEDA teaching certificate - Fundamentals of University Teaching, through courses offered by CTL.

Faculty across all 4 years of the CS degree programs continue to receive very good student teaching evaluations.

The continued use of compulsory group-work labs for all major first and second year Computer Science courses provides students with a supportive environment for learning difficult concepts.

The Director of the School of Computer Science has discussed the School's approach to teaching with members of CTL, including Dr. Erica Kustra.

In addition, Dr. Anne Dickinson, a CTL visiting Fellows sat in on first-year CS lectures and provided useful feedback to the instructor.

**PDC recommended further actions to be taken (2012):**

PDC thanks the area for its efforts to ensure a high quality undergraduate experience. PDC looks forward to hearing more on initiatives to enhance the educational experience of first year students, in particular. PDC encourages the area, in consultation with the CTL, to identify indicators to measure first year student satisfaction with the educational experience, such as focus groups for first year students.

PDC looks forward to a report on the success of initiatives to ensure an educational experience of students in the first years (and first year in particular) of the program is high quality.

**Actions taken 2012:**

The school has provided every faculty member with a Windows tablet with Adobe Captivate s/w which can be used to capture speech and screen activity in a compact video format for recording lectures. These recordings can then be made available through the CTL uView video streaming service. CS faculty are experimenting with this technology and will be using it as a course resource in 2013.

**PDC recommended further actions to be taken (2013):**

PDC notes that the area is encouraging its faculty to experiment with Adobe Captivate s/w to record and post their lectures. PDC directs the area to provide a report on the impact of this technology in enhancing the student experience. The area is encouraged to apply for funding from the Centre for Learning Innovation Fund and to consult with the CTL to assist it in assessing and measuring the impact of this tool on the student experience.

PDC also directs the area to work with the CTL to identify and report on other initiatives to ensure that the educational experience of students in the first years (and first year in particular) of the program is high quality.

**Actions taken 2013:**

The Adobe Captivate software fell short of expectations due to the limited bandwidth, video quality and recording time. As a consequence, a complete lecture was difficult to capture and stream, particularly the text capture of the projected slides was not readable in videos. This issue presented a technical challenge and practical limitations on the readiness of this technology in the classroom. The School is currently embarking on working with CTL to identify new technologies and possibly create a hybrid classroom model for one or two undergraduate Computer Science courses to be offered in January 2014.

**PDC Comments:**

PDC appreciates the area's efforts in trying to identify new technologies, including the possibility of creating a hybrid classroom model with CTL, that may contribute to a positive undergraduate student experience. In addition to these technological initiatives, PDC reiterates that the area work with CTL to identify other initiatives to ensure that the educational experience of students in the first years (and first year in particular) of the program is high quality. PDC expects a report on such other initiatives, in next year's annual status report.

**Status:** \_\_\_ *ahead of target*      \_\_\_ *on target*      x *behind target*      \_\_\_ *recommendation satisfied*.

**Recommendation 5:** That Computer Science work with the AIO to standardize best practices around academic honesty and develop an effective mechanism to communicate this to students.

**Agent:** AAU Head, Computer Science faculty members, Academic Integrity Officer

**Completion by:** Fall 2012

**Actions taken 2011:**

No recent activity has taken place with respect to this recommendation. Currently, most course outlines contain a statement concerning academic integrity. However, the statement has not yet been standardized. Many professors also require their students to sign each assignment with a declaration that "This is my own work". However, this has not yet been standardized across the school.

**PDC recommended further actions to be taken (2012):**

PDC urges the area to move forward with this recommendation. PDC also encourages the area to develop an effective mechanism to ensure that students are aware of what constitutes plagiarism and what it means to sign the statement on academic integrity.

**Actions taken 2012:**

A discussion between the new Director and the AIO is scheduled during Fall 2012 to pursue a standardization policy.

**PDC recommended further actions to be taken (2013):**

PDC urges that area to meet with the Office of the Dean and the AIO to complete this recommendation. PDC directs the area to finalize its standardization policy, together with a clear mechanism for educating students on plagiarism, cheating and what it means to sign the statement on academic integrity. Consideration might be given to providing an educational session on academic honesty in one of the first lecture sessions of 60-140. PDC notes that all course outlines must inform students of the University's plagiarism policy, in accordance with bylaw 51. PDC looks forward to next year's update, reporting on the completion of this recommendation.

**Actions taken 2013:**

The School has a uniform policy on academic integrity (AI). The associate undergraduate chair before the start of every term ensures that every course outline has the AI policy and statement on honesty spelled out. We also incorporated into the Windsor Welcome education for the future Graduate Assistants to alert them of signs of academic integrity, as well as a presentation by the undergraduate chair to educate students on plagiarism and academic integrity. The School will either consider inviting a representative of the AIO to future Windsor Welcome orientation to make a short presentation on academic integrity to our first year students, or review the current presentations slides to ensure they reflect any changes.

**PDC Comments:**

PDC notes that the area has developed a standardized academic integrity policy and established mechanism to communicate it to faculty and students. PDC considers this recommendation satisfied.

**Status:** \_\_\_ *ahead of target*      \_\_\_ *on target*      \_\_\_ *behind target*      X *recommendation satisfied*.

**Recommendation 6:** That the School and the Dean of Science consider options for better coordinating computing support personnel and resources.

**Agent:** AAU Head, Dean of Science

**Completion by:** Annual review

**Actions taken 2011:**

After discussion with the Dean of Science, one senior technical support staff position (that of Database administrator DBA) was eliminated, and it was also agreed that a vacancy created by a previous resignation of another technician would not be filled. This reduction in technical support staff has created some difficulties in Computer Science, with slower response times to faculty requests for new software installation, etc. However, the School understands the need to reduce resources to match revenue that is generated by student enrolment.

The School's remaining 4 technical support staff manage a hugely complex state-of-the-art "cloud" (thin-client distributed) computing environment, that supports 390 undergraduate students, over 55 students pursuing a thesis-based master's degree, over 25 students pursuing a doctoral degree, 20 professors, several sessional instructors, and hundreds of non-Computer Science students who take courses such as 60-205 which requires access to one of the CS servers so that they can create their own web sites.

The cloud computing environment consists of a variety of compute servers running different versions of the Linux operating system (including Ubuntu and Debian) connected to over 100 inexpensive Linux thin-client terminals through the LTSP (Linux Terminal Server protocol) which is not used elsewhere on campus.

The technical support staff also manage a highly specialized multi-media and video game development laboratory, and a mobile application development environment used by undergraduate students in various projects.

In order to cover some of the responsibilities that the DBA previously had, the School is gradually moving all email functions over to Lotus Notes which is maintained by ITS. *However, few other tasks can be shared with ITS or technical support staff in other Science departments. The reason is that the role of the Technical Support staff in Computer Science is quite different to the role of those other support staff. Technical staff in Computer Science provide extremely rapid support for emerging programming languages and new software development environments, most of which are not found elsewhere on campus.* Also, CS students are not just users of CS compute servers, programming languages, and database systems, they need systems manager privileges to configure virtual servers, create web servers (not just web sites), manage a database system (not just use one), and install new programming languages and software development environments. Technical Support staff need to find ways to enable this without compromising the reliability and security of compute services provided to other students.

Despite the reduction in technical support staff, the School believes that it can continue to act as an early adopter of computing hardware and software paving the way for informed decisions to be made for campus-wide purchases. Past examples include the school having the first UNIX compute servers on campus, the 3<sup>rd</sup> web server in Ontario, the first implementation and use of Lotus Notes on campus, the first use of Gigabit Ethernet, the first use of thin-client X-terminals and Sunrays, and the first to implement a wireless network. All of these technologies have subsequently been adopted a few years later by ITS, implemented at a "production level" rather than at an "experimental level" (as was done in Computer Science) and made available to the wider campus community. It should not be forgotten, that Computer Science faculty (with help from CS Support Staff) acquired the funding for the first academic Unix compute server to be installed in ITS, the first Gigabit routers to connect the Library and the faculties of Science and Engineering to ITS (which was the beginning of the campus-wide GB Ethernet network backbone), the PCs which were first used in the SAP laboratory in Business Administration, and the first PCs to be used in the Multi-Media laboratory in the School of Visual Arts.

The School is now an early adopter of the open source (i.e. free) Ubuntu Linux as its major operating system, and the Linux Terminal Server Protocol and very-low-cost Linux terminals as the basis for the cloud-computing environment. The School is also the first department to install Android Mobile Application Development environments on tablets that can be used by students to develop Mobile Applications in project courses. It is anticipated that the experience gained in Computer Science will be helpful when these new technologies are considered for use elsewhere on campus.

**PDC recommended further actions to be taken (2012):**

PDC thanks the area for its detailed report and looks forward to future updates on computing support personnel and resources impacting undergraduate students.

**Actions taken 2012:**

In addition, the School hosts a regional high school programming competition and various recruitment events that require our resources and special configurations of competition servers and equipment such as robots. Furthermore, in 2012 the School will host the Regional ACM computer programming competition for university students for the third consecutive year. These events attract potential and existing students from Computer Science as well as Mathematics and Engineering from the Windsor/Essex region and, in the case of ACM from the entire Southern Ontario (up to 130 participants in a typical event).

In 2011-12 our technical support staff have been supporting other departments with the Faculty of Science. In addition to time critical maintenance on specialized equipment, one member has setup a server and trained the faculty in Mathematics on the new technology being introduced.

In addition, CS had one of the first large-scale ultra-thin-client distributed computing networks in Ontario capable of supporting hundreds of concurrent users (these networks are now referred to as “Cloud Computing” networks), and providing those students with state-of-the-art computing resources.

The School also appears to be among the first to experiment with Adobe Captivate S/W for lecture capture.

**PDC recommended further actions to be taken (2013):**

PDC notes that the area continues to pursue and embrace new technologies to assist it in meeting its teaching, learning and research needs. The PDC commends the area for providing continued technical support to other departments in Science. In next year’s report, the area is asked to report more specifically on the strategies it has developed, in consultation with the Dean, for better coordinating computing support personnel and resources.

**Actions taken 2013:**

In consultation with the dean of Science, the School is currently reviewing, and possibly updating the job descriptions of the technical staff to reflect the evolving needs of the students and new technologies. It should be noted that the School continues to service an increasing number of undergraduate student population and host multiple high profile outreach events such as the regional (university wide) ACM Computer Programming Competition (4<sup>th</sup> year running), Secondary School Programming Competition (10<sup>th</sup> year running), Google CS4HS teacher workshops (2<sup>nd</sup> year running), among other events which are now putting our four technical staff under pressure. There soon will be a need for additional technical staff support in order to support the CS programs and outreach activities necessary for our reputation and growth. The staff continue to service whenever possible other departments within Science, but we risk running them into overtime due to the loss of technical staff we endured in the recent years.

**PDC Comments:**

PDC notes that the area has entered into discussions with the Dean regarding this recommendation and directs the area to submit a report, next year, on the strategies for better coordinating computing support personnel and resources, which emerge from this consultation.

**Status:**  ahead of target       on target       behind target       recommendation satisfied.

**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**UNDERGRADUATE PROGRAM REVIEW (UPR)**  
**FIFTH ANNUAL STATUS REPORT ON: DRAMATIC ART**  
January 2014

**Recommendation 1:** That the School comment on initiatives that could redress faculty workload concerns, within existing resources.

**Agent:** AAU Head, Dean of FASS

**Completion by:** Fall 2013

**Actions taken (2009):**

- The workload of faculty continues to be high in terms of class size and teaching load with each faculty member carrying a six-course teaching load. The hiring freeze has meant that the Acting position remains vacant and the Limited Term position eliminated.
- The Dean has advised that the only way to decrease workload significantly is through course reductions. However, we are able to sustain the high quality of our programmes through a proven pedagogy, and so reductions in course offerings are not an option.
- We cannot reduce workload without significant new Faculty, including one TT in Production (approved in 2000 by PDC), the position noted above, and at least one additional position for each of the three programmes.
- The one area in which we could decrease faculty workload without an adverse affect on our programmes is to decrease our service to the University and the Profession, and our own professional development activities. This is not an ideal solution and we are curious as to the response of PDC.
- The simple truth of the matter is that the School of Dramatic Art requires additional resources to bring us on par with our colleagues in other departments. We respectfully request that the University continue to invest in Dramatic Art in recognition of the excellence of our programmes, and our faculty and staff, which have garnered an international reputation for the School of Dramatic Art.

**PDC recommended further actions to be taken (2010)**

PDC notes that the accepted norm, as defined in promotion, tenure and renewal documents, is for faculty to be involved in teaching, research/creative activity and service. How these are divided or allocated is a matter for the School and the Director to determine.

PDC appreciates the constraints under which the School is operating. While the School should submit its request for additional resources to the Dean of FASS, through the budget process, PDC notes that, in light of the current economic situation, it is unlikely that new positions will be granted at this time.

PDC reminds the area that, while it may support the allocation of additional resources from time to time, it does not approve them.

**Actions taken (2010):**

The Actions taken in 2010 remain the same. Budget constraints continue to prevent easing of faculty workloads to permit more time for creative activity/research and personal time.

While cutting course offerings has been suggested as a means to reducing faculty workload, as noted in response to the 2000 UPR, Dramatic Art cut a great many courses from all degree programmes in the 1980s and 1990s. Due to the professional nature of our programmes, further cuts would erode the quality of our degrees to the point where we would be non-competitive. For instance, if there were an accrediting organisation in Canada that used the same guidelines as the U. S. National Association of Schools of Theatre, the School of Dramatic Art would not meet the requirements due to gaps in our course offerings and class size. In fact, the only feasible method of reducing workload for faculty is to reduce intake so that class sizes can be in keeping with similar programmes across Canada.

**PDC recommended further actions to be taken (2011)**

PDC thanks the area for commenting on initiatives to redress faculty workload concerns and reiterates its 2010 response. That said, PDC does not see that any further action can be taken at this time and considers this recommendation satisfied.

**Recommendation satisfied (2010-2011)**

- Recommendation 2:** That the School and FASS continue working to support faculty teaching and research by:
- a. providing assistance in the form of mentorship, administrative support, seed grants, course releases, *etc.*, to help faculty, particularly junior faculty, in developing active research/creative profiles and in applying for grants.
  - b. preparing a handbook to explain the larger curricular structure and philosophy of the School.

**Agent:** AAU Head, Dean of FASS

**Completion by:** Annual Review

**Actions taken (2009):**

- Assistance has been provided to the School through grants and financial support to faculty for a number of projects supporting creative activity, a sabbatical, and for professional development.
- The Dean has advised that under current budget constraints it is not possible to provide course releases for faculty members in order to allow time for creative activity and research.

**PDC-recommended further actions to be taken (2010)**

PDC thanks the area for the progress made to date to support faculty teaching and research through the assistance of financial support from the Dean of FASS for course releases. PDC looks forward to hearing more on mentorship activities, the development of a handbook, and other initiatives in support of faculty teaching and research.

**Actions taken (2010):**

The School has compiled a handbook in PDF form that provides descriptions of each degree programme and course requirements. The Handbook will be posted to the Dramatic Art website in November 2010. Professor Bernie Warren, Dr. Brent Lee (Music) and Dr. Lori Buchanan have provided advice regarding grant applications to faculty members in Dramatic Art. Further actions are not possible under current budget constraints.

**PDC recommended further actions to be taken (2011)**

PDC congratulates the area on the development of a handbook and the provision of advice regarding grant applications. PDC recognizes the constraints under which the area is operating and encourages it to continue with these initiatives, and to implement new ones as possible.

**Actions taken 2011:**

- a. Assistance that requires budget is impossible under current conditions. Professor Emeritus Diana Mady Kelly has been mentoring one untenured faculty member since Fall 2010. The School actively seeks community partnerships, such as CAW Retirees Association, Breathe Art Theatre Project, UNI-COM and others to provide additional creative activity projects for Faculty.
- b. An electronic handbook has been prepared and is distributed to Sessional Instructors and Guest Artists.

**PDC recommended further actions to be taken (2012):**

PDC notes that recommendation 2b has been satisfied.

PDC congratulates the area on the development of a handbook and the provision of advice regarding grant applications. PDC recognizes the constraints under which the area is operating. PDC notes that, while some activities have budgetary impacts, others such as mentorship and ensuring collegial relationships can also assist junior faculty in developing active research/creative profiles and in applying for grants.

**Actions taken 2012:**

Three Faculty members generated successful grant applications with outside assistance and mentorship. In consultation with the Associate Dean Research & Graduate Studies, FASS, A successful "Research Grant for Women" in the amount of \$5,000 was obtained by Erica Stevens Abbitt to support research for a scholarly text on contemporary political playwright Naomi Wallace. With the assistance of the Centre for Teaching and Learning, a successful HEQCO application in the amount of \$24,098.80 over two years (2011-2013) was obtained by Tina Pugliese and Tamsin Bolton (Leddy Library) to examine the impact of an in-class peer mentor program. Through consultation with the office of Research Services, a successful SSHRC Connection Grant application in the amount of \$26,130 over one year was obtained by Gina Lori Riley to help develop the Commedia Dell'Arte Conference, 2013.

**PDC recommended further actions to be taken (2013):**

PDC encourages the area to increase its efforts to support faculty (particularly junior faculty) by providing

assistance in the form of mentorship (between senior and junior faculty), administrative support, seed grants, *etc.*, and by helping faculty draw on supports from other areas on campus (ORS, CTL, *etc.*).

**Actions taken 2013:**

Mentorship between senior and junior faculty continues in Dramatic Art. Prof. Bernie Warren continues to offer assistance to faculty members who are interested in funded and non funded research. Individual faculty members continue to seek mentorship through ORS, CTL, and through collaboration with others across campus and at other institutions both nationally and internationally.

**PDC Comments:**

PDC notes the area's efforts with regard to this recommendation and encourages it to continue them.

**Status:**    *ahead of target*        X   *on target*         *behind target*         *recommendation satisfied.*

**Recommendation 3:** That the School, in its ongoing efforts at curricular refinement of the BFA Acting program within the Michel St. Denis structure, continue to pay close attention to developments in the field, and to consider innovative pedagogies as appropriate; and that feedback from students be sought following guest artist appearances.

**Agent:** AAU Head, Departmental Council

**Completion by:** Annual Review

**Actions taken (2009):**

- The School is very attentive to developments in the field and to the consideration of innovative pedagogies. Continuing in the School are summer programs at the Stratford Summer Academy, trainings by guest artists, Ellen Lauren and J.Ed. Araiza of the SITI Company to teach Suzuki, Viewpoints, and Composition, and training opportunities at the Moscow Art Theatre School.
- Innovative pedagogies are also provided through performance opportunities for students and alumni in faculty-driven projects.
- Workshops are provided for students during UWin Week.
- Faculty members seek professional training in new areas training, such as Fantastic Realism, as well as those mentioned above.

**PDC-recommended further actions to be taken (2010)**

PDC notes that the School continues to keep abreast of continued developments in the field of acting, within the Michael St. Denis structure. PDC looks forward to next year's report, particularly the summary of student feedback on guest artist appearances.

**Actions taken (2010):**

The guest artists working at the School of Dramatic Art are all gifted actors and directors who provide exciting supplements to the training and education of our students. Students have been generally very enthusiastic about the guest artists who have taught and directed at the School of Dramatic Art. However, in meetings with students, the Director of the School identified two issues with guest artists, which have been dealt with in an appropriate manner. The School continues to introduce new curriculum based on professional development activities, research and creative activity. For instance, Lionel Walsh has introduced exercises in Fantastic Realism that have come out of his practice as research activities.

**PDC recommended further actions to be taken (2011)**

PDC notes that the recommendation is ongoing, in light of the nature of the recommendation. PDC commends the area on its efforts to gather and address feedback from students on guest artist appearances. PDC looks forward to next year update.

**Actions taken 2011:**

- a. Faculty members bring the techniques learned during professional development in acting and directing back to the school in both creative activity and teaching. The Director of the School continues to debrief with students following courses/productions with guest artists and sessional instructors. Budget constraints make it impossible for the School to sponsor training for faculty beyond their own professional development fund money.
- b. Faculty members continue to mentor students in devising new projects that are promoted across the



community and performed in the Studio Theatre.

**PDC recommended further actions to be taken (2012):**

PDC notes that the area continues to actively seek student feedback and introduce innovative pedagogies by pursuing training in new techniques such as fantastic realism. PDC looks forward to next year's update on this recommendation.

**Actions Taken 2012:**

Faculty members continue to consider innovative pedagogies in the BFA Acting curriculum. Fantastic Realism has been introduced in the second and fourth year curriculum. Students continue to be provided with opportunities to extend their training outside of the classroom through the summer program at the Stratford Academy; training with guest artists, Ellen Lauren and J.Ed. Ariaiza of the SITI Company in Suzuki, Viewpoints, and Composition; and training opportunities at the Moscow Art Theatre School. This year, the School provided an intensive workshop in Commedia dell' Arte with Carlos Garcia Estevez and Katrien van Beurden of Amsterdam's *Teatro Punto*.

Several current students completed the International Michael Chekhov Workshop in Southampton, NY and were trained by teachers from Europe, England and North America. Four of the students are involved in the establishment of Michael Chekhov Canada, which will offer workshops, opportunities for collaborative training, and produce plays. A student workshop with teachers from Germany, England, the United States, and Canada is planned for June 2013 in Windsor.

Faculty members continue to seek professional training and certification in new areas of actor training, such as the Margolis Method and Chekhov Training

The School of Dramatic Art continues to be attentive to international developments through the participation in the International Commedia Dell'Arte Conference (Feb. 2013). A proposed annual theatre trip to London, UK will be piloted in February 2013 which will include training in a one-day workshop at the prestigious Royal Academy of Dramatic Art. The school is also considering a summer semester programme in Volterra, Italy in June 2013 which will align with the *Teatro di volterra*, International theatre festival with performing groups from around the world.

The Director of the school will continue to debrief students and address feedback following courses/productions with guest artists and sessional instructors.

**PDC recommended further actions to be taken (2013):**

PDC commends the area on its efforts with regard to this recommendation and notes it has been satisfied.

**Recommendation satisfied (2012-2013)**

**Recommendation 4:** That the School and the Dean of FASS consider the feasibility of establishing a small budget line dedicated to the support of Drama in Education and Community productions.

**Agent:** AAU Head, Dean of FASS

**Completion by:** Fall 2012

**Actions taken (2009):**

The Dean has advised that establishing even a small budget line is not possible under current budget constraints. He has offered to consider occasional one-time funding requests. In the meantime, a small budget has been made available for a class production in Theatre for Social Action in Winter 2010.

**PDC-recommended further actions to be taken (2010)**

PDC notes the area's Winter 2010 offering of Theatre for Social Action and encourages Dramatic Art to continue discussions with the Dean regarding the feasibility, in the future, of establishing a small budget line to support Drama in Education and Community productions.

**Actions Taken 2010:**

There have been no changes since the 2009 Update due to budget constraints.

**PDC recommended further actions to be taken (2011)**

PDC recognizes the constraints under which the area is operating and encourages it to continue to make its case to the Dean of the Faculty for a small budget line to support Drama in Education and Community productions.

**PDC Comments:**

This is impossible under current budget constraints. It does not appear that it will be feasible during the time of this Undergraduate Programme Review. Students' projects to present workshops in the community and in the high schools are in development.

**PDC recommended further actions to be taken (2012):**

PDC notes that the area, in consultation with the Dean of the Faculty, has considered the feasibility of establishing a small budget line dedicated to the support of Drama in Education and Community productions, and determined that it is not feasible at this time due to given budget constraints. PDC notes that this recommendation has therefore been satisfied.

**Recommendation satisfied (2011-2012)**

**Recommendation 5:** That the School review its BA Honours program with a view to ensuring that the program meets the needs of students interested in pursuing graduate studies in Drama. In doing so, the area should work with the Dean of FASS to address any additional resource needs that may arise. As part of the curriculum review of the BA Honours program, the area should also consider:

- a. renaming the BA Honours Program from "Drama" to "Theatre Studies", which might prove more attractive to students; and
- b. providing students with a list of option courses that fit within the program.

**Agent:** AAU Head, School Council, Dean of FASS

**Completion by:** Fall 2010

**Actions taken (2009):**

The following actions have been taken to ensure the BA (Hon) program meets the needs of students interested in pursuing graduate studies in Drama.

- The curriculum in theatre history (24-130 and 24-230) reflects current trends in the field, historiography, the importance of oral traditions, scenography, popular and non-text based performance (such as *commedia dell'arte*, and melodrama) and aspects of non-Western performance. The curriculum in upper division courses such as Canadian Theatre History and Theatre from the 20<sup>th</sup> century to the present day includes a consideration of performance art, contemporary plays and practice, an interdisciplinary focus and theories relating theatre to current developments in psychology, literary theory, gender studies, political science, English, French and cultural studies.
  - The drama specialist at the Leddy library has worked with the School to integrate research and writing skills into the BA (Hon) drama curriculum, with class visits, and consultation with students. Extended bibliographies linking course work in upper division theatre studies classes with Leddy library sources have been developed through a work study project using drama students and posted to course websites.
  - Independent studies associated with teaching assistant positions have been shaped to support theatre research, dramaturgical and writing skills to support graduate school applications and projects developing the skills necessary for graduate school success. (This has resulted undergraduate participation in conferences and several successful applications of BA students to graduate school).
- a) While we agree that maintaining a focus on a BA studies as a portal to the liberal arts is important, we feel that the term "theatre studies" while current and applicable, may undermine our connotation as a practice-based program that balances a focus on production skills with academic skills. We respectfully suggest that the notion of re-naming the BA Honours program should be re-addressed only in the event that a stand-alone BFA/BA (Production) program be initiated.
  - b) A list of options within the program already exists and was provided to academic counsellors three years ago; the BA Sub-committee will update the list in light of the new course offerings in recent years. We also agree that counsellors might confer about threads or strands of study that are generated by course offerings in the school and without, so that we can better serve particular groups within the BA constituency – for example, double majors, or students who have identified themselves as wanting to pursue theatre studies at a graduate level in production, performance studies, theatre history or dramaturgy.

**PDC recommended further actions to be taken (2010)**

Although supportive of the "theatre studies" designation, PDC thanks the School for considering renaming the BA Honours program and acknowledges its rationale for choosing to maintain the current title. PDC encourages the area to continue monitoring whether the BA Honours is meeting the needs of students and whether graduates of the program are pursuing graduate studies. PDC looks forward to a report on the School monitoring activities in its next annual status report. If it has not already done so, PDC encourages the area to post the list of options to its website.

**Actions taken 2010:**

There is a steadily growing cohort of successful BA/Combined Majors/Drama/Communications students in graduate studies, including MBA, MFA and MA(Drama) programs in the UK and Canada.

As we have noted in ongoing discussions, we continue to face curricular issues for students in these degree programmes. Cuts to the sessional budget have decreased the number of course offerings and course sections available to BA/Comm/Combined students; this has made it difficult, if not impossible, for many of these students to graduate on time. Also, the following courses for these programmes are currently being offered in substandard classrooms. There are issues with health and safety, cleanliness, storage, and lack of technology that seriously impact our ability to service our current students, never mind grow the programs as we would like to do: 24-117. Drawing for the Theatre, 24-118. Rendering for the Theatre, 24-211. Scenic Design I, 24-212. Scenic Design II, 24-213. Scene Painting for the Theatre, 24-215. Lighting Design I, 24-217. Costume Design 24-219. Costume Design II, 24-250. Stage Makeup, 24-319. Studies in Design

The Director of the School has met with the Dean and Facilities Services personnel in an attempt to rectify the issues. On a positive note, the Director of the School has been informed by CTL that the substandard drafting tables in 252 and 254 Dillon Hall will be replaced in Summer of 2011. We are also delighted that the Administration has taken action with regard to the Old Drama Building. Our Scene Painting classes have moved to St. Francis School and our shops are scheduled to move some time in 2011. Further, Dr. Leo Groarke has informed us that our request to move our design/technical operations will be granted; in a recent memo, he confirmed that the technical operation of University Players will move into Essex Hall once Engineering has moved out. The Director of the School has been in contact with Veronika Mogyorody regarding space requirements and will work closely with her, along with affected faculty and staff, in advocating for spaces that will meet our pedagogical needs. The space needs document prepared by William Pinnell has been forwarded to her.

**PDC recommended further actions to be taken (2011)**

PDC commends the area on its efforts to alleviate the facilities concerns that have been impacting course offerings and congratulates Drama on the acquisition of the new space. PDC looks forward to next year's update on space and whether it is helping to meet the needs of BA Honours students and other Drama students.

**Actions taken 2011:**

The Dean has informed the School that the PDC-approved Honours BA in Production will not go forward. In light of this development, the School of Dramatic Art is undergoing a Strategic Planning Process using the President's Thinking Forward Strategic Plan as a guideline, with particular attention to curriculum revitalization and goals of the Honours BA programmes at the School. We will present a plan to School Council in December 2011.

**PDC recommended further actions to be taken (2012):**

PDC notes that, with the submission and implementation of the strategic plan, it would consider this recommendation satisfied.

**Actions taken 2012:**

Development and implementation of the strategic plan continues with the new leadership of the school.

As part of an ongoing plan to renew and revitalize BA curriculum, faculty members in the BA program met regularly to develop ideas for courses, in spite of budgetary constraints, and a challenging work load. Several initiatives have been generated.

- A special topics course on Canadian plays from "page to stage to screen" as a pilot capstone course for 4th year BA students (including Drama/CMF double majors) has been developed. This course is in direct response to student feedback requesting more courses tailored to the needs of advanced BA

students, including those hoping to move on to graduate studies. This course (24-439) debuts in Winter 2013.

Proposed initiatives:

- To further develop the popular interdisciplinary "on camera" course for advanced BA(Hon) and Drama/CMF students in response to cuts that threaten the quality of the pedagogical experience for the student.
- A student-centred performance initiative for upper division BA students involving the participation of a number of AAUs (including English, Visual Arts, Communication Studies, Music and Dramatic Art).
- A new "Works In Progress" for Acting In Media - which would involve the support of the CTL and elements of the Communications, Media and Film Department.

Ongoing discussions with Dr. Scatamburlo-D'Annibale, Chair of the Communication, Media and Film Department, on ways to increase recruitment and retention of Drama/CMF students, and on the possibility of developing advanced courses (including some at the graduate level) for students in both cognate disciplines. Also in development is an initiative led by Simon du Toit, Undergraduate Chair, Communication, Media and Film to create a central registry of students in the School of Dramatic Art for students in Communication, Media and Film courses needing actors.

In response to the PDC-approved Honours BA in Production Programme not going forward, students interested in design have been made aware of Off the Wall Stratford, an inexpensive six-week training programme in design for the theatre. Two Honours BA students trained with Off the Wall in summer 2012; one of the students also designed costumes for Three Plays After, produced by Alternative Theatre Works in conjunction with Off the Wall.

In the Fall 2011, a selection of students from all drama programs (including the Club SODA program representatives) participated in a focus group to discuss strengths and weaknesses of programming and offered suggestions for improvement. Students expressed particular concern about the lack of required course offerings in the BA programme and the lack of opportunity to be mentored in the area of design for University. In response to student feedback, the number of Drama courses for BA students have been scheduled so students can fulfill their program requirements. A capstone course for BA students entitled "*From Page to Stage to Screen*" (24-439) will be offered in Winter 2012 in hopes that it will become a required course. Finally, several students have become more involved in design for University Players in the areas of costume design for *Jake's Women* and scenic design for *Nine Girl*. Overall, BA students appear to have a much more positive attitude about their identity in the School of Dramatic Art this Fall 2012 semester.

**PDC recommended further actions to be taken (2013):**

PDC thanks the area for its report. PDC reiterates that, with the submission and implementation of the strategic plan, it would consider this recommendation satisfied.

**Actions taken 2013:**

Dramatic Art continues to make curricular developments in its Honours BA and Drama in Education and Community Programs. Submission of a new strategic plan will follow as the timeline set through the FAHSS Dean's office becomes known. Dramatic Art is scheduled to begin Institutional Quality Assurance Program Review (IQAP) in February 2014-15.

**PDC Comments:**

PDC encourages the area to develop its strategic plan in preparation for its institutional quality assurance cyclical program review.

**Status:**  ahead of target       on target       behind target       recommendation satisfied.

**Recommendation 6:** That the School determine how best to publicize and to recruit to the BA Honours program in order to help grow this program

**Agent:** AAU Head, Dean of FASS, Vice-Provost, Students and Registrar, Office of Liaison and Student Recruitment

**Completion by:** Fall 2010

**Actions taken (2009):**

In recruitment activities and publicity materials, focus is placed on the studio-based nature of the design, stage management and technical theatre classes in the BA programme. This has resulted in a small cohort of very strong students who are interested in these areas of study. Three of these students have applied for or have already completed graduate studies in one of these areas of study. However, beyond this, without additional resources—including upgrading/replacing facilities and filling the additional faculty position approved by PDC in 2000 - it is difficult to attract additional students when more clearly defined programmes are available locally at St. Clair College and across the province at other Universities.

The most important tools with which to recruit for the Honours B.A. in Dramatic Art is the depth and appeal of the programme, and in providing a sense of identity to BA Honours students. While we are maintaining at present a wide spectrum from which students may individualize their degrees that range of choice is in peril, as a large percentage of the BA courses are taught by limited term professors and sessional instructors, and funding for these instructors is being cut back. The diverse nature of the degree, while providing freedom of choice, also works against a sense of belonging to an identifiable academic community. Dedicated classes (ones which all – and only - BA students must take) are a possible means of strengthening a BA identity. More access to courses that are cycled may also help. To accomplish this, funding cuts must be reversed, facilities must be acquired, and the final PDC approved position in Production must be hired.

The School will investigate the use of streaming videos of the activities, facilities, and instruction open to students in the BA Honours Program; the creation of a recruitment video with specific attention to the opportunities in production; and, will meet with Liaison and Student Recruitment for advice on other recruitment initiatives.

**PDC recommended further actions to be taken (2010)**

PDC notes the area's efforts with regard to this recommendation and looks forward to next year's annual status report and an update on the possible use of streaming and recruitment videos.

PDC reminds the area that, while it may support the allocation of additional resources from time to time, it does not approve them.

**Actions taken 2010:**

Update In 2009-2010, the BA subcommittee was renamed the BA/Comm/Combined subcommittee to reflect the needs of Drama/Communication, Media and Film and combined majors, and an ongoing focus on BA needs in recruitment, retention, curriculum, student representation, and counselling.

A new recruitment video for posting on the website is in process.

As our move out of Old Drama has now been confirmed, we will be able to create a recruitment plan to coincide with our move into Essex Hall. Once we know the details of the remodelled facility in Essex Hall, we will create a recruitment plan that showcases the opportunities provided by this new space. We are hopeful that this move will make it possible to recruit students with a promise of teaching environments that are conducive to learning and experimentation.

**PDC recommended further actions to be taken (2011)**

PDC notes the area's recruitment efforts and looks forward to viewing the recruitment video once posted to the website.

**Actions taken 2011:**

The School of Dramatic Art does not have a problem recruiting to this programme. The issue is in retention. Students leave for a variety of reasons: classes and labs for the technical courses have been in substandard and unhealthy spaces for years, students cannot get enough courses in their major to fulfill degree requirements because of cutbacks in the sessional budget and they are more interested in Acting or Drama in Education and withdraw if they do not get accepted to those programmes. Now that all but the Machine Shop in technical/ design operation has moved out of Old Drama, we expect that attrition will decrease to a certain degree. However, we wish to inform PDC that this will put even more pressure on our course offerings and could result in more students being unable to fulfil degree requirements.

**PDC recommended further actions to be taken (2012):**

PDC notes the area's successful recruitment efforts and considers this recommendation has been satisfied.

**Recommendation 7:** That Dramatic Art work with the Office of Liaison and Student Recruitment to develop targeted recruitment strategies for the School.

**Agent:** AAU Head, Dean of FASS, Vice-Provost, Students and Registrar, Office of Liaison and Student Recruitment

**Completion by:** Fall 2010

**Actions taken (2009):**

The Director of the School will initiate talks with the Office of Liaison in Fall 2009. Meetings will be planned with the Chairs of the three sub-committees that oversee the various programmes at the School in order to develop a comprehensive recruitment strategy.

- In 2009, students organized a tour to four Toronto High Schools for the Arts with performances of their devised projects from class work, followed by student workshops.
- The School continues to attend Fairs and have faculty visitation to area High Schools.
- The School continues to conduct audition and creativity workshops on campus and a tour of Performing Arts high schools in the GTA.

**PDC-recommended further actions to be taken (2010)**

PDC commends the area on its current recruitment strategies and looks forward to a report on these and new initiatives in next year's annual report.

**Actions taken 2010:**

Two new initiatives are being planned.

1. The School is preparing an application to the Provost's Strategic Development Fund that will permit us to tour a production using the graduating class as actors, stage managers and publicity personnel. The production will tour high schools in the tri-county area, London, Toronto, and Ottawa. Activities reported in 2009 continue.
2. The Director is pursuing the possibility of conducting workshops for high school teachers on the Professional Development Days. The intension is to make the teachers more aware of the learning at the School so they will be better able to advise their students concerning our programmes. The Director of the School is also on the Dean's Recruitment Committee.

The Director of the School continues to conduct Audition Workshops in local high schools and in the Performing Arts High Schools in the GTA. While the School views such activities as a necessity, there is not dedicated budget and we rely on the generosity of Liaison Services, which is able to help on a sporadic basis. As a result, such recruitment activities eat into the School's already inadequate budget. This problem has been exacerbated by the on-going budget cuts. Nonetheless, this initiative and the annual Audition and Creativity Workshops conducted by the School have proved to be very successful. We noticed that this year, demand for campus tours on the workshop days was four times the norm.

**PDC recommended further actions to be taken (2011)**

PDC commends the area on its current recruitment strategies and looks forward to a report on these and new initiatives in next year's annual report.

**Actions taken 2011:**

Unreasonably high enrolment targets have been set and fulfilled regularly for many years. The Director of the School has been in discussion with the Dean regarding a decrease in intake for all programmes at the School to:

1. increase the value of the student experience by bringing class size in line with similar programmes in North America.
2. Decrease the unreasonable faculty workload related to teaching
3. Increase student satisfaction
4. Increase the School's reputation for excellence in the profession.

Due to the University's inability to meet enrolment targets, the School has been advised to maintain current enrolment targets.

A faculty member is working with the students to develop workshops and presentations for area high school students in Commedia dell' Arte.

Faculty members are working with the students to present student devised work for high school students, educators, and community groups.

**PDC recommended further actions to be taken (2012):**

PDC commends the area on its recruitment strategies which have proven successful. While PDC notes that this recommendation has been satisfied, it encourages the area to continue developing innovative recruitment initiatives.

**Recommendation satisfied (2011-2012)**

**Recommendation 8:** That the School, with the assistance of the Dean of FASS, continue to make its case to the Space Allocation Committee and the Budget Committee for appropriate space, facilities and equipment to enhance current program offerings and for the development of the proposed BFA in Production.

**Agent:** AAU Head, Dean of FASS

**Completion by:** Annual Review

**Actions taken (2009):**

In regard to the proposed BFA in Production, Dramatic Art continues to hope PDC and the Space Allocation and Budget committees will seriously consider initiating Phase II of the Dramatic Art Building Proposal, which outlined the dire need for workshops and design classrooms. While exciting discussions have occurred with Dr. Michael Salter who has been examining the feasibility of possible facilities in Windsor's downtown, the ensuing complications of such action would far outweigh the benefits. The need for close proximity between Dramatic Art's building areas (shops) and Dramatic Art's performance spaces (Essex Hall Theatre and the Hatch Studio Theatre) is of paramount consideration. Dramatic Art will continue to provide, upon request, any further specifics that might lead to either the creation of a new building to house shops and classrooms and/or to pursue any availabilities and conversion of present spaces located on the ground floor of the south end of Essex Hall. As the number of opportunities for mounting theatre projects continues to grow, the technical components and personnel needed to meet such increased demand is simply not available. At a time when student involvement and dedication to the creation of theatre is at an unprecedented high, the ability for Dramatic Art to realize the dreams of its students is woefully inadequate. Realization of the BFA in Production – i.e., the realization of facilities required for its inception and operation – would provide a bank of designers and technicians necessary to address the growing creative needs of our outstanding students, faculty & staff. A key element which draws students to Windsor before other theatre schools is the number of productions we mount on a yearly basis and the subsequent opportunities for student participation. Without a degree in production (from which a stable of designers & technicians would be generated) the demands on staff to mount our productions are exhaustive. There is not another University that has such a heavy production schedule without a degree in production. Dramatic Art respectfully urges the PDC, SAC and BC to finally address this critical component necessary for the commencement of a degree in production; Dramatic Art has already begun to lose prospective students to more competitive schools, and this situation could worsen in the near future.

For detailed information regarding the facilities needs for the BFA in Production, please see the attached Building and Space Needs document, attached.

The Director of the School will address these issues with the Dean of FASS in Fall 2009.

**PDC-recommended further actions to be taken (2010)**

In light of the University's serious resource constraints (financial and space), and the competing demands for the limited resources, it is unlikely that significant additional space or new positions could be provided to the area. Given this, the area is encouraged to try to find creative ways to work within its current resources and space allocation or consider adopting a business plan, similar to that adopted by the Faculty of Human Kinetics, for future growth and facilities development. PDC also encourages the area to continue to present its case for additional space in Essex Hall to the Space Allocation Committee, and to continue to make its case for additional resources to the Dean, through the budget process.

**Actions Taken 2010:**

The School of Dramatic Art is pleased to report that plans are under way for both an interim solution to problems with the workshops in Old Drama, and a permanent solution, which we hope will provide studio and classroom space for design and technical theatre. The School will also continue to advocate with the Dean for the fourth Tenure Track position in design/technical theatre and for a replacement for our Lighting Design professor, who is on long term disability.

**PDC recommended further actions to be taken (2011)**

PDC congratulates the area on its acquisition of new space and looks forward to a report on the use of this new space.

**Actions taken 2011:**

The faculty, staff and students at the School are pleased that nearly all the technical/design operation has been moved into **temporary** spaces in Essex Hall. At this writing, we do not know when or to where the machine shop will be moved. We have no word on when 354 and 356 Dill Hall, where our design classes are taught, will be upgraded.

Staff and faculty met with the consultant, Brian Barron, who the University has hired to advise on the allocation of space in Essex Hall once Engineering has moved to its new building. Our presentation included space needs, a preliminary strategic plan, enrolment history and targets, and a vision statement.

**PDC recommended further actions to be taken (2012):**

PDC encourages the area to continue working with the Dean and the consultant to make a case for additional space. PDC looks forward to hearing the results of the space study.

**Actions taken 2012:**

The School was given the opportunity to review two proposals for design and technical spaces/classrooms in Essex Hall South, prepared by Educational Consulting Services Corp. Extensive comments were made in response and a revised consultant's report was submitted in spring 2013. Lionel Walsh, Director of the School at that time, enquired about receiving a copy of the revised report. He was told that it had not yet been reviewed by the President and no date for release or further consultation was provided.

While Dramatic Art appreciates the allocation and refitting of some of the spaces, it was our understanding that allocation plans were intended to address a consolidation into one building to support facilities we require to maintain University Players and provide 21st century enrichment and opportunities to students interested in pursuing design and technical theatre. However, the sum total of proposed replacement space on p. 7-4 is 905 (nasm.), or approximately 2,805 sq. ft. (An easy reference comparison would be to picture our Studio Theatre which measures 3,600 sq. ft. This space however, provides enormous height, which the spaces in Essex do not, thereby limiting building and painting procedures to awkward horizontal arrangements. In Old Drama alone, the space we used for technical instruction, University Players labs and the building and painting of scenery and properties, was: 5,047 sq. ft. Regardless which of the two Space Allocation Proposals is eventually realised, those areas presumably allocated to Dramatic Art are far less than we require. The following points should be considered:

1) The newly allocated workshops are located down a lengthy corridor, far removed from the delivery area for all materials. The rooms are very narrow, the ceilings are too low and the overall arrangement is not conducive to the building and painting of scenery. A corridor separating the assigned shallow shops/storage is a danger to students and staff traversing the area.

2) According to the Allocation Study proposes we are to be provided with one (1) design classroom - an inadequately small space to be shared between scenic & costume design classes and to be located in the windowless Essex Hall basement; studies over the years have concluded such an environment to be counterproductive to student creativity and development.

3) The space proposed for the Costume Shop is equivalent to what we have now. There will be insufficient room for more than three people to work, which is the case in the space we have occupied since the 1960s. The extreme limitation of both our current and the proposed allocated space is particularly problematic when one considers the [required] lab and work study students we will need to turn away simply because there is not adequate space. Currently, a great deal of stock is stored in the loft in the Costume Shop; this practice will have to continue under either proposal.

4) The proposed 'storage' space for wardrobe is equivalent to what we need to store only the next season's costumes and, at best, the costumes we are currently storing in the basement B-57 room. The thousands of costumes that are stored at Price Storage will need to remain there if this is all the real estate we are getting. Price Storage is unsuitable for storage of costumes if they are to remain in good condition; in addition, there are health and safety concerns for staff and students who must use these spaces: no heat, no hydro, doors that constantly stick or are frozen shut, lack of snow removal. This also means countless hours wasted travelling to



pull costumes, trying to keep them organized in harsh and unfavourable conditions. The storage space provided for in the proposals is inadequate. This will mean that we will be forced to continue to rent space at Price Storage (conditions noted, above) at a cost of over \$30,000 per year. It also means that extra time and costs are incurred renting trucks, using staff vehicles to travel to and from the rental space, sometimes on a daily basis.

5) Concern has been expressed the time-line for these proposals, particularly Alternative #1, which seems to be the lesser of two evils. The current industrial shop is packed with enormous hoists and tracking. Should Dramatic Art receive this space for its Scene Shop, the temporary suggestion for an interim scene shop in Essex is woefully inadequate, posing serious safety, accessibility, and staff concerns. The turn-around time to strip the industrial shop for Dramatic Art's use could be extensive, thus sequestering staff for an extended period in a poor interim space. The current industrial shop floor is cement, the same as in Old Drama, which has lead to health and safety concerns and is not suitable for the construction of scenery.

6) In Proposal One of the Space Allocation report the conversion of the Cement Lab into a Paint Shop and of B-24 into a Scenic Shop is a good one and provides sufficient space for construction and painting needs. Storage space for flats is inadequate.

Dramatic has been told numerous times that any space allocations are dynamic and "temporary". This is cause for further concern. While we fully understand the many permutations that the vacancy of Engineering from Essex Hall has created, and the intensely competitive needs among departments for space, the enrolments numbers in Honours BA Drama could be significantly increased if adequate technical design facilities are allocated. While University Players may be praised for its productions and its service to the community is without parallel, the faculty, staff and students are at a crises point in terms of technical support facilities, now more than ever. We strongly urge the University to invest in those facilities for Dramatic Art that can not only make this institution proud, but serve as a beacon for future students who might fully prepare for careers in Design and Technical Theatre.

**PDC recommended further actions to be taken (2013):**

PDC understands that the area has recently submitted its request to the Space Allocation Committee, which the latter will review in light of the area's programmatic space needs and against other space proposals.

**Actions taken 2013:**

Dramatic Art is happy to announce the approval of phase one of the space allocations and renovations in Essex Hall. This includes

- securing all space requested
- moving of machine shop/paint shop
- moving of costume shop
- bringing costume and furniture storage to campus

Phase II will include planning and preparing for classrooms and office spaces. A timeline for moving and renovations is estimated for the Spring-Summer 2014. This project has been in the works for many years; Thank you to those who have been advocating and planning for this over the years and to those who have helped this past year to bring it forward.

**PDC Comments:**

PDC congratulates the area on the approval of its request for additional space and renovations. PDC considers this recommendation satisfied.

**Status:**    ahead of target         on target         behind target        X   recommendation satisfied.

**Recommendation 9:** That the School consider how best to publicize its productions and work with the Building Signs Committee to ensure greater visibility of Essex Hall Theatre.

**Agent:** AAU Head, Dean of FASS, Building Signs Committee

**Completion by:** Fall 2012

**Actions taken (2009):**

The Director of the School has requested that signage be corrected. Facilities Services has informed him that this will be done only if the Department pays for the signs, which is not feasible under current budget constraints and should not be the responsibility of individual departments. To use departmental budget money for signs would hamper the unit's ability to deliver its programmes in a quality manner.

Signage is a problem throughout the campus. The Director of the School will continue to press for a solution to the problem of signage in conjunction with his FASS colleagues, through the Office of the Dean.

**PDC-recommended further actions to be taken (2010)**

PDC understands that Facilities Services does have a budget to cover new signage, provided that the new sign fits within specific parameters. The area is encouraged to meet with Facilities Services to discuss its request and these parameters. Should the area wish to request a larger sign, it might consider seeking additional funding from campus partners, such as Alumni Affairs.

**Actions taken 2010:**

The Director of the School met with Stephen Willetts, Vice-President, Administration and Finance recently, regarding the lack of signs identifying the Jackman Dramatic Art Centre and issues regarding access for the handicapped at Essex Hall Theatre. He is now awaiting further information and action on the part of Facilities Services.

**PDC recommended further actions to be taken (2011)**

PDC notes the area's efforts with regard to this recommendation and looks forward to next year's update.

**Actions taken 2011:**

The Director of the School met in September 2011 with Sue Mark, Executive Director, Facilities Services, Dean Cecil Houston and Associate Dean Roy Amore to discuss various physical plant issues affecting the School and University Players. One of the issues discussed was the problems with signs relating to the School and UP: one sign on Wyandotte directs the public to the Old Drama building and there are no signs along Wyandotte directing the public to University Players or the Jackman Dramatic Art Centre. We are now in the process of working with Facilities Services to follow up.

**PDC recommended further actions to be taken (2012):**

PDC commends the area on its successful marketing and publicizing of its productions. PDC notes that once the new sign is created, ensuring greater visibility, this recommendation will be satisfied.

**Actions taken 2012:**

At this time, there is still no signage that directs the public to University Players or the Jackman Dramatic Art Centre from Wyandotte.

University Players is now on Facebook, Twitter, and has a redesigned website. In addition, ticket prices for students were reviewed and it is now possible for students to see UP Productions for the 'price of a movie'. A meeting was held with the University of Windsor Students' Alliance to plan ways in which they might assist in publicising the season with the student body. Lack of budget resources make it difficult to publicise the season on bulletin boards in the city or through a more aggressive advertising campaign.

In spring 2012, Lionel Walsh asked Christopher Knack, Marketing and Box Office Coordinator, to arrange speaking engagements for the Director of the School at local Rotary Clubs and to arrange for meetings with local commercial radio and television stations to discuss greater exposure through their media outlets.

**PDC recommended further actions to be taken (2013):**

PDC commends the area on its marketing efforts and encourages it to continue them. PDC encourages the area to continue working with Central Administration and Facilities Services to have a new sign erected and notes that once the new sign is in place, ensuring greater visibility, this recommendation will be satisfied.

**Actions taken 2013:**

The Director of the School of Dramatic Art will follow up on this task.

**PDC Comments:**

With the area's upcoming changes to its facilities, and the renovations to Essex Hall, the establishment of a new sign is timely. PDC encourages the area to re-double its efforts to work with Central Administration and Facilities Services to have a new sign erected.

**Status:** \_\_\_ *ahead of target*      \_\_\_ *on target*      X *behind target*      \_\_\_ *recommendation satisfied*.

**Recommendation 10:** That the School include a "research methods" component and "information literacy" strand that begins in 24-100 "Nature of Theatre" (required in the first semester) and continue to be integrated through core courses across Drama's curriculum.

**Agent:** AAU Head, School Council, Leddy Library

**Completion by:** Fall 2012

**Actions taken (2009):**

Karen Bonasso will be meeting the Nature of Theatre students this year in a brief classroom visit. The Leddy Library website and research resources have been posted to all Nature of Theatre and Theatre History course websites. For Theatre History I and II, Canadian Theatre History and Theatre from the 20th Century to the Present Day, the course websites included a dedicated "Library" section under "Resources." This provides direct links to the Leddy Library homepage, the Leddy Library drama page, MLA guidelines, Project Muse, as well as dedicated bibliographies linked to key components of the curriculum and critical writing assignments.

These bibliographies were developed with the help of upper division students in an ongoing 5-year work/study bibliography project, in consultation with Peter Zimmerman and Karen Bonasso.

In addition to these library resources, and online theatre history research links, articles and papers provided on course websites, a research methodology exercise has been incorporated into Theatre History II (24-230), followed up by a class visit from Karen Bonasso. Basic instruction on research methodology, critical writing and citation is covered in all theatre history courses.

**PDC-recommended further actions to be taken (2010)**

PDC notes the area's efforts to date to include a research methods and information literacy strand in first and second year courses, and looks forward to hearing of developments to continue to build on this through third and fourth year courses. PDC encourages the School to look to History or Philosophy for examples of comprehensive information literacy programs integrated into the curriculum (*i.e.*, knowing what to search for, evaluating it and using it effectively and ethically).

**Actions Taken 2010:**

- In 2010, CLEW website and course materials noted above were further expanded in Theatre History and Costume Design curriculum to include publication listings and link to valuable research resources.
- We also consulted with History and Philosophy colleagues, who confirmed that our practises were in line with their own protocols and practises concerning literacy, research methodology, and anti-plagiarism initiatives.
- Drama Librarian Tamsin Bolton visited the 24-100 Nature of Theatre class, and Mentors for this course were trained to support information literacy for students transitioning from high school.
- A workshop on research methodology, co-designed by Simon du Toit, Karen Bonasso and Erica Stevens Abbitt was delivered in Fall 2009.
- A presentation on research methods and literacy in the undergraduate theatre classroom was made by Erica Stevens Abbitt for a round table on critical thinking at the National Conference of the Association for Theatre in Higher Education in Los Angeles, August 2010.

**PDC recommended further actions to be taken (2011)**

PDC congratulates the area on its efforts to meet this recommendation and encourages it to continue them.

**Actions taken 2011:**

The actions noted above continue. The School also takes advantage of new opportunities when they arise.

**PDC recommended further actions to be taken (2012):**

PDC notes that this recommendation has been satisfied.

**Recommendation 11:** That the School consider the recommendations made by students<sup>3</sup> during its undergraduate program review (see pp. 12-13 of the external reviewers' report).

**Agent:** AAU Head, School Council

**Completion by:** Fall 2013

**Actions taken (2009):**

<sup>1</sup> Additional issues raised by students (pp. 12-13, External Reviewers' report):

- a. That the School work to establish a play library within the Jackman Dramatic Art Centre.  
An office space has been provided to the student council (Club SODA), and faculty members have contributed plays and other material to establish a lending library to be administered by Club SODA
- b. That more student lockers be provided in the Jackman Dramatic Art Centre.  
There is no space in the Jackman to add more lockers; lockers are available through UWSA in the old Dramatic Art Building.
- c. That poster boards be made available downstairs in the Art Centre dedicated to publicizing student presentations and providing communication among the programs.  
There is a poster board in the west hallway of Jackman. This will be made available on an interim basis until budget is available to purchase a bulletin board to be mounted in a suitable location.
- d. That the DRED program include more instruction for students in voice, movement, and other theatrical skills that they will need to apply if they get employment teaching drama (or running productions) in the schools.  
The Drama in Education and Community Sub-committee will discuss this issue in relation to 24-284 and 24-384.
- e. That script writing classes (for both stage and screen) be incorporated into both the BA Drama Honours program and the double major with Communications Studies. The School does not have a Faculty member trained in playwriting and therefore is not able to add such a course at this time. Playwriting is often included as part of the Creative Writing courses in the Department of English and Creative Writing. A Screen Writing class is taught by the Department of Communication, Media, and Film.
- f. That a mentoring program linking senior students to those in their first year be established.  
Mentors have been added to Nature of Theatre 24-100, a course taken by all first year Dramatic Art students. This item will be placed on the agenda of the School Council in Fall 2009.
- g. That efforts be made to address the isolation some students feel within their separate programs after the first year of studies.  
This item will be placed on the agenda of the School Council in Fall 2009. In the meantime, the Director of the School has initiated a series of lunch meetings with students in the Drama in Education and Community, the BA in Dramatic Art, and the Drama/Communication Studies programmes.

**PDC recommended further actions to be taken (2010)**

PDC notes the area's efforts with regard to this recommendation and encourages it to continue them.

**Actions Taken 2010:**

Efforts noted above continue. Also, two students, Rod Turton and Talish Zafar, two FASS Mentors, won the Dr. Wilbert J. McKeachie International Poster Prize at the 4<sup>th</sup> Annual Conference on Teaching and Learning for their project: "Developing a Manifesto for Life". This project was under the guidance of Sessional Instructor, Dr. Simon du Toit and came out of 24-100 Nature of Theatre II.

2. We note that the lack of belonging experienced by some BA students is due in part to a lack of shared instructors, dedicated classrooms, and common classes. It is the hope to address this situation when the Production degree is in place. The BA/Combined/Comm Sub-committee, with input from students, will continue to address this issue throughout the year. Also, students report that this issue has lessened in recent years due to the initiatives of the student organisation, Club SODA.

Other efforts that require budget are on hold for an indefinite period.

**PDC recommended further actions to be taken (2011)**

<sup>3</sup> pp. 12-13, External Reviewers' report

PDC notes the area's efforts with regard to this recommendation and encourages it to continue them.

**Actions taken 2011**

Efforts noted above continue.

**PDC recommended further actions to be taken (2012):**

PDC commends the area on its continuing efforts to address issues raised by students. While PDC notes that this recommendation is satisfied, the area is encouraged to continue working to proactively address student issues and concerns.

***Recommendation satisfied (2011-2012)***

**Recommendation 12:** That the area, in consultation with the Vice-Provost, Teaching and Learning, establish learning outcomes for each of its undergraduate programs that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate" and to the COU-approved and mandated Undergraduate Degree Level Expectations.

**Agent:** Head, Dean, AAU Council, Vice-Provost, Teaching and Learning

**Completion by:** Fall 2010

**Actions taken (2009):**

Learning Outcomes for courses are clearly articulated in course outlines. In addition, Curriculum Maps were created for each programme at the School as part of the FASS 2012 Five Year Planning process. The Director of the School will consult with the Vice-Provost in Fall 2009 to determine if additional steps are necessary to satisfy this recommendation.

**PDC-recommended further actions to be taken (2010)**

PDC commends the area on ensuring that learning outcomes are clearly articulated for each course and provided in course outlines. PDC notes that the area has met with the Vice-Provost, Teaching and Learning and looks forward to receiving program-level learning outcomes for each of the area's programs.

**Actions taken (2010):**

The Actions taken in 2010 remain the same.

**PDC recommended further actions to be taken (2011)**

PDC looks forward to receiving the program-level learning outcomes for each of the area's program.

**Actions taken 2011**

Programme level Learning Outcomes were submitted to PDC in Fall 2010.

***Recommendation satisfied (2011-2012)***

**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**UNDERGRADUATE PROGRAM REVIEW (UPR)**  
**THIRD ANNUAL STATUS REPORT ON: KINESIOLOGY**  
January 2014

**Recommendation 1:** That the Department continue with the execution of its carefully planned faculty appointment and renewal process, which will see the department reach a full faculty complement of 25 by the end of the growth plan and ensure that it is able to keep pace with the planned increases in undergraduate enrolment.

**Agent:** Dean, AAU Head, Appointments Committee, Kinesiology faculty members

**Completion by:** Attainment of faculty complement of 25

**Actions taken 2011:**

The Department has fallen behind the growth target due to budget restraints. We have temporarily traded off faculty positions for budget cuts because the discretionary budget in Kinesiology is so small that the only possible way to achieve the necessary cuts was to bargain away new positions. Thus, while we have upheld our part of the original agreement and raised our enrolment to approximately 720 students, we have fallen behind in faculty appointments and are finding it quite challenging to offer enough courses to allow our students even minimal choice in some of the majors. Our major level classes are larger than we would like and many students have had to be given DARS exceptions to count unrelated courses in their major programs because we just can't offer enough courses in the Sport Management and Sport Studies areas. We need to get back on the growth plan quickly and increase our faculty numbers from current levels to the 25 range.

**PDC recommended actions to further be taken (2012):**

PDC notes that the area has met its enrolment targets and recognizes that, due to budget constraints, concomitant additional faculty positions have yet to be realized, as was originally planned. PDC encourages the area to work with the Provost within the ABB process to secure these positions.

**Actions taken 2012:**

Although the department has exceeded its enrolment targets, no further tenure track positions have been approved. According to university data, we now have an SEU to faculty ratio of approximately 43.5 to 1, which is the fourth highest in the whole university. We have scrambled to find sessional teachers to allow us to offer the absolute minimum number of courses we need to accommodate our majors, especially in movement science. As a result of the success of two thirds of the growth plan, we have terrific facilities and lots of highly qualified and motivated students. The third component, increased faculty, has not materialized and this has left the department in a difficult position. Essentially, we do not have enough Movement Science courses or Movement Science faculty to effectively run that major program. Although we have managed to cobble together enough courses for the fall semester, the winter semester is still in jeopardy. This problem has been exacerbated by the departure of Dr. Weir and we will be further challenged with the anticipated initiation of the new PhD program in the immediate future. Unfortunately, there is no easy solution on the horizon and it appears that we will have to continue to scramble to provide essential courses. A proposed LT faculty member will provide some, but limited, help in the 2013-2014 academic year and beyond. Hopefully, the stellar reputation of the department and its programs and the extremely high student satisfaction levels we have enjoyed will not suffer significantly.

**PDC Recommended actions to further be taken (2013):**

PDC continues to encourage the area to work with the Dean through the ABB budget and the SPF processes to secure the needed positions. PDC cautions that the expansion of graduate programming and departmental resource allocations will need to be carefully considered and monitored to ensure that undergraduate programs continue to be appropriately supported. PDC recognizes that continued fiscal constraints are impacting the area's ability to meet this recommendation and the delivery of programs (within the department and the University as a whole). PDC also recognizes that the PhD program has no negative resource implication on current undergraduate programming.

**Actions taken 2013:**

The department has recently hired two LT faculty members who will provide much needed assistance in the area of undergraduate teaching. We have also dropped one of our major programs to relieve some of the pressure to offer more courses for third and fourth year students. These are stop gap measures that will help until permission is secured to hire additional tenure track faculty. The department will be at an all-time high in

terms of overall enrolment this fall so we continue to abide by the original HK Growth Plan agreement that we increase student numbers. For long term success, however, we need additional full time faculty members who not only teach at all levels but who also contribute to the research culture of the department.

**PDC Comments:**

PDC recognizes the constraints under which the area and the University are operating and encourages Kinesiology to continue its efforts, through the Dean in the budget process, to secure the needed positions. PDC congratulates the area on its two new limited term appointments.

**Status:** \_\_\_ *ahead of target*    \_\_\_ *on target*    X *behind target*    \_\_\_ *recommendation satisfied*

**Recommendation 2:** That the search for the next Dean of the Faculty of Human Kinetics be launched by early Fall 2010 in order to ensure a start date of July 2011 for the successful candidate.

**Agent:** Provost, Search Committee for the Dean of HK

**Completion by:** Spring 2011

**Actions taken 2011:**

A new dean will take office on September 1, 2011.

**PDC recommended actions to further be taken (2012):**

PDC welcomes Dean Michael Khan.

**Recommendation satisfied (2011-2012)**

**Recommendation 3:** That the Department continue to strive to ensure that every faculty member is engaged in the undergraduate experience, particularly in light of the development of a PhD program and the resulting increased demands this will have for grants and research output.

**Agent:** Dean, AAU Head, Kinesiology faculty members

**Completion by:** Fall 2015

**Actions taken 2011:**

This recommendation has always been satisfied. Since a new PhD program is still only on the horizon, the engagement of faculty in the undergraduate experience will not be a problem. Every faculty member teaches at least two or three undergraduate courses each year and this will not change. We have full professors teaching at least four of our eight first year courses. Every faculty member participates in recruitment events such as our phone campaign as well as in departmental events such as research day, scholars evening and the HK book awards. Several also volunteer for high school visits, universities fair, and other liaison activities. Engagement of faculty in the undergraduate program is not currently a problem and should not be in the future.

**PDC recommended actions to further be taken (2012):**

PDC notes that student satisfaction in the undergraduate program is high. As plans for developing a PhD program evolve, the area is encouraged to make every effort to ensure that its focus on undergraduate students and programming remains strong.

**Actions taken 2012:**

Even in the face of budget cuts and "re-alignment", Kinesiology remains fully committed to providing a comprehensive undergraduate education and an outstanding undergraduate experience to all of our students. Every faculty member buys into the "Kinesiology Family" concept of excellence in teaching and all strive to provide the best experience possible. We have continued to have high SET evaluation results with the average faculty member falling in the 6.0 range. At least four of our first year required course teachers have won major teaching awards. Fourteen of our eighteen full time faculty members teach in our core program and the other four all have in the past as well. This alone indicates the level of commitment to teaching and to students at the undergraduate level. We send six full time faculty and staff members to the Universities Fair in Toronto; we try to have representatives at every local high school liaison visit; and, we entertain dozens of visitors and their parents and teachers each year through liaison visits and high school class visits to Kinesiology. There should be no doubt of the commitment in Kinesiology to the undergraduate program.

**PDC Recommended actions to further be taken (2013):**

PDC commends the area for ensuring that all faculty are involved in undergraduate teaching. PDC encourages the area to ensure that this remains the case with the implementation of the new PhD program.

**Actions taken 2013:**

The new PhD program will launch in January 2014 with the acceptance of four doctoral students. Every faculty member will continue to teach between two and four courses at the undergraduate level. The department recognizes the importance of the undergraduate program and will continue to place supreme emphasis on excellence in both undergraduate and graduate teaching.

**PDC Comments:**

With the launch of the new PhD program and a report next year that all faculty continue to teach courses at the undergraduate level, PDC would consider this recommendation satisfied.

**Status:**  X  *ahead of target*          *on target*          *behind target*          *recommendation satisfied*

**Recommendation 4:** As the Department and the Faculty move forward with the HK Growth plan, that the Department develop a plan to monitor its undergraduate program and activities to ensure that the quality of the undergraduate program, the recruitment and retention of highly qualified students, and the provision of an exceptional undergraduate student experience remain a priority.

**Agent:** Dean, AAU Head

**Completion by:** Fall 2013

**Actions taken 2011:**

The new curriculum initiated in 2008, is now fully operational. The first entering class has now reached fourth year. The Movement Science major is operating smoothly with sufficient course offerings and an abundance of students. The Sport Management and Sport Studies majors, while smaller, do attract many interested students as well. The only issue we have is related to recommendation 1 above. That is, because we have fallen behind in faculty hiring, we are limited in the number of courses we can offer in these areas. As far as recruitment is concerned, we have initiated a new entrance standard which includes minimum grades of 70 % in grade 12U Biology and English. This may reduce the number of 101's admitted initially but in the long term will improve the overall quality of students. In the interim, it has allowed us to admit many more 105 applicants. These are students who generally have done quite well in Kinesiology. As a result, it is anticipated that the elimination of the weaker high school applicants and the addition of some strong transfer applicants will boost the overall quality of entering students and increase retention. Another new initiative this year is a "Kin One" program which will be mandatory for all first year students and is designed to enhance the transition from high school to university. By heading off problems early through this new program, we hope to ensure better success in the fall semester and avoid the typical problem of large numbers of first year students on probation.

**PDC recommended actions to further be taken (2012):**

PDC commends the area on its progress to date with regard to this recommendation. PDC looks forward to a report on the outcomes of the two new initiatives (1 – new entrance standard; 2- "Kin One" program).

**Actions taken 2012:**

The two new initiatives of fall 2012 have been highly successful. Our enrolment targets have been met despite the new entrance requirements and there is clear evidence that the quality of incoming students has risen. In addition, the initiation of the KinOne program has contributed as well to the successful transition of our students from high school to university. The proof of the success of these two initiatives comes from Academic Standing records in the department. Following the fall 2011 semester, 20 first year students were placed on academic probation (GPA below 5.0). This compared to the number for fall 2010 (56) shows an amazing improvement. Following the winter 2012 semester, 10 first year students were required to withdraw from Kinesiology (cumulative GPA below 5.0). This compared to the winter of 2011 (22 RTW) again shows a very significant improvement in retention of first year students. Although the success of the entrance standards changes and KinOne have been proven, we will continue to monitor first year students and we already have several improvements planned for the KinOne program which should make it even more effective.

**PDC Recommended actions to further be taken (2013):**

PDC commends the area on the success of its two new initiatives (1- new entrance standard; 2- "Kin One" program). PDC notes that, in accordance with the recommendation, the area has developed a plan to monitor its



undergraduate program and activities to ensure that the quality of the undergraduate program, the recruitment and retention of highly qualified students, and the provision of an exceptional undergraduate student experience remain a priority. PDC requests that the area provide an update on retention numbers next year. PDC notes that, if retention is the same or better than the 2011-12 year, it would consider this recommendation satisfied.

**Actions taken 2013:**

Increased admission standards and the Kin One program have once again resulted in excellent retention from year 1 to year 2. In the spring of 2013 only 9 first year students were required to withdraw due to a cumulative GPA below 5.0. It is clear that our retention efforts over the past several years have resulted in not only recruiting more highly qualified students into first year but also in ensuring that the large majority of them are able to successfully complete first year and continue with their program. Once again this year, Kinesiology will have in excess of 850 total students which is approximately 150 more than was agreed to in the original HK Growth Plan.

**PDC Comments:**

PDC commends the area on its retention initiatives and notes that HK is a model for the successful retention of students. With this report of continued success in student retention from year 1 to year 2, PDC considers this recommendation satisfied.

**Status:** \_\_\_ *ahead of target*      \_\_\_ *on target*      \_\_\_ *behind target*      X *recommendation satisfied*

**Recommendation 5:** That the Faculty consider establishing an “equipment repair” line in the Kinesiology budget for the regular maintenance and replacement of teaching lab equipment, particularly in light of recent significant new equipment acquisitions.

**Agent:** Dean and AAU Head in the budget process

**Completion by:** Fall 2013

**Actions taken 2011:**

This is an initiative that the new dean will have to spear head in the 2011 – 2012 academic year. To this point in time, the new labs are running very effectively under the direction of our Laboratory Coordinator.

**Actions taken 2012:**

At this point in time, budgets remain a challenge. We do have a computer upgrade account which can be used to ensure that the computer lab is kept current. As far as equipment repair is concerned, to date, it has been handled through the meagre Kinesiology repairs and maintenance account as well as through the assistance of our Research Leadership Chair. The dean and department head are aware of the urgency of this issue and will work to ensure adequate funding for future repairs and acquisitions of teaching laboratory equipment.

**PDC Recommended actions to further be taken (2013):**

PDC notes that the area has established budget accounts for equipment repair and renewal but does not have stable funding for all maintenance or replacements. PDC recognizes that the area has addressed this recommendation as best it can, within existing resources, and in the context of ongoing budget constraints. The area has confirmed that the Dean and the Head will ensure that needed repairs and replacements of teaching lab equipment are made. The PDC therefore considers this recommendation adequately satisfied.

**Recommendation satisfied (2012-2013)**

**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**UNDERGRADUATE PROGRAM REVIEW (UPR)**  
**FIFTH ANNUAL STATUS REPORT ON: LAW**  
January 2014

**PDC Overall Statement 2013:**

PDC recognizes and appreciates that, at the time of Law's submission of its annual status report (November 2012), the new Dean had only been in the position for ten months (term began January 2012). Efforts have been underway to address a number of the recommendations and progress made, as possible, given the timeframe of the appointment. PDC looks forward to a more substantive report next year, as reviews of processes, programming and other work undertaken under the new Dean will be at, or nearing completion.

**Recommendation 1:** That the Faculty of Law recommit to its basic values and distinct identity and that appropriate resources be directed to ensure the fulfillment of these core values (*i.e.*, access to justice, commitment to transnational and Canada-US legal relations, and experiential/clinical learning). In particular, it is recommended that existing resources be used to ensure that these core values be fully integrated into the program from the point of admissions to the point of graduation and beyond to university, community and alumni relations.

**Agent:** Dean, Faculty Council

**Completion by:** Fall 2011

**Actions taken 2009:**

In *Raising the Bar - A Plan of Action for Windsor Law School, 2006 – 2012*, the Faculty of Law recommitted itself to its basic values and distinct identity. In terms of specific actions, Faculty Council passed a motion creating a Transnational Law requirement for every student. Commencing with the entering class in the fall of 2009, in order to graduate, a student must successfully complete one Transnational Law course. We are also exploring other transnational linkages. For example, we have entered into an agreement with Monash University to send students to its Kuala Lumpur campus for a summer term. We have also reached agreement in principle with Auckland University on a joint LL.B/LL.M. program. We continue to be members of the *International Association of Law Schools* and an associate member of the *American Association of Law Schools* and the *Southeastern Association of Law Schools*. We have dedicated the interest on the Ron W. Ianni Scholar in Residence Endowment to bringing in international scholars as visitors.

In furtherance of our Access to Justice theme, we will be instituting our new MSW/LL.B. Program in the fall of 2010. In addition to the usual workload undertaken by our legal aid clinics, the University of Windsor Mediation Services (UWMS) has become involved in a number of community development projects. Our Intellectual Property and Legal Information Network (IPLIN), in partnership with the Centre for Business Advancement and Research (CBAR), has completed a Entrepreneurship Project for New Canadians and is embarking on a project on Youth Entrepreneurship. The newly created Law Enforcement Accountability Project (LEAP) is a student-led research initiative. It operates under the leadership of an Academic Director (Professor David M. Tanovich), a student director, student researchers and volunteers. LEAP is the first law school initiative of its kind in Canada.

With the appointment of Professor Gemma Smyth as Assistant Professor and Academic Director of Clinics, a long-term plan is being developed for clinical and experiential offerings in the Faculty of Law. However, it must be noted that, with cumulative budget reductions of 12.25% from 2008-2011, it will be difficult to find the resources to enhance the clinical and experiential programs of the Faculty of Law.

**PDC recommended actions to further be taken (2010):**

PDC notes the area's efforts with regard to this recommendation and encourages it to continue them.

PDC notes that a search for the next Dean is currently in process. It is imperative that the Search Committee and the faculty ensure that the new Dean shares the core values.

**Actions Taken 2010:**

The search for the next Dean of Law continues. The Faculty is confident that the current Search Committee will ensure that the next Dean shares the core values of a commitment to Access to Justice; to Transnational Law and Canada-U.S. Legal Relations; and a curriculum emphasizing Experiential and Clinical learning.

The following is an update on the items mentioned in "Actions Taken in 2009": (1) Our agreement with Monash

University of Australia continues. In 2011, we will be sending students to both the Kuala Lumpur campus as and the campus in Prato, Italy. (2) We continue to be a member of the International Association of Law Schools and participate fully in their activities; we are also associate members of the American Association of Law Schools and the Southeastern Association of American Law Schools. (3) We continue to attract international scholars under our Ron W. Ianni Scholar in Residence Program. (4) The M.S.W./J.D. Program began as scheduled in September of 2010. (5) The Intellectual Property Legal Information Network (IPLIN) and the Law Enforcement Accountability Project (LEAP) continue to operate with great success. (6) The Centre for Transnational Law and Justice recently held a very successful international colloquium on "Legal Measures to Combat Corruption".

Once again, it is important to reiterate that cumulative budget reductions continue to impair our ability to enhance Access to Justice and Transnational offerings in our curriculum and seriously impede our ability to expand our Clinical and Experiential programs.

**PDC recommended actions to further be taken (2011):**

PDC notes that Law recommitted itself to its basic values and distinct identity in its *Raising the Bar - A Plan of Action for Windsor Law School, 2006 – 2012*. PDC congratulates the area on its efforts to ensure that the core values of access to justice, commitment to transnational and Canada-US legal relations, and experiential/clinical learning are integrated in the program and the overall student experience. PDC understand that, as with the rest of the University community, Law is faced with challenging decisions as it adjusts its budget in accordance with its realignment target.

**Actions taken 2011:**

We are in a year of transition. We have completed a successful search for a new Dean. However, Professor Camille Cameron does not begin her term as Dean until January 1. As a result, there has been an Acting Dean in place from July 1 – December 31st.

Nevertheless, we have continued to take action in respect of this recommendation:

Access to Justice: We are currently hiring a Social Justice coordinator to assist law students in securing non-traditional careers in law.

Transnational: We have established the 1st Transnational Environmental Law Clinic in partnership with Wayne State University Law School.

We reiterate however that our ability to enhance our curricular offerings as well as to sustain, let alone enhance, our clinical and experiential learning programs are severely undermined by cumulative budget reductions.

**PDC recommended actions to further be taken (2012):**

PDC notes the area's efforts to enhance curricular offerings. PDC notes that the recommendation was that Law "recommit to its basic values and distinct identity and that appropriate resources be directed to ensure the fulfillment of these core values (i.e., access to justice, commitment to transnational and Canada-US legal relations, and experiential/clinical learning)" and that these core values be integrated into the program from beginning to end. PDC notes that the area has recommitted to these core values and has made excellent progress to imbed them in its courses and throughout the program (from years 1-3). PDC recognizes that further curricular enhancements, including clinical and experiential learning, are limited due to budget constraints, and that, as such, the area has adequately addressed this recommendation.

**Recommendation satisfied (2011-2012)**

**Recommendation 2:** Given the rising number of applications, the increasing competitiveness for law school places and the admission policy's considerable workload implications, the Faculty should monitor its admissions policy with a view to ensuring:

- (a) that it is attracting appropriately qualified students in keeping with the Faculty's mission and objectives;
- (b) that existing criteria and weighting are consistent with the goals of the policy and that the workload associated with the application of the criteria and weighting is appropriate and reasonable;
- (c) that the work of reading admissions files is appropriately and fairly allocated or credited as part of each faculty member's service component, possibly through the establishment of a smaller committee on which faculty members serve on a rotating basis;
- (d) that only competitive files are distributed for full review; and
- (e) that the admissions policy is being implemented with the desired degree of consistency, efficiency;

(f) that the first round of offers is made at a date corresponding to the practices at other Ontario law schools.

Agent: Associate Dean, Admissions Committee, Faculty Council

**Completion by:** Fall 2011

**Actions taken 2009:**

In response to this recommendation, a sub-committee of the Admissions Committee was struck to consider an approach which would allow Windsor Law to process applications in a more timely and efficient manner, while still remaining true to the 'whole person' and access to justice dimensions of our Admissions Policy. The Sub-Committee Report recommended raising the lower screen and instituting an upper screen on applications. Specifically, the lower screen would move from an LSAT of 147 & GPA of 72% to an LSAT of 150 & GPA of 72%. The newly-created upper screen is an LSAT of 160 & GPA of 74%. To be clear, all files will still be read, but those in the lower and upper ranges will be diverted to an experienced file reader for more expeditious processing. As discussed in the Report, checks will remain in place to ensure consistency for all applications. The Sub-Committee report was adopted by the Admissions Committee on 11 November 2009 and will be submitted to Faculty Council in December 2009. If approved at Faculty Council, the new policy will be in place for the current round of applications. The Admissions Committee has also placed Recommendation 2(c) on the agenda for its next meeting, though it is anticipated that the approach recommended by the Sub-Committee –if adopted- will reduce the overall workload of file-readers.

**PDC recommended actions to further be taken (2010):**

PDC congratulates the area on adopting a revised admissions policy which expedites the admissions process. PDC encourages the area to monitor and evaluate the new process to ensure that it is achieving the goal of expediting admissions decisions.

**Actions taken 2010:**

The policy direction described in the "Actions Taken in 2009" was approved by Faculty Council. Preliminary indications are positive and the policy will be reapplied for the current Admission cycle.

**PDC recommended actions to further be taken (2011):**

PDC looks forward to a report evaluating the success of the revised admissions policy, following two years of implementation.

**Actions taken 2011:**

The policy was applied for a second year with significant success. We are releasing offers earlier than in previous years, at a date corresponding to the practices of the other Ontario law schools. Furthermore, it has lightened the overall workload of our file readers.

**PDC recommended actions to further be taken (2012):**

PDC commends the area on its efforts with regard to this recommendation. PDC notes that this recommendation has been satisfied.

***Recommendation satisfied (2011-2012)***

**Recommendation 3:** Given that there has not been a full curricular review in some time it is recommended that the faculty engage in such a process with the objective of ensuring that the distinctive aspects and educational goals of the Faculty are fully integrated through the three year program. As part of the curriculum review, the Faculty should:

- a. consider the balance public and private law content in the first year, and what private law courses should be part of the first year program;
- b. consider integrating "access to justice" across its curriculum (1-3<sup>rd</sup> year);
- c. consider integrating legal research and writing beyond its first year program;
- d. consider expanding the range of courses in which Canadian and American perspectives are covered;
- e. ensure that it continue to provide students with appropriate instruction in the area of professional responsibility and ethics;
- f. in terms of issues relating to the size of classes and number of courses, monitor and review the issue of section size and allocation of teaching resources in the first year curriculum;
- g. consider whether there are courses that could or should be taught in larger sections and also consider whether there is a more appropriate way to allocate its available teaching resources between the first and the

upper years;

h. review its upper year curriculum with a view to ensuring that it provides students with an appropriate range, variety and intensity of courses, dealing in particular with access to justice issues and with a view to enhancing the opportunities for faculty members to teach courses with in their areas of specialization and research interest.

**Agent:** Dean, Faculty Council

**Completion by:** Fall 2014

**Actions taken 2009:**

A special curriculum committee has been appointed to undertake a full curriculum review. The eight items cited in this recommendation fall within the mandate of that committee.

**PDC recommended actions to further be taken (2010):**

PDC looks forward to a report next year on the work of the curriculum committee.

**Actions taken 2010:**

Little progress was made on a comprehensive Curriculum review in 2009-10. This may have been due to the fact that the Faculty was engaged in a search for the next Dean of Law. Some progress was made on the integration of clinical law and substantive courses. The Clinic Law Program: Academic Clinical Integration Project was presented to Faculty Council and relevant resolutions were adopted.

The Dean and the Academic Planning Committee have recommitted themselves to pushing forward a comprehensive Curriculum review during the current year. The task will begin with a review of Program outcomes and will focus initially on the Professional Responsibility and Ethics requirement set out in the Federation of Law Societies Task Force Report on the Approved Common Law Degree. This project may be delayed because the Implementation Committee established by the Federation of Law Societies of Canada has only just begun its work.

**PDC recommended actions to further be taken (2011):**

PDC encourages the area to focus the review of its curriculum, as indicated, and looks forward to receive an update next year on its progress with regard to this recommendation.

**Actions taken 2011:**

We anticipate that the new Dean will kick start a full curriculum review process when she takes office. In the meantime the Acting Dean, along with the other members of the Academic Planning Committee, have initiated a short term plan for the implementation of the Federation of Law Societies Task Force recommendation regarding a mandatory Ethics and Professionalism component to our curriculum.

As a general comment, we have been making our budget cuts by not replacing retiring faculty. We have reached a point in which a number of curricular advances will be severely impeded by our inability to make new tenure-track appointments. We continue to have the worst faculty/student ratio of all the law schools in the country (with the exception of Quebec).

**PDC recommended actions to further be taken (2012):**

PDC welcomes the new Dean and looks forward to next year's report outlining initiatives to address this curriculum review recommendation.

**Actions taken 2012:**

Dean Camille Cameron began her tenure with Windsor Law in January 2012 and put curricular review high on the list of priorities. To that end, a Curriculum Review Committee consisting of six faculty members, including the Dean and Associate Dean, has been struck and meets regularly with an eye to ensuring that the distinctive aspects and educational goals of Windsor Law are fully integrated across our programs. The committee is working closely with CTL and has consulted extensively with the larger faculty on a range of questions that encompass those set out by PDC including, for example, how to integrate "access to justice" across its curriculum and how to expand the range of courses in which Canadian and American perspectives are covered. Consultations with sessional instructors and students are also planned.

In June 2012, the faculty met as a whole to embark on a strategic planning process. As part of this exercise, the faculty unanimously renewed its commitment to Access to Justice. This renewed commitment will inform the curriculum review process.



**Actions Taken 2010:**

The Law School continues to explore exchange agreements with law schools around the world. Currently, we are in discussion with San Andreos University in Buenos Aries regarding an exchange for students and faculty.

**PDC recommended actions to further be taken (2011):**

PDC notes the area's efforts to explore and identify possible student and faculty exchange opportunities and encourage it to continue them.

**Actions taken 2011:**

The Law School continues to actively engage with a Monash-coordinated consortium of universities to offer study-abroad opportunities for Windsor Law students. In the summer of 2011 two Windsor Law professors taught a course at the Monash campus in Prato, Italy and, in the summer of 2012, a Windsor Law professor will teach a course at the campus in Kuala Lumpur, Malaysia. In the past academic year we have hosted visiting scholars from China and Korea, and Professor Tom Kuttner (emeritus from the University of New Brunswick) was reappointed as the Ianni Scholar at the Faculty; he teaches Constitutional Law and has engaged with the intellectual life of the Faculty.

**PDC recommended actions to further be taken (2012):**

PDC congratulates the area on its faculty exchange initiatives and notes that such activities may well encourage student to follow suit with their own study exchanges.

**Actions taken 2012:**

The Faculty continues to offer study abroad opportunities to students with a Monash-coordinated consortium of universities. In addition, more emphasis has been placed on faculty exchanges. Professor Tom Kuttner (emeritus from the University of New Brunswick) finished off his term as the Ianni Scholar at the Faculty. A new candidate with expertise in Aboriginal Law has been identified to help raise the profile of Aboriginal law of/at the faculty. In addition, Professor S. Tsang from China joined the faculty as a visiting scholar for 1 year. She brings an interest in environmental law and has integrated well with the rest of our faculty. Professor Tsang will deliver a lecture about environmental law in China next term and plans to return to China to teach a new course about comparative environmental law that she will develop with the support of our resident experts in international and environmental law. The faculty has also arranged, in coordination with the Political Science Department, for the Paul Martin Visiting Scholar program to resort back to law. Funds from the Paul Martin fund will be used to support (a) visiting scholar(s) who will help us advance international law focused teaching and research.

The faculty will continue to explore exchange opportunities as part of its strategic planning and curricular review processes.

**PDC recommended actions to further be taken (2013):**

PDC commends the area on its efforts with regard to this recommendation and requests a final report, next year, on Law's efforts to increase opportunities for student and faculty exchanges and attract visiting faculty members to enhance the student experience.

**Actions taken 2013:**

We continue our efforts to attract visiting members to enhance the student experience in several ways. The Faculty's Appointment Committee plans to consider applications for the Paul Martin Scholar. We have reappointed Professor Kuttner as a Visiting Scholar and have appointed Ron George, a lawyer and legal scholar from the Kettle and Stoney Point Reserve, as the Ianni Scholar for the next 3 years to help raise the profile of Aboriginal issues at the faculty. Dr. Rami Olwan, a professor from the United Arab Emirates spent 3 months as a visiting researcher. Dr. Olwan's expertise is in the area of copyright and disability. The Faculty has nominated Dr. Olwan for the Banting Scholarship through SSHCR. If he is selected for this prestigious award, he will work with a group of Windsor Law professors under the leadership of Professor Myra Tawfik to examine international copyright conventions and their impact on persons with disabilities. A doctoral student from the University of Milan will spend a term with us researching national security laws over the 2013-2014 term. A visiting professor from Australian National University will spend a week in the Faculty in March 2014 as a guest of Dean Cameron and the two are planning a symposium by invitation for Canadian and American Civil Procedure scholars.

We also continue to support student exchanges through various programs including the Monash University program in Prato Italy. Student participation in the Prato program dropped in the summer of 2013 as compared

to 2012. We will therefore evaluate the program and determine if there are more attractive options for students.

This year, a number of our faculty have received prestigious awards from other universities that include an exchange component. Professor Laverne Jacobs was named the inaugural Fulbright Visiting Research Chair in Canadian Studies at the University of California, Berkeley commencing January 2014 and Professor Julie Macfarlane received the 2012 Scholar Award from the Institute for Social Policy and Understanding at Notre Dame University in recognition of her work on Muslim family law.

**PDC Comments:**

PDC commends the area on its efforts to establish student and faculty exchanges and attract visiting faculty members to enhance the student experience. While PDC notes that this recommendation has been satisfied, the area is encouraged to continue these initiatives.

**Status:**    *ahead of target*         *on target*         *behind target*        X   *recommendation satisfied.*

**Recommendation 5:** That the Faculty consider the integration of comparative and international material in the first and upper year core courses to ensure that it meets the faculty's over all mission in relation to access to justice and cross-border, globalization and transnational law.

**Agent:** Dean, Faculty Council

**Completion by:** Fall 2014

**Actions taken 2009:**

Faculty Council passed a motion creating a Transnational Law requirement for every student. Commencing with the class entering in the fall of 2009, in order to graduate, a student must successfully complete one Transnational Law course. Further fulfillment of the goals inherent in this recommendation must await the work of the Special Curriculum Committee.

**PDC recommended actions to further be taken (2010):**

PDC notes the area's new Transnational Law course offering, required for all students and looks forward to a report next year on the work of the curriculum committee.

**Actions Taken 2010:**

This year, a course in Civil Law was redeveloped and re-established. The Academic Planning Committee plans to explore new offerings in the curriculum to support the Transnational Law requirement. As noted above, cumulative budget reductions continue to impair our ability to enhance Transnational offerings in our curriculum.

**PDC recommended actions to further be taken (2011):**

PDC notes the area's efforts to explore and identify possible student and faculty exchange opportunities and encourage it to continue them.

PDC understands that Law is embarking on an extensive curriculum review (Recommendation 3, Actions taken 2010) and notes that such an exercise may help identify ways to enhance Transnational offerings within available resources.

**Actions taken 2011:**

We are anticipating that our new Dean will lead us in an extensive curriculum review when she begins as Dean in January 2012.

**PDC recommended actions to further be taken (2012):**

See comment under recommendation 3.

**Actions taken 2012:**

The Faculty affirmed the importance of international and comparative or transnational law to its strategic development and identified transnationalism as one of its key faculty themes at a strategic planning session held in June 2012. Transnationalism will also play a central role in our curriculum review process as we examine ways in which it can be better integrated into first year and core courses. We are also working closely with our colleagues at the University of Detroit Mercy to enhance collaborative teaching and comparative approaches to the courses offered in our Dual JD Program. Such developments in the Dual JD will have spin off benefits in our



regular JD program.

New courses that will enhance transnational offerings with an eye to increasing student interest in/demand for transnational law are being explored and include cross-border immigration law, animal law from a comparative Canadian-American perspective, comparative Canada-US tax law and a course about human dignity and the law that will look at dignity from an inter-disciplinary and transnational perspective.

The action to be taken to further this recommendation will be developed through the curricular review process.

**PDC recommended actions to further be taken (2013):**

PDC appreciates the area's affirmation of the importance of international and comparative or transnational law to its strategic development and requests that the area provide evidence of this affirmation in the revised curriculum that is being developed.

**Actions taken 2013:**

All first year courses in the Dual JD program include a comparative US component delivered by faculty at the University of Detroit-Mercy. The faculty has determined that it will meet its overall mission in relation to access to justice and cross-border, globalization and transnational law by requiring students to take a transnational course requirement (see actions taken 2009 above). In April 2013, The Academic Planning Committee reviewed the faculty's course offerings and prepared a list of courses that meet the transnational requirement. Faculty Council subsequently approved the list. Moreover, the Associate Dean continues to work with faculty and sessionals to promote an international or comparative approach in all new courses offered. The Faculty will offer 5 new upper year courses in 2013 with a transnational or comparative law focus in the areas of international migration, business immigration, national security at the border, theories of international human rights and human dignity. Where appropriate and feasible, instructors are encouraged to add a comparative or transnational perspective in existing courses as well. For example, Professor Xavier, will be teaching Judicial Review, a core course, and will include consideration of international judicial processes.

**PDC Comments:**

PDC commends the area on its progress with regard to this recommendation.

**Status:**    ahead of target        X   on target         behind target         recommendation satisfied.

**Recommendation 6:** That the Dean and those involved in the Faculty's three clinics review the operation of those clinics to ensure that the clinics are providing appropriate student experience and community service, and, in particular, consider

- (a) whether the CLA and LAW clinics should be restructured and amalgamated so as to ensure appropriate resource allocation and student experience.
- (b) whether the full term credit for the LAW clinic should be modified in some way so as to attract an appropriate number of students.
- (c) what steps should be taken to ensure that the Mediation Clinic provides an adequate volume and variety of practical experience for its students.

**Agent:** Dean, Director of CLA and LAW clinics, Director of Mediation Clinic

**Completion by:** Fall 2013

**Actions taken 2009:**

A Clinical Renewal Committee has been established to examine the restructuring of Community Legal Aid (CLA) and Legal Assistance of Windsor (LAW). Legal Aid Ontario (LAO) has been fully apprised of the mandate of the committee and has provided excellent advice on the process. Consultants will be hired by the end of the calendar year. The mandate will include the question of "credits" for clinical placements.

A new director has been hired at the Mediation Clinic. The Director, Dean and Members of the Board are continuously assessing whether there is an adequate volume and variety of practical experience for the students.

**PDC recommended actions to further be taken (2010):**

PDC notes the area's efforts with regard to this recommendation and looks forward to a report next year on the

work of the Clinical Renewal Committee.

**Actions Taken 2010:**

The Clinic Renewal Committee has concluded Stage One in its examination of the restructuring of Community Legal Aid and Legal Assistance of Windsor. Stakeholders in the community have been canvassed through focus groups and online surveys, students and faculty have provided input into the work of the Committee, and the staff has had an opportunity to provide input at the earliest stages of the Committee's work as well as to provide feedback on the Stage One Draft Report. The Report sets out the strategic priorities for the Clinic Law program. The next stage is to set out the goals and objectives under the strategic priorities, to create an implementation plan for those goals and objectives, and to develop a new governance model that will satisfy the partners and the funders of our clinics.

**PDC recommended actions to further be taken (2011):**

PDC commends the area on the progress it has made on this recommendation and looks forward to receiving the final report of the Clinic Review Committee, including implementation plan and establishment of a new governance model.

**Actions taken 2011:**

The Clinic Renewal process remains ongoing. We have met with the consultants who prepared the Draft Report and have discussed with them strategies for moving forward. The incoming Dean has been fully briefed on our progress but she will need time to study the various Reports and recommendations before any further action can be taken.

**PDC recommended actions to further be taken (2012):**

With the arrival of the new Dean, PDC looks forward to receiving the final report of the Clinic Review Committee, including implementation plan and establishment of a new governance model.

**Actions taken 2012:**

Dean Cameron has placed clinic review high on her list of priorities. The staffing structure was renewed and a new Director has been named to oversee both CLA and LAW. While the two clinics continue to operate separately, combining the Director role into one position will help ensure appropriate resource allocation and enhanced student experience. Windsor Law also made the difficult decision to temporarily close its mediation clinic. We remain committed to providing high quality mediation training to students while also offering mediation services to the Windsor community; however, we realized that the current model was not working. To that end, we are working closely with our resident mediation expert, Dr. Julie Macfarlane, our academic clinic director, Professor Gemma Smyth, and other stake holders to launch an initiative that will not only allow us to provide excellent student learning experiences but will also serve our community in a cost efficient way. We see significant opportunities for The Center for Enterprise and Law (CEL) and with the opening of a US Patent Office in Detroit and will explore these more fully when Professor Myra Tawfik, co-founder of CEL, returns from sabbatical in 2013.

The Dean continues to place clinic renewal high on the list of priorities and will work with staff, faculty, students and other stakeholders to ensure an efficient and effective clinic system.

**PDC recommended actions to further be taken (2013):**

PDC notes that clinical renewal (enhancing clinical services and the student experience and ensuring appropriate allocation of resources within the context of current budget constraints) has been placed high on the list of priorities. To this end, a common coordinator has been assigned to oversee LAW and CLA clinics and Mediation Services has been closed. PDC requests a report next year on the impact of these decisions. The area is also requested to report next year on whether the full term credit for the LAW clinic should be modified in some way so as to attract an appropriate number of students.

**Actions taken 2013:**

We wish to note that LAW has not had difficulties in attracting students; however, the previous method of credit allocation may have deterred some students from applying. This year, we revised the credit allocation for LAW in a way that provides students with significant choice and flexibility. The changes were made in part to support equal opportunity for students interested in the LAW experience and in part for pedagogical reasons as instructors reported that they would prefer to work with students over the year rather than a single term.

The closing of Mediation Services was necessary given that few students participated in the clinic over the last

several years; however, we have focused on developing new and innovative ways for students to participate in experiential learning in mediation and alternative dispute resolution. For example, we will introduce a pilot course in Winter 2014 that will match students with self-represented litigants under the supervision of a respected and qualified mediator. The students will coach the self-represented litigants as they negotiate their legal issues. The course will be limited to 10 students in its first year and may be expanded if justified through an evaluation.

**PDC Comments:**

PDC notes that good progress has been made toward addressing this recommendation under the leadership of the new Dean. With the completion of the curriculum review, PDC notes that this recommendation will likely be satisfied.

**Status:**    *ahead of target*        X   *on target*         *behind target*         *recommendation satisfied.*

**Recommendation 7:** To ensure quality and consistency:

- (a) the Faculty should, within the limits of its teaching resources, maintain its policy that first year and core upper year courses be taught by full-time faculty members rather than sessional instructors.
- (b) the Dean should review teaching assignments with a view to ensuring that first year and core upper year courses are taught by full-time faculty members.
- (c) the Dean and the appropriate Faculty committee should take appropriate steps to ensure course descriptions, especially for courses taught by sessional instructors, are sufficiently detailed and up to date and that the content of courses taught by sessional instructors is consistent with those descriptions.

**Agent:** Dean

**Completion by:** Annual Review

**Actions taken 2009:**

Within the context of recent budget cuts and sabbatical leaves, the Dean and Associate Dean attempt to insure that first-year and core upper-year courses are taught by full-time faculty members. The Associate Dean reviews all course descriptions, especially for courses taught by sessional instructors.

**Actions Taken 2010:**

Within the context of recent budget cuts and sabbatical leaves, the Dean and Associate Dean attempt to insure that first-year and core upper-year courses are taught by full-time faculty members. The Associate Dean reviews all course descriptions, especially for courses taught by sessional instructors.

**Actions taken 2011:**

We continue to struggle in trying to meet this objective in spite of our continued commitment to this goal. We have lost a number of colleagues to retirement, two of whom taught sections of our mandatory Law I Contract Law course. In light of current budgetary constraints, we risk falling even farther behind in this goal.

**PDC recommended actions to further be taken (2012):**

The PDC understands the constraints under which the area is working. With the arrival of the new Dean, a focus on curriculum review is encouraged. Concerns over teaching assignments ((a) and (b)) may be dealt with in part, through curricular reform.

PDC request that, in its next annual update, the area report on specific steps taken to ensure course descriptions, especially for courses taught by sessional instructors, are sufficiently detailed and up to date and that the content of courses taught by sessional instructors is consistent with those descriptions.

**Actions taken 2012:**

Teaching assignments have been identified as an issue to be addressed through our strategic planning and curricular review processes. In the interim, however, the faculty continues to rely on sessional instructors to teach core and first year courses. In particular, the first year Access to Justice course is co-taught by 2 sessional instructors. We do recognize that this is not an ideal scenario. Our ability to respond may well turn on our ability to hire new faculty.

The Associate Dean reviews all course descriptions for sessional instructors and has begun a process of ensuring that all descriptions are sufficiently detailed and accurate. This process, which began in the summer of

2012, will continue over the year. The Associate Dean is also closely reviewing new course proposals with an eye to ensuring that teachers understand the importance of accurate and complete course descriptions at an early stage. For the first time, for example, sessional instructors were provided with a sample course guide to help them review their own course description(s).

**PDC recommended actions to further be taken (2013):**

PDC commends the area on its efforts to address recommendation 7(c) and notes that this part of the recommendation has been satisfied. As an extension to recommendation 7(c), PDC underscores the important role of Deans in ensuring that the requirements and regulations outlined in of Bylaw 51 are also included in course outlines.

PDC understands that the area is in the process of appointing two new faculty members and notes that two new hires, together with the development of strategic plan and a revised curriculum should go a long way to helping address (a) and (b) of this recommendation.

**Actions taken 2013:**

All first year courses are now taught by full time faculty with the exception of some small groups/tutorials in Access to Justice. The structure of the Law I program was changed to minimize the reliance on sessional instructors. We now have 2 rather than 3 sections in Law I. Core upper year courses were also reviewed with the objective of ensuring instruction by full time faculty rather than sessional instructors. Civil Procedure is the only core upper year course that continues to be taught exclusively by sessionals. All sessional, faculty and secretarial staff have been notified of the attachments that must be included with their course guides as set out in Bylaw 51.

**PDC Comments:**

PDC commends the area on its efforts with regard to this recommendation and notes that the recommendation has been satisfied.

**Status:**    ahead of target         on target         behind target        X   recommendation satisfied.

**Recommendation 8:** That the Faculty review its methods of assessment and provide students with appropriately effective communication on their performance to ensure that its methods of assessment and evaluation are fair and consistent with the Faculty's overall pedagogic objectives.

**Agent:** Dean, Faculty Council

**Completion by:** Fall 2013

**Actions taken 2009:**

The Faculty has not yet addressed this recommendation. Action on this recommendation will have to await the appointment of the new Dean on July 1, 2010.

**PDC recommended actions to further be taken (2010):**

PDC looks forward to a report next year on this recommendation, following the appointment of the new Dean.

**Actions taken 2010:**

As PDC will know, a new Dean was not appointed on July 1, 2010 as expected. This recommendation will need to await the appointment of the next Dean by July 1, 2011.

**PDC recommended actions to further be taken (2011):**

PDC notes that the search for a new Dean continues. PDC looks forward to a report next year on this recommendation, following the appointment of the new Dean.

**Actions taken 2011:**

This year is a transition year with an Acting Dean in place and a new Dean to commence in January 2012. This recommendation will need to await the arrival of our new Dean in January.

**PDC recommended actions to further be taken (2012):**

See comment under recommendation 3. PDC looks forward to the leadership of the new Dean in curricular reform initiatives. PDC encourages the Dean to consult with the Vice-Provost, Teaching and Learning and the

Centre for Teaching and Learning as the area embarks on its curriculum review.

**Actions taken 2012:**

As part of its curricular review process, the faculty in cooperation with CTL has reviewed the syllabi of almost every course offered last year to develop an evidentiary base regarding methods of assessment. In addition, a questionnaire was sent to faculty members that asked them to identify how their teaching and learning methods support the learning outcomes expected of a Windsor Law Student (based on the University of Windsor's Learning Outcomes document).

We are also working closely with CTL to help us gather data in a meaningful way and analyze the data with an eye to improving our teaching and evaluation practices.

**PDC recommended actions to further be taken (2013):**

See comments under recommendation 3.

**Actions taken 2013:**

All courses taught by faculty and sessionals were reviewed and analyzed against the learning outcomes approved by Faculty Council as part of our curriculum review process. The Curriculum Committee recognizes that evaluation and feedback to students can/should be more meaningful. The Committee notes that pedagogy and evaluation are inextricably linked and plans a number of short, medium and long-term strategies to encourage more diversity in evaluation methodologies. Short term strategies include organizing seminars led by colleagues who use successfully integrate diverse evaluation methodologies into their teaching. The Faculty is also considering organizing a Taskforce to review and make recommendations regarding evaluation methodologies. We cannot commit, however, to such an undertaking over the next year because we are focused on revising our approaches to hiring, admissions, appeals, curriculum review, communications, and fundraising. We simply do not have the resources to apply to this Taskforce at this point in time.

**PDC Comments:**

PDC recognizes that this is an important and significant undertaking, and notes that the Centre for Teaching and Learning would be happy to assist with a workshop or workshop series on evaluation methodologies for Law. PDC directs the area to reach out to the CTL to address this recommendation in time for Law's next cyclical program review.

**Status:**    ahead of target        X   on target         behind target         recommendation satisfied.

**Recommendation 9:** That the Dean and the Faculty continue to seek funding to address the area's faculty:student ratio and other resource needs by working within the budget process and by continuing to pursue external funding opportunities.

**Agent:** Dean, Faculty Council

**Completion by:** Annual Review

**Actions taken 2009:**

It is difficult to address the faculty:student ratio issue when the Faculty has endured budget cuts of 5% (08-09), 4% (09-10) and prospective cut of 3.25% (10-11). The only effective and non-disruptive method for addressing these budget cuts is by not replacing retiring professors and staff. The Dean has been travelling extensively to meet with alumni and friends of the Faculty of Law with a view to raising funds for faculty needs. Invariably, the alumni either are unwilling to make donations to increase the faculty complement, or do not have the wherewithal to do so. It is much easier to raise funds for student support or physical and technological improvements than for faculty positions.

**PDC recommended actions to further be taken (2010):**

PDC appreciates that the University's serious financial constraints make meeting this recommendation challenging. PDC encourages the area to continue its efforts to seek funding to address the faculty:student ratio and other resource needs.

**Actions Taken 2010:**

The comments made in "Actions Taken in 2009" continue to remain relevant and operative. The Dean will continue to seek funding to address the Faculty: Student ratio but prospects are not good that funds can be

raised for these purposes. The Comprehensive Curriculum Review may lead to an examination of new methods of course delivery which will ameliorate the affects of our high Faculty: Student ratio.

**PDC Recommended actions to further be taken (2011):**

PDC appreciates that the University's serious financial constraints make meeting this recommendation challenging and thanks the area for its continued efforts to seek funding to address the faculty: student ratio and other resource needs.

PDC looks forward to the receiving the results of the curriculum review which, as noted by Law, may identify new course delivery methods that could help ameliorate the faculty: student ratio.

**Actions taken 2011:**

We anticipate that our new Dean will begin a full curriculum review in 2012. This recommendation will need to await her approval. We reiterate that while curriculum reform may go a certain way toward rationalizing our operations, cumulative budget cuts have led to a deterioration of our faculty/student ratio.

**PDC recommended actions to further be taken (2012):**

PDC recognizes that the impact that curriculum review may have on rationalizing operations is one part of the solution. PDC looks forward to hearing about the area's progress to secure external funding.

**Actions taken 2012:**

Dean Cameron has made hiring to address faculty:student ratio a priority. After several years, we hope to hire 2 new faculty members (beginning July 2013). In addition, we have struck a "Resources and Relationships" Committee that consists of the Dean, senior faculty members, and our Director of Alumni Relations with an eye to developing a plan to improve alumni giving and secure other external funding sources. Given the significant work that has been done over the years to ensure excellent relations with our alumni, we are hopeful that we can increase donations. This Committee will also put forward ideas to identify other potential revenue sources as well as assign responsibility, time lines and criteria for measuring success. While we will ideally be able to fund Chairs or other positions to compliment our faculty contingent, we also need to secure funding for other key priorities, including space that is integral to our continued growth and development.

**PDC recommended actions to further be taken (2013):**

PDC understands that the area is in the process of appointing two new faculty members and notes that two new hires will help address the area's faculty: student ratio.

**Actions taken 2013:**

Professor Claire Mumme began teaching in September 2013 and Professor Sujith Xavier will begin teaching in January 2014. These two new colleagues will add to our access to justice research and teaching expertise. Two senior professors announced their retirements in September 2014 which will allow us to hire 2-3 more new faculty members. That appointments process is now underway and we expect to complete the process by the end of 2013.

**PDC Comments:**

PDC congratulates the area on its new appointments and on the potential hires of 2-3 more new faculty members. PDC encourages the area to complete the hiring in time for Law's next cyclical program review.

**Status:**    ahead of target        X   on target         behind target         recommendation satisfied.

**Recommendation 10:** To promote excellence and ensure fairness among and between faculty members:

- (a) That the Dean and faculty explore ways to ensure the fair and equitable allocation of work-teaching, research, administrative - among all faculty members, whether by the establishment of a committee dedicated to workload issues or by some individualized process between the Dean and individual faculty members.
- (b) That the Dean explore ways consistent with the collective agreement of recognizing and encouraging faculty members for outstanding contributions to teaching, research and administrative service.

**Agent:** Dean, Faculty Council

**Completion by:** Fall 2010

**Actions taken 2009:**

A Faculty committee continues to make administrative assignments with full knowledge of the teaching obligations. The Dean, who is responsible for assigning workloads under the Collective Agreement, provides, on an occasional basis and when the demands of the program permit, course releases to faculty members who are heavily engaged in specific and time sensitive research projects. The Dean also supports faculty attendance at conferences and workshops related to both teaching and research when discretionary funds are available to do so.

**PDC recommended actions to further be taken (2010):**

PDC recognizes the complexity of this recommendation and thanks the area for its continued efforts to promote excellence and ensure fairness among and between faculty members.

**Actions Taken 2010:**

All of the comments made under "Actions Taken 2009" remain relevant and operative. The Dean and the Associate Dean continue to balance teaching assignments in the context of sabbaticals, administrative leaves, compassionate and medical leaves, and course releases in support of research. The Nominating Committee, with full knowledge of teaching assignments, balances administrative and committee assignments for all faculty members.

**PDC Recommended actions to further be taken (2011):**

PDC notes that Law has reviewed this recommendation and reaffirmed that it does, and will continue to, employ a fair, equitable and consistent process with regard to workload allocations. In light of this, PDC notes that this recommendation has been satisfied.

**Recommendation satisfied (2010-2011)****Recommendation 11:** To ensure the quality of its career counseling services:

- (a) That the Faculty review its career-counseling program to ensure that appropriate steps are taken to provide students with information and counseling for the full range of legal careers, both traditional and non-traditional, across Canada and internationally, outside traditional practice and large firms.
- (b) That over the next few years focus should be on better measurement tools to track the success of the Careers office.

**Agent:** Dean, Director of Career Services

**Completion by:** Fall 2011

**Actions taken 2009:**

The Associate Dean, Director of Career Services, and the Assistant Dean (Student Services) are reviewing the career counseling program to insure that students are provided with information and counseling on a full range of legal careers. Measurement tools will also be developed to track the success of the Career Service Office. In the winter of 2009, at the instigation of the students, the faculty instituted a one-day event entitled *Justice at Work*. This event brought together alumni and others from the social justice and public interest communities to counsel and mentor students interested in careers in those sectors of the legal profession. The *Justice at Work Forum* will be held again in 2010.

**PDC recommended actions to further be taken (2010):**

PDC commends the area on its *Justice at Work Forum* and encourages it to continue to hold it. PDC looks forward to hearing more on the measurement tools that will be developed to track the success of the Career Service Office.

**Actions taken 2010:**

The *Justice at Work Forum* will be held once again in 2011. A statistical database tracking first-year summer placements, On Campus Interviews (OCI), In-Firm Interviews, second-year summering placements, and articling placements has been developed. We will continue to collect these statistics in order to track the success of our Career Service Office. One caveat must be noted: these statistics depend upon self-reporting by students. There would appear to be no other way to obtain this information.

**PDC Recommended actions to further be taken (2011):**

PDC looks forward to a report on how the new database is assisting Law in enhancing its career counseling services.

**Actions taken 2011:**

The Career Services Office is expanding its area of student services by creating the position of Social Justice Coordinator. This position will enhance our current student services and allow us to provide a full service, comprehensive Law Career Services Department and Resource Centre, with a more focused initiative on providing services related to social justice, public interest, alternative and non-traditional careers including opportunities in non-governmental organizations and clinics, public interest and public sector, small and rural practices, academia, international organizations and courts. The Social Justice Coordinator will assist in the development of programs to aggressively promote the placement of Windsor Law students and graduates in the areas of social justice, public interest and/or alternative legal careers.

In order to ensure the quality of career counselling, the Associate Dean, Director of Career Services and the Assistant Dean (Student Services) continue to review the career counselling program. Feedback from events held and placement statistics are collected from students, with an emphasis on the Law 2 and Law 3 students with respect to their summer employment and articling placements.

A Career Day is held annually in March for all law students to attend. Legal employers from various surrounding cities attend to market their firm/office, sit on panel discussions with students, conduct mock interviews and review resumes. It is a successful event every year. To complement our Career Day, we also hold a social justice and public interest career fair, Justice at Work, on an annual basis. This fair was traditionally held in March, but has now been moved to November to better target students and to provide them with this information earlier in the academic year. As a result, Justice at Work will be held twice in 2011. Both events are attended well by students and by participants.

The Director of Career Services continues to conduct mock interviews. In addition, we are the second law school in Ontario to launch InterviewStream, software for students to conduct mock interview on-line using a computer and a web-cam.

We continue to use e-mail, our employment software Symplicity, and an on-line application software called viDesktop to track statistics. In particular, as a result of the information collected from these three devices, we maintain and update a statistical database for students throughout their three years of law school and can report on things such as: first year summer employment, second year summer employment, On Campus Interviews (OCI's), In-Firm interviews, applications submitted to legal positions in various cities, articling placements, students who continue to search for articling placements, etc... We continue to rely on self-reporting by students, which has proven to be successful both this year and last year.

Individual meetings and counselling with students continue to be held by the Director of Career Services on a daily basis, either in person, by phone or via email.

**PDC recommended actions to further be taken (2012):**

PDC notes that the area has reviewed its career counseling program, made enhancements, and developed better measuring tools. PDC commends the area on its efforts with regard to this recommendation and notes that it has been satisfied.

***Recommendation satisfied (2011-2012)***

**Recommendation 12:** That the Faculty consider ways in which it might work with other Faculties and departments, and specifically ways in which it might become more actively integrated in to the life of the larger university by making use of faculty strengths in related disciplines, like Criminology, Social Justice, Women's Studies, etc. In particular, the Faculty should give serious attention to how to improve the LL.B./M.B.A program.

**Agent:** Dean, Faculty Council

**Completion by:** Annual Review

**Actions taken 2009:**

The Faculty of Law has worked with the Faculty of Arts and Social Sciences to help them devise a certificate program that would be beneficial to undergraduate students who have an interest in studying law and who are admitted into one of our programs. This program was approved by Senate in 2008. In addition a number of meetings have been held with the Graduate Chair in the Odette School of Business to determine how the MBA/LLB could be re-fashioned given the significant changes in the MBA program. The introduction of the



MSW/LLM requires the ongoing collaboration between the Faculty of Law and the School of Social Work on matters relating to admissions and in devising and teaching the cross-listed capstone courses.

**PDC recommended actions to further be taken (2010):**

PDC notes the area's efforts to increase collaboration with other departments on campus and encourages it to continue them. PDC looks forward to hearing of additional collaborative initiatives, such as with Criminology, Social Justice, Women's Studies, *etc.*

**Actions Taken 2010:**

The comments made under "Actions Taken in 2009" continue to generally represent the state of affairs on this recommendation. The joint M.S.W./J.D. Program began in September of 2010 as scheduled. One development in the past year is the creation of the Centre for Enterprise and Law – a joint effort between the Faculty of Law and the Odette School of Business.

**PDC Recommended actions to further be taken (2011):**

PDC congratulates the area on its efforts with regard to this recommendation.

PDC encourages Law to increase its efforts to establish collaborative initiatives with other programs on campus, such as Criminology, Social Justice, Women's Studies, *etc.*

**Actions taken 2011:**

In 2011, The Centre for Enterprise and Law, a partnership between this Faculty and the Odette School of Business was awarded a \$450,000 grant over 2 years from the Ministry of Research and Innovation's Experiential Learning Program. We are very pleased with the progress of this joint initiative and expect that it will grow and expand in the future. CEL has already created linkages with a number of Faculties and Departments on Campus including Engineering, Music, English Literature and will continue to expand its multidisciplinary programs.

In conjunction with the growth of CEL, a committee has been established to review the combined MBA/J.D. program. The work of this committee has been impeded somewhat by the appointment of Professor Myra Tawfik (CEL Director (LAW)) as Acting Dean for 6 months. It is anticipated that progress on this front will be made starting in 2012 when her appointment as Acting Dean ends.

We will continue to explore possibilities of greater collaboration with Social Justice among others but any further initiatives will have to wait for Dean Cameron.

The MSW/JD program, now in its second year, continues to attract student interest. There are currently ten students registered in the program (4 in their first year of the program currently completing their MSW year, 4 in the second year of the program currently completing their first year of law and 2 in their second year of the program currently completing their second year of law). The Faculties of Law and Social Work continue to collaborate on student recruitment and retention, curriculum development and professional opportunities for this unique cohort.

**PDC recommended actions to further be taken (2012):**

PDC commends the area on its progress with regard to this recommendation and looks forward to next year's update on new and continuing initiatives.

**Actions taken 2012:**

The Faculty continues to value its relationships with Social Work and Business and plans to focus on these programs before expanding its inter-disciplinary offerings/programs. We are particularly enthusiastic about the dual degree option with Social Work and have invested significant time in ensuring that the foundations of that program remain solid so that it can grow while maintaining a reputation for excellence. Our Associate Dean holds regular meeting with Dr. Calderwood in Social Work. The meetings aim at: i) creating further spaces within which students can actively work at the intersection of law and social work rather than approaching the two disciplines as isolate silos; ii) promoting smooth policy coordination; iii) student recruitment; and, iv) student success. These discussions are proceeding well and the Faculty looks forward to an expanded program with Social Work.

Our Associate Dean has also met with Dr. Gerry Kerr of Business on several occasions to discuss reviving the MBA/JD which currently has 1 student enrolled and no incoming students. At minimum, academic policies within the two faculties must be examined to ensure the same set of expectations and standards of students.

The faculty looks forward to working with Business to determine if student interest in the program can be enhanced.

The Faculty has organized a number of events, including a major international conference and two speaking engagements with members of the Department of Political Science and Philosophy focused on the Middle East and looks forward to greater collaboration in that area.

**PDC recommended actions to further be taken (2013):**

PDC notes the area's efforts with regard to this recommendation and requests a detailed progress report next year on the joint program with Business and an update on the collaborations with Social Work.

**Actions taken 2013:**

Associate Dean Bahdi of Law and Dr. Gerri Kerr of Business successfully developed a plan to revive the MBA/JD program, with the result that 5 students entered the program in 2013 (as compared to 0 in 2011 and 2012). The faculty admitted the maximum number of students to the MSW/JD as defined by the program proposal to PDC. Changes to the 3<sup>rd</sup> year of the MSW/JD program are needed because the expectations of students have proven unrealistic. Associate Dean Bahdi is reviewing the program with the MSW coordinator with the objective of introducing the changes for 2014. Once these have been finalized, we can focus on the possibility of expanding the MSW/JD program. Some of the changes discussed include introducing more integrated courses that examine the intersection between law and social work. LAW is also exploring ways to increase the number of LAW placements available to Social Work students.

**PDC Comments:**

PDC notes the area's efforts to address this recommendation and encourages it to continue them.

**Status:**    ahead of target        x   on target         behind target         recommendation satisfied.

**Recommendation 13: (a)** Given the excellent progress already made and the limited resources the Faculty enjoys, that the Dean be encouraged to find ways to enhance the resources devoted to alumni and development activities and to continue to enhance the Faculty's fundraising activities.

**(b)** That the Faculty consider separating the Alumni Development position into two, with one person focusing on Alumni, and the other dedicated to fundraising. The goal should be to recover the costs of the second position from the additional fundraising that will develop.

**Agent:** Dean, Director of Alumni Services

**Completion by:** Annual Review

**Actions taken 2009:**

Given the budget cuts referred to earlier, it is not possible at this time to enhance the resources devoted to alumni and development activities or to separate the alumni development into two positions, one focusing on alumni and the other dedicated to fund raising. Although one might consider diverting a portion of the funds raised to support the Alumni and Fund Development Office (AFDO), the fact that many gifts and donations have restricted purposes, e.g.: student financial support, program enhancement, physical and technological improvements means that only limited discretionary funds are available to support the AFDO. They would not be sufficient to create a second position or to significantly enhance the resources available to that office.

**PDC recommended actions to further be taken (2010):**

PDC notes the difficulties raised, regarding this recommendation and suggest that, at this time, the area focus on continuing to enhance the Faculty's fundraising activities.

**Actions taken 2010:**

As we stated last year: "Given the budget cuts referred to earlier, it is not possible at this time to enhance the resources devoted to Alumni and Fund Development activities or to separate the Alumni Development into two positions, one focusing on alumni and the other dedicated to fundraising".

In keeping with the PDC recommendation for further action to be taken in 2010, we have continued our focus on enhancing the Faculty's fundraising activities. However, it should be noted that budget cuts by the University

restrict our ability to raise funds from donors because they are concerned that their donations are merely funding what the University "should be" paying for rather than providing additional funds for enhancement of the program.

**PDC Recommended actions to further be taken (2011):**

PDC notes the difficulties raised regarding this recommendation and appreciates the efforts made by the area. PDC continues to encourage the area to focus on enhancing the Faculty's fundraising activities, to the best of its ability.

**Actions taken 2011:**

As a result of this year of transition we have not been able to enhance our fundraising activities nor have we been able to act upon the suggestion regarding separating the Alumni and Fund Development office into two positions. This will have to await the arrival of our new Dean in January 2012.

**PDC recommended actions to further be taken (2012):**

PDC looks forward to next year update on this recommendation.

**Actions taken 2012:**

As noted in our response to Recommendation 9 above, we have struck a "Resources and Relationships" Committee that consists of the Dean, senior faculty members, and our Alumni Relations and Funds Development Officer to develop a plan to improve alumni giving. The Dean has also met with key alumni in various Canadian cities to build and maintain alumni relationships. She is currently assessing the feasibility of striking an alumni committee that will be mandated to assist with fundraising efforts. We are also currently exploring the feasibility of hiring a development officer or consultant to assist with a fundraising campaign.

**PDC recommended actions to further be taken (2013):**

PDC requests a report on the progress of the Resources and Relationships Committee in next year's update.

**Actions taken 2013:**

The Faculty recognizes that securing fundraising and alumni development expertise is critical for future growth. The Faculty has worked hard over the years to build strong alumni relationships and a robust fundraising program. We do not have the resources at this time to add to the personnel devoted to alumni and fund development activities or to separate Alumni Development into two positions, one focusing on alumni and the other dedicated to fundraising. We have, however, explored the possibility of some external consulting assistance to supplement our existing personnel resources. We continue to do our best on the fundraising front with the resources we have. The Dean continues to meet with alumni across Canada on a regular basis, and is steadily increasing the percentage of her time spent in external alumni and fundraising activities. We have identified as a strategic priority establishing alumni chapters. The Resources and Relationships Committee is being reinvigorated to provide leadership related to fundraising, among other things. It has been working to develop the messages we will use to support a major fundraising campaign in the next two years, including a campaign for enhanced physical space (expansion of the existing space or a new building) and other priorities identified in the Faculty Strategic Plan. We have prepared an external version of our internal strategic plan that we will use for fundraising purposes. The Resources and Relationships Committee consists largely of faculty and administrative staff and is not in a position to launch or implement a fundraising campaign by itself; collaboration and integration with University fundraising personnel is required. While we have made some headway in that regard, more work is required. We are also exploring other ways of generating resources for the Faculty of Law, including new program development. In this regard our work with CEPE is promising.

**PDC Comments:**

PDC commends the area on its efforts with regard to this recommendation.

**Status:**    ahead of target        X   on target         behind target         recommendation satisfied.

**Recommendation 14:** That the area, in consultation with the Vice-Provost, Teaching and Learning, establish learning outcomes for each of its undergraduate programs that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate" and to the COU-approved and mandated Undergraduate Degree Level Expectations.

**Agent:** Head, Dean, AAU Council, Vice-Provost, Teaching and Learning

**Completion by:** Fall 2010

**Actions taken 2009:**

This matter is being reviewed by the Academic Planning Committee.

**PDC recommended actions to further be taken (2010):**

PDC urges the area, through its Academic Planning Committee, to increase its efforts to develop learning outcomes for each of its programs. PDC encourages the area to consult with the Vice-Provost, Teaching and Learning, or his delegate with regard to the development and review of program-level learning outcomes prior to their submission to PDC.

**Actions Taken 2010:**

The Academic Planning Committee is currently refining Learning Outcomes for our Programs. The Vice-Provost, Teaching and Learning has never contacted the Dean with regard to program-level learning outcomes.

**PDC Recommended actions to further be taken (2011):**

PDC understands that Law is now working with the CTL to map the Law curriculum. PDC looks forward to receiving the area's program-level learning outcomes.

**Actions taken 2011:**

We continue to work on our curriculum mapping exercise with a view to beginning an extensive curriculum reform process under our new Dean starting in 2012. We have, in the meantime, formally approved the Faculty's learning outcomes that had been developed in consultation with CTL.

**PDC recommended actions to further be taken (2012):**

PDC notes that the area's learning outcomes have been developed and submitted. PDC notes that this recommendation has been satisfied.

PDC recognizes that learning outcomes may change over time, and looks forward to receiving future revisions.

***Recommendation satisfied (2011-2012)***

**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**UNDERGRADUATE PROGRAM REVIEW (UPR)**  
**FIFTH ANNUAL STATUS REPORT ON: MODERN LANGUAGES**  
January 2014

**Recommendation 1:**

- a. That the Modern Languages group formulate a Mission Statement that is concise and in keeping with the new outlook for their programs, and that this text include a general statement that shows graduates' expected academic achievements through the program
- b. That the unit make efforts to clarify the program's goals and benefits to students.

**Agent:** AAU Head, Departmental Council, Dean of FASS

**Completion by:** Fall 2010

**Actions taken 2009:**

- a. The mission statement is being developed by the AAU to be completed this academic year.
- b. The Modern Languages program has developed new flyers to promote and inform students about all our programs, including the recently approved Honours (with year abroad). These explain and clarify all the programs' goals and the benefits for students. The content of these flyers also has been included on our recently revised AAU website.

**PDC recommended further actions to be taken (2010)**

PDC commends the area on its initiative to develop new flyers to promote and inform students its programs. PDC looks forward to receiving the area's new mission statement, in the next annual status report.

**Actions taken (2010):**

The AAU, which consists of three separate and distinct programs, is still in the process of developing a combined mission statement.

**PDC recommended further actions to be taken (2011)**

PDC urges the area to increase its efforts to meet this recommendation.

**Actions taken 2011:**

LLC has developed a Mission statement for the department, which is appended to this document. It will be available on our website sometime this Fall. (See **Appendix 1**)

**PDC-recommended further actions to be taken (2012)**

PDC congratulates the area on the development of its mission statement and notes that this recommendation has been satisfied.

**Recommendation satisfied (2011-2012)**

**Recommendation 2:** That current resources be managed in a way that would enable the area to offer more advanced courses in literature and culture in the target languages.

**Agent:** AAU Head, Dean of FASS

**Completion by:** Fall 2011

**Actions taken 2009:**

Over the past several years, the program has made significant efforts to create a lean program and to grow despite the minimal resources that are allocated to us. The lack of resources and our desire to create innovative quality programming for our students has forced us to be very creative in rethinking program delivery. The problems created by living within minimal resources have been compounded in our case by the long-term disability of one of our members and now the non-replacement of another faculty member taking early retirement. Despite these challenging conditions, the program has managed to introduce – as planned by us and recommended by the appraisers – three new 300-level literature/linguistics courses in the target language (one course in each of the three language streams) and an advanced language training course at the 400 level (one course in each language stream). The price we have had to pay is a reduced offering of intensive language training courses at the 100 and 200 levels. This reduces considerably student accessibility

to our program, particularly that of Majors. It is a short-term strategy to improve our program for Majors, but at the cost of reducing the number of Majors in our programs.

The infusion of even a few additional stipends to increase our introductory course offerings would contribute greatly toward the long term health of our program.

Further resource cuts, even of Sessional Instructors, will jeopardize our ability to deliver any of our programs.

**PDC recommended further actions to be taken (2010)**

PDC appreciates the difficulty of balancing increasing course options in the upper years and maintaining current course offerings, during this time of significant resource constraints. PDC shares the area's concern regarding student accessibility to its programs, particularly Major students, and encourages the area to continue its efforts to address this issue.

**Actions taken (2010):**

The Modern Languages program regulations have been revised again in order to preserve a viable program. The early retirement and non-replacement of another of our faculty members has made it impossible to offer senior literature courses taught in the target language in each of our three language streams. In that the literature courses were also a means of language training, we have had to strengthen our language-training sequence of courses. While these changes have meant a tremendous upheaval, we are hopeful that we can maintain a viable program with the negligible resources we have remaining.

**PDC recommended further actions to be taken (2011)**

PDC appreciates the constraints under which the area, and the University as a whole, is operating and commends the area on its efforts to streamline its curriculum to ensure the delivery of viable programs within current resources.

**Actions taken 2011:**

Due to the non-replacement of faculty members on long-term disability and early retirements, as well as the Dean's mandate to eliminate courses with low enrolment, Modern Languages has had to eliminate from its programs the new 300-level culture and literature courses in the target language that were introduced in 2009. With respect to the 400-level language training courses, although they have not been eliminated from the calendar, they are currently not being offered due to the aforementioned lack of resources. While Modern Languages met this requirement in 2009, it can no longer meet the requirement and requests that this recommendation be withdrawn or funding to meet the requirement provided.

**PDC-recommended further actions to be taken (2012)**

In recognition of the budgetary constraints under which the area, and the University as a whole, is operating and in recognition of the area's activities, PDC agrees that this recommendation be withdrawn.

***Recommendation satisfied (2011-2012)***

**Recommendation 3:**

- a. That faculty members, including Sessional instructors, consider more creative use of technology in the classroom and for course material.
- b. That the Department consider, as a possible practicum placement, placing students as Teaching Assistants in relevant introductory language courses. Other possible practicum placements may be found with ELIP.

**Agent:** Program Area, Department Council, Centre for Teaching and Learning, ELIP

**Completion by:** Fall 2012

**Actions taken 2009:**

a. The university has recently invested \$120,000 in the installation of a smart-classroom dedicated exclusively to our department. Furthermore, the university has been introducing electronic equipment in most major classrooms that are extensively used for our courses (e.g. our newly introduced cinema courses.) As these tools become progressively available, updated on-line teaching tools like CLEW are introduced progressively by faculty and Sessionals. In addition, most student textbook packages for language training courses include very useful online resources that allow the students to tailor their language training to their own needs and capabilities.

We also have a Mini-lab with five computers for our students and are discussing with the library the possibility of purchasing a computer program (Rosetta Stone) specifically designed for language training by immersing students as completely as possible (language, audio, video) in the target culture.

b. Plans to introduce senior level students into introductory courses are being developed. As we are planning to introduce a new MA program in 2010/1011 we hope to obtain a supply of highly qualified students to help us improve the quality of our intensive language courses through the introduction of additional aural practice and supervision provided by senior students. Both groups would benefit in this symbiotic relationship. However, these plans are threatened by a TA funding cutback of 30% this year with more cuts expected next year.

**PDC recommended further actions to be taken (2010)**

PDC notes the area's efforts to increase the use of technology in the classroom and for course materials and encourages it to continue them.

PDC encourages the area to continue to consider placing students, as part of their practicums, in introductory courses in roles similar to that of "teaching assistants".

**Actions taken (2010):**

The proposed MA has not been approved and therefore graduate students are not available to assist in undergraduate courses as in-class tutors or assistants. Senior undergraduate students are not sufficiently qualified to be placed into junior undergraduate courses as in-class tutors or assistants.

**PDC recommended further actions to be taken (2011)**

In light of the area's response (2010), PDC notes that part (b) of this recommendation cannot be met and recommends that it be withdrawn.

PDC understands that efforts to increase the use of technology in the classroom and for course materials continues. While PDC considers part (a) of the recommendation to be adequately satisfied, it encourages the area to continue to monitor, and build on, these efforts.

***Recommendation Satisfied 2009-2010***

**Recommendation 4:**

- a. That the program define the introductory linguistics courses as such, both by title and content, that consideration be given to adding general-interest linguistic courses and that the linguistics content of these and the Second Language Education courses be strengthened and coordinated to avoid repetition and overlapping.
- b. That the program consider modifying the structure of some of its "culture/literature" courses, exploring the possibilities of strengthening the comparative literature dimension in the courses on German, Italian and Hispanic literatures offered in English, and broadening the scope of such courses to include popular literature and culture topics.

**Agent:** AAU Head, Program Committee, Departmental Council

**Completion by:** Fall 2012

**Actions taken 2009:**

a. Both introductory courses in the linguistic stream of our program have been completely revised in both content and the renaming of the courses to reflect the revised content. There is no overlapping content and the courses now include many topics required by the TESL Canada (Teaching English as a Second Language) curriculum in order to be able to obtain planned TESL certification in the foreseeable future. This certification would make our program even more competitive as our graduates could work as certified ESL teachers in the ESL language schools aimed at new immigrants to Canada.

b. The comparative component of our Literature stream in Modern Languages (3 courses) is innovative and at the same time cost-effective as it has allowed us to give all our Modern Languages students (Italian, German, Spanish) an interesting approach to the similarities and differences among different European cultural and linguistics groups. Unfortunately due to the early retirement and non-replacement of one of our faculty

members and the anticipated introduction of the MA program in 2010 (taking place without hiring new faculty,) we have had to eliminate our specialized comparative literature course (07-237) until a new faculty member in the area becomes available. However, we hope that through the creation of new courses in the target language in the area of literature and culture (300-level) we will be able to compensate somewhat for the loss.

**PDC recommended further actions to be taken (2010)**

PDC notes that paragraph (a) has been satisfied and thanks the area for its efforts to meet this portion of the recommendation.

PDC recognizes that the University's serious resource constraints are presenting significant challenges and appreciates the area's efforts to address such challenges. PDC looks forward to a report next year on the steps taken to achieve the second part of this recommendation.

**Actions taken (2010):**

Due to a lack of resources, we have not been able to strengthen our Literature stream of courses taught in the target language, nor even maintain our Comparative Literature stream of courses, which were offered in English. See also the response to Recommendation 2

**PDC recommended further actions to be taken (2011)**

In light of the area's response (2010), PDC notes that part (b) of this recommendation cannot be met and recommends that it be withdrawn. As noted last year, PDC considers part (a) of the recommendation satisfied.

**Actions taken 2011:**

Modern Languages understands that no further action needs to be taken.

**PDC-recommended further actions to be taken (2012)**

PDC notes that 4a has been satisfied and that 4b is withdrawn.

***Recommendation 4a satisfied (2011-2012)***

***Recommendation 4b withdrawn (2011-2012)***

**Recommendation 5:** That Modern Languages faculty continue working to build their research productivity; that efforts continue to be made to obtain external research funding, exploring both standard and a broader range of sources.

**Agent:** AAU Head, Departmental Council, Dean of FASS, VP, Research

**Completion by:** Annual Review

**Actions taken 2009:**

The University of Windsor has replaced many, but not all, positions after the wave of retirements that took place between 1998 and 2005. These new faculty members have been very productive in their research. Since July 2006 the six members of our faculty (the seventh member is on permanent long-term disability leave) have published the following: Books: 1; Chapters in Books: 2 + 1 submitted; Articles in refereed Journals: 9 + 2 submitted; Articles in refereed conference proceedings: 6 + 5 submitted; Conference presentations: 36; Conferences attended: 3; Research Grants (internal): 1; Travel Grants (internal): 2.

**PDC recommended further actions to be taken (2010)**

PDC commends the area on its overall research productivity and encourages it to continue to build on its achievements.

**Actions taken (2010):**

Research productivity continues to increase. Of the three untenured faculty members in the program, one obtained tenure and promotion last year. Another is scheduled for tenure this year. This leaves only one untenured faculty member.

**PDC recommended further actions to be taken (2011)**

PDC commends the area on its overall research productivity and encourages it to post its research activities on its website, as a way to promote the area.



**Actions taken 2011:**

Research productivity by Modern Languages faculty continues to increase. At present, there is only one untenured faculty member in Modern Languages (scheduled for tenure in 2012-2013). Faculty members are encouraged to update their on-line faculty profiles regularly.

**PDC Recommended further actions to be taken (2012)**

PDC commends the area on its overall research productivity.

**Action taken 2012:**

Research productivity by all the faculty members of Modern Languages continues to increase and it would do so even more dramatically, if unexpected personnel needs and teaching demands did not take away a substantial amount of time from academic inquiry.

There is still one faculty member who is untenured (scheduled to go up for tenure and promotion this academic year), and all members keep updating their electronic cv on a regular basis.

**PDC Recommended further actions to be taken (2013)**

PDC congratulates the area on its continuing efforts to build research productivity. The area should also encourage faculty members to apply for graduate faculty status to enable them to participate in graduate activities and supervision.

**Action taken in 2013:**

Due to multiple losses of faculty members because of retirements and resignations in the last years and the lack of replacements, our department is now down to four regular faculty members. One member has graduate faculty status and a second member is considering to apply for this status shortly. A third member does not fulfill the requirements and a fourth member is on extended sick leave.

**PDC Comments:**

PDC thanks the area for its continuing efforts to meet this recommendation and encourages it to continue them.

**Status:**  ahead of target       on target       behind target       recommendation satisfied.

**Recommendation 6:** That the program develop a communication strategy to ensure that timetable and course changes, information on program-related events, *etc.*, are disseminated to faculty and students in an effective and timely manner.

**Agent:** AAU Head

**Completion by:** Fall 2010

**Actions taken 2009:**

One of the main concerns in the design process of our newly introduced programs was to be able to offer all the courses that were required by the program within our extremely limited faculty resources. To achieve this, a sophisticated rotation system (two and three-year rotations of courses) was introduced. This system allows us to offer a complete program within minimal resources. A three-year plan was established to make sure all required courses are offered - a plan needing regular revision because of the vagaries created by sabbatical leaves. Students are briefed on the rotation system when they start their program and they are strongly encouraged to have yearly briefings with their academic advisors to make sure they register in all the required courses when they become available on the rotation. The listing of courses offered over the next three years will be included on our Web pages for the benefit of students. Naturally, not all programming problems will be eliminated by the 3-year planning exercise. Students transferring into the program, failing a course or starting the program at a more advanced level based on a placement test will continue to provide counselling challenges and likely require faculty members voluntarily to provide Directed Studies courses.

**PDC recommended further actions to be taken (2010)**

PDC commends the area on its development of a three-year course rotation system, on its insistence that students be briefed on the rotation system when they start their program and that they should schedule yearly briefings with their academic advisors to make sure they can complete their program in a timely fashion, and

on its publicizing of this rotation system on the departmental webpage. PDC looks forward to a report next year on the success of this rotation and advising system. PDC notes that, with a positive review, it would consider this recommendation satisfied.

**Actions taken (2010):**

The 3-year course availability listing for students was completed and placed on the website. It has been removed as the program is being revised (see responses to recommendations 2 and 4 above for the changes and reasons for the changes). As soon as the new courses and regulations are approved by PDC, a new 4-yr listing of courses will be placed on the website.

**PDC recommended further actions to be taken (2011)**

PDC looks forward to reviewing the new courses and regulations.

**Actions taken 2011:**

The new course requirements and regulations of the four Modern Languages programs are in place as of Fall 2011. A new four-year listing of courses to be offered from Fall 2012 to Winter 2016 is available on our website and is appended to this Update. (See **Appendix 2**)

**PDC-recommended further actions to be taken (2012)**

PDC notes that this recommendation has been satisfied.

**Recommendation satisfied (2011-2012)**

**Recommendation 7 (revised):** That the area report on the implementation of the new BA in Modern Language with year abroad program, and in particular the success of the year-abroad component and possible alternatives to this component (such as local practica).<sup>4</sup>

**Agent:** AAU Head, Program Area

**Completion by:** Fall 2011

**Actions taken 2009:**

The recommendation by the PDC mistakenly conflates two very different recommendations. We will try to respond to what we believe was intended by the PDC.

a. The BComm program is now operational in its third year. Two intensive courses for beginners and intermediate students in French and Spanish have been introduced as well as specialized courses in Business French and Spanish. Following their language preparation, students are expected to spend a year abroad at a Business School and a Coop Placement. Even though the program is still in its initial phase and growing steadily we were recently informed by the School of Business that the program will be discontinued. In that our intensive language-training courses and business language courses were provided Sessional funding by the VP-A's office on behalf of the School of Business, we anticipate that this funding will be discontinued and these courses will have to be cancelled.

b. The year-abroad component upon which the reviewers commented (see 1 below) was not the year abroad required by the BComm (International Business) program, but rather our own proposed (at the time) Honours program which also requires that students spend a year abroad.

The Modern Languages (Honours) program includes a year abroad for two very important reasons. Firstly, pedagogically, this requirement will make our program among the best (in terms of outcomes) in the country. Secondly, faculty members for many years have expressed a strong desire for Modern Languages to offer an Honours program in a single language. This is especially important in that most students prefer to take 4-year Honours programs rather than 3-year General programs. Without an Honours program we could not hope to

<sup>4</sup> Reviewers Report, p. 11: 3.3.22 [...] However, the Review Team wonders whether it is necessary to make the year abroad an absolute requirement of the language programs. Given the nature of the U. of Windsor's students – and life in general – it is sometimes not possible for students to be away from home for a year. It would surely be counterproductive not to allow promising students to complete the program. The Review Team urges the unit to look into other possibilities that would allow for substitution of the year abroad in certain circumstances. The Windsor area would surely offer opportunities for students to immerse themselves in other cultures through contact with seniors' and community centers, ethnic media such as newspapers, radio and television stations, as well as native speakers of the relevant languages in local school systems while studying advanced-level courses in the target language in the program.

attract students to our program. However, offering such a program has never been possible before, even given the greater faculty resources that existed in the past. Now, through the creative use of faculty and courses at foreign universities, we have been able to create a program that would have required the addition of at least three faculty members (one for each language stream) to our complement, which would have been impossible given the current economic climate.

On the assumption that students that may have wish to spend a year abroad but cannot afford to do so, we are developing methods of providing financial support for our students. Also, students have the option of transferring into one of our other programs if for any reason they find they cannot spend the year abroad. Any other “alternatives” such as those mentioned by the Appraisers would undermine the rigour and reputation of the Honours program.

**PDC recommended further actions to be taken (2010)**

The PDC thanks the area for clarifying this recommendation and notes that it will be revised to read: “That the area report on the implementation of the new BA in Modern Language with year abroad program, and in particular the success of the year-abroad component and possible alternatives to this component (such as local practica).”

PDC encourages the area to continue to monitor the year-abroad experience and requests that the area report next year on student enrolment and student satisfaction with the program.

**Actions taken (2010):**

The new BA Honours (with year abroad) program has 9 students registered in the first year that it has been offered. We anticipate that this number will increase, especially since the cancellation of the 3-yr General BA and the 4-yr Honours SLE with 2 Languages BA programs. The loss of these programs will force students into the new Honours program.

Students in the program have the option of transferring into one of our other programs if for any reason they find they cannot spend the year abroad. All our programs are designed in a “modular” fashion such that the first two years of all our programs are identical. Transferring into another of our programs in their third year, rather than going abroad, will not incur additional costs or loss of time for the student in completing their degree requirements.

We cannot yet comment on the satisfaction level of students in that none have yet reached their 3<sup>rd</sup> year abroad experience.

**PDC recommended further actions to be taken (2011)**

PDC thanks the area for its update and looks forward to next year’s report on enrolments in the BA in Modern Languages with year abroad and student satisfaction.

**Actions taken 2011:**

The enrolment in the Honours in Modern Languages with year abroad has increased slightly with respect to last year’s. At this point, we cannot report on student satisfaction since this is the first year in which a student is spending the year at a host university.

**PDC-recommended further actions to be taken (2012)**

PDC looks forward to next year’s report, once the first cohort of students have come back from their year abroad.

**Actions taken 2012:**

To date the pool of candidates going abroad has been too small to determine satisfaction levels. However this year we have three students in Italy, two in Germany and two in Spain. Upon their return we will get satisfactory data. It must be remembered that the program is relatively new and this item applies only to those in the 3<sup>rd</sup> year of their program.

**PDC Recommended further actions to be taken (2013)**

PDC understands that there has only been a small pool of candidates going abroad given the newness of the program and appreciates that the numbers are too small to determine satisfaction level. PDC notes that next year’s report may be the first year that the area can report meaningfully on the year-abroad segment of the program.

**Actions taken in 2013:**

During the academic year 2012/2013 a total of six students of our Year Abroad program went on one year exchange (three to Italy, two to Spain and one to Germany). If these numbers are maintained or increased this means that about a third of all our majors choose to go on exchange on our Year Abroad program. The experiences and the results of our Italian and German students have been excellent. Their language proficiency has increased dramatically and it was for all of them, according to their own accounts, a valuable academic, cultural and personal experience. The only exceptions have been the exchange students in Spain. Due to the difficult economic situation, the partner university in Valladolid did not supply enough support for our students and the academic results have unfortunately not been very satisfactory. This situation seems to have changed for the current students that have left for Spain.

It has to be mentioned that the “Year Abroad” program is very cost effective in its third year for the University of Windsor as the students pay their fees at the home university and the services are delivered by the partner universities. Even though the university is getting fees and has not to offer any direct service to these students it is unfortunate that the two “Experiential learning” courses that were approved as being part of the program and that should also allow us to maintain a steady contact with our students have never been funded and only been offered irregularly as a voluntary overload. At some point our department has to question if the dues these students pay should not be compensated with a minimal service (two stipends per year for the “experiential learning” courses) that should be guaranteed by the University of Windsor.

**PDC Comments:**

PDC commends the area on its successful year-abroad program and notes that this recommendation has been satisfied.

PDC notes that concerns relating to the “experiential learning” courses should be raised with the Dean.

**Status:**    *ahead of target*         *on target*         *behind target*        X   *recommendation satisfied.*

**Recommendation 8:** That the area explore ways to market the modern languages programs, in order to attract more students to them.

**Agent:** AAU Head, Program Committee

**Completion by:** Fall 2012

**Actions taken 2009:**

Our programs have been entirely revised. Not a single course from five years ago is still included in the Modern languages curriculum. Our programs are innovative and have features that will be regarded as attractive by many potential students. It is now time to promote our new programs. The Department has developed a new standing Promotional Activities Committee to aid in that task. The department has prepared new pamphlets and Web pages to promote our new and innovative Modern Languages programs. We participate in all recruitment activities provided by the University. Members of the Promotional Activities Committee have met with the School Boards. Faculty from all our programs visit High Schools to speak with Guidance Counsellors and classes of students. More approached to promoting our programs will be developed by the Promotional Activities Committee in the current year.

**PDC recommended further actions to be taken (2010)**

PDC congratulates the area on its curriculum reform and revision initiatives and, its promotion and recruitment activities.

**Actions taken (2010):**

We continue to promote the program using all venues provided by the university as well as pursuing our own initiatives, such as faculty visits to the high schools and meeting with school counsellors and school boards.

**PDC recommended further actions to be taken (2011)**

PDC notes the area’s promotion and recruitment activities and encourages it to continue them.

**Actions taken 2011:**

Modern Languages continues to promote the program using the venues provided by the university. In addition, we continue to pursue our own initiatives, such as promoting our programs in local high schools and to students enrolled in the courses we offer. This year, all Modern Languages faculty members participated in recruitment presentations at local High Schools.

**PDC-recommended further actions to be taken (2012)**

PDC commends the area on its efforts with regard to this recommendation. While PDC notes that this recommendation has been satisfied, it encourages the area to continue to explore ways to market the modern languages programs.

***Recommendation satisfied (2011-2012)***

**Recommendation 9:** That the area, in consultation with the Vice-Provost, Teaching and Learning, establish learning outcomes for each of its undergraduate programs that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate" and to the COU-approved and mandated Undergraduate Degree Level Expectations.

**Agent:** Head, Dean, AAU Council, Vice-Provost, Teaching and Learning

**Completion by:** Fall 2010

**Actions taken 2009:**

Learning Outcomes have been developed and approved for our new Honours program and for our Second Language Education (Honours and Certificate) programs. We are currently working on our Learning Outcomes for our long-standing General and Two-Languages (Honours) programs.

**PDC recommended further actions to be taken (2010)**

PDC encourages the area to increase its efforts to finalize the learning outcomes for its General program and its Two-languages (Honours) Program. PDC looks forward to receiving these learning outcomes. PDC encourages the area to consult with the Vice-Provost Teaching and Learning, or his delegate, prior to submitting the program-level learning outcomes to PDC.

**Actions taken (2010):**

The learning outcomes for the BA general are no longer required in that the program has been cancelled.

The Learning outcomes for the BA Honours with SLE and two languages is no longer required in that the program has been cancelled.

The Learning outcomes for the BA Honours with two languages has been completed and will be submitted to the VP Teaching and Learning and will be forwarded to the PDC as soon as finalized.

**PDC recommended further actions to be taken (2011)**

PDC urges the area to submit the learning outcomes for its programs to the Vice-Provost, Teaching and Learning, as it indicated it will do.

**Actions taken 2011:**

The requested Learning Outcomes document for the "BA Honours with Two Languages" has been appended to this Update.

**PDC-recommended further actions to be taken (2012)**

Program-level learning outcomes have been submitted, as appended. PDC encourages the area to meet with the Vice-Provost Teaching and Learning (or designate) to strengthen all Modern Languages program-level learning outcomes. PDC notes that, with a report asserting the review of all Modern Languages program-level learning outcomes by the area and the CTL, it would consider this recommendation satisfied.

**Actions taken 2012:**

Meetings with the department of Teaching and Learning have been requested on several occasions and will be held once they are available.

**PDC Recommended further actions to be taken (2013)**

PDC understands that, at the time of this PDC review, the area has met with the Centre for Teaching and Learning and is in the process of making final revisions to the learning outcomes for Modern Languages programs. PDC expects to receive program-level learning outcomes in the next annual status report, at which point it would deem this recommendation satisfied.

**Actions taken 2013:**

In October 2013 took place a meeting with the department of Teaching and Learning. The learning outcomes for our three main programs have been reviewed and attached to UPR.

**PDC Comments:**

PDC thanks the area for the submission of program learning outcomes for its three program, following review by the CTL, and notes that this recommendation has been satisfied.

**Status:**    *ahead of target*         *on target*         *behind target*        X   *recommendation satisfied.*

**Learning Outcomes for Honours Modern Languages with Second Language Education**

<p><b>Program Learning Outcomes</b> (see <a href="#">Appendix A</a> for more on learning outcomes) At the end of this program, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b> A U of Windsor graduate will have the ability to demonstrate:</p>
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<p>Demonstrate literacy and ability to communicate at B1/B2 proficiency-level, as per the Common European Framework for Language Teaching and Learning, in the target language.</p> <p>Compare and contrast knowledge of the target culture, civilization and literary tradition to own cultural tradition.</p> <p>Demonstrate concise judgement thinking and problem solving skills.</p> <p>Apply linguistic and methodological concepts in Second Language Education to their language teaching activities.</p>	A. the acquisition, application and integration of knowledge
<p>Express ideas, appraise information and solve problems in the target language.</p> <p>Search and select relevant information, critically analyse it, make concise judgements and express and defend his or her own ideas.</p> <p>Write bibliographical references and citations.</p>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
<p>Examine and evaluate information critically, and use it to solve problems in the relevant language, culture, literature and linguistics.</p>	C. critical thinking and problem-solving skills
<p>Summarise a wide range of demanding, longer texts, and recognize implicit meaning in the target languages.</p> <p>Express himself / herself fluently and spontaneously without much obvious searching for expressions.</p> <p>Communicate in the target language flexibly and effectively for social, academic and professional purposes.</p> <p>Produce clear, well-structured, detailed texts on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</p> <p>Summarize information from different spoken and written sources, reconstructing arguments and accounts in coherent presentations.</p>	D. literacy and numeracy skills
<p>Compare and articulate the role of cultural-specific practices in languages other than his or her own.</p> <p>Acknowledge possibilities and limitations of the own personality in a multicultural context and in language teaching.</p>	E. responsible behaviour to self, others and society
<p>Respond to the verbal and non-verbal communicative and interpersonal aspects that define interaction in the target language.</p>	F. interpersonal and communications skills
<p>Use cultural knowledge to successfully integrate in multicultural groups.</p>	G. teamwork, and personal and group leadership skills
<p>Display sensitivity to cultural and linguistic differences and similarities during the teaching practice component of the second language education program.</p> <p>Value cultural and linguistic differences and similarities.</p> <p>Construct novel sentences and texts in the target language.</p>	H. creativity and aesthetic appreciation
<p>Develop their proficiency in the target language and culture and/or explore additional languages and cultures.</p>	I. the ability and desire for continuous learning

### Learning Outcomes for Honours Modern Languages with Two Languages Options

<p><b>Program Learning Outcomes</b> (see <a href="#">Appendix A</a> for more on learning outcomes)</p> <p><u>At the end of the program, the successful student will know and be able to:</u></p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
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<p>Demonstrate literacy and ability to communicate at B1/B2 proficiency,- as per the Common European Framework of Reference for Language Teaching and Learning, in the target languages.</p> <p>Compare and extract knowledge of the culture and civilization of the target languages, as well as knowledge of their literary traditions and of linguistics.</p>	A. the acquisition, application and integration of knowledge
<p>Plan and write research papers about both target and own languages, cultures, literatures, and linguistics.</p> <p>Search and select relevant information, critically analyze it, make concise judgments, and express and defend his or her own ideas.</p> <p>Write bibliographical references and citations.</p> <p>Demonstrate concise judgment thinking and problem solving skills.</p>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
<p>Examine and evaluate information critically, and use it to solve practical problems in, or related to, the target languages, cultures, literatures and linguistics.</p>	C. critical thinking and problem-solving skills
<p>Summarize a wide range of demanding texts, and recognize implicit meaning in the target languages.</p> <p>Express himself / herself fluently and spontaneously, mainly in familiar, and use language flexibly and effectively for social, academic and professional purposes.</p> <p>Produce clear, well-structured texts of appropriate complexity and summarize information from different spoken and written sources, and reconstruct arguments and accounts in coherent presentations.</p>	D. literacy and numeracy skills
<p>Compare and articulate the role of culture-specific practices in languages other than his or her own.</p>	E. responsible behaviour to self, others and society
<p>Respond to the verbal and non-verbal communicative and interpersonal aspects that define interaction in the target languages.</p>	F. interpersonal and communications skills
<p>Use cultural knowledge to successfully integrate in multicultural groups.</p>	G. teamwork, and personal and group leadership skills
<p>Construct novel sentences and texts in the target languages.</p>	H. creativity and aesthetic appreciation
<p>(See A,B and C.)</p>	I. the ability and desire for continuous learning

### Learning Outcomes for Honours Modern Languages with Year Abroad

<p><b>Program Learning Outcomes</b>  (see <a href="#">Appendix A</a> for more on learning outcomes)  At the end of this program, the successful student will know and be able to:</p>	<p><b>Characteristics of a University of Windsor Graduate</b>  A U of Windsor graduate will have the ability to demonstrate:</p>
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<p>Demonstrate literacy and ability to communicate at C1/C2 proficiency-level, as per the Common European Framework for Language Teaching and Learning, in the target language.  Compare and contrast knowledge of the target culture, civilization and literary tradition to own cultural tradition.  Exercise concise judgement thinking and problem solving skills.</p>	A. the acquisition, application and integration of knowledge
<p>Express ideas, appraise information, and solve problems in the target language.  Search and select relevant information, critically analyse it, make concise judgements, and express and defend his or her own ideas.  Write bibliographical references and citations.</p>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
<p>Examine and evaluate information critically, and use it to solve problems in the relevant language, culture, literature and linguistics.</p>	C. critical thinking and problem-solving skills
<p>Summarise a wide range of demanding, longer texts, and recognize implicit meaning in the target languages.  Express himself / herself fluently and spontaneously without much obvious searching for expressions.  Communicate in the target language flexibly and effectively for social, academic and professional purposes.  Produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.  Summarize information from different spoken and written sources, reconstructing arguments and accounts in coherent presentations.</p>	D. literacy and numeracy skills
<p>Compare and articulate the role of cultural-specific practices in languages other than his or her own.  Acknowledge possibilities and limitations of own personality in a multicultural context.</p>	E. responsible behaviour to self, others and society
<p>Respond to the verbal and non-verbal communicative and interpersonal aspects that define interaction in the target languages.</p>	F. interpersonal and communications skills
<p>Use cultural knowledge to successfully integrate in multicultural groups.</p>	G. teamwork, and personal and group leadership skills
<p>Construct novel sentences and texts in the target language</p>	H. creativity and aesthetic appreciation
<p>Develop their proficiency in the target language and culture and/or explore additional languages and cultures.</p>	I. the ability and desire for continuous learning

**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**UNDERGRADUATE PROGRAM REVIEW (UPR)**  
**FOURTH ANNUAL STATUS REPORT ON: SOCIAL WORK**  
January 2014

**Recommendation 1:** That the School review the way it communicates the progression requirements between its pre-professional and professional programs with a view to ensuring clear and consistent academic advising and counseling on program regulations, and admission requirements and procedures for entry into the professional program (3<sup>rd</sup> and 4<sup>th</sup> years).

**Agent:** AAU Head

**Completion by:** Fall 2010

**Actions taken 2009:**

The School of Social Work has prepared a document which clearly outlines the admission criteria and the application process for progress from the pre-professional to the professional years (3<sup>rd</sup> and 4<sup>th</sup> year) of the BSW program. This document supplements the information package which is used for applications to all BSW programs on an annual basis. The document is posted on the School of Social Work website and has been attached to this report.

The process for admission to the professional years of the BSW program is presented and discussed in the Windsor Welcome Week session for 1<sup>st</sup> year students, who have declared Social Work as their major. In addition, the detailed process for admission and all admission requirements are presented annually in BSW Admission Information Sessions held in late October and early November of each year. All faculty members, for the School of Social Work, participate in providing academic advising to first and second year students on a rotation throughout the year.

Finally, all Social Work undergraduate students are made aware that they may seek consultation with a Graduate Assistant. These consultations are available for tutoring and peer support, but also are clearly advertised as opportunities to review and discuss the application process.

**PDC recommended further actions to be take (2010)**

PDC commends the area on its work to communicate progression requirements for entry to the professional program and encourages Social Work to continue with these initiatives. PDC notes that this recommendation has been satisfied.

**Actions taken 2010:**

The School of Social Work has continued the actions and processes specified in 2009. In addition, the School is in the process of establishing two comprehensive student advising days per semester. These advising days will be staffed by all faculty members and will focus specifically on providing services to first and second year Social Work students. The days will be set up each semester with one prior to the end of drop/add and the second prior to the end of the voluntary withdrawal period. These days will be designed to encourage maximum student involvement in an effort to strengthen student retention and clarify requirements for students to transition successfully into the professional years of the social work program.

***Recommendation satisfied (2009-2010)***

**Recommendation 2:** That the School work to ensure that its policy of including the University's Special Needs policy and the School's agreed upon statement of accommodation for students with disabilities be consistently applied.

**Agent:** AAU Head

**Completion by:** Annual Review

**Actions taken 2009:**

The School of Social Work works diligently to ensure that both accessibility and accommodation, for students with disabilities, is both effective and consistent. In the area of accessibility, faculty members work closely with the Centre for Teaching and Learning to ensure that course instruction is sensitive to the diverse needs of student learners, particularly emphasizing the use of Universal Instructional Design principles. A number of

Social Work faculty members have undertaken research and made presentations through CTL and related conferences to help develop and disseminate techniques in this regard. The School of Social Work Council has established an Accessibility Planning Committee staffed by faculty and students which functions to facilitate communication, knowledge and innovation of accessibility processes within its domain (Terms of Reference attached). All faculty members and sessional instructors are aware that they are expected to cooperate with and facilitate action regarding requests made on behalf of students with disabilities by Student Disability Services. The School of Social Work actively refers students who have disclosed a disability to Student Disability Services, in order that they may deal with accommodation issues in confidence and receive the benefit of advice through the Learning Specialists with expertise in the area of effective accommodation.

**PDC recommended further actions to be take (2010)**

PDC commends the area on its efforts with regard to this recommendation and encourages it to continue them. PDC requests that the area report on milestones or difficulties, if any, in the implementation of this policy, in its next annual status report.

**Actions taken 2010:**

The School of Social Work has continued with all the efforts specified in 2009. Many of these efforts have been successful as evidenced by faculty member scholarly presentations at conferences and in peer reviewed publications. Two faculty members, in Social Work, were invited to participate in developing a workshop designed to encourage all faculty at the University of Windsor to understand and adhere to the Customer Service Standards recently established under the Accessibility for Ontarians with Disabilities Act. This process required collaboration with the Employment Equity and Accessibility Office of Human Resources, Student Disability Services, and the Centre for Teaching and Learning which resulted in the development of a presentation of faculty training workshops "Aim for Success" presented at the CTL Sumer Institute and the Faculty of Education Fall Training Session.

**PDC recommended further actions to be take (2011)**

PDC commends the area on its efforts with regard to this recommendation and encourages it to continue them.

**Actions taken 2011:**

Continuing its commitment to accessibility and accommodation, the School of Social Work has ensured that all faculty members, sessional instructors, and graduate assistants are aware of and act in compliance with all policies and bylaws related to students with disabilities. Furthermore, the AAU's supports the student initiated Accessibility Planning Committee instituted a number of years ago, which continues to guide and inform practices within Social Work with respect to persons with disabilities. As well, the faculty members working with CTL on instructional design principles and applications continues.

**Actions taken 2012:**

No further action noted. See 2011 above.

**PDC recommended further actions to be take (2013)**

PDC notes that the area continues its efforts to meet this recommendation.

**Actions taken 2013:**

The AAU's established Accessibility Planning Committee continues to meet regularly with an engaged membership of faculty, staff, and students. To ensure continued communication of the AAU's commitment to inclusion, accessibility and accommodation, the AAU has taken directed measures to publicize this commitment to students, faculty, and staff through multiple sources. The University of Windsor Special Needs Policy (Senate Bylaw S2) is referenced and linked in the Student Manuals and Policies section of the School of Social Work website. Section 10.5 of the Undergraduate Student Manual pertains to accessibility and accommodation for students with disabilities and identifies the services of Student Disability Services. Further, Section 6.15 of the BSW Field Education Policy and Standards Manual expressly addresses issues of accessibility and accommodation for students in field placement settings. The School of Social Work presentations to first year students at Head Start and Windsor Welcome Week also highlight our commitment to accessibility and accommodation for students and references Student Disability Services as a resource to ensure early linkages between incoming students and the resources needed to promote their academic success. Finally, to ensure consistent application of the University's Special Needs Policy by sessional instructors in the School of Social Work, who may be less familiar with the AAU's efforts to promote inclusion, accessibility, and accommodation than regular faculty members, every sessional instructor in the School of Social Work is assigned a faculty teaching mentor who communicates the AAU's expectations pertaining to

accessibility and accommodation for students with disabilities.

In preparation for our move to the downtown campus, our faculty representatives on various downtown campus planning committees (see actions taken under Recommendation 4 of this report for a list of committees with departmental representatives) have also promoted a consideration of issues of inclusion, accessibility, and accommodation in both the physical structuring and educational designs of the space.

**PDC Comments:**

PDC notes that this recommendation is ongoing, in light of the nature of the recommendation, and encourages the area to continue to ensure that its policy of including the University's Special Needs policy and the School's agreed upon statement of accommodation for students with disabilities be consistently applied.

**Status:**    *ahead of target*        X   *on target*         *behind target*         *recommendation satisfied.*

**Recommendation 3:** That the combined degrees (BSW in Social Work and Women's Studies, BSW in Social Work and Diaspora Studies, and the BA in Disability Studies) be evaluated on an ongoing basis to determine the overall effectiveness and enrollments of these programs.

**Agent:** AAU Heads of Social Work, Psychology, Political Science, and Director of Women's Studies

**Completion by:** Ongoing

**Actions taken 2009:**

The process for monitoring and evaluating the above programs are ongoing. Enrollments for Social Work and Women's Studies remain very strong, with the 2009 professional years of the program enrollments accounting for approximately 20% of the total. The combined Social Work and Diaspora program continues to struggle with enrollment. The Political Science Department, through its Diaspora Committee, has reviewed the overall Diaspora Studies program and implemented changes which are designed to enhance and streamline this area of study. It is anticipated that these changes, in combination with the major revisions undertaken in the BSW program itself, will increase both enrollment and effectiveness. The Honours BA in Disability Studies has moved ahead more rapidly than initially anticipated. It is expected to graduate 10 to 12 students this year and approximately 30 students the following year.

The BSW core degree program has been actively under review for the past four years, since completion of its accreditation process through the Canadian Association of Social Work Education. This review has resulted in the proposal for significant changes to all BSW programs. The most significant of these changes include the reduction of total course requirements from 44 to 40 courses, a more clearly organized requirement for students to acquire expertise and knowledge in one or two related social science disciplines and the introduction of a capstone field education program to be offered in fourth year. These proposed changes have required significant attention to be paid to the School of Social Work's relationship to its partner disciplines in the combined degree programs and to the Honours BA program in Disability Studies. The combined degrees in Social Work and Women's Studies and Social Work and Diaspora Studies have been modified to work effectively with this new program design. Development of a combined degree in Social Work and Disability Studies has been postponed while alternate possibilities such a minor in Disability Studies or Social Work and a Certificate in Disability Studies are explored.

**PDC recommended further actions to be take (2010)**

PDC congratulates the area on its curriculum review and reform initiatives and looks forward to a report on the impact of these changes on the overall program, on student success and satisfaction, and on student enrolment numbers (the latter particularly within the Combined Social Work and Diaspora Studies program).

**Actions taken 2010:**

The School of Social Work has moved into a transition year 2010-2011 whereby years 1 & 2 of the BSW programs are adhering to the revised curriculum, while years 3 & 4 continue to follow the original curriculum. It is projected that BSW enrollments in the professional years of the program will increase by 20% in both 2011-2012 and 2012-2013.

The School of Social Work has also agreed to take on administrative responsibility for the overall Diaspora program and Disability Studies program. This will allow the School to implement procedures to monitor, track

and recruit and retain students in these study areas.

### **PDC recommended further actions to be taken (2011)**

PDC notes that the School has taken on administrative responsibility for the overall Diaspora Studies and Disabilities Studies interdisciplinary programs and agrees that placing this responsibility in one office will help with monitoring, tracking, recruiting and retaining students in these programs.

PDC understands that the area is in a transition year and looks forward to a more detailed report on the overall effectiveness and enrolments in the BSW combined programs.

### **Actions taken 2011**

The School of Social Work is in the process of completing its transition to the new BSW curriculum. There are currently 76 fourth year students completing the 44-course degree curriculum for the final time and 101 full time students who have been admitted into the professional years (3<sup>rd</sup> year) of the new curriculum, representing approximately an 18% increase in enrollment in the professional years of the program. Finally, the number of first year students entering FASS and declaring Social Work as their major, is up by 54%.

The School of Social Work has instituted a process to explore ways of accommodating this increase demand for Social Work in the professional years of the program. It is the School's hope that ways can be found to accommodate all four year degree BSW students who meet the minimum requirements.

The School of Social Work worked actively with the Dean of FASS' Office and the Interdisciplinary Diaspora team to review the Diaspora Studies program. Two possible directions emerged, with neither receiving overall support. Given the low level of current student interest and the apparent inability to develop a clear mission and purpose for this academic program, it is anticipated that the Diaspora Studies program will be discontinued in the near future.

The Combined BSW program for Social Work and Women's Studies continues to function smoothly. The redesigned curriculum was amended to include a capstone social work course on Social Work and Intersectionality, instead of offering special topics courses in Social Work and Women's Studies, Diaspora Studies and Disability Studies. This allows the program to provide a course that is meaningful for the combined BSW degree programs and the regular BSW degree programs as well. Enrollments in the combined Social Work and Women's Studies degree continue to have a strong presence in the BSW programs, with 15% of the incoming professional years students being in the combined Social Work and Women's Studies program.

The review of the Honours BA in Disability Studies program resulted in a number of significant changes. The Disability Studies degree program did away with its second level admission entry requirement, which better accommodated the various degree completion programs for college graduates. In addition, a minor, a combined Disability Studies and Psychology and a combined BSW in Social Work and Disability Studies were created. Currently, enrollments for 2011 indicate a total of 83 enrolled in Disability Studies programs, with 62 being full time and 21 listed as part time. In first year, 4 of 24 Disability Studies majors are enrolled in the combined Psychology and Disability Studies with an additional 4 listed in the combined BSW for Social Work and Disability Studies. In 2010, 10 students graduated in Disability Studies, with a further 16 graduating in June of 2011.

### **Actions taken 2012:**

The BSW curriculum transition is complete and the School of Social Work now focuses on observation of its implementation. Enrolment in pre-BSW and the Professional years remains steady, with 98 admitted into the professional years and approximately 211 1<sup>st</sup> year students identifying Social Work as their major.

In early 2012, Social Work and Women's Studies struck a combined committee to assess and address curricular issues for students in the combined program. This group has worked productively together, revising two of the combined courses and preparing to work on a third. The two already revised passed through Senate and are in the implementation stage. The enrolment in the program is steady, with 6% of our Professional Years students.

Now that programs are fully implemented, the Disability Studies program has increased enrolment in all three programs. Newly enrolled students number as follows: BA in Disability Studies (6), BA in Disability Studies and Psychology (25), and combined BSW/Disability Studies (21).

The future of the Diaspora Studies program remains unclear. A Social Work faculty member took an interest in attempting to find a way to continue the program and the Dean of FASS provided funding to hire a PhD student to work on recruitment and retention. The faculty member is preparing a report with recommendations. This year, the School of Social Work will decide how to proceed in terms of continuing to offer the combined degree option. Enrolment remains a challenge and marketing a degree program that is totally reliant on interdisciplinary course options makes navigating the degree plan of study problematic. This being said, 2012-2013 will be a deciding year for this offering, at least from a Social Work perspective.

**PDC recommended further actions to be take (2013)**

PDC commends the area on its efforts with regard to this recommendation. PDC looks forward to the results of the deliberations on the future of the diaspora studies programs.

**Actions taken 2013:**

We have continued to track enrollments in all of our degree programs as well as student progress and retention. The combined program offerings in Social Work and Women's Studies and Social Work and Disability Studies continue with robust student interest and enrollment. At present, there are 81 students enrolled in the Combined Social Work and Women's Studies program, and 61 students in the Combined Social Work and Disability Studies Program. Students enrolled in combined degree programs currently account for approximately 24% of the total enrollment in our BSW program.

Evaluation of the value of the Combined Social Work and Women's Studies program was undertaken in 2011-2013 as part of the Women's Studies Program self-assessment for their Institutional Quality Assurance Process (IQAP review). Efforts to specifically assess the Combined Social Work and Women's Studies program included a curriculum review that analyzed the ways in which the Women's Studies course requirements in the combined program contributed to students' Social Work education. This was done through a cross examination of the Women's Studies program learning outcomes with the Canadian Association for Social Work Education BSW Accreditation Standards that pertained to curricular issues (Section 3.1) and the Canadian Association of Social Workers (CASW) Code of Ethics. This cross examination revealed that Women's Studies courses made significant contributions to students' Social Work education, most notably in the areas of the promotion of human rights and social justice, the development of critical thinking and self-reflection skills, the deconstruction of structural sources of inequality, the challenging of social oppression, and respect for human diversity. Evaluation of the Combined Social Work and Women's Studies Program also involved the collection of focus group data with students in the combined program (a final research report summarizing this data has been published by the Women's Studies program on their website). This data indicates that students in the combined major were enthusiastic about their degree and noted the complementary nature of Social Work and Women's Studies courses. Also of note, the Combined Social Work and Women's Studies joint committee continues to meet to successfully address programmatic issues.

The Disability Studies program has experienced monumental growth since its inception. This surge in enrollment speaks to the strengths of our curriculum and the increasing market demand for professional advocates for the full inclusion of persons with disabilities in Canadian society. The continued enrollment growth in the Disability Studies major (and its combined degrees with Social Work and Psychology), however, has not been met with a corresponding increase in resources to the Disability Studies program which continues to create programmatic challenges. Specific Social Work courses are required for the Disability Studies major (and its combined majors), and other Social Work courses can be taken as options within the major as Disability Emphasis courses. This has led to increased enrollment in those Social Work courses (specifically, 47-210 Social Work and Diversity and 47-204 Issues and Perspectives in Social Welfare) without the allocation of additional sections of these courses to absorb this growth. If the Disability Studies program (and its combined degrees) continues its expected increase in enrollment, additional resources are necessary to ensure that students are able to access the courses they need in the recommended course sequence.

Enrollment in the Combined Social Work and Diaspora Studies program continues to stagnate (with a present enrollment of 7 students) in large part due to the challenges within the larger Diaspora Studies program noted in our previous update reports. The viability of the Combined Social Work and Diaspora studies program, in particular, was examined in a report entitled "Assessment of the Combined Bachelor of Social Work-Diaspora Program: Strengths, Challenges, and Recommendations" which was authored by the Bachelor of Social Work-Diaspora Ad Hoc Committee of the School of Social Work School Council. The report was completed on June 24, 2013 and was submitted to the Dean of the Faculty of Arts, Humanities, and Social Sciences for consideration. Subsequent to the submission of this report, a decision was made by the Dean's office to transfer administrative responsibility for the Diaspora Studies program to the Department of Sociology,

Anthropology, and Criminology who has assumed responsibility for the redesign and revitalization of the program to address its documented challenges and increase student enrollment. Given the recent nature of this administrative change, the future of the Diaspora Studies program has renewed hope yet still remains unclear. As the School of Social Work now awaits the possibility of substantial focus and curriculum changes in the Diaspora Studies program in its new administrative home, we anticipate the need to re-evaluate the Combined Social Work and Diaspora Studies program in light of any future changes in the Diaspora Studies program itself. As such, the possibility of temporarily suspending the Combined Social Work and Diaspora Studies until the Diaspora Studies program stabilizes is currently before our Undergraduate Program Committee for discussion and review.

Finally, in anticipation of accreditation for 2017, we will be evaluating all of our programs (including the combined degree options). This year, we anticipate that we will begin the planning for that evaluation process.

**PDC Comments:**

PDC thanks the area for its detailed report and notes the progress made. PDC looks forward to next year's report on the process established for the evaluation of all of the area's programs, in anticipation of accreditation for 2017.

**Status:**    *ahead of target*        X   *on target*         *behind target*         *recommendation satisfied.*

**Recommendation 4:** That the School work with the Space Allocation Committee to address issues of space shortages and requirements for the area.

**Agent:** AAU Head, Dean, Space Allocation Committee

**Completion by:** Fall 2012

**Actions taken 2009:**

The School of Social Work has been actively working with the Space Allocation Committee and senior management of the university for a number of years to address this critical issue. Currently, there is a proposal before senior management which is designed to address the space needs for the School of Social Work on a long term basis. It is anticipated that decisions will be made and actions taken that will address this critical issue.

**PDC recommended further actions to be take (2010)**

PDC looks forward to hearing the results of the School's deliberations with the Space Allocation Committee and senior administration.

**Actions taken 2010:**

The School of Social Work continues to consult actively with the Space Allocation Committee and senior management to resolve the significant space shortage being experienced at this time. This issue has grown increasingly critical over time and now is at a crisis point with faculty and staff located in three locations on campus. Additionally, space needed for students and research is virtually non-existent. With a reaffirmation of accreditation of the School's BSW and MSW programs by the Canadian Association for Social Work Education due to be submitted in April 2011 resolution of this matter is essential.

**PDC recommended further actions to be take (2011)**

PDC notes that the University faces serious space constraints and that this makes addressing this recommendation challenging. PDC encourages the area to continue working with the Dean, the Space Allocation Committee and senior administration to resolve this matter.

**Actions taken 2011:**

The School of Social Work has continued working with the Dean, the Space Allocation Committee and senior administration to resolve the space issue. Resolution appears promising with the serious exploration of a possible move for the School of Social Work to a downtown location.

**Actions taken 2012:**

The School of Social Work has been actively engaged in the planning for the new Downtown campus. Meetings with architects have been ongoing since early in the year and both faculty and staff are involved with

various committees responsible for planning the move. Final approval from the Board of Governors is expected in January 2013 with a target move date to the former Windsor Star building sometime during the 2014-2015 academic year.

**PDC recommended further actions to be take (2013)**

PDC considers that this recommendation has been satisfied, pending the actual move of the School to the downtown campus.

**Actions taken 2013:**

The School of Social Work continues to be actively involved in the planning for our relocation to the Windsor Star building as part of the new Downtown campus. In particular, the School of Social Work has representatives on the following committees involved in the Downtown campus planning process: Steering Committee, Downtown Teaching and Learning Committee, Architectural Planning Committee, AV Committee, and Furniture Committee. We anticipate our relocation to begin in early 2015.

**PDC Comments:**

PDC agrees with the area's assessment that this recommendation has been satisfied.

**Status:**    *ahead of target*         *on target*         *behind target*        X   *recommendation satisfied.*

**Recommendation 5:** That the area, in consultation with the Vice-Provost, Teaching and Learning, establish learning outcomes for each of its undergraduate programs that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate" and to the COU-approved and mandated Undergraduate Degree Level Expectations.

**Agent:** Head, Dean, AAU Council, Vice-Provost, Teaching and Learning

**Completion by:** Fall 2010

**Actions taken 2009:**

The School of Social Work, through its Undergraduate Studies Committee, has developed and approved BSW learning outcomes (see attached). These program outcomes were approved by the School of Social Work Council on October 7 and have been forwarded to the Faculty of Arts and Social Sciences Coordinating Council for review and submission to the Program Development Committee.

As well, learning outcomes and expected student workloads have been established for each of the Social Work courses which are proposed to be retained in the revised BSW program. Committees are being established to design the new courses which will be required for the revised BSW program and which will, of course, include clear outcomes and student workload expectations. The Field Education courses have had learning outcomes for many years, although they are labeled as practice competencies. These competencies will also be reviewed and adjusted as required to meet the needs of the new fourth year capstone education program. The Undergraduate Studies Committee has established a process to finally review all the course outlines and learning outcomes to ensure consistency and linkage to BSW program learning outcomes and course evaluation procedures.

**PDC recommended further actions to be take (2010)**

PDC commends the area on its efforts to develop and review learning outcomes for each of its programs and courses. PDC looks forward to reviewing these learning outcomes. PDC encourages the area to consult with the Vice-Provost Teaching and Learning, or his delegate, as necessary, prior to submitting learning outcomes to PDC.

**Actions taken 2010:**

The School of Social Work has consulted rigorously with the Vice-Provost Teaching and Learning and with key CTL staff. Further, all faculty members and Field Education Specialists have been involved in reviewing program and course learning outcomes. A Form 4 encompassing minor calendar changes and learning outcomes for all social work courses, which will be retained in the new curriculum, has been prepared and will be submitted to the Undergraduate Studies Committee in September and the Social Work School Council in October.

Form 3s, for eight new courses or significantly redesigned courses are being prepared and should be



submitted to the Undergraduate Studies Committee and School Council by mid December 2010.

In addition, the learning outcomes, relevant to the university, the BSW program and each of the courses offered in social work, are being scrutinized through the development of a chart allowing for identification of alignment across these levels. This process will also allow for review of learning outcomes both laterally and vertically in the curriculum.

**PDC recommended further actions to be take (2011)**

PDC commends the area on its efforts with regard to this recommendation and looks forward to reviewing the appropriate PDC forms and receiving the learning outcomes chart.

**Actions taken 2011:**

Form Ds for all existing required courses in the new BSW curriculum have been completed and submitted through PDC to Senate. Form Ds for all new courses in the revised BSW curriculum have been completed and are being submitted to Undergraduate Studies Committee in September, School Council in October and on through the hierarchy of FASS FCC, PDC and Senate for final approval. The full chart of learning outcomes has also been completed and will follow the above process.

The final step in the revision of the BSW curriculum will be a review of all electives currently established by the School of Social Work, with a view to determining which, if any, will be retained and offered on a regular basis. This review is scheduled to take place in fall semester of 2011.

**Actions taken 2012:**

The Learning outcomes have been approved by Senate and implemented in the BSW courses. With this accomplished, the School of Social Work has shifted attention to reviewing electives. The first area of attention was in the BSW/Women's Studies program. A combined committee was struck, with faculty and student representation from Social Work and from Women's Studies. The committee revised two electives, both of which were approved by Senate and are in the process of being implemented. This year, the committee has turned to revising the third and final elective in this program. In the meantime, no further action will be taken on the Social Work electives until decisions are made regarding the Diaspora program.

**PDC recommended further actions to be take (2013)**

PDC notes that learning outcomes for all of the area's programs have been developed and submitted, as well as for the majority of its courses. PDC looks forward to the results of deliberations on the future of the diaspora studies programs and receiving the final revised learning outcomes for these programs and courses, as appropriate.

**Actions taken 2013:**

As discussed in our actions taken for Recommendation 3, the Diaspora Studies program has been relocated to the Department of Sociology, Anthropology, and Criminology for curricular and program revitalization. The future of the Diaspora program has renewed promised yet, at present, remains unclear. We await information on programmatic changes to the Diaspora Studies program and will assess the future viability and curricular structure of the Combined Social Work and Diaspora Studies program in light of these changes.

**PDC Comments:**

PDC looks forward to the results of deliberations on the Diaspora Studies programs. With regard to this particular recommendation, - to establish learning outcomes for each of its programs - PDC notes that this recommendation has been satisfied.

**Status:**    ahead of target         on target         behind target        X   recommendation satisfied.

**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**UNDERGRADUATE PROGRAM REVIEW (UPR)**  
**FOURTH ANNUAL STATUS REPORT ON: SOCIOLOGY, ANTHROPOLOGY, AND CRIMINOLOGY**  
January 2014

**Recommendation 1:** That the Department continue to reconsider curriculum with particular respect to attracting more students to the first year by aligning course content with student interest and changing faculty complement.

**Agent:** Undergraduate Committee, AAU Council

**Completion by:** Annual Report

**Actions taken (2010):**

Curriculum reviews for all programs have begun and are progressing.

**Further Actions:**

Each of our Program Committees (Sociology, Anthropology, Criminology, Family) will be tasked to undertake review of its program curriculum including consideration of both course offerings and course content that meets the needs and interests of a range of students.

Program Committees will be asked to re-evaluate currently offered courses in terms of their fit with the overall program, student interests, and faculty strengths and to consider developing new courses that better fit with student interests and faculty research areas and strengths.

**PDC recommended further actions to be taken (2011)**

PDC notes the efforts made with regard to this recommendation and looks forward to hearing the results of the curriculum reviewing exercise.

**Actions taken 2011:**

Program Committees are currently engaged in this curriculum review process, with some achieving more success than others at this stage.

**Further Actions:**

Program Committees will be strongly encouraged to complete this curriculum review exercise in a timely fashion and report to the AAU Head. Also, consideration of the development of an overall Curriculum Committee may be prudent to coordinate the work of the four Program Committees.

**PDC-recommended further actions to be taken (2012):**

PDC urges the area to complete its curriculum review and to submit proposed changes, as appropriate. PDC looks forward to reviewing proposed changes.

**Actions taken 2012:**

Apart from the general desirability of efficiency, this department has to cope with a serious loss of faculty members (8 in the past few years, 2 since our last report, and at least 1 to come during the summer of 2013). In 2012 we struck a committee to review departmental governance. We have also appointed a task force which is consulting widely with faculty to recommend restructuring of our programs. The departmental Coordinating Committee, in reviewing the report of the governance committee, is considering where the responsibility for coordination of programs should take place. The review of programs being undertaken by the task force is broader than what was envisaged in the report of 2011, and has therefore taken longer, but we expect its report in March. This will be followed by extensive discussions.

**PDC Recommended further actions to be taken (2013):**

PDC notes that the task force report will be submitted to the Department in March 2013 and looks forward to receiving the ensuing curriculum revisions for attracting more students to the first year by aligning course content with student interest and changing faculty complement.

**Actions taken 2013:**

The recommendation of the Task Force was to develop two introductory courses – one for majors and one for non-majors that are intended to replace existing introductory courses in Sociology and Anthropology. The aim of these new course paths is to streamline our programs of study and to better target student interest within the

framework of existing faculty resources. The major course (48-110) aims to provide student majors with a foundation from which subsequent courses in our program will build by sparking students' sociological imaginations by providing the basics for theorizing and researching social life, highlighting faculty research and linking the discipline to possible career paths. The course also aims to integrate our programs of study by approaching material from sociological, anthropological and criminological perspectives. The non-major course (48-100) aims to provide student non-majors with a general understanding of how sociologists approach a variety of social issues that may interest students in other disciplines who are seeking an elective. The 48-100 course is currently being offered while 48-110 is set to be offered Fall 2014.

**PDC Comments:**

PDC notes that the area has revised and streamlined its curriculum. With the implementation of 48-110 and a final report next year on the success of the revised curriculum, PDC would consider this recommendation satisfied.

**Status:**    ahead of target        X   on target         behind target         recommendation satisfied.

**Recommendation 2:** That the Department reconsider the effectiveness of students declaring their major in the first year of study. Early declaration would help clarify the patterns of student enrolment especially with respect to Criminology and Sociology, and more effectively enable the renewal of curriculum.

**Agent:** AAU Council

**Completion by:** Fall 2012

**Actions taken (2010):**

We have: discussed the need to encourage incoming students to identify as program-specific majors, beginning in the first year; identified the need during student recruitment events to emphasize the value in declaring a major early on in students' academic careers; encouraged current student majors in our program to participate in recruitment events to emphasize identity with program-specific majors.

**Further Actions:**

We intend to develop strategies to enable students to identify with our programs of study at all levels and to continue to emphasize the value of declaring a major in first year in student recruitment initiatives.

**PDC recommended further actions to be taken (2011)**

PDC looks forward to a report next year on the success of the area's efforts to develop strategies to enable students to identify with their program of study at all levels and its continued efforts to emphasize the value of declaring a major in first year in student recruitment initiatives.

**Actions taken 2011:**

We have begun to more actively encourage early declaration of program-specific majors during student recruitment events (Ontario Universities Fair, Fall/Spring Open House), student orientation (Windsor Welcome Week Orientation), and through regular departmental academic advising. In addition, attempts at enhancing student major identification have been made through student socials and mid-year get-togethers as well as presentation of awards for academic excellence. Student majors are also being encouraged to form clubs, organizations, and study groups in order to enhance a sense of major-identity.

Further Actions:

We intend to continue consideration of how we can involve current student majors in our department in developing and implementing further strategies.

**PDC-recommended further actions to be taken (2012):**

PDC commends the area on its efforts with regard to this recommendation and encourages it to continue them.

**Actions taken 2012:**

We continue to encourage early declaration of majors. To assist with this, students have created student-led organizations (Sociology & Criminology Student Society; Anthropology Society) that are aimed at encouraging students to identify with a major. Well informed sources tell us that incoming majors are likely to be up in the Fall of 2013.

**PDC Recommended further actions to be taken (2013):**

PDC congratulates the area for reaching out to student-led organizations clubs to help undeclared students identify a major. The area should encourage its student clubs to apply to the student life enhancement fund for funding to assist in their efforts to promote their discipline and encourage students to identify a major. <http://www.uwindsor.ca/sia/blog/2013-02-10/student-life-enhancement-fund>

**Actions taken 2013:**

We continue to liaise with our student clubs in this regard and intend to direct these student-led organizations to sources of funding, as suggested. Further efforts have been made during recruitment and orientation events (Open House, Windsor Welcome Week, Head Start) to emphasize to students the benefits of declaring a major in their first year of study as a way of enhancing a sense of identity and community.

**PDC Comments:**

PDC notes the efforts made during the course of this review to encourage early declaration of majors and encourages the area to continue its efforts.

**Status:**    *ahead of target*        X   *on target*         *behind target*         *recommendation satisfied.*

**Recommendation 3:** That enrolment trends in the Anthropology, Criminology and Sociology programs be closely monitored to determine the efficacy of their curriculum reforms.

**Agent:** AAU Head, Dean, Vice-Provost, Students and Registrar

**Completion by:** Annual Report

**Actions taken (2010):**

We have engaged in dialogue with the Dean's Office concerning program enrolments with the aim of setting enrolment targets for each of our programs of study.

**Further Actions:**

We intend to develop an effective department-wide enrolment plan that includes: enrolment targets for each of our programs of study as well as a projected timeline for achieving these targets. We will further maintain a dialogue with the Dean's Office with respect to program enrolment monitoring.

**PDC recommended further actions to be taken (2011)**

PDC looks forward to hearing of the establishment of a department-wide enrolment plan.

**Actions Taken (2011):**

We continue to face challenges with respect to developing a department-wide enrolment plan.

Further Actions:

Continued efforts at developing an effective enrolment plan that includes enrolment targets for each of our programs of study as well as a projected timeline for achieving these targets will be undertaken as well as continued dialogue with the Dean's Office with respect to program enrolment monitoring.

**PDC-recommended further actions to be taken (2012):**

PDC directs the area to work with the Dean and the Assistant Provost, Admissions and Recruitment to develop a department-wide enrolment plan and to include the plan in next year's submission.

**Actions taken 2012:**

With the departure of two Anthropology faculty in the summer of 2012, and at least one to leave sociology in the summer of 2013, we are rethinking what we can continue to offer, and will define recruitment strategies in light of the new reality after considering the report from the restructuring task force. We have been told that some of our smaller programs will have no new admissions to Honours, but it appears that our incoming enrolment will nonetheless be up this coming Fall.

**PDC Recommended further actions to be taken (2013):**

PDC notes that the submission of the task force report is imminent and looks forward to receiving the ensuing

curriculum revisions. PDC understands that the department will be developing student recruitment strategies in light of the program restructuring recommendations of the task force.

**Actions taken 2013:**

We have recently modified our governance structure so that tasks are more clearly delineated within broader committees in the Department. Specific subcommittees within our Undergraduate Committee are now tasked with tracking first year and program major enrolment as well as developing student recruitment strategies. It is expected that this will allow the Department to gain a better sense of enrolment trends and to be able to gauge student interest that will assist in program planning and determining course offerings.

**PDC Comments:**

PDC commends the area on its modified governance structure and looks forward to a report next year on the success of the new structure in helping “the Department to gain a better sense of enrolment trends and to be able to gauge student interest that will assist in program planning and determining course offerings.”

**Status:** \_\_\_ *ahead of target*      X *on target*      \_\_\_ *behind target*      \_\_\_ *recommendation satisfied*.

**Recommendation 4:** That the Department redefine its Criminology programs, re-examine the mix between applied and critical approaches to Criminology, and consider including additional applied experiences through internship and practica.

**Agent:** Undergraduate Committee, AAU Council

**Completion by:** Fall 2012

**Actions taken: (2010)**

Our Criminology Committee is undertaking a review of its overall program, courses offerings, course content (curriculum, descriptions, titles), and opportunities for combining critical and applied approaches. We are in the process of developing a proposed new practicum/internship course that would allow majors to gain applied experience by completing an internship with a local criminal justice oriented agency. We are also in the beginning stages of developing a new program for consideration by members of the AAU that would offer student majors the opportunity for experiential learning in conjunction with a more traditional but focused critical academic approach.

Further Actions:

We intend to continue with developing these initiatives with a target date no later than Fall 2012. We will also consider other initiatives that might further meet these goals.

**PDC recommended further actions to be taken (2011)**

PDC looks forward to receiving program and courses proposals stemming from this curriculum review exercise.

**Actions Taken (2011):**

Our Criminology Committee is continuing to undertake a review of its overall program, course offerings, course content (curriculum, descriptions, titles), and opportunities for combining critical and applied approaches. To this end, we have created a new course in Green Criminology that reflects both student interest and faculty expertise and is intended to offer both a critical and applied activist perspective. Other new courses are being considered, including a course that focuses on the intersection of crime/criminal justice and media/popular culture that would have both a critical and applied focus. We have also put together a design for a practicum course in criminology that would allow majors to gain applied experience by completing an internship with a local criminal justice oriented agency. As well, we are considering the development of a senior criminology course that would provide the opportunity for students to gain research experience by working closely with a criminology faculty member.

Further Actions:

We intend to continue these efforts at program re-design, while also considering other initiatives that might further our goals.

**PDC-recommended further actions to be taken (2012):**

PDC looks forward to receiving proposals for new courses and urges the area to continue and complete its

curriculum review.

**Actions taken 2012:**

We are awaiting the report of our task force, which we expect will recommend some changes in program design. Such options as fourth year 'capstone' courses may well be suggested.

**PDC Recommended further actions to be taken (2013):**

PDC notes that the submission of the task force report is imminent and looks forward to receiving the ensuing curriculum revisions.

**Actions taken 2013:**

Following the recommendations of the Task Force, a 400-level practicum course (48-467) was created to provide criminology students with the opportunity to gain experiential learning in conjunction with more traditional methods of teaching and learning. This course has been approved and will be offered in Winter 2015. We have also restructured the program and course offerings by moving our 400-level theory course to the 300-level in order to expose criminology majors to key theoretical perspectives earlier and have redesigned some of our 400-level courses as Advanced Seminars to reflect the level of learning and expectations for students who complete such courses. Discussions surrounding the creation of further Advanced Seminars and Capstone courses continue among criminology faculty.

**PDC Comments:**

PDC commends the area on its efforts with regard to this recommendation. While curriculum review is an ongoing exercise, PDC notes that this recommendation has been satisfied.

**Status:**    ahead of target         on target         behind target        X   recommendation satisfied.

**Recommendation 5:** That the Department explore how it can build on the introductory FASS mandatory writing courses and introduce student research work in the lower level undergraduate courses.

**Agent:** Undergraduate Committee, AAU Council

**Completion by:** Fall 2012

**Actions taken: (2010)**

There has been consideration given by all Program Committees to encourage course designs that contain a written component in all 100 and 200-level courses offered.

**Further Actions:**

Program Committees will continue to be encouraged to deliver courses that emphasize the building of academic writing skills in a logical progression and that foster student research skills including problem-solving and library research. Nevertheless, we feel challenged to sustain such initiatives given continued reductions in teaching assistance resources. For example, in courses with enrolments of 100-200 students, the assistance of one or two graduate assistants does not allow for writing-intense requirements. While we feel that we are attempting to meet this recommendation, it must be noted that there is clear risk of having our progress eroded based on reduced resources with respect to teaching assistance.

**PDC recommended further actions to be taken (2011)**

PDC appreciates the concerns raised with regard to GA/TA resources. PDC encourages the area to avail itself of the expertise in the Centre for Teaching and Learning for assistance in identifying possible innovative/alternative methods of assessing writing assignments and research projects.

**Actions Taken (2011):**

Program Committees and faculty have been encouraged to deliver courses that contain a written component in all 100 and 200 level courses offered, that emphasize the building of academic writing skills in a logical progression, and that foster student research skills including problem-solving and library research in order to complement the introductory FASS mandatory writing courses.

**Further Actions:**

As recommended, the department will consult with the Centre for Teaching and Learning for assistance in

identifying alternative methods of assessing writing assignments and research projects.

**PDC-recommended further actions to be taken (2012):**

PDC notes the area's efforts to meet this recommendation and encourages it to continue to encourage faculty to include a written component and student research work in lower level courses. PDC requests that the area report on the increase in required written component among 100 and 200 level courses.

**Actions taken 2012:**

Our task force is carefully reviewing what courses can be offered, by whom, and with what GA support. We have retained written work in all courses; however, reduced GA/TA support has rendered this problematic in some courses. Student research work continues in our quantitative and qualitative research methods courses.

**PDC Recommended further actions to be taken (2013):**

PDC recommends that the area meet with the Foundations of Academic Writing (FAW) team and the CTL to examine how the department might integrate and build on the learning outcomes of FAW I and II in its own courses. Which courses would lend themselves to enhancements of the FAW I and FAW II learning outcomes, and how could their attainment be assessed?

**Actions taken 2013:**

The recommendation suggested has been taken into consideration. We will continue to review courses in light of our Task Force's recommendations and consider how the learning outcomes associated with FAW I and FAW II might best be incorporated given existing faculty resources and GA/TA support.

**PDC Comments:**

PDC urges the area to increase its efforts with regard to this recommendation. PDC directs the area to meet with the Centre for Teaching and Learning for assistance on how the Department can build on the introductory FAHSS mandatory writing courses and introduce student research work in the lower level undergraduate courses.

**Status:**    *ahead of target*         *on target*         *x behind target*         *recommendation satisfied.*

**Recommendation 6:** That consideration be given to revisiting the role of the Department in the Forensic Science program.

**Agent:** AAU Council, Dean

**Completion by:** Fall 2012

**Actions Taken: (2010)**

We have remained in dialogue with representatives of the Forensic Science Program through a Criminology Faculty representative who serves as liaison. We continue to encourage the pursuit of Combined Honours degrees that pair Forensic Science with Criminology, Anthropology, or any other suitable program.

**Further Actions:**

It is our intention to continue these efforts, in light of a Combined Honours Program in Forensics having been established.

**PDC recommended further actions to be taken (2011)**

PDC notes the area's efforts with regard to this recommendation and encourages it to continue them. PDC requests that the area report more fully on its role and involvement in the forensics programs, in next year's annual status report.

**Actions Taken (2011):**

We continue to remain in dialogue with representatives of the Forensic Science Program through a Criminology Faculty representative who serves as liaison. We have also continued to encourage the pursuit of Combined Honours degrees that pair Forensic Science with Criminology, Anthropology, or any other suitable program.

**Further Actions:**

We will consider more fully our role and involvement in the Forensics Program in order to provide a more

detailed report.

**PDC-recommended further actions to be taken (2012):**

PDC once again requests that the area report more fully, next year, on the role of the department in the forensics programs currently and future prospects for these programs. PDC notes that, with a more fulsome report on its role and planned involvement in these programs, it would consider this recommendation satisfied.

**Actions taken 2012:**

Since his arrival, Dr. John Albanese has taught in the forensics program. His courses follow an introductory course in physical anthropology taught by a long serving sessional. Since the departure of two anthropologists in the summer of 2011, with no replacements in sight, we now have only two full time teachers in anthropology, and admissions to Honours in Anthropology is to be halted. Dr. Albanese is expected to continue to be involved in forensics, but what role anthropology will play in the department in coming years remains unclear, and therefore the departmental role in forensics is unclear.

**PDC Recommended further actions to be taken (2013):**

PDC notes that the submission of the task force report is imminent and looks forward to receiving the ensuing curriculum revisions. PDC notes that upcoming programming and curriculum revisions will play a significant role in determining the future role of the department's in forensics.

**Actions taken 2013:**

It is still unclear what role the Department will continue to play in Forensics. Given that we have eliminated the Honours Anthropology degree program (it cannot be sustained with existing faculty resources), we have had to consult with multiple other programs, including Forensics, regarding the offering of anthropology courses within these programs of study. Under current consideration is whether Criminology can play a larger role in Forensics and to what degree Dr. John Albanese can be integrated into these programs.

**PDC Comments:**

PDC directs the area to work towards a timely resolution to this issue in order to ensure the continue success of the Forensic Science program.

**Status:**    ahead of target         on target        X   behind target         recommendation satisfied.

**Recommendation 7:** That the Department and faculty review pedagogy, class size and modes of delivery to achieve a teaching course load which allows for the continuation of a high level of research productivity.

**Agent:** Undergraduate Committee, Graduate Committee, AAU Council, AAU Head, Dean

**Completion by:** Fall 2014

**Actions taken: (2010)**

We have begun to discuss the various ways to achieve a teaching course load which allows for the continuation of a high level of research productivity, recognizing that programs and faculty are not all at the same stage to be able to achieve this. This is largely due to differences in faculty resources, enrolment levels, class sizes, and individual beliefs in effective pedagogical practices and modes of delivery.

**Further Actions:**

The Department and faculty will continue to discuss and develop strategies, taking in account the above-noted differences, to achieve a reasonable teaching course load that will allow for high levels of research productivity.

**PDC recommended further actions to be taken (2011)**

PDC notes the area's efforts with regard to this recommendation and looks forward to next year's update.

**Actions Taken (2011):**

We continue to discuss various ways to achieve a teaching course load which allows for the continuation of a high level of research productivity among all faculty in all of our programs of study.

**Further Actions:**

Discussion and development of strategies will continue in consultation with the FASS Dean.



**PDC-recommended further actions to be taken (2012):**

PDC encourages the area to think creatively as it conducts its curriculum review. Exploring and using different modes of delivery could be one way to free-up time for research. The area is encouraged to contact the CTL for assistance and consultation on possible pedagogical innovations and different modes of delivery.

**Actions taken 2012:**

The loss of almost a third of our faculty over the past few years, and reduced GA/TA support, makes it difficult to reduce teaching loads to allow more research time, but our task force is carefully considering how to deliver programs more efficiently as well as more pedagogically engaging to our students. Our task force is also working diligently with CTL to achieve these goals.

**PDC Recommended further actions to be taken (2013):**

PDC notes that the submission of the task force report is imminent. PDC looks forward to receiving the results of the area's consultations with the CTL on delivering programs more efficiently and in ways that are more pedagogically engaging to students.

**Actions taken 2013:**

This continues to be a challenge, despite the Task Force's recommendations that have led to the redesign of our programs and courses. The challenge stems mainly from the disproportionate workload among faculty as a result of broader university commitments and the willingness of some, but not others, to perform service work in the Department that takes up a substantial amount of time that could be devoted to research. The reality is that some faculty are able to maintain a high level of research productivity, while others (who are doing the bulk of the service work in the Department) are finding themselves less successful in this aim.

Further Actions:

Concerns about disproportionate workload and service commitment among faculty have been and will continue to be raised and further discussion about how to resolve this challenge will continue.

**PDC Comments:**

PDC commends the area on the redesign of its programs and courses. PDC notes the concern raised with regard to service work and its impact on research productivity and agrees that addressing such issues is challenging. However, PDC also notes that service work is an expectation of all faculty members under the collective agreement and encourages the area to work together to share service work.

PDC notes that this recommendation is about the equitable distribution of teaching loads to allow all faculty the same opportunity to focus on their research productivity, and expects a report next year on the distribution of teaching loads among faculty members in the Department.

**Status:**    ahead of target         on target        X   behind target         recommendation satisfied.

**Recommendation 8:** That the Department be encouraged to explore opportunities that exist to develop teaching and collaboration with other university departments and outside institutions.

**Agent:** AAU Head, AAU Council, faculty members

**Completion by:** Annual Report

**Actions taken (2010):**

Program Committees have been encouraged to consider opportunities for collaboration with other university departments and outside institutions. Of note, the new MA in Social Data Analysis is a graduate program that reflects collaboration between the Department of Sociology, Anthropology, and Criminology and the Department of Psychology. As well, our Family and Social Relations degree program is an interdisciplinary program joining faculty and students in our Department with those in Psychology as well as Women's Studies.

Further Actions:

Encouragement of collaboration with other university departments at the undergraduate level will continue, as well as potential opportunities to collaborate with outside institutions such as local Community Colleges and organizations.

**PDC recommended further actions to be taken (2011)**

PDC looks forward to a more detailed report on new collaborations being pursued with partners within and outside the institution.

**Actions Taken (2011):**

We are currently engaged in discussion regarding the proposal of new programs of study that involve collaboration with other departments within the university, including a Policing and Security program in conjunction with Political Science and an Animal and Human Studies program that would be interdisciplinary and involve the efforts of several departments. Our Family and Social Relations program has proposed a combined certificate program with Social Work as a way of accommodating social work majors with an interest in family issues.

Further Actions:

We intend to continue these efforts of collaboration with other university departments and to consider opportunities for collaboration with outside institutions such as local community colleges and organizations.

**PDC-recommended further actions to be taken (2012):**

PDC notes the area's efforts with regard to this recommendation and looks forward to hearing the outcome of these discussions.

**Actions taken 2012:**

We await the report of the task force to assess the viability of collaborating with other departments as well as organizations outside the University.

**PDC Recommended further actions to be taken (2013):**

PDC notes that progress on this recommendation must necessarily await the completion of the area's internal review of its structures and programs.

**Actions taken 2013:**

Due to the recent loss of faculty, many of the initiatives proposed in 2011 have had to be put on hold as we struggle to sustain our own programs of study. We continue, however, to be open to initiatives that reflect collaboration with other departments in the University and with outside institutions. For example, we are currently in discussion with Women's Studies concerning a joint, integrated program pairing Criminology and Gender Studies and are considering affiliation with Wilfrid Laurier's Criminology program in an effort to encourage student networking and faculty collaboration. Our new practicum course in Criminology will also establish ties with community agencies that may lead to future collaborative research projects.

**PDC Comments:**

PDC looks forward to the results of discussions with Women's Studies concerning a joint, integrated program pairing Criminology and Gender Studies and with Wilfrid Laurier's regarding creating an affiliation between the two Criminology programs. PDC also looks forward to hearing of collaborative research projects with community partners resulting from the new Criminology practicum.

**Status:**    ahead of target        X   on target         behind target         recommendation satisfied.

**Recommendation 9:** That the Department work to address the issue of availability of required courses for the programs.

**Agent:** AAU Head

**Completion by:** Fall 2012

**Actions taken (2010):**

Program Committees have been encouraged to review course requirements for each program of study as the first step toward addressing the issue of availability of required courses.

Further Actions:

Program Committees will continue to undertake a review of course requirements for each program of study.

**PDC recommended further actions to be taken (2011)**

PDC appreciates that, as a first step, the area is reviewing its course requirements for each program. PDC looks forward to receiving the area's plan for addressing the issue of availability of required courses for the programs, based on this review.

**Actions Taken (2011):**

In addressing the issue of availability of required courses for our programs of study, the Department has been and continues to be challenged by the loss of several faculty positions in the past two years that make the adequate offering of both required and optional courses difficult to achieve.

Future Actions:

In light of this challenge, the Department and its Program Committees intend to discuss and develop strategies that would enable sufficient availability of required courses for each of its programs, including targeting and identification of the programs most affected.

**PDC-recommended further actions to be taken (2012):**

PDC notes the initial efforts made by the department to address the issue of availability of required courses. PDC encourages the area to continue to pursue efforts to address this issue at the department/program levels. PDC also encourages the area to enter into discussions with the Dean with a view to finding ways to resolve this matter, recognizing that this may not completely be under the control of the department.

**Actions taken 2012:**

With faculty losses, offering required courses more than once annually has become very difficult. Since we have been allotted a tenure track appointment in sociological theory, and an LTA in methods, we will find it much easier to staff courses in these key areas. We are also considering moving faculty from courses they have taught often before to required courses, but this will mean fewer options will be offered. We await task force recommendations.

**PDC Recommended further actions to be taken (2013):**

PDC notes that the issue of availability of required courses should be addressed in the task force report and ensuing curriculum revisions.

**Actions taken 2013:**

The awarding of a new tenure-track position in sociological theory and an LTA in methods has somewhat resolved the issue of availability of required courses. In addition, review of our programs has led to the reduction of course requirements and/or changes to program requirements in order to further address this issue.

**PDC Comments:**

PDC notes the area's efforts to resolve the issue of the availability of required courses, through new appointments and through the streamlining of the curriculum, and encourages the area to continue its efforts to meet this recommendation.

**Status:**    *ahead of target*        X   *on target*         *behind target*         *recommendation satisfied.*

**Recommendation 10:** That the Department review the availability of its courses to ensure that Majors are able to complete their programs in a timely fashion.

**Agent:** Undergraduate Committee, AAU Council, AAU Head

**Completion by:** Fall 2013

**Actions taken 2010:**

Program Committees are encouraged to review program course offerings with the following in mind: (1) The needs of students to complete their program of study in a timely fashion; (2) Availability of faculty resources; and (3) Program requirements

**PDC recommended further actions to be taken (2011)**

See comments under recommendation 9.

**Actions Taken (2011):**

Program Committees continue to review program course offerings with the following in mind: (1) The needs of students to complete their program of study in a timely fashion; (2) Availability of faculty resources; and (3) Program requirements.

Future Actions:

The Department is in the process of identifying areas in which faculty resources are limited due to several lost positions, in order to assess course availability and offerings that will allow student majors to complete their programs of study in a timely fashion. Two key areas in which faculty resources are especially limited is in Theory and in Methods, which comprise courses that are required for all our programs of study. Strategies to address this resource gap will be discussed.

**PDC-recommended further actions to be taken (2012):**

See comments under recommendation 9.

**Actions taken 2012:**

We are heartened by the award of a tenure-track position and an LTA to the department.

**PDC Recommended further actions to be taken (2013):**

PDC notes that, with these new positions and the curriculum revisions flowing from the task force report, the area should be able to report more fully on this recommendation next year.

**Actions taken 2013:**

Changes in program requirements and course offerings recommended by the Task Force have been developed expressly with the need of students to complete their program of study in a timely fashion in mind. To this end, more flexibility in requirements and course offerings have been proposed, with many of these changes already taking effect. For example, we have reduced 100-level course requirements from 2 courses to 1 across our programs and have provided more flexibility for Criminology majors to complete the 300-level theory requirement by allowing them the option of taking either criminology theory or sociological theory.

**PDC Comments:**

PDC commends the area on its curriculum review and redesign initiative and looks forward to hearing of the positive impact of these revisions on the students' ability to complete their program in a timely fashion. PDC notes that a full analysis of the success of the revised curriculum will only be possible once a full cohort has flowed-through the four-year revised program, but expects an interim report next year.

**Status:**    *ahead of target*        X   *on target*         *behind target*         *recommendation satisfied.*

**Recommendation 11:** That the Department consider establishing a shared theoretical/methodological course or seminar open to all students in the Department looking at problems in the broader academic arena covered by its four disciplinary constituents.

**Agent:** Undergraduate Committee, AAU Council, AAU Head

**Completion by:** Fall 2013

**Actions taken (2010):**

We intend to begin discussions surrounding the possibility of establishing a shared theoretical/methodological course or seminar that would bring together the four disciplines and its students.

**PDC recommended further actions to be taken (2011)**

PDC encourages the area to move forward with this recommendation.

**Actions Taken (2011):**

Discussions have begun surrounding the possibility of establishing a shared theoretical/methodological course or seminar that would bring together the four disciplines and its students.

Future Actions:

The Department intends to present a more detailed plan surrounding these discussions.

**PDC-recommended further actions to be taken (2012):**

PDC urges the area to complete this recommendation and looks forward receiving a more detailed plan surrounding the discussions. PDC notes that implementing this recommendation might well assist in addressing recommendations 7 and 9.

**Actions taken 2012:**

We await the report of the task force.

**PDC Recommended further actions to be taken (2013):**

PDC notes that the submission of the task force report is imminent and looks forward to receiving the ensuing curriculum revisions.

**Actions taken 2013:**

The recommendations of the Task Force reflect stronger integration among our four programs of study. A new introductory course for student majors (48-110) has been developed that will highlight the theoretical and methodological affinities of Sociology, Anthropology, Criminology and Family Studies that will serve as a foundation for subsequent courses in theory and methods in each of these disciplines. Likewise, upper-level foundational courses in theory and methods (48-290, 48-291, 48-390, 48-391) are intended to emphasize the connections between these four disciplines. Changes in program requirements are intended to ensure that our programs of study parallel one another to further enhance integration.

**PDC Comments:**

PDC notes that this recommendation has been satisfied.

**Status:**    *ahead of target*         *on target*         *behind target*        X   *recommendation satisfied.*

**Recommendation 12:** That the Department, in consultation and collaboration with the Centre for Teaching and Learning and the Dean of Graduate Studies,

- (a) clarify the responsibilities of GAs and TAs and institute a regular departmental training program for each group.
- (b) develop regular workshops on teaching for the TAs (and possibly for sessionals in their first year). Such workshops would advise instructors about how to foster learning and safe classroom spaces, how to design and mark assignments, how to encourage effective writing and would help them understand the degree requirement of each program.

**Agent:** AAU Head, Dean of Graduate Studies, Centre for Teaching and Learning

**Completion by:** Fall 2012

**Actions taken (2010):**

Our Undergraduate Committee has developed a TA/GA Training Manual to assist graduate and teaching assistants in performing their roles effectively and has instituted and delivers a department-specific training program for both TAs and GAs. It has also, though not regularly, offered workshops to teaching and graduate students relating to Grading, Managing Discussions, and Professional Development. Faculty members have also participated in delivering the fall workshops developed by the Centre for Teaching and Learning for Graduate and Teaching Assistants across programs at the University.

**Further Actions:**

We intend to continue these efforts, with the aim of offering, on a more regular basis, a workshop series for teaching and graduate assistants in our department that may be extended to Sessional Instructors as well. Continued consultation and collaboration with the Centre for Teaching and Learning and the Dean of Graduate Studies with respect to these efforts will be encouraged.

**PDC recommended further actions to be taken (2011)**

PDC commends the area on its efforts to clarify the responsibilities of GAs and TAs, and institute a regular departmental training program and workshops on teaching which could be extended to sessional instructors.

PDC looks forward to a report next year on the area's continuing efforts to meet this recommendation.

**Actions Taken (2011):**

The Department continues its efforts with respect to clarifying TA/GA responsibilities and to provide department-specific training, although we recognize that these efforts have been inconsistent over the past year given the workload demands placed on members of both our Undergraduate and Graduate Committees.

Future Actions:

We intend to engage in discussion among members of the Department as well as with the FASS Dean with respect to establishing a specific GA/TA Coordinator who would be responsible for the assignment, orientation, and training of GAs and TAs with the aim of allowing for more focused attention to these initiatives.

**PDC-recommended further actions to be taken (2012):**

PDC encourages the area to make addressing this recommendation a priority. The PDC also encourages the area to contact the Dean of Graduate Studies and the Centre for Teaching and Learning for assistance in developing discipline specific GA/TA training.

**Actions taken 2012:**

The Coordinator's position has not been filled. We continue with other training activities.

**PDC Recommended further actions to be taken (2013):**

The area should recommend that all GA/TAs attend the CTL's GATAcademy, which provides general GA/TA training and can incorporate discipline-specific training. The area should also consider looking to its graduate student complement to provide leadership in coordinating internal GA/TA training by creating a Coordinator Position, at a modest cost, that would be filled by a graduate student.

**Actions taken 2013:**

Currently, all GAs and TAs are required to attend the CTL's GATAcademy workshops, which counts toward their allotted assistance hours. In addition, our newly created Professional Development Subcommittee is now responsible for developing and delivering information and training sessions for GAs/TAs as well as Sessional Instructors in an effort to ensure consistency and quality in teaching and learning. Consideration will be given to the suggestion of creating a Coordinator Position, to be filled by a graduate student, to assist in the training of GAs/TAs.

**PDC Comments:**

PDC thanks the area for its update and considers this recommendation to be satisfied. PDC encourages the area to continue to consider creating a Coordinator Position for GA/TA training, at a modest cost, that would be filled by a graduate student.

**Status:**    ahead of target         on target         behind target        X   recommendation satisfied.

**Recommendation 13:** That the Department, in conjunction with the Dean, review ways of giving appropriate credit for graduate supervision.

**Agent:** AAU Head, Dean

**Completion by:** Fall 2014

**Actions taken 2010:**

Discussions pertaining to the ways in which credit for graduate supervision can be given will continue.

**Actions Taken (2011):**

Discussions pertaining to the ways in which credit for graduate supervision can be given continue.

**PDC-recommended further actions to be taken (2012):**

PDC requests that the area report on current practice for giving credit for graduate supervision and its proposed new practice. PDC notes that the Centre for Teaching and Learning can assist in terms of identifying and reviewing institutional practices, and literature relating to this.

**Actions taken 2012:**

Giving credit for supervisions means reducing the course loads of those who supervise. Reducing course loads, with the number of faculty we have lost, is problematic. We hope the task force can offer some suggestions for greater efficiency.

**PDC Recommended further actions to be taken (2013):**

PDC looks forward to hearing of new and innovative suggestions from the task force on giving credit for graduate supervision.

**Actions taken 2013:**

Redesigning our programs of study by reducing the number of required courses and providing more flexibility in course offerings has been aimed at not only enhancing students' experiences but also creating greater efficiency in the division of faculty workloads. Nevertheless, a solution has not yet been found that would allow faculty to receive credit for graduate supervision. The Department intends to consult with the Dean to discuss ways that this objective can be achieved.

**PDC Comments:**

PDC looks forward to hearing the results of discussions with the Dean.

**Status:**    *ahead of target*         *on target*        X   *behind target*         *recommendation satisfied.*

**Recommendation 14:** That the Department report on its student recruitment and retention activities.

**Agent:** AAU Head

**Completion by:** Ongoing

**Actions Taken (2010):**

The Department participates in the process of reporting its student recruitment and retention activities.

Further Actions:

The Department will continue to participate in this process.

**PDC recommended further actions to be taken (2011)**

PDC requests that the area provide a more detailed report on current recruitment and retention activities in which the Department participates, and that it identify any proposed new initiatives, in its next annual status report.

**Actions Taken (2011):**

The Department participates regularly in recruitment events such as the Ontario Universities Fair, Spring and Fall Open House, and local high school visits. With respect to retention activities, the Department participates yearly in the Windsor Welcome Week Program Orientation; we also organize student socials, get-togethers and award presentations, and have recently incorporated Mentors into our introductory sociology course. The Department also continues to encourage and support student organizations in an effort to increase a sense of identity among its students.

Future Actions:

The Department will continue to participate in these events and initiatives. As well, the Department Head has begun consulting with current undergraduate students to gain valuable input regarding recruitment and retention initiatives.

**PDC-recommended further actions to be taken (2012):**

PDC notes the area's efforts with regard to this recommendation and encourages it to continue them. PDC looks forward to hearing more on the successful impact of incorporating mentors into introductory sociology courses.

**Actions taken 2012:**

The department continues to participate in these events and initiatives. As well, we have encouraged our students, both undergraduate and graduate, to participate in these recruitment events and we have been able to

garner a steady supply of enthusiastic student volunteers. We note that well informed sources have pointed out that applications to programs in this department are likely to be up this coming Fall.

**PDC Recommended further actions to be taken (2013):**

PDC notes the area's efforts with regard to student recruitment activities and encourages it to continue them. PDC urges the area to report on current and new retention initiatives, in its next annual status report, including a report on the impact of incorporating mentors into introductory sociology courses.

**Actions taken 2013:**

Under our new governance structure, two subcommittees (Student Recruitment; Student Issues and Retention) within the Undergraduate Committee are now responsible for recruitment and retention efforts and initiatives. It is believed that this new structure will aid in developing more efficient and successful initiatives.

In the Fall of 2011, we experimented with incorporating mentors into our introductory sociology class; this initiative, however, had little success due to the structure of the course and the instructor's preferred method of teaching. With the creation of a new introductory course in sociology for majors (48-110), there will be consideration given to incorporating mentors once again, as it is expected that the structure of the course will better lend itself to the mentor model.

**PDC Comments:**

PDC commends the area on its new initiatives for enhancing the recruitment and retention of students and looks forward to a report on the results of the subcommittees' work and on the feasibility of incorporating mentors, once again, into its introductory courses.

**Status:** \_\_\_ *ahead of target*      X *on target*      \_\_\_ *behind target*      \_\_\_ *recommendation satisfied.*

**Recommendation 15:** That the Department consider how it might provide more area-specific and timely advice to students.

**Agent:** AAU Head, AAU Council

**Completion by:** Fall 2011

**Actions Taken (2010):**

In an effort to provide more area-specific and timely advice to students, faculty members have been encouraged to actively engage in advising students at all levels of study.

**Further Actions:**

Faculty members are encouraged to continue these efforts to provide area-specific advice to students at all levels in our programs of study and to refer students to our departmental Academic Advisor, where necessary. The Department will further consider other ways it may provide such advice to our students.

**PDC recommended further actions to be taken (2011)**

PDC requests that the area provide a more detailed report on its efforts to provide more area-specific and timely advice to students, and that it identify any proposed new advising initiatives, in its next annual status report.

**Actions Taken(2011):**

Members of our Undergraduate and Graduate Committees, our designated Academic Advisor, and faculty members in general have been encouraged to continue providing area-specific advice to students at all levels in our programs of study.

**Further Actions:**

We are currently considering a strategy in which all faculty members will be well-prepared in being able to provide area-specific advice to students and to establish a rotational system that would maximize faculty participation in advising students.

**PDC-recommended further actions to be taken (2012):**

PDC looks forward to receiving a report on the implementation of "a strategy in which all faculty members will be well-prepared in being able to provide area-specific advice to students and to establish a rotational system that



would maximize faculty participation in advising students.” PDC notes that with the dev

**Actions taken 2012:**

The department makes faculty in each of the programs available at times when many students are likely to want advice, at which times the departmental counselor is also available. Faculty have been asked about their readiness to serve as counselors on a regular, rotating, basis, but this has not yet been worked out.

**PDC Recommended further actions to be taken (2013):**

PDC looks forward to a more detailed report next year on its strategy for providing more area-specific and timely advice to students.

**Actions taken 2013:**

We continue to rely on our Academic Advisor to provide area-specific and timely advice to students regarding their programs of study. In addition, the Sociology & Criminology Students’ Society has contributed to providing student majors with guidance not only regarding their programs of study but also relating to career options, best practices for studying, and general support. Subcommittees within our Undergraduate Committee are now responsible for ensuring that our departmental website gets updated so that students have current information about program requirements and course offerings; we are also in the process of developing information-segments (career information, student achievements, faculty research) that can be disseminated via the website or through an electronic newsletter. As well, a First Year Support CLEW site has been created to provide first year majors with information about their program of study and general university procedures so that students can now get information more readily and efficiently.

**PDC Comments:**

PDC thanks the area for its report on the strategy it has developed for providing more area-specific and timely advice to students. PDC notes that this recommendation has been satisfied.

**Status:**    *ahead of target*         *on target*         *behind target*        X   *recommendation satisfied.*

**Recommendation 16:** That the Department consider how it might help re-invigorate the various student organizations and ensure their continuity, in part using the website to improve the promotion of and attendance at Department events, thereby enhancing student engagement in the life of the Department.

**Agent:** AAU Head

**Completion by:** Fall 2011

**Actions taken (2010):**

Introduction of student organizations and recruitment efforts have been advanced at the Orientation Session delivered to first year students during Windsor Welcome Week. Organizations such as the Social Science Society, the Anthropology Society, and the Criminology Association have traditionally been invited to this session.

**Further Actions:**

Further efforts need to be made to re-invigorate our student organizations with the aim of enhancing more active student engagement in the life of the Department. Program Committees, in conjunction with our Undergraduate Committee, should consider various ways that students may play a role in the department and how student organizations may be maintained and enhanced.

**PDC recommended further actions to be taken (2011)**

PDC looks forward to a report on the initiatives undertaken by Program Committees, the Undergraduate Committee and the Department as a whole, to re-invigorate the various student organizations and ensure more active student engagement in the life of the Department.

**Actions Taken (2011):**

A new student organization relating to Sociology has been established that now joins the active Anthropology Association and Criminology Association. More attention has been given to students participating in Departmental Council, with encouragement of student representatives to take an active role in decision-making processes and in liaising with student peers. Student Representatives have been encouraged to meet regularly

to discuss issues relating to the Department, its structure, its functioning, and its responsibility to its students. As well, the Department Head is currently consulting with these student representatives with respect to re-designing our Departmental Website in order to increase student engagement.

Future Actions:

The Department intends to continue these efforts.

**PDC-recommended further actions to be taken (2012):**

PDC commends the area on its efforts to re-invigorate student organizations and engagement. PDC notes that, with the redesign of the website – following consultation with the students –, it would consider this recommendation satisfied.

**Actions taken 2012:**

The website has been reviewed, and is being updated on an ongoing basis. The Anthropology Society continues its efforts in linking anthropology and sociology majors. As well, the newly created Sociology & Criminology Student Society has been very successful in encouraging students to contribute to our department as well as to the university in a myriad of ways (this society has over 100 members).

**PDC Recommended further actions to be taken (2013):**

PDC thanks the area for reviewing its website and for ensuring that it is updated on a regularly basis. PDC notes that this recommendation has been satisfied.

As a way to help re-invigorate the various student organizations and ensure their continuity, the area should encourage its student clubs to apply to the student life enhancement fund for funding support for some of their activities. <http://www.uwindsor.ca/sia/blog/2013-02-10/student-life-enhancement-fund>

**Recommendation satisfied (2012-2013)**

Future Actions 2013:

The Department will encourage its student clubs and organizations to apply to the student life enhancement fund for funding support for its activities.

**Recommendation satisfied (2012-2013)**

**Recommendation 17:** That the Department reconsider its structure of defining itself as four distinct programs both administratively and pedagogically, which may tend to slow departmental processes, to a more integrated model.

**Agent:** AAU Head, AAU Council

**Completion by:** Fall 2011

**Actions Taken (2010):**

As one step toward integration, previously formed area committees within Sociology have been melded together into one Program Committee – Sociology Program Committee.

Further Actions:

Program Committees (Sociology, Anthropology, Criminology, Family) will be tasked to enter discussions to consider and develop a more integrated model that will facilitate administrative effectiveness and bring our programs together based on pedagogical commonalities.

**PDC recommended further actions to be taken (2011)**

PDC looks forward to hearing the results of discussions between the current four Program Committees to “develop a more integrated model that will facilitate administrative effectiveness and bring programs together based on pedagogical commonalities”.

**Actions Taken (2011):**

Program Committees continue to discuss the development of a more integrated model. As well, we are

proposing the establishment of a Governance Committee, an ad-hoc committee serving in an advisory capacity to the Head, that would facilitate restructuring and redefinition of our programs of study that would allow for a more integrated model.

Future Actions:

The Department intends to consider recommendations from this newly-formed Governance Committee.

**PDC-recommended further actions to be taken (2012):**

PDC urges the area to move forward with the recommendation and looks forward to the establishment and report from the Governance Committee.

**Actions taken 2012:**

The Governance Committee's recommendations are being reviewed. A separate task force is considering how to structure programs in light of reduced faculty numbers. The task force is taking the possibilities of integration, particularly at the introductory level, very seriously.

**PDC Recommended further actions to be taken (2013):**

PDC looks forward to the receiving results of the Governance Committee and task force reports, through proposed curriculum revisions and structural reorganization.

**Actions taken 2013:**

Under our new governance structure, two primary committees remain: Graduate Committee and Undergraduate Committee, effectively doing away with the pre-existing Area Committees that tended to divide the Department structurally and pedagogically. In addition, recommendations made by the Task Force have encouraged stronger integration among our programs of study by ensuring the programs contain a core set of foundational courses that emphasize the link between disciplines.

**PDC Comments:**

PDC the Department did reconsider its structure, as requested in the recommendation, and has made changes as deemed appropriate. Having reorganized its governance structure, PDC notes that this recommendation has been satisfied.

**Status:**    *ahead of target*         *on target*         *behind target*        X   *recommendation satisfied.*