



NOTICE OF MEETING

There will be a meeting of the Senate on, Friday, February 11, 2022, at 2:30pm

LOCATION: Virtual Meeting

Link: [Join Microsoft Teams Meeting](#)

AGENDA

Land Acknowledgement

- 1 **Approval of Agenda** (Unstarring agenda items)
- 2 **Minutes of the meeting of January 14, 2022** Approval
S220114M
- 3 **Business arising from the minutes**
- 4 **Outstanding Business/Action Items**
- 5 **Reports/New Business**
 - 5.1 **Program Development Committee**
 - *5.1.1 **PDC Reports on University Program Reviews and Status Reports and Responses** Greg Chung-Yan-Approval
S220211-5.1.1
 - 5.2 **Academic Policy Committee**
 - *5.2.1 **Information Technology Services Annual Report (2021-2022)** Antonio Rossini-Information
S220211-5.2.1
 - 5.2.2 **Centre for Teaching and Learning Annual Report (2020-2021)** Antonio Rossini-Information
S220211-5.2.2
 - *5.2.3 **Faculty of Arts, Humanities and Social Sciences – Revision to Dean’s Honor Roll** Antonio Rossini-Information
S220211-5.2.3
 - 5.2.4 **Policies on Student Awards and Scholarships** Antonio Rossini-Approval
S220211-5.2.4a-5.2.4c
 - a) **Definition of Full-time for Undergraduate Scholarship & Bursary Administration**
 - b) **Continuous Terms of Eligibility for Student Awards**
 - c) **Renewable Scholarship Eligibility for Concurrent Education Students**
 - *5.2.5 **Revisions to Policies on English Language Proficiency Requirements** Antonio Rossini-Approval
S220211-5.2.5
 - 5.3 **Senate Governance Committee**
 - 5.3.1 **Senate Meeting Scorecard – Results from Fall 2021 Meetings** Rob Gordon-Information
S220211-5.3.1

*5.3.2 Senate Standing Committee Membership	Robert Gordon-Approval S220211-5.3.2
5.4 Senate Student Caucus	Dave Andrews-Information
5.5 Report from the Student Presidents	UWSA/GSS/OPUS-Information
5.6 Report of the Academic Colleague	Philip Dutton-Information
5.7 Report of the President	Robert Gordon-Information
5.7.1 Senior Advisor to the President on Indigenous Relations & Outreach – Priorities	
5.8 Report of the Provost	Patti Weir-Information S220211-5.8
5.8.1 COVID-19 – Update	Patti Weir-Information
5.8.2 Academic and Other Supports for Students Transitioning Back to Face-to-Face Learning	Patti Weir/Phebe Lam-Information
5.8.3 Enrolment Management Update	Chris Busch-Information
5.9 Report of Vice-President, Equity, Diversity, and Inclusion	Clinton Beckford-Information S220211-5.9
5.10 Report of Vice-President, Research, and Innovation	K W Michael Siu-Information S220211-5.10
6 Question Period/Other Business	
7 Adjournment	

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

**University of Windsor
Senate**

*5.1.1: **PDC Reports on University Program Reviews and Status Reports**

Item for: **Information**

Forwarded by: **Program Development Committee**

Background

- The attached new University Program Reviews (UPR) and University Program Review Status Reports have been conducted under 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 cyclical program reviews.
- Some of the information contained in the 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.

This package includes the following reports:

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UNIVERSITY OF WINDSOR
PROGRAM DEVELOPMENT COMMITTEE
UNIVERSITY PROGRAM REVIEW (UPR)
SECOND BIENNIAL STATUS REPORT ON: INTEGRATIVE BIOLOGY/BIOMEDICAL SCIENCES
(UNDERGRADUATE AND GRADUATE PROGRAMS)
 January 2022

Recommendation 1: That the Department submit program-level learning outcomes for its Combined Honours Biology program and concurrent BSc in Biology/Education program, engage in curricular planning and mapping for each of its programs, and submit course-level learning outcomes and assessment methods for each of its courses that clearly correspond to the program-level learning outcomes. As part of the curriculum planning exercise, that the Department report on efforts to integrate Indigenous ways of knowing into the curriculum.

[Program Learning Outcomes were submitted for Honours BSc in Biological Sciences (with/without thesis), Honours BSc in Molecular Biology and Biotechnology (MBB), Honours BSc in Behaviour, Cognition and Neuroscience, Honours BSc in Biology and Biochemistry (Health and Biomedical Stream), MSc in Biological Sciences and PhD in Biological Sciences.]

Agents: Department Council, Head, CTL, Vice-Provost, Teaching and Learning

Completion by: Fall 2019

Actions Taken 2018 and 2019:

Program Learning Outcomes have been completed for all degrees in the two departments housing Biology-related programs (see UPDATE for Recommendation 2). Course-level learning outcomes are progressing with more than 50% of the courses having approved learning outcomes.

PDC-recommended further actions to be taken (2020):

PDC notes that significant progress has been made in producing program-level learning outcomes and understands that the area has received a grant to support continued development of course learning outcomes and curriculum mapping. PDC looks forward to the submission of the last of the learning outcomes and the curriculum maps.

Actions taken 2020 and 2021:

The concurrent BSc in Biology/Education program has been replaced with a concurrent BSc (general science)/BEEd program.

The Department of Biomedical Sciences and the Department of Integrative Biology have both been heavily involved in curriculum renewal at the undergraduate and graduate levels, with continued examination of programmatic and course-level outcomes. Since both share core courses, interdepartmental consultations have occurred to ensure alignment between courses and programmatic learning outcomes.

The Department of Integrative Biology has engaged in a curriculum review and mapping exercise that began in the 2020-2021 academic year and continues in 2021-2022. Through this process, a two-day curriculum retreat was held in May 2021, and was facilitated by Allyson Skene of the Centre for Teaching and Learning. Working with a group of undergraduate student partners, a thorough examination is being completed to understand how courses are preparing students for future careers. The department is also committed to increasing the number of field courses, and looks forward to once again offering the new Traditional Ecological Knowledge (TEK) course. It was first offered in the summer of 2019, but had to be cancelled in the last two years due to COVID. The TEK course is an example of the department's commitment to indigenization of the curriculum. The department is also in the process of recruiting an indigenous knowledge keeper who will be involved in furthering this work.

The Department of Biomedical Sciences has also been heavily engaged in curriculum reviews, introducing a number of changes to its undergraduate programs to increase flexibility and meet student interests and demand. There has also been work completed to indigenize the curriculum, in particular in the CURES course. The department is also

working on the creation of new MSc and PhD programs, with extensive work on programmatic outcomes having been completed.

PDC Comments:

PDC commends the Department of Integrative Biology and the Department of Biomedical Sciences on their curriculum review and renewal efforts, including their thoughtful and intentional efforts to Indigenize the curriculum.

With the submission of learning outcomes for the Combined Honours Biology program, as well as learning outcomes and assessment methods for each of the BIOL and BIOM courses, PDC would consider this recommendation satisfied.

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

Recommendation 2: That the Department, with the assistance of the Dean of Science, engage in an external mediation process to resolve the conflict that exists amongst the three programs, and submit an implementation plan with timelines to resolve remaining issues.

Agents: Faculty and staff members, Dean, Provost

Completion by: Fall 2019

Actions Taken 2018 and 2019:

At our last two Department retreats (Biological Sciences; 2014 & 2016) we had an external mediator from the University Centre for Teaching and Learning (Dr. Erika Kustra). However, internal divisions were not resolved. In fall 2018, a plan for the division of the Department was proposed, and in July 2019, a new Department was created (Department of Biomedical Sciences) – this new Department was deemed a better venue for ~40% of the faculty of Biological Sciences. The newly-branded Department of Integrative Biology and the Department of Biomedical Sciences are in the process of addressing issues resulting from the division, and the explicit recognition of very different research and teaching goals has been resolved.

PDC Comments (2020):

PDC concurs that this recommendation has been satisfied.

Recommendation Satisfied 2019-2020.

Recommendation 3: That the Department establish:

- a. a policy by which the first graduate student committee meeting occurs within the first month following enrolment to establish a program of study that identifies and provides a timeline for required graduate courses.
- b. a common first-year graduate course, which will be an important component of this policy.

Agents: Head, Departmental Council

Completion by: Fall 2019

Actions Taken 2018 and 2019:

The requirement for a graduate student committee meeting within the first month of starting their degree has been adopted. Challenges exist for enforcement; however, faculty and students are made aware of this requirement.

We recently instituted a change to the graduate curriculum and offered a common first year graduate course, which was broadly adopted (~40 students enrolled; fall 2018). While it is not yet required of all graduate students, that is the goal and the Graduate Committee will put together a formal recommendation along these lines to the two Departmental Councils.

PDC-recommended further actions to be taken (2020):

PDC commends the area on the progress made with regard to this recommendation and notes that with confirmation of Senate's approval of a common first-year graduate course (approved by both Departmental Councils), PDC would consider this recommendation satisfied.

Actions taken 2020 and 2021:

The Departments of Biomedical Sciences and Integrative Biology share our graduate programs in Biological Sciences. The first-year graduate course has been a successful addition to our graduate program, however with the upcoming application for a new MSc and PhD program in Biomedical Sciences, this may alter the formal approval of this course until a clearer vision and separation of the two programs has been formalized.

PDC Comments:

Although PDC notes that this recommendation has been satisfied, the Departments are encouraged to continue to ensure that cohort opportunities be provided to graduate students as they develop or revise their programs. This can be accomplished through a common course or other opportunities that bring students together as cohort.

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

Recommendation 4: Working jointly with the Faculty of Science, that the Department provide full instructional support for core course offerings, particularly the Genetics and the Molecular Biology courses. (For example, AAS/LS lab coordination, lab instructor support, graduate assistants.)

Agents: Head

Completion by: Fall 2019

Actions Taken 2018 and 2019:

There is an error in one part of this recommendation. The reviewers state that there is not full instructional support for running the core Genetics lab but there is in fact an AAS:LS position with lab coordination as part of its mandate. For Introductory Molecular Biology, there is currently no resources for lab coordination; however graduate student assistants have been provided in the past to help with lab prep. We welcome additional investment by the University and Faculty of Science for proper coordination of labs for this course. Allocations of courses and resources among the two departments is ongoing.

PDC-recommended further actions to be taken (2020):

PDC thanks the area for clarifying that there is full instructional support in the form of an AAS/LS position for the running of the core Genetics lab. With an update outlining current and planned ongoing instructional support for Introductory Molecular Biology (either in the form of graduate assistants, and/or AAS/LS lab coordination, and/or lab instructor support), PDC would consider this recommendation satisfied.

Actions taken 2020 and 2021:

It is inaccurate to state that the AAS:LS 'lab coordination' is part of the mandate for this position. The AAS:LS position was created to be responsible for the incorporation of new teaching and pedagogical methodologies and/or new technologies which is outside the role of a traditional lab coordinator. Lab coordination duties fall under the CUPE 1393 contract and grievances have been filed against this AAS:LS position. The outcome of these grievances has yet to be implemented. Therefore, a lab coordinator position for BIOL 2111 (Genetics) and BIOM 2131 (Molecular Biology) has been requested from the Dean of Science's office. With the increasing undergraduate numbers in Biomedical Sciences and Biology (last year a total of 661 students took these labs), the need for this staff position is crucial for the continued execution of the experiential based laboratories that are critical for the success and recruitment for our programs.

PDC Comments:

PDC thanks the area for correcting the Departmental response of 2018-2019 with regard to the duties and responsibilities of the AAS/LS position. With confirmation of the approval of the lab position or sufficient GA lab support, PDC would consider this recommendation satisfied.

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

Recommendation 5: That the Department

- a) review its undergraduate completion rates for accuracy and report on strategies to address low completion rates, if applicable.
- b) develop and report on a mechanism for better tracking student success and pursuits post-graduation.

Agents: Head, Institutional Analysis, Alumni Affairs

Completion by: Fall 2019

Actions Taken 2018 and 2019:

We agree with this, and made attempts to do this but have gotten no assistance from Alumni Affairs. We simply do not have the staffing resources to track all our graduates and have repeatedly requested this information from the University; however it is apparently unavailable.

PDC-recommended further actions to be taken (2020):

(a) PDC encourages the area to contact Institutional Analysis for information on undergraduate completion rates. PDC looks forward to a report on the area's strategies for addressing low completion rates (if applicable).

(b) PDC notes that several areas are using Qualtrics to track student success and pursuits post-graduation, and encourages the area to explore this option.

Actions taken 2020 and 2021:

With the recent separation of the Departments of Integrative Biology and Biomedical Sciences, these statistics covering all the programs have not yet been accomplished. However, we anticipate with the new Departments in place, specific data on student completion rates will be obtained. One additional factor is the Biochemistry and Biomedical Sciences program (Health stream) is shared with the Department of Chemistry and Biochemistry and thus separating student retention rates between departments is not straightforward.

PDC Comments:

PDC appreciates that the separation of the Departments has impacted progress with regard to this recommendation. PDC urges the Departments to provide a plan for how completion rates will be reviewed, as well as a plan for developing and reporting on a mechanism for better tracking student success and pursuits post-graduation (perhaps through the use of survey tools such as Qualtrics), in the next status report.

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

Recommendation 6: That technical and administrative staff participate in Departmental committees and have input for decision-making.

Agents: Head, Departmental Council

Completion by: Fall 2019

Actions Taken 2018 and 2019:

We agree with this, and a technical or administrative staff member was been invited to attend each Department of Biological Sciences council meeting. It is expected that this practice will continue in the Department of Integrative Biology.

PDC Comments (2020):

PDC thanks the area for its update and notes that this recommendation has been satisfied.

Recommendation Satisfied 2019-2020.

Recommendation 7: That the Department, working with the Dean and the Provost, increase the pressure to have renovations/repairs to outdated/non-functioning spaces within the Biology Building funded. The lack of timely repairs to core facilities has significantly impaired the proper functionality of these spaces and has compromised ongoing experiments. Many of these repairs revolve around heating and cooling issues that should not be left to the Department to resolve with an inappropriate budget and therefore the Head is encouraged to continue to regularly make a case, with the assistance of the Dean, for funding for renovations. Perhaps, more importantly, these issues raise serious concerns with the health and safety of the people working in the Department.

Agents: Head, Dean, Provost, VP Planning and Administration

Completion by: Fall 2019

Actions Taken 2018 and 2019:

The Department has done everything within its power to push these issues; however, our requests have been ignored or declined due to lack of funds. Some improvements have been completed (e.g. stairway renovated to meet building codes), but many of the fundamental issues raised in this recommendation have not been addressed. We have been extremely assertive in pushing the University on these issues as we agree that health and safety needs are critical; however they are the basic responsibility of upper administration as put forth in the relevant Collective Agreements and this recommendation should be reworded to reflect where this responsibility falls.

PDC-recommended further actions to be taken (2020):

PDC encourages the area to request that the Department of Health and Safety assess the spaces within Biology building and report on whether there are serious health and safety issues that must be addressed.

PDC requests that the area report on whether and how the opening of the new CORE building has impacted space needs. PDC encourages that area to continue to make a case for repairs to core facilities to ensure the proper functionality of these spaces and that ongoing experiments are not compromised.

Actions taken 2020 and 2021:

Three of the four floors in the Biology building have been renovated over the past five years (e.g. asbestos removed and new HVAC installed). However, the third floor of Biology still must be done. The moving of Biomedical Sciences faculty (Drs. Karpowicz, Porter and Swan) into CORE has increased some space and allowed for some renovations to occur. However, the old Swan lab on the third floor has major health and safety issues which will only be remedied with the mentioned renovations. Furthermore, fume hood issues still plague the overall safety in the Biology building in labs that deal with harmful chemicals. Finally, as has been mentioned many times over the years, major structural issues continue to plague the Biology buildings including stairwells not built to code (causing fall injuries to faculty, staff and students) and lack of proper electrical outlets/circuit breakers. We continuously have requested funds to improve these serious health and safety issues in the Biology building. Although some work has been done, much still has to be completed.

PDC Comments:

PDC commends the areas on the renovation of three of four floors in the Biology building. PDC notes the areas' concerns that there are major structural issues that continue to plague the third floor of the Biology building and reiterates that the area should request an assessment of these spaces by the Department of Health and Safety to identify and address any health and safety issues. PDC looks forward to an update on the health and safety report and any follow-up with the Dean, in the next status report.

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

Recommendation 8: That the allocation of GAs and TAs be communicated transparently and within a timely manner.

Agents: Head

Completion by: Fall 2019

Actions Taken 2018 and 2019:

We actively pursue timely GA/TA applications from graduate students for GA and TA assignment, and act on those applications quickly. We strive to provide assignments to students based on their stated course preferences. However the release of the GA/TA assignments cannot proceed without approval from the Faculty of Science, and this can lead to minor delays.

PDC-recommended further actions to be taken (2020):

PDC thanks the area for its efforts with regard to this recommendation. PDC requests that the area report on the communication strategy it employs to ensure that GA/TA allocation decisions are communicated transparently.

Actions taken 2020 and 2021:

With the hiring of a new graduate secretary and with new Heads of Integrative Biology and Biomedical Sciences, the allocation of GA/TA positions and allocation of these positions has been streamlined and has been extremely successful. Furthermore, the Faculty of Science has been proficient in approving the requested positions and providing the required funding. This recommendation has been satisfied.

PDC Comments:

PDC commends the area on the progress made with regard to the streamlining and timely allocation of GA/TA positions. With the submission of the communication strategy employed to ensure that GA/TA allocation decisions continue to be communicated transparently, PDC would consider this recommendation satisfied.

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

UNIVERSITY OF WINDSOR
PROGRAM DEVELOPMENT COMMITTEE
UNIVERSITY PROGRAM REVIEW (UPR)
THIRD BIENNIAL STATUS REPORT ON: CHEMISTRY AND BIOCHEMISTRY
(UNDERGRADUATE AND GRADUATE PROGRAMS)
 January 2022

Recommendation 1: That the Department continue with its major undergraduate curriculum review, with a view to enhancing student recruitment and retention.

Agents: Department Head, Department Council, Dean of Science

Completion by: Fall 2017

Actions taken 2016 and 2017:

The Department of Chemistry & Biochemistry constantly reviews and renews its undergraduate curriculum. We are in the process of developing new undergraduate streams and internship opportunities to enhance student recruitment and retention.

PDC – Recommended further actions to be taken (2018)

PDC commends the area's efforts to regularly review its undergraduate curriculum. In its next biennial report, the Department is asked to provide a more detailed report outlining the specific recruitment and retention initiatives that emerged as a result of the review of its undergraduate curriculum.

Actions Taken 2018 and 2019:

In our ongoing review several potential retention challenges were identified. In particular, students in chemistry and biochemistry can misconstrue that such subject areas are for those wishing to pursue professional schools. That is, they are less familiar with the diversity of possible career opportunities which stem from our programs in chemistry and biochemistry. In this context, there is an ever increasing interest from industry for graduates with work-ready skills and knowledge. Hence, we have undertaken a number of "career relevant" curriculum changes, highlighted below which are aimed to provide students with broader exposure to possible career paths while simultaneously offering relevant academic and work-place experience to provide our graduates with a competitive advantage:

- a) **Internship Program:** To enhance student recruitment and retention, we launched our internship program in 2018 to not only provide students with a greater awareness of the diversity of careers available to students on our programs but to allow them to engage with those industries/companies at an early stage to make value judgements as to whether it a career path they wish to pursue. In its first year we had 3 students enrolled and presently have 2 new students enrolled. While these initial enrolment numbers are lower than anticipated it has enabled us to identify and resolve the necessary administrative challenges such programs can encounter (e.g., student registration). With an eye to future enrollments we have reached out to potential employers in the region such as BASF who have expressed considerable interest in the new courses.
- b) **Field Chemistry:** We are also in the process of creating a new Field Chemistry course which will provide students with hands-on practice training in sample collection through to characterization and measuring of target components. This will provide students with field-to-final report training as well as experience in regulatory processes.
- c) **Wine Lab:** In Winter 2020 we will deliver our first offering of the "Wine Lab": an industrially-relevant experiential learning space and course. This has been enthusiastically received by local industry and will house a range of instrumentation for the testing of alcohol-based beverages, including a state-of-the-art automated wine analyzer; a first for a Canadian university. It is noted that for its first offering we are running it under a "Special Topics" course number to help iron out any issues. We will submit a PDC form in the near future (tentatively: April/May 2020)
- d) **Certificates:** We are in the process of developing certificate programs in which students taking certain combinations of courses gain a certificate alongside their Major. We are currently completing the

framework for the first of these Certificates (A Certificate in Medicinal and Pharmaceutical Chemistry) and anticipate submitting the relevant PDC documentation in the near future.

We are continuing our monitoring of the curriculum to identify other areas that could be revised or revamped to maintain or increase retention.

PDC Comments (2020):

PDC commends the area on its many and varied curricular and experiential learning initiatives. Although PDC notes that this recommendation has been satisfied, it encourages the area to continue its practice of ongoing curriculum review and renewal.

Recommendation Satisfied 2019-2020.

Recommendation 2: That the Department continue working with the Dean and central administration to correct deficiencies in the aging building, particularly those with imminent health and safety concerns. (Examples include malfunctioning fume hoods, missing eye wash and emergency shower equipment).

Agents: Department Head, Dean of Science

Completion by: Fall 2017

Actions taken 2016 and 2017:

The Department is working with the Dean and with the central administration to ensure that the deficiencies in the aging building will be addressed. Some of these issues will be mitigated with the introduction of new facilities in Spring 2018, but most of the Department will remain in Essex Hall so continued work, planning, and financial commitments are required.

PDC – Recommended further actions to be taken (2018)

Given that this recommendation relates to health and safety concerns, the Department is asked to provide a more detailed report on its efforts, working with the Dean and central administration, to address these issues and, in particular, the remedies, if any, that have been put in place for addressing malfunctioning fume hoods, missing eye wash and emergency shower equipment, and other deficiencies that have imminent and serious health and safety risks. Please submit this more detailed report to PDC by May 1, 2018.

Actions Taken 2018 and 2019:

Eye wash and emergency shower equipments have been installed in all laboratories.

We have worked closely with Facility Services to maintain all the fumehoods in both undergraduate and research laboratories in working order. Due to physical limitations of roof space on Essex Hall (to support the air handling HVAC units) we are unable to expand the number of available fumehoods within Essex Hall. However, the opening of the new Centre of Research Essex (CoRe) in late 2018/early 2019 has expanded our research capabilities significantly, providing over 40 state-of-the-art fume hoods in both our Materials and Health Science research labs, supporting both undergraduate and graduate researchers. In addition a number of these fumehoods and associated benchspace are 'low level' to accommodate future students with mobility impairments. This additional space helps support our growing number of research faculty. Plans are currently underway for renovation of Essex Hall that will ensure the building is in-line with the requirements of its occupants.

The safety of all our students, both graduate and undergraduate, is of paramount importance to us. Our Department, as well as our Health and Safety Committee work closely with the University bodies to ensure proper training and full compliance with regulatory bodies.

PDC Comments (2020):

PDC notes that equipment deficiencies resulting in possible health and safety concerns have been addressed and commends the area for putting in place structures and procedures (eg., a Departmental Health and Safety Committee) to ensure that matters of health and safety are regularly reviewed and addressed.

Recommendation Satisfied 2019-2020.

Recommendation 3: That the Department work with the Dean to develop a plan to proactively address maintenance and repair costs of major equipment.

Agents: Department Head, Dean of Science

Completion by: Fall 2017

Actions taken 2016 and 2017:

The implementation of the new budgeting system has altered the plans of the Department and the Faculty in regard to addressing the costs of major equipment and facilities repair. New strategies and plans must be developed.

PDC – Recommended further actions to be taken (2018)

The Department is asked to submit its plan for proactively addressing maintenance and repair costs of major equipment by May 1, 2018, as such a plan would also incorporate equipment for which delayed renewal could or has led to health and safety concerns.

See also comments under Recommendation 2.

Actions Taken 2018 and 2019:

Maintenance of major teaching and research equipment remains a major challenge, particularly in the face of significant preventative maintenance (PM) costs for major instrumentation and continuing budgetary limitations. For example the annual cost for a standard PM site visit by a technician for our mass spectrometry suite is ca. \$20K - \$30K while the minimal annual PM for X-ray diffraction is \$15K (+ parts). These are major burdens on our research budgets which cannot be readily met through modest NSERC Discovery operating grants held by many of our faculty. For several years our highly successful cost-recovery MMB program provided a percentage of the profits back to our Department and provided an efficient mechanism to cover the financial burden of instrument maintenance and repair beyond the lifetimes of the initial warranty. Changes to the University budgeting has currently stopped this funding stream and support to maintain infrastructure for both undergraduate and graduate programs is once again a major issue. We are continuing our efforts to explore issues related to the revenue sharing model that had originally be agreed to upon starting of the MMB program as this is the most cost-effective approach to deliver our programs and maintain all our infrastructure and instrumentation.

In the interim, we recognize the support of the Dean of Science who has extended some monies to help cover our PM costs for the coming academic year but are critically aware that this support may not necessarily be forthcoming on an annual basis since the Faculty of science have many other AAU's to consider alongside our own Department.

A number of actions have been taken that will help address this issue which continues to be a major concern for this Department, e.g. we are actively working to increase and are indeed increasing our service contracts with industry. The monies earned will be used to offset maintenance costs. In addition, we are clarifying fees for other research users. In doing so, we have both helped cover running costs and improved our understanding of remaining costs required for maintenance. Our Facilities and Planning Committee have set up a new sub-Committee comprising the technical support staff who maintain our major instrumentation and faculty in order to review these issues in more detail.

PDC Comments (2020):

PDC notes that the area has established an ongoing plan to proactively address maintenance and repair costs of major equipment, including establishing structures such as a Departmental Facilities and Planning Committee and its Subcommittee to review issues in more detail, and pursuing initiatives such as increase service contracts with industry to help offset maintenance costs.

PDC thanks the area for submitting its plan to address maintenance and report costs of major equipment and notes that this recommendation has been satisfied.

Recommendation Satisfied 2019-2020.

Recommendation 4: That the Department explore all options for international student funding in order to increase international student enrolment in the Masters theses programs.

Agents: Department Head, Dean of Science, Dean of Graduate Studies

Completion by: Fall 2018

Actions taken 2016 and 2017:

We have developed several plans that may allow us to provide funding to increase the enrollment of international students in MSc thesis programs and we will investigate these in the coming years.

PDC – Recommended further actions to be taken (2018)

PDC commends the area and looks forward to hearing of the success of the plans for increasing international student enrolment in the Masters theses programs, in the area's next biennial report. PDC also looks forward to receiving specific details on these initiatives as they may serve as exemplary models for other graduate programs for providing international student funding and increasing international student enrolment.

Actions Taken 2018 and 2019:

Funding for graduate students remains a challenge, particularly given changes to provincial support for graduate students (cancellation of the Trillium Program for international students) and potential to reduce the number or value of OGS Awards, placing greater financial burden on our Faculty to support our domestic students, reducing available expenditure to support international students. The Faculty of Graduate Studies has revised its funding levels. In addition, our department continues to pursue avenues to provide funding support for domestic students. This in turn will help free up funding for international students.

PDC-recommended further actions to be taken (2020):

PDC encourages the area to continue its efforts with regard to this recommendation. PDC looks forward to hearing more on the funding avenues pursued for domestic students, which would in turn free-up funding for international students, as well as receiving a report on whether reaching out to industry would be a viable option for increasing funding to international students.

By way of clarification, PDC notes that OGS is overseen by the Ministry and that the Trillium program has been suspended.

Actions taken 2020 and 2021:

We recognize the challenges in funding for graduate research students, particularly international students and the pressures this places on limited NSERC Discovery grants of our individual faculty. We have pushed for some years to review opportunities to reduce the costs of supporting international students and are delighted that the Faculty of Science have reviewed this situation and are providing Faculty of Science PhD Tuition Reduction Scholarships for international students. These Scholarships are assigned to each AAU (within Science) on a 1-for-1 basis for each new domestic student enrolled in our PhD programs. Alongside this, we have increasing numbers of students involved in Mitacs programs through industrial collaboration which provides alternative avenues of funding to reduce financial pressure on some faculty. Due in part to these efforts, this Fall 2021 we had 10 new international PhD students begin their studies; this is the highest number of international graduate students we have had start in several years.

PDC Comments:

PDC notes the area's efforts with regard to this recommendation and encourages it to continue them. Although PDC considers this recommendation satisfied, it encourages the Department to report on its continued efforts and success in identifying funding for international students in its next self-study.

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

Recommendation 5: The Department make a case to the Dean for a faculty appointment in the organic/polymer/ materials area, with ability to teach a range of organic chemistry and materials chemistry courses.

Agents: Department Head, Dean of Science

Completion by: Fall 2017

Actions taken 2016 and 2017:

The Department hired two new faculty members in 2016 in the general area of organic and materials chemistry.

PDC – Recommended further actions to be taken (2018)

PDC congratulates the area on its two new hires and concurs that this recommendation has been satisfied.

Recommendation Satisfied 2017-2018.

Recommendation 6: That the Department proactively plan for additional demands on space and resources, given the introduction and growth of new programs.

Agents: Department Head

Completion by: Fall 2017

Actions taken 2016 and 2017:

The Department's Facilities and Planning Committee has already prepared several plans to deal with space and resource requirements for our new programs and we have worked with the Faculty of Science to secure appropriate space for our immediate needs.

PDC – Recommended further actions to be taken (2018)

PDC commends the area on its efforts with regard to this recommendation. PDC notes that with the submission of a summary report on the plan to address current and upcoming space and resources needs, it would consider this recommendation satisfied.

Actions Taken 2018 and 2019:

As noted, the opening of the new CoRe facility in late 2018/early 2019 has increased the space available to our department. In addition, the Department is actively involved with the Faculty of Science in planning for the upcoming renovations of the space in Essex Hall in order to maintain existing and future needs. [The Chair of our Facilities and Planning committee works closely with the Faculty of Science in discussing existing and future needs not only of our Department but also the needs of the Faculty of Science to accommodate permanent and temporary changes to the use of space within Essex Hall.]

PDC Comments (2020):

PDC thanks the area for the summary report of its plan to address space needs and facilities renovations, and notes that this recommendation has been satisfied.

Recommendation Satisfied 2019-2020.

Recommendation 7: That the Department submit:

- (a) learning outcomes for each of its undergraduate and graduate programs that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate" [*PDC understands that these have been developed but not approved by Council yet. Learning outcomes for existing programs are to be submitted to PDC/Senate prior to consideration by PDC of any new program proposals*], and
- (b) learning outcomes and assessment methods for each of its courses that clearly correspond to the program-level learning outcomes.

Agents: Department Council, Head, CTL, Vice-Provost, Teaching and Learning

Completion by: Fall 2017

Actions taken 2016 and 2017:

We are in the process of updating and approving the learning outcomes for our programs and anticipate they will pass through the approval process by the end of this academic year.

PDC – Recommended further actions to be taken (2018)

PDC looks forward to receiving and reviewing the learning outcomes for the Department's undergraduate and graduate programs during this academic year. PDC urges the area to increase its efforts to develop and submit learning outcomes for each of its undergraduate and graduate courses.

Actions Taken 2018 and 2019:

We have completed the revision of the learning outcomes for the Department's undergraduate programs. The corresponding document has been recently approved by PDC. With that major exercise now complete, we are in the process of revising the learning outcomes of our graduate courses.

PDC-recommended further actions to be taken (2020):

PDC notes the learning outcomes for the majority of the area's undergraduate programs and for some undergraduate and graduate courses have been submitted. PDC looks forward to receiving learning outcomes for the thesis streams of the undergraduate programs, as well as program-level learning outcomes for its graduate programs, and learning outcomes and assessment methods for each of its courses that clearly correspond to the program-level learning outcomes.

Actions Taken 2020 and 2021:

The Department continues to move towards completion of PDC forms for all undergraduate and graduate courses. To this end a single faculty member has been assigned to spearhead the task of identifying outstanding PDC forms for both undergraduate and graduate programs/courses and to work with course instructors to complete this task. In the 2020/2021 academic year, PDC approved 10 course changes (BIOC-3140, BIOC-3310, BIOC-4008, BIOC-4010, BIOC-4030, BIOC-4050, BIOC-8684, CHEM-2003, CHEM-8535 and CHEM-8528) and the introduction of the Honours Chemistry (Applied Chemistry Stream). The Department continue to work actively to complete PDC forms for remaining undergraduate and graduate courses. In this context we note that:

- a) The PLOs for our MSc and PhD research programs were approved by the Dept (May 2021) and are being revised based on comments from CTL before proceeding to Science PDC and University PDC.
- b) The PLOs for undergraduate programs 'with thesis' were approved by the Department (Sept 2021) before proceeding to Science PDC and University PDC.

PDC Comments:

PDC notes the area's progress with regard to this recommendation. PDC also notes that learning outcomes and assessment methods for all of the Department's programs and courses are to be completed and submitted in time for the area's upcoming self-study.

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

UNIVERSITY OF WINDSOR
PROGRAM DEVELOPMENT COMMITTEE
UNIVERSITY PROGRAM REVIEW (UPR)
SECOND BIENNIAL STATUS REPORT ON:
 CIVIL AND ENVIRONMENTAL ENGINEERING
 (UNDERGRADUATE AND GRADUATE PROGRAMS)
 January 2022

Undergraduate and Graduate Curriculum Reviews and Learning Outcomes - General

Recommendation 1: That the Department submit:

- (a) curriculum maps for each of its programs, program-level learning outcomes for its MEng Civil Engineering and MEng Environmental Engineering *without co-op* programs,
- (b) revised learning outcomes for its MASc programs that clearly articulate expectations for research skills, and
- (c) course-level learning outcomes, assessment methods and appropriate indicators for learning outcomes, for each of its undergraduate and graduate courses that clearly correspond to the program-level learning outcomes.

Agents: Department Council, Head, CTL, Vice-Provost, Teaching and Learning

Completion by: must be addressed in the 2018/2019 Self-Study Report

Actions Taken 2018 and 2019:

- a) Curriculum maps have been created for the undergraduate programs, in preparation for the Canadian Engineering Accreditation Board (CEAB) visit scheduled for Winter 2021. These maps describe in which course each of the CEAB Graduate Attribute indicators will be evaluated. The indicators (sometimes referred to as Learning Outcomes) are aspects of the twelve CEAB-defined Graduate Attributes that will be evaluated. CEAB accreditation is paramount to the continuation of engineering undergraduate programs – without it, we would have no enrollment.

There are no curriculum maps for the MASc and PhD programs. Each of these programs includes four graduate courses selected by the student in consultation with his/her thesis/dissertation advisor. Therefore, there is no guarantee of consistency from the coursework. Only the thesis/major paper or dissertation and the *Graduate Seminar* course are required for all research graduate students. The Learning Outcomes must be satisfied within these two elements.

The Master of Engineering (MEng) program is administered centrally within the Faculty of Engineering. Departments have little say about overall objectives of the program. Departments do not control admission into this graduate program, they simply provide courses. As such, and for consistency, the definition of Learning Outcomes for the MEng program should be coordinated centrally.

- b) The learning outcomes for the MASc in the 2012-13 IQAP report are distinct from those of the MEng program. Those for the MASc will be discussed, and modified if needed, at department council.
- c) Course-level learning outcomes are defined by instructors for all undergraduate courses, but they are different than the graduate attribute indicators mentioned above. In terms of graduate courses, there are many “Special Topics” graduate courses that do not have defined learning outcomes. Once a Special Topics course was offered a few times, it should be converted into regular graduate courses, and learning outcomes assigned to them. Typically, if there is a new graduate course or a change to a course, then course learning outcomes are written and modified after being examined by CTL.

PDC-recommended further actions to be taken (2020):

PDC agrees that the curriculum map for the MASc and PhD programs would consist of 4 courses and a thesis/dissertation and notes that the map should demonstrate that the learning outcomes of the programs are achieved through the completion of these two elements. PDC also notes that the Faculty of Engineering FCC linked the CEAB graduate attributes to the UWindsor graduate attributes some years ago to make it easier for the Departments, the University, and the CEAB to assess learning outcomes and curriculum maps. PDC looks forward to receiving the curriculum maps, in the next status report. All departments within the Faculty are expected to work together to coordinate the development of learning outcomes for the MEng program.

PDC also agrees with the area that course-level learning outcomes are defined by instructors through the Departmental Council and that they differ from program-level learning outcomes. PDC looks forward to receiving course-level learning outcomes as part of the area's next cyclical review.

Actions taken 2020 and 2021:

A curriculum map for Civil BAsC and Environmental BAsC programs was created (attached *Curr Map CEE.xlsx*). This shows the Graduate Attribute Indicators (GAIs) assessed by CEE instructors. Column A lists the CEAB Graduate Attributes. Column B lists the GAIs. Coloured squares indicate that a GAI was assessed in a course (see key at right of the worksheet). Each GAI is supposed to be assessed at three levels: Introduce (I), Develop (D), and Apply (A). The arduous process of creating Learning Outcomes (LOs) for the CIVL-8900/ ENVE-8900 *Special Topics* courses has begun. Each course requires preparing a PDC form to define LOs, and a course description that will appear in the graduate calendar. Of about two dozen courses that need to be converted, six are done and in the calendar, three more are at Grad Council, the first drafts are being written for two, and six more are planned in for the second batch. The process takes on average about nine months and each form takes about 30 person-hours of secretary and faculty time, including shepherding the form through CTL, AAU Council, Faculty Coordinating Council, and Grad Council before depositing it at PDC. The work-hours outside of our unit caused by this ceaseless effort are unknown to us.

Actions to be taken:

Curriculum maps for graduate programs (course selection is individual, therefore many of the higher level program learning outcomes must be met by thesis/dissertation and graduate seminar) have not been completed.

No movement has been made on program learning outcomes for the MEng programs. This will rely on the GENG courses, as they are common to all students.

PDC Comments:

PDC notes the Department's efforts with regard to this recommendation and encourages the area to add a column to its curriculum maps indicating how the CEAB graduate attributes map onto the University of Windsor graduate attributes for both graduate and undergraduate programs. PDC looks forward to receiving learning outcomes and assessment methods for the remaining undergraduate and graduate programs and courses.

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

Recommendation 2: As part of its curriculum review exercise, that the Department

- (a) identify specific initiatives that could be taken to enhance innovation into its programs, thereby providing more distinctive undergraduate and graduate programs.
- (b) investigate methods to engage more undergraduate students in research.
- (c) compare the NSSE and CGPSS scores for its programs against those achieved by other comparable programs across Canada, to identify strengths and areas for enhancement.
- (d) confirm and investigate the apparently high attrition rates and develop and report on strategies to address attrition.
- (e) decide and report on what undergraduate and graduate program quality indicators¹ are most appropriate

¹ Perhaps use the following IQAP quality indicators:

a) Faculty: funding, honours and awards, commitment to student mentoring

and start to track them in earnest. This could be achieved similar to the Canadian Engineering Accreditation Board (CEAB) guidelines.

Agents: Head, Dean

Completion by: must be addressed in the 2018/2019 Self-Study Report

Actions Taken 2018 and 2019:

- a) A curriculum review was initiated with Curriculum Development Fund (CDF) money. A market survey was commissioned, an alumni/industry networking event was hosted, and an online survey was conducted. The key feature in question was whether to develop “streams” within Civil Engineering (*e.g.* structures, water resources, transportation, *etc.*). While alumni/employers felt that more latitude in technical electives was desired, the majority were against creating streams in the undergraduate degree, but to keep it general and broad-based. In addition, any declaration of specialization on the degree (*i.e.* the parchment) requires it be included in the stringent CEAB accreditation process, which necessitates that those courses involved in the specialty be taught on a regular basis, which means scarce teaching resources must be dedicated. A committee was formed to restructure the Civil BAsC program, in order to provide more technical options. Progress has been slow because the current program is accredited until 2021 and changes must be incremental, so as not to negatively affect the accreditation.
- b) In terms of engaging more undergraduate students in research, there is an opportunity to incorporate a research-based course in Environmental Engineering, because of the low student-to-faculty ratio. This needs to be developed further.
- c) The NSEE 2014 results were not broken down by engineering department, but Engineering as a whole was compared to other Engineering schools. In comparison to other Ontario Engineering schools, our:
 - 1st year students spend more time in service learning
 - 4th year students spend less time in internship or field experiences
 - 4th year students see more obstacles from financial pressure and course availability
 - 1st year students report lower levels of organization and clear explanation by profs
- d) The high attrition rates appear to be related to Table 12 in the 2012-13 IQAP report. The completion rates in question are probably related to the undergraduate program, because statistics in the graduate programs are unreliable due to the low number of students. The table below shows completion rates and withdrawal rates (calculated using unique individuals) for the first three years reported in 2012-13 (after that, completion rates are low due to students still being in-program). Even for 2007-08, the completion rates are showing that some students are taking more than four years to complete their undergraduate degree. Within 10%, The Completion + Withdrawal rates = 100%, showing that one is the compliment of the other. For the first two years, the completion rates may seem low (and the complementary withdrawal rates seem high). However, this is not unusual for Engineering. The data from the 2012-13 IQAP report for the department of Mechanical, Automotive and Materials Engineering (MAME) is also shown in the table. In all cases, the overall withdrawal rate is higher than for CEE.

Fiscal Year	Completion Rate (%)	Overall Withdrawal Rate (%)	MAME Overall Withdrawal Rate (%)
2005-06	61.2	34.7	43.5
2006-07	68.2	30.3	34.9
2007-08	43.8	42.2	42.5

- b) Students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills
- c) Program: evidence of program structure and faculty research that will ensure the intellectual quality of the student experience
- d) Sufficient graduate level courses that the students will be able to meet the requirement that two-thirds of their course requirements be met through courses at this level.

Further, the Head of CEE asked the OIA about these high attrition rates. Their response is below (in blue), but the main point is that completion rates in Engineering are in the mid- to high 60s as a percentage. Further, there are programs at UWindsor with lower rates of completion. Hence, CEE sees this issue as a “red herring” and requests that his recommendation be listed as “satisfied”.

As for the old Cohort Data report, the attrition/withdrawal rate of 34.7% for the 2005-06 Cohort corresponds to students who did not complete the program and were not still registered as of 2011-12 (the report was run in May 2012, so it may have also captured students who applied and were eligible to graduate in June 2012 – I will have to check). Students who transferred to or graduated from another program were counted as withdrawn.

For the sake of reasonability/comparison, the Ministry Key Performance Indicators for UWindsor (MAESD KPIs on our website: <http://www1.uwindsor.ca/info/maesd-indicators>) for 2013-14 – select 2013-14 and scroll down to ‘Graduation Rates’) show the rates below. Granted, rates are measured differently (i.e. the Engineering rate starts with students entering in Fall 2005 Year 1 in Engineering – all programs, and counting those who graduated in any program by 2012, within 7 years). Undergraduate Engineering had a graduation rate of 67.8% (vs. 65.3% completing or continuing in the IQAP report for the 2005-06 Civil/Environmental Cohort as of 2011-12, within 6 years).

Graduation Rates: The MAESD has calculated graduation rates using a single entering cohort of students and determining whether or not they graduated within seven years. The methodology employed involves the selection of all new full-time, Year One undergraduate students on the official Fall 2005 enrolment file, who have a valid (and unique) student ID number, and were seeking either a bachelors or first professional degree. The subset was then matched against the records for students who received a degree (in any program) from the same institution during the most current seven year period (2005 to 2012).

Note: To ensure confidentiality, cells representing counts less-than or equal-to 5 are suppressed and displayed as "*".

Program	Graduation Rate
Agriculture/Biological Sciences	64.1%
Business & Commerce	58.4%
Computer Science	52.6%
Education	98.5%
Engineering	67.8%
Fine Arts	69.6%
Humanities	66.4%
Kinesiology/Recreation/Phys Ed	77.4%
Law	91.3%
Mathematics	61.8%
Nursing	85.3%
Other Arts & Sciences	57.5%
Other Health Professions	*
Physical Sciences	89.2%
Social Sciences	61.9%
Institution Rate	73.9%

* For graduation rate, sample size of five or fewer individuals.

- e) It is suggested that we track indicators “similar to the CEAB guidelines.” We suggest using the CEAB Graduate Attributes (and their learning outcomes) themselves, to avoid duplication. CEAB requires that we

periodically analyze the tracked numbers to make changes to improve the curriculum. We have also used exit interviews and online alumni surveys to measure whether our graduates have achieved the graduate attributes. As for the graduate programs, the best quality indicator would be the thesis, but we do not grade either the final master's thesis or doctoral dissertation. CEE is open to suggestions on how to track quality in graduate programs, such as MEng, MASc, PhD. But it is suggested that (since this recommendation affects many programs at UWindsor), this be done on a university-wide basis.

PDC-recommended further actions to be taken (2020):

(a) PDC commends the area on its efforts to identify specific initiatives that could be taken to enhance innovation into its programs, thereby providing more distinctive undergraduate and graduate programs and notes that recommendation 2(a) has been satisfied.

(b) PDC encourages the area to make faculty members aware of the undergraduate research experience grant available through ORIS, which would provide more opportunities for undergraduate student involvement in research. The Outstanding Scholars program is also another possible way of engaging more undergraduate students in research.

(c) PDC thanks the area for its assessment of the National Survey of Student Engagement (NSSE) data and encourages the area to complete its review of the Canadian Graduate and Professional Student Survey (CGPSS) scores for its programs against those achieved by other comparable programs across Canada to identify possible curriculum revisions. PDC looks forward to a report from the area on any planned curriculum revisions as a result of this review.

(d) PDC notes that, while retention rates may compare favourably to other Ontario universities, they are still low and more can and should be done to ensure better retention rates in the Department's programs at the University of Windsor. PDC directs the area to investigate the causes of the low retention rates and to develop strategies to address these attrition rates. PDC looks forward to receiving a report outlining strategies for improving retention rates.

(e) PDC encourages the area to consider quality indicators at different points of the graduate programs. PDC notes that CEAB graduate attributes are linked to the UWindsor graduate attributes and therefore agrees that the area may use CEAB Graduate Attributes (and their learning outcomes) to report on program quality indicators.

Actions taken 2020 and 2021:

Faculty members in CEE are aware of *Outstanding Scholars*, in fact, the most recent graduating class had at least four (in a class of 61). Several faculty have taken advantage of the URE and *Ignite* programs to provide HQP for their research programs. In the spring of 2021, Senate approved the courses CIVL-8800/ENVE-8800 *MEng Research Project* in which coursework masters students will conduct an investigation, design, and/or analysis, present a progress seminar, and produce a technical report based on their work. Like the OS, URE, *Ignite* programs, this provides short-term research personnel at no cost to the faculty member.

Survey data is one instrument to describe overall satisfaction of students with the program. More relevant to curriculum reform is the assessment of the thirty-three Graduate Attribute Indicators (GAIs), at three levels (hence minimum 99 assessments) to assess the quality of our programs as required in our CEAB accreditation report.

Retention rates in year 1 of our undergraduate programs have improved since the formation of the WINONE Office. Recently, the position of the leader of the WINONE Office has been converted into an Associate Dean (formerly Assistant Dean). CEE accepts that a yearly attrition of 10-15% is normal for Engineering programs throughout Ontario.

PDC Comments:

(a) Recommendation (a) was satisfied in 2019-2020.

Actions to be taken 2020 and 2021:

Meaningful efforts to reform and modernize the curriculum are underway. However, these efforts take time, and hence must wait until after accreditation.

PDC Comments:

PDC encourages the area to provide specifics on efforts undertaken to reform and modernize the curriculum, in its next self-study.

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

Recommendation 4: That the Department report on its plan to ensure sufficient availability of options for Environmental Engineering students, in scheduling elective and mandatory courses, among and between other departments.

Agents: Head

Completion by: must be addressed in the 2018/2019 Self-Study Report

Actions Taken 2018 and 2019:

All of the technical electives available to Environmental Engineering students are offered by other programs (Civil or Mechanical). In the summer of 2019, all these options were available to undergraduate Environmental Engineering students. However, given that students can only choose one option, the schedules of some of the options overlap.

PDC-recommended further actions to be taken (2020):

With confirmation that there is sufficient availability of options to meet the needs of Environmental Engineering students, PDC would consider this recommendation satisfied.

Actions taken 2020 and 2021:

The chart below is a timetable for Summer 2021, the final semester for Civil and Environmental students who graduated in 2021. Environmental Engineering students must select one technical option from six choices. Mandatory Environmental Engineering courses are in shades of green. The six option courses are in lilac, yellow, orange and red. Some of the schedules for the options overlap, but since Environmental Engineering students may only select one option course, all technical option courses are available.

Enviro Semester 8 - Summer 2021

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00AM					
8:30AM	CIVL-3630 Geotechnical Engineering II - lecture 1 Police 8:30AM-9:50AM	CIVL-4820 Planning & Construction Management - lecture 1 Ruparathna 8:30AM-9:50AM	CIVL-3630 Geotechnical Engineering II - lecture 1 Police 8:30AM-9:50AM	CIVL-4820 Planning & Construction Management - lecture 1 Ruparathna 8:30AM-9:50AM	ENVE-4008 Capstone Design Project - lecture 1 Xu 8:30AM-10:20AM
9:00AM					
9:30AM					
10:00AM	CIVL-3650 Transportation & Traffic Engineering - lecture 1 Kim 10:00AM-11:20AM	MECH-3228 Heat Transfer - lecture 1 Jainu 10:00AM-11:20AM	CIVL-3650 Transportation & Traffic Engineering - lecture 1 Kim 10:00AM-11:20AM	MECH-3228 Heat Transfer - lecture 1 Jainu 10:00AM-11:20AM	
10:30AM		MECH-3224 Engineering Measurements - lecture 1 Lang 10:00AM-11:20AM		MECH-3224 Engineering Measurements - lecture 1 Lang 10:00AM-11:20AM	
11:00AM					
11:30AM	ENVE-4810 Sustainability in Engineering - lecture 1 Tam 11:30AM-12:20PM		ENVE-4810 Sustainability in Engineering - lecture 1 Tam 11:30AM-12:20PM		ENVE-4810 Sustainability in Engineering - lecture 1 Tam 11:30AM-12:20PM
12:00PM					
12:30PM	ENVE-4810 Sustainability in Engineering - tutorial 51 Tam 12:30PM-2:20PM		ENVE-4820 Hydrogeological Engineering lab/tut 51 Bollatti 12:30PM-2:20PM		
1:00PM		ENVE-4820 Hydrogeological Engineering lecture 1 Bollatti 1:00PM-2:20PM		ENVE-4820 Hydrogeological Engineering lecture 1 Bollatti 1:00PM-2:20PM	
1:30PM					
2:00PM					
2:30PM	CIVL-4820 Planning & Construction Management - tutorial 51 Ruparathna 2:30PM-4:20PM	GENC-4210 Engineering & Society - lecture 1 & 2 Bowers 2:30PM-3:50PM	CIVL-3630 Geotechnical Engineering II - tutorial 51 Police 2:30PM-4:20PM	MECH-435 Environmental Effects and Control of Noise - lecture 1 Nevak 2:30PM-4:50PM	GENC-4210 Engineering & Society - lecture 1 & 2 Bowers 2:30PM-3:50PM
3:00PM					
3:30PM					
4:00PM				MECH-3228 Heat Transfer - lecture 1 Jainu 3:30PM-5:20PM	
4:30PM			MECH-435 Environmental Effects and Control of Noise - lab 51 Nevak 4:20PM-6:50PM		
5:00PM					
5:30PM			CIVL-3650 Transportation & Traffic Engineering - tutorial 51 Kim 5:30PM-7:20PM	MECH-3224 Engineering Measurements - lecture 1 Lang 5:30PM-6:50PM	
6:00PM					
6:30PM					
7:00PM					
7:30PM					
8:00PM					

PDC Comments:

PDC thanks the area for this update and considers this recommendation satisfied. PDC looks forward to hearing whether this addresses the concerns of Environmental Engineering students regarding the availability and scheduling of mandatory and optional courses, in the next self-study.

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

Undergraduate Co-op

Recommendation 5: That the Department review the current co-op models and work with the Co-op office to address student concerns about the relevance of the types of positions available and increase the number of co-op placements, including introducing a formal one-year internship as an alternative to the current alternate term co-op model.

Agents: Department Council, Head

Completion by: must be addressed in the 2018/2019 Self-Study Report

Actions Taken 2018 and 2019:

This matter was discussed at the alumni networking event, and through the follow-up survey. Alumni and industry respondents were split (48:52) about whether a 1-year internship is preferred. Co-op currently supports the option to have year-long work terms if requested by an employer. However, this would not change the timing of the study terms and would add one year to the time to completion of the BAsC degree. The current sequence of study/work terms allows a student to complete the engineering degree and three co-op terms within four calendar years, a competitive edge for the UWindsor programs, and therefore is strongly supported by the Dean of Engineering.

CEE will report on the relevance of the types of positions available and the number of co-op placements in its next regular IQAP report.

PDC Comments (2020):

PDC thanks the area for conducting the review of co-op models and looks forward to the report on the relevance of the types of positions available and the number of co-op placements in the area’s next cyclical review. PDC notes that this recommendation has been adequately satisfied.

Recommendation Satisfied (2019-2020).

Graduate Studies and Research

Recommendation 6: That the Department develop and report on its strategic plans for research and graduate studies, as intended, which should include strategies to:

- (a) review graduate course offerings to ensure that these courses continue to meet the different expectations of all three graduate degrees (MEng, MASc, PhD).
- (b) seek other sources of funding to support its activities (e.g., industry, alumni support, externally-funded chairs), including establishing research teams with a view to obtaining large group grants or industry-sponsored research grants and securing sustainable graduate student funding.
- (c) investigate whether research funding is decreasing.

Agents: Department Council, Head, Office of Research Services

Completion by: must be addressed in the 2018/2019 Self-Study Report

Actions Taken 2018 and 2019:

- a) Students in all CEE graduate programs take the same technical (CIVL or ENVE) courses. MEng students in CEE

take three mandatory (GENG) courses and five major (CIVL or ENVE) courses. MAsc and PhD students take four major courses, plus the *Graduate Seminar*, plus their major paper or thesis or dissertation. As of Fall 2019, there are approximately 140 MEng students and 50 research (MAsc and PhD) students. There is a demand by MEng students, who can expect to complete their five major courses in two or three terms, to have a variety of courses from which to choose. This drives the introduction of new courses, and fortunately there are sufficient faculty numbers in CEE (a total of 18, and now that the three new faculty members are at full teaching load) to provide such variety. In terms of quality, surveys will be conducted in CEE courses and in the *Graduate Seminar* to determine if the major courses meet the needs of the research students.

- b) NSERC Discovery Grants (DGs) have become more difficult to secure since the change in evaluation process in 2009. Faculty (especially new faculty) are very aggressively applying for research funding, including NSERC and other sources. All three new faculty have secured an NSERC DG on their first attempt. However, UWindsor faculty are competing against faculty members in other Canadian universities for NSERC funding. A survey of CEE teaching loads at Canadian Universities (CSCE, 2019) revealed that the average teaching load is 3.2 courses per year, and at UWindsor it is 3.6 (taking into account course reliefs for Head, undergraduate counsellor, etc.) plus undergraduate capstone project supervision (which at some universities is counted as part of the teaching load). In addition to the higher teaching load, graduate class size has increased over the past ten years due to the MEng program and the number of GAs has decreased. Industry support is not a gravy train. It takes time to develop relationships with industry that lead to research funding. More funding could be obtained if less time were required for teaching, quality assurance reports, etc. In addition, many other universities (e.g. Western, Toronto) advertise domestic tuition fees for international PhD students. UWindsor faculty are at a disadvantage attracting funding and the best students.

CEE is undergoing a review of their undergraduate curriculum. In addition to realigning the program to better equip our graduates, the concept of reducing the number of courses will be debated. In addition, CEE suggests that programs that undergo vigorous external review, i.e. CEAB accreditation, be exempt from regular IQAP reports.

- c) CEE is will quantify the change in research funding during the current IQAP cycle and compare it to the funding on the previous cycle, and will report this in the next IQAP report.

PDC-recommended further actions to be taken (2020):

PDC notes that curriculum maps will be aid in determining whether graduate course offerings continue to meet the different expectations of all three graduate degrees.

PDC looks forward to hearing more on efforts to seek other sources of research and graduate student funding, in the area's next cyclical program review.

PDC encourages the area to work with the Office of Quality Assurance to merge CEAB and IQAP reports, both of which are mandated by external bodies.

Actions taken 2020 and 2021:

While a curriculum map and planning may reduce the need to offer some graduate courses, demand by MEng students means that CEE is hiring sessional instructors every term (fall, winter, summer). For example, in Winter 2022, Civil MEng students require 398 seats and Environmental MEng students require 97 seats. In addition, about 30 (Civil) and 10 (Environmental) seats are required for MAsc and PhD students. The 11 graduate courses offered by regular faculty members (two faculty members are teaching 2 graduate courses each) provides 430 Civil and 161 Environmental seats. Two sessionals will need to be hired. This assumes **50 students in each graduate course**. In addition, MEng students are taking CIVL or ENVE courses for three terms of their (typically) four term degree, so a regular variety of courses is required.

The Master of Engineering (MEng) program is administered centrally within the Faculty of Engineering. The Registrar's office administers admissions. Students take eight graduate courses to complete their degree: three core (mandatory) courses: Engineering Technical Communications, Engineering Mathematics and Engineering

Project Management, and five discipline (CIVL or ENVE) courses. Departments simply provide discipline-specific courses. As such, and for consistency, the definition of Learning Outcomes for the MEng program should be coordinated centrally.

Actions to be taken:

Seek other sources of Graduate Student funding.

CEE would like to merge CEAB and IQAP reports. This would save an immense amount of time, and allow faculty members and administrators to focus on improving programs instead of writing reports.

PDC Comments:

PDC notes that the recommendation does not call for the reduction of courses, but rather a review of graduate courses to ensure they meet the needs and different expectations of all three graduate degrees (MEng, MASc, PhD). PDC urges the area to address this part of the recommendation in its next self-study.

As noted in 2020, PDC supports the merging of the CEAB and IQAP Self-Study reports. PDC once again encourages the area to work with the Office of Quality Assurance to merge CEAB and IQAP reports, both of which are mandated by external bodies.

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

Recommendation 7: That the Department devise and report on its a plan to track the number of publications by graduate students.

Agents: Head

Completion by: must be addressed in the 2018/2019 Self-Study Report

Actions Taken 2018 and 2019:

Graduate students have been shown how to use the *Scholarship at UWindsor* repository of published work as part of the *Graduate Seminar* course. Further investigation is needed to see if this is a reliable indicator of student publications.

PDC Comments (2020):

PDC notes that the area's plan to track the number of publications by graduate students involves having them post their published work to the *Scholarship at UWindsor* repository as of the *Graduate Seminar* course. PDC notes that this recommendation has been satisfied.

Recommendation Satisfied (2019-2020).

Recommendation 8: That the Department, working with the Faculty Dean and the Dean of Graduate Studies, investigate how it might increase the number of GAs, especially in the areas of highest demand (student enrolment/need).

Agents: Head, Dean of Engineering, Dean of Graduate Studies

Completion by: must be addressed in the 2018/2019 Self-Study Report

Actions Taken 2018 and 2019:

The GA allocation has decreased since 2011 when the GA allocation to faculties became distributed according to the number of undergraduate students, as opposed to graduate students. With the recent tuition rollback by the provincial government, and the effect of transfer payments between faculties, engineering is faced with a tightened budget and has reduced expenditures on GAs. Now, it is not uncommon for a thesis graduate student to not receive a GA in her/his first term, and under these conditions, bonus and grace GAs do not exist. Although Engineering generates about one-third of the tuition revenue of the university, Engineering does not receive one-half of the international students' tuition (almost all MEng students are international), as agreed under the

university's funding formula. One solution to the lack of GA support is for Engineering to receive the money to which it is entitled from the MEng tuition.

PDC-recommended further actions to be taken (2020):

PDC thanks the area for its update and looks forward to an update on how the Department has worked with the Deans of Engineering and Graduate Studies to try to increase the number of GAs.

Actions to be taken 2020 and 2021:

CEE will work with the Dean of Engineering to establish student/GA ratios that allow GAs to be allotted to new graduate students. The funding for GAs from the Faculty of Graduate Studies to the Faculty of Engineering is fixed at 2011 levels, regardless of the growth in MEng numbers. This creates a disadvantage for our undergraduate students as the GA allocation must be shifted away from their courses.

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

Civil Engineering - Recruitment

Recommendation 9: That the Department develop a diversity and equity strategy to increase the representation of women in the Civil Engineering program, and to ensure recruitment and retention of other equity seeking groups such as visible minorities, Indigenous students, and students with disabilities.

Agents: Head, Departmental Council, Dean

Completion by: must be addressed in the 2018/2019 Self-Study Report

Actions Taken 2018 and 2019:

According to the DEAP database entry for CEE, aboriginal peoples are most underrepresented in faculty members and women are the second most underrepresented. However, persons with disabilities and visible minorities are satisfactorily represented in CEE faculty.

Only 11% of CEE faculty members are female, compared to roughly 20% of the engineering students. The department follows all University of Windsor equity procedures in hiring. Due to the hiring freeze caused by the provincial government tuition reduction, CEE has one unfilled faculty position (Geotechnical Engineering). One strategy to ensure the representation of women in the applicant pool is to *a priori* set a threshold number or percentage of female applicants be achieved before the Appointments Committee looks at the applications. This will indicate that advertisement for the position has reached sufficient number of female applicants, while not adversely affecting the ability of the Appointments Committee to select the most qualified applicant.

PDC-recommended further actions to be taken (2020):

PDC commends the area on its use of the DEAP tool for determining under-represented groups within the faculty Department's complement and notes that the area's recommendation for addressing this under-representation seems reasonable.

PDC looks forward to a receiving a report outlining a strategy to increase the representation of female students in the Civil Engineering program, and to ensure recruitment and retention of other equity seeking groups such as students from visible minorities, Indigenous students, and students with disabilities.

Actions taken 2020 and 2021:

Modernizing and streamlining the undergraduate curriculum will, in the long term, attract more students and potentially different types of students. To this end, a senior faculty member is investigating the feasibility of a Chemical Engineering option for Environmental Engineers. Chemical engineering (like Environmental Engineering) typically attracts a higher percentage of female engineering students.

Actions to be taken:

Although in general, visible minorities are not underrepresented in the CEE faculty, there are no black tenure-track faculty in all of Engineering. A recent allocation to Environmental Engineering for a Tier 2 Research Chair is targeted at a black female engineering scholar. The open Geotech position is also being targeted to female scholars.

PDC Comments:

PDC notes the Department's initial diversity and equity initiatives and encourages the area to continue building on them to increase the representation of women in the Civil Engineering program, and to ensure recruitment and retention of other equity-seeking groups such as racialized students, Indigenous students, and students with disabilities. PDC notes that structures and supports to strengthen equity, diversity, inclusion and Indigeneity are growing at the University, and encourages the area to take advantage of these structures and resources to develop a diversity and equity strategy able to reach these recruitment and retention goals.

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

Teaching

Recommendation 10: That the Department consider and report on strategies to enhance the quality of teaching and identify appropriate indicators of quality teaching, which may include student evaluations of teaching.

Agents: Head, Departmental Council, Dean

Completion by: must be addressed in the 2018/2019 Self-Study Report

Actions Taken 2018 and 2019:

Relying solely on student evaluations of teaching for promotion and tenure decisions has been shown to be flawed. Engineering has started a revision to its RTP criteria, under which multiple sources of feedback on teaching performance will be used. This has been drafted, reviewed by department heads and reviewed by two departmental RTP committees. With regard to RTP decisions on teaching quality, the new criteria in its current draft states "SET data should be included in these assessments, which can also include other forms of student feedback, peer review, and department head comments."

PDC-recommended further actions to be taken (2020):

PDC concurs that student evaluations of teaching should not be the sole source of teaching assessment. PDC looks forward to hearing of the approval of revised RTP criteria specifying the use of multiple sources of feedback on teaching performance, as well as other strategies for enhancing the quality of teaching including, for example, participation in CTL workshops.

Actions to be taken 2020 and 2021:

After CEAB accreditation is over (February 2022), the draft RTP files will be resurrected and work will continue of reforming our outdated RTP criteria, with a secondary goal of unifying the RTP criteria across the three Engineering departments. In addition to credit for attending teaching workshops, the draft RTP committee includes mentorship of Assistant Professors by [Full] Professors.

PDC Comments:

PDC supports the proposal to include credit for attending teaching workshops and mentorship of faculty, as part of the RTP criteria. PDC encourages the area to identify and report on Departmental-level criteria and benchmarks for quality teaching in its next self-study.

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

Recommendation 11: That the Department report on strategies to mitigate plagiarism and cheating and encourage academic integrity.

Agent: Head, Instructors, Academic Integrity and Student Conduct Officer

Completion by: must be addressed in the 2018/2019 Self-Study Report

Actions Taken 2018 and 2019:

Every full GA (140 hours per term) now has 6 hours per term allocated to proctoring exams in courses where they were not assigned as a GA. This provides extra help in large exams, especially those conducted in multiple (as high as five) rooms simultaneously. The downside is that this means that each GA has less time for office hours and marking. In addition, faculty members in Engineering regularly call upon other faculty members to assist in proctoring when multiple rooms are used. This is not the most efficient use of faculty members time, but it is a way to compensate for the fact that the University no longer makes the St. Denis Centre available for exams, which would reduce the number of proctors needed for large classes.

The Faculty of Engineering has instituted the iron pin ceremony in which undergraduate engineering students pledge to uphold principals of integrity and professionalism. Students pledge in first year, and every year thereafter. This parallels the obligation to uphold high ethical standards in the workplace during the iron ring ceremony.

PDC-recommended further actions to be taken (2020):

PDC commends the area for its efforts and strategies to reduce cheating in exams. PDC encourages the area to consult with the Academic Integrity Officer to consider systematic strategies to mitigate plagiarism.

Actions to be taken 2020 and 2021:

Attempts to control plagiarism have been put on hold during online teaching due to the pandemic. Since the University would not endorse online proctoring, faculty have generally shifted grading away from exams and on to assignments, which increases the working hours needed for grading (in spite of the fact that the GA allocation has not increased). Course tutoring sites like *Chegg* and *CourseHero* are being used as tools for plagiarism during exams. CEE faculty look forward to face-to-face classes and in-person exams resuming in Winter 2022.

PDC Comments:

PDC notes that shifting grading away from exams and onto assignments, as well as providing alternate forms of final evaluations, are excellent strategies for mitigating cheating while maintain program quality and rigour. In line with recommendation 8, PDC encourages the area to work with the Faculty Dean and the Dean of Graduate Studies to increase GA allocation to support the strategy of shifting away from exams, subject to CEAB accreditation requirements.

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

Human Resources

Recommendation 12: That the Department, working with the Faculty Dean, report on a plan to effectively and efficiently manage human resource needs, including

- (a) reviewing technical staff needs, and
- (b) reducing the number of sessional instructors in the Department. Sessional instructors should be given such support and mentoring as may be necessary.

Agents: Head, Dean

Completion by: must be addressed in the 2018/2019 Self-Study Report

Actions Taken 2018 and 2019:

- a) New technicians hired in Engineering are through the Office of the Dean (OOD) and are managed by the Manager of Technical Support. This potentially allows a more even distribution of workload between

technicians, and less wait time for faculty requiring technical services. The highest priority for the technical staff is undergraduate labs and programs, providing technical services for research projects is secondary.

CEE currently has 2.5 technical staff allocated to it: one senior technician in Civil Engineering, one senior technician in Environmental Engineering, and one (electronics) technician shared between CEE and MAME. A junior technician was hired by the OOD in July 2018 and mostly works with the senior Civil technician. Despite this, some researchers send work outside of the university due to wait times for construction of research apparatus.

- b) The three new tenure-track faculty hired from August 2017 to July 2018 are teaching a full load, and this has all but eliminated the need for sessional instructors. All undergraduate courses in the department are taught by full-time faculty, with the exception of the Geotechnical Engineering courses. Dr. Budkowska, a former full-time Professor who taught these courses, retired in 2012 and CEE has been unsuccessful at hiring her replacement. CEE intends to begin a search again but is waiting for the hiring freeze caused by the provincial government tuition reduction to be lifted. In the meantime, Geotech courses are covered by a sessional instructor who has preferred applicant status. The addition of new faculty also means that CEE can keep up with the demand for graduate courses, mostly created by MEng students. CEE does hire sessional instructors for a mandatory MEng course: *Engineering Project Management*. In the past year and a half, sessional instructors have been hired for 13 sections of this course. Twelve of the 13 sections were instructed by two working Professional Engineers, each with a minimum of ten years of project management experience. One has taught the project management course 15 times, the other seven.

PDC Comments (2020):

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

Recommendation Satisfied (2019-2020).

Marketing and Recruitment

Recommendation 13: That the Department, in consultation with the Office of the Vice-President, Research and Innovation, the Dean, and Public Affairs and Communication, design and implement a strategy for improvements to public relations and research dissemination in the popular media, including web-based applications of information and communications technologies.

Agent: Head, Dean, Vice-President, Research, PAC

Completion by: must be addressed in the 2018/2019 Self-Study Report

Actions Taken 2018 and 2019:

Non-traditional avenues of for dissemination of technical work are available. The University is now a subscriber to the open-access journal "The Conversation" to which faculty may write plain language reports about their research. In addition, the Faculty of Engineering has a full-time Communications Officer. Our faculty are diligent in relaying news about faculty and alumni to her and these stories end up in the online *Daily News*, and/or the Newsletter: *Windsor Engineering*. Many of these stories also get picked-up by our local newspaper: *The Windsor Star*.

PDC Comments (2020):

PDC thanks the area for its report and notes that this recommendation has been satisfied.

Recommendation Satisfied (2019-2020).

UNIVERSITY OF WINDSOR
PROGRAM DEVELOPMENT COMMITTEE
UNIVERSITY PROGRAM REVIEW (UPR)
SECOND BIENNIAL STATUS REPORT ON: COMMUNICATION, MEDIA AND FILM
(UNDERGRADUATE AND GRADUATE PROGRAMS)
 January 2022

Recommendation 1: That the Faculty submit curriculum maps and program-level learning outcomes for each of its graduate and undergraduate programs, as well as course-level learning outcomes and assessment methods for each of its courses that clearly correspond to the program-level learning outcomes.

[PDC notes that the Department has developed learning outcomes for some of its programs and courses and looks forward to receiving the remainder of the learning outcomes and the curriculum maps.]

Agents: Department Council, Head, CTL, Vice-Provost, Teaching and Learning

Completion by: Fall 2019

Actions Taken 2018 and 2019:

CMF has completed Senate approved Learning Outcomes for all CMAF and CMAF cross-listed courses. Program-level learning outcomes are in the “workflow” process as of Fall 2019. As soon as these program-level learning outcomes are approved at the Senate level, we can plug the data into CUMA and submit the curriculum maps.

PDC-recommended further actions to be taken (2020):

PDC commends the area on its progress with regard to this recommendation and looks forward to reviewing the program-level learning outcomes and the curriculum maps. PDC notes that the area has submitted learning outcomes for the majority of its undergraduate courses and looks forward to receiving the remainder of the undergraduate course learning outcomes, as well as learning outcomes for its graduate courses.

Actions taken 2020 and 2021:

CASJ (the department’s MA program) is currently (Fall 2021) in the process of updating all MA course titles, descriptions, and learning outcomes - we will be submitting PDC forms in Jan. 2022. The AAU is behind target on the curriculum map for the CMF and CASJ programs; however, the new BFA in Film Production (jointly administered between CMF and SoCA) has completed all of these documents for all FILM courses.

PDC Comments:

PDC notes the area’s continuing efforts to meet this recommendation and looks forward to the submission of the remainder of the learning outcomes and curriculum maps prior to area’s next status report.

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

Recommendation 2: That the Department report on its progress to appoint a Department Head.

Agents: Departmental Council

Completion by: Fall 2019

Actions Taken 2018 and 2019:

As of July 1, 2019, the Department appointed Dr. Johanna Frank to the position of Department Head for a term of 3 years.

PDC Comments (2020):

PDC notes that this recommendation has been satisfied.

Recommendation Satisfied (2019-2020).

Recommendation 3: That the Department develop a coherent management strategy for its undergraduate and graduate programs with a view to:

- (a) increasing enrolment in the undergraduate program.
- (b) stemming attrition rates.
- (c) adding an internship option to the MA program.

Agents: Dean, Head, Student Recruitment Office, Enrolment Management Office

Completion by: Fall 2021

Actions Taken 2018 and 2019:

3(a) increasing enrolment in the undergraduate program

As of October 9, 2019, there are 286 students enrolled in the undergraduate program. Although there is not a single enrolment growth “strategy” approved by the department, we have turned to a variety of efforts to increase undergraduate enrolment.

First, it is worth noting that CMF’s recent efforts have already proven successful. The below table pulls data from a document circulated at the late-June FAHSS Heads & Directors meeting.

	Applications as of June 28			Offers as of June 28			Confirmed as of June 28		
	2019	2018	2017	2019	2018	2017	2019	2018	2017
FAHSS	7,326	6,351	5,725	5,550	4,869	4,510	1,045	1,058	983
CMF	611	429	342	458	281	239	70*	61	57

* Our fall 2019 “confirmed” students count is not increasing at the same proportion of increases in applications and offers. This is true across FAHSS and the university. Because of UWinsite–OUAC compatibility problems, offers were going out very late to qualified students—some of these students may have already committed elsewhere.

As the above table presents, CMF has seen a 79% increase in applications from 2017 to 2019. This is well above the FAHSS-wide increase of 29%. CMF has seen a 91% increase in offers from 2017 to 2019. This is also well above the FAHSS-wide increase of 23%.

Based on these June 28 numbers, CMF is now #3 in FAHSS AAUs for applications, behind only Psychology and Sociology. (In 2017, Political Science and Social Work were also ahead of CMF.)

Specific efforts since 2017:

Program development: The Concurrent Bachelor of Education program welcomed its first cohort in fall 2018. This has been a huge success, easily reaching the capacity set by the Faculty of Education. From conversations at recruitment events, candidates for this program are often students who otherwise did not have the University of Windsor on their radar. Some students not offered a space in the concurrent program may still attend for CMF.

Future program development: Future development will help us to continue growth and we have various plans in the works. The top priority is launching some kind of stand-alone film production program. From attending the Ontario Universities Fair and other recruitment events, film production is indeed in demand. Furthermore, film production attracts international students. Beyond film production, initial discussions have taken place regarding three other program development initiatives: (i) a combined major with business, (ii) improved degree completion programs with St. Clair college’s MediaPlex, (iii) a film studies minor.

Targeted high school outreach: Over the last two years, Mike Stasko has invested hundreds of hours into high school outreach. This high school outreach is separate from the “standard” UWindsor recruitment visits to high schools. High schools, and media-related teachers/courses, are specifically targeted. Mike has made approximately 25 visits to 14 different regional high schools. He has also posted high school classes on campus for field trips involving hands-on activities. Examples include: Take Your Kids to Work Day (with 100 students from 20

different high schools), a high school field trip where students re-shot a scene from Harry Potter, and upcoming in November 2019, Mike will host a workshop for attendees at the SHSM Arts & Culture conference on campus.

Improved practices at core recruitment events: CMF has strategically reconsidered our approach to events such as Open Houses and the Ontario Universities' Fair. For example, student volunteers at open houses are now put through a more formal "training" session. Our internal practices are complemented by new ideas and approaches from the Office of Enrolment management, such as new booth/approach to the Ontario Universities' Fair that encourages in-depth conversations.

3(B) stemming attrition rates

Once again, although there is not a single strategy approved by the department, a variety of new practices and initiatives can directly and indirectly assist with retention:

Improved advising practices: With a new undergraduate chair new advising practices and resources are planned. Examples include: degree planning worksheets for all programs; greater emphasis on degree planning at Head Start as well as Welcome Week program orientation; creation of additional resources/guides to be distributed around enrolment times.

Course cycling policy: Developed in 2018–19, this master plan can also aid in student advising and degree planning.

Focus on "involvement" activities and department events for a better sense of community: Over the last two years, we have improved our relationship with the Communication Student Association (CSA) and introduced or expanded events, including: regular films screenings at a local café; a vastly expanded and improved year-end Film Festival & Gala, now with awards for student papers. Ways to get involved will also be highlighted at the program orientation.

Increased flexibility with the introduction of an online course: Heather Hartley will now teach a section of CMAF-1400 online, our first online course in years.

Increased flexibility for students by changing degree requirements: In the spring of 2019 the AAU council approved a reduction in the number of required CMF courses in various degrees. The AAU head at the time pointed out that these revisions will help some students, particularly those who change majors mid-degree, or those with complicated transfer credits, more easily complete our degrees. As of Fall 2019, the proper PDC forms were filed and submitted.

Better promotion of FAHSS-wide retention initiatives: The undergraduate chair is embracing a number of FAHSS-specific retention initiatives and promoting them heavily to students. These initiatives include: REACH Peer Advising, the FAHSS app, and the LEAD Medallion Scholars.

Mentorship: While there have been numerous discussions about how CMF could join the mentorship program, the documents reflecting this work have not gone to council because of two roadblocks. First, we do not have a faculty member to lead this, because the most logical course for mentors is CMAF-1010, which is currently taught by a sessional. Second, the Graduate Chair is protective of the graduate program and views mentors as a replacement to GAs, which hurts MA funding promises.

General-use GAs: As of Fall 2019, we have shifted to hiring *only* GAs to support our undergraduate courses. We have eliminated the use of TAs as standard practice.

(3c) adding an internship option to the MA program

The idea of an internship has been discussed at council and in various departmental committees since 2014. A formal proposal was presented to Council for comment in November 2015. Faculty provided extensive

comments, and the majority of the suggestions were against the idea of a MA-level internship. The Grad Chair identified similar programs at UWindsor that have comparable programs, faculty compliment to student ratio, and assessed that the internship program is not viable or sustainable. In addition, a work study student was given the task of identifying comparable offerings from other Post-secondary institutions around Canada in 2016, and the results suggested a similar resolution. Nonetheless, as of 2019, the issue was reopened and the department again started to explore the idea of an MA level internship. Steps towards this included meetings with the Office of Experiential Learning (May 2019) to reinitiate contact and reinvigorate the discussion, as well as a renewed discussion with Council. As of Fall 2019, this is an ongoing topic; to be discussed in the future is the issue of unpaid versus paid internships and internships for course credit.

PDC-recommended further actions to be taken (2020):

PDC commends the area on its efforts with regard to this recommendation and looks forward to hearing of the impact of these initiatives on undergraduate and graduate student recruitment and retention.

Actions taken 2020 and 2021:

Assigning a TT faculty member to serve as the Undergraduate Studies advisor has improved the undergraduate experience. This 12-month position handles a lot, but from a retention piece, oversees all advising, which has been extensive and ranges from daily interactions with students and their UWinsite advisement reports to seasonal work including email outreach during registration periods (above and beyond the usual Head Start, Windsor Welcome Week, etc.).

Enrollments: Given COVID, our numbers are respectable. For Fall 2021, we reported 75 incoming students.

Starting Fall 2021, CMF along with SoCA started the new, joint BFA in Film Production degree program.

With regards to adding an internship option to the MA program, the AAU has decided against this idea. Instead, it is spending 2021-22 revising the MA course offerings (updating titles, descriptions, and LOs). This revision aims to update the course offerings given the grad faculty compliment. While it has been suggested the grad program consider including a course-based MA, the AAU has not embraced this idea. The CASJ program remains a thesis-based degree.

PDC Comments:

PDC commends the area on its efforts with regard to this recommendation and notes that (a) and (b) have been satisfied. PDC notes that CMF has decided not to add an internship to its MA program. With a report as to why an internship is not being pursued, PDC would consider this recommendation satisfied.

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

Recommendation 4: That the Department report on mechanisms for ascertaining the sustainability and viability of low enrolment Masters and 4th year course offerings.

Agents: Head, Dean

Completion by: Fall 2019

Actions Taken 2018 and 2019:

Members of the CASJ Graduate Committee drafted a Statement of Principal in response to this question in February 2019. The Graduate Committee recommends that all proposals regarding the above recommendation be evaluated according to their (in)congruence with this statement:

CASJ Statement of Principal:

The Graduate Program in CASJ is committed to providing the richest, most invigorating, and intellectually stimulating academic experience possible. It strives to inspire critical, scholarly exploration and interdisciplinary

thinking via a diverse array of seminar-based course offerings and exceptionally low student-to-teacher ratios. With no Ph.D. on offer, MA students are our sole focus and we are dedicated to proactively mentoring them to the best of our capacities. Our faculty members approach the historical and contemporary intersection of communication, media, film, and social justice from a wide variety of perspectives. We are devoted to supporting all facets of the grad student experience from the first day of class in September, through the drafting and defense of MRPs/Theses, to the final congratulatory moments at convocation.

In order to fully and sincerely realize these essential principals, the Graduate Program in Communication and Social Justice strongly believes that its graduate students deserve and should expect to be taught and mentored exclusively by individuals with Graduate Faculty status (Full or Affiliate). We maintain that students deserve and should expect an entirely different experience, in both form and content, to that of their undergraduate degrees. Thus, they must be taught exclusively at the graduate level where the materials being addressed in class differ in degree and kind from those reviewed in undergraduate classes.

*Note that starting in Fall 2019, at least one 4000-level seminar or a graduate seminar might include students at both the graduate and undergraduate levels.

PDC-recommended further actions to be taken (2020):

PDC thanks the area for submitting the statement of principal from the CASJ Graduate Committee.

PDC notes that the External Reviewers were not questioning the value of having graduate courses taught exclusively by individuals with Graduate Faculty status, or the intensive focus on the graduate student experience. Rather, the recommendation requests that the area report on the mechanism it employs to ascertain the sustainability and viability of low enrolment Masters and 4th year course offerings. For example, this may include an annual analysis of the number of faculty, the number of courses offered, and the number of students enrolled. With an update, in the next reporting year, on the mechanism(s) employed and a statement confirming that faculty numbers are sufficient to sustain low enrolment Masters and 4th year course offerings, PDC would consider this recommendation satisfied.

Actions taken 2020 and 2021:

The current faculty numbers are not sufficient to sustain the MA course offerings, regardless of enrolment numbers.

There are 4 grad status faculty members who (when they're not on sabbatical) routinely teach the six (6) graduate courses. This means that for course-loading, faculty "double up" on graduate courses (teach up to 2 grad courses each year) in order to keep the graduate program running.

Each MA course has had 3-5 students enrolled, depending on the year/semester. These numbers are low.

In 2021, the program admitted 8 students, but only 4 matriculated. In both 2019 and 2020, the program admitted 5 students (and not all matriculated). The rationale for this low number was that the 4 faculty cannot supervise MRPs properly if there is an increase in enrolments; however, when it was suggested the program move to a course-based MA, the program rejected the idea.

Moreover, the department has resisted attempts to merge 4000-level seminars with MA courses (i.e. cross listing the grad and undergrad courses to allow combined undergrad/grad enrolment in the course). As a result, the 4000 level courses remain separate from the MA courses.

Given that these 4 faculty members who teach in the grad program are our tenure track faculty who also hold admin positions such as Chair of Graduate Studies, Chair of Undergraduate Studies, or Internship Coordinator (positions that come with course releases), and for each 6 MRP/Theses supervised the faculty member receives a course release, this means there are less and less resources to run the undergraduate program. If/when one of these 4 faculty members becomes Head of the department in July 2022, there will be even less faculty members who can contribute to the graduate program (and undergraduate).

Based on resources alone, specifically the faculty numbers (not even addressing the issue of low enrolment numbers), the graduate program is not sustainable or viable.

PDC Comments:

In light of the issues raised and the Department's statement that the graduate program is not sustainable or viable, PDC urges the Department Head to meet with the Dean to discuss appropriate next steps.

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

Recommendation 5: That the Head, in consultation with the Dean, submit a plan to the Provost, to obtain the necessary resources to support the production component of its program (including considering outside sources of funding such as donors, where appropriate) for:

- (a) improving the availability of production equipment.
- (b) improving the AAU's control over the studios now operated by ITS in the basement of Lambton tower.
- (c) improving the time it takes to have production equipment and/or facilities repaired or upgraded.

Agents: Head, Dean, Provost, ITS

Completion by: Fall 2019

Actions Taken 2018 and 2019:

5(a) Improving the availability of production equipment.

We continue to take steps to streamline the equipment inventory. As of July 1, 2019, a task team met with SoCA to learn about their inventory process and discuss the possibility of incorporating CMF equipment into SoCA's Cheqroom online inventory system. We aim to have this up and running by September 2020. This will allow students and faculty to access available items online as well as check-out and check-in with ease. It will keep a digital inventory list as well as provide yearly updates on equipment, based on use and anticipated use, needing repairs.

In addition, as of September 2019, the department's technician is taking steps to improve document management, communication accuracy and precision, and time management with regards to the status of production equipment. The Department Head is monitoring these steps.

5(b) Improving the AAU's control over the studios now operated by ITS in the basement of Lambton tower.

As of September 2019, the Manager of Production and Communications in the Office of PAC has coordinated with CMF, SoCA, and Drama to facilitate the use of the spaces in the basement of Lambton Tower. For Fall 2019 we established a policy for night access to the classrooms for our faculty and GAs, including the creation and placement of a key drop box. We agreed to handle classroom bookings on a semester-by-semester basis; however, as of Winter 2020 it looks like PAC would like to move out of the space in the basement of LT and the studios will be allocated by the Registrar's Office. This should make use of the spaces more accessible.

5(c) Improving the time it takes to have production equipment and/or facilities repaired or upgraded.

As of September 2019, the department's digital equipment technician has created and implemented an excel document that manages damage and repairs for all equipment in the inventory. In addition, the technician will keep track of duration of time for repairs on each piece of equipment so that in the future we can better assess if sending out the repairs, completing in house repairs, or purchasing new items is the best plan of action. In Winter 2019, the production committee established protocol for student delinquency regarding production equipment, and this includes late returns and damages. Moreover, the production committee has established a better handle on the equipment budget and assessing yearly needs; each request is accompanied by a written rationale. The production

committee now meets monthly, has a secretary take minutes, and the Chair of the committee reports to the department Head.

The digital media technician will also work to improve the JLab by handling all updates as well as create and post flow charts and maps of software availability for the various computers in the space. Three Ignite students will assist in running the JLab and insuring is accessibility during the evening and weekend hours; there are now weekly postings announcing the hours of the labs so that students can better plan their time. In Winter 2020, the technician will create manuals for equipment and equipment kits that cover basic functionality and proper operation of the equipment/kits used by students.

PDC-recommended further actions to be taken (2020):

PDC commends the area on its efforts with regard to this recommendation and notes that, with confirmation of the submission to the Provost of a plan to obtain and maintain the necessary resources to support the production component of its program, PDC would consider this recommendation satisfied.

Actions taken 2020 and 2021:

All equipment has been inventoried (via a digital inventory system), and a full inventory operating assessment was completed in Sept. 2021. The new digital inventory system includes a built-in schedule for replacement based on warranty schedule and expected wear-and-tear schedules. This is in line with our yearly budget to cover new purchases (in additional to handling any cost for repairs). This budget includes the course fee applied to production classes.

In addition, we have established formal procedures and policies for equipment reservation, check out/in, and late/broken/delinquent rules and fees. We've established course-based "kits" (sets of equipment relevant to a course or course-level) to support the technical needs of in-class teaching (each semester the faculty submit their equipment lists) as well as to support student assignments (completed outside of class time). These kits align with the level of the course. There are two new established online systems: an online schedule (for resource allocation to make sure not all courses are assigning activities that require the same equipment at the same time) and booking windows (i.e. priority timelines) to ensure a fair approach for parties (undergrads, grads, faculty) to check out equipment.

Finally, we have completed the creation of set of SOPS (safety operating procedures) with guides and quizzes—that we will submit this year to HS—so that we can become compliant. IT is setting up an online database from which students and faculty can complete the necessary training and testing to prove compliance on a 12-month basis (these materials will be housed in the existing site with SoCA). We are currently looking into university-wide protocols for insuring our equipment and/or requiring our students to purchase insurance.

PDC Comments:

PDC commends the area on its efforts with regard to this recommendation and notes that the area has a yearly budget to cover new purchases and repairs, established in a budget line. PDC considers this recommendation satisfied.

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

Recommendation 6: That the Department develop and report on its plan to address the particularly heavy workload of early career faculty and impending retirements.

Agents: Head, Dean

Completion by: Fall 2019

Actions Taken 2018 and 2019:

As of July 1, 2018, the department's demographics include two (2) recently tenured faculty and two (2) new TT faculty hires (replacing the LTAs). While the recently tenured faculty still carry heavy administrative roles, serving as Chairs of Undergraduate and Graduate Studies respectively, there is a plan in place for term limits and a protocol

to select new Chairs and term duration. Moreover, we are now aiming to “protect” our TT faculty from the burden of Chair positions and ask TT faculty only to serve on committees that are equitable with the rest of the faculty compliment. As of July 1, 2019, the current Department Head is taking steps to mentor the TT faculty and encourage their career and research programs to best utilize the years prior to tenure.

As to impending retirements, Richard Lewis retired in June 2019 and the department has taken steps to reevaluate the degree program requirements (revised requirements for all our degree programs submitted to PDC in Fall 2019) to reflect the current shifts in the discipline, streamline pathways to graduation and increase student flexibility, and aim towards a sustainable program given our existing and possible faculty retirements. Moreover, the course-loading for 2020-2021 shifts away from dependency on sessional hires and uses all full-time faculty to support the core-curriculum. One benefit of this shift in assigning courses is to distribute more equitably the teaching of our program across junior and senior faculty.

PDC Comments (2020):

PDC thanks the area for its report and concurs that this recommendation has been satisfied.

Recommendation Satisfied (2019-2020).

UNIVERSITY OF WINDSOR
PROGRAM DEVELOPMENT COMMITTEE
UNIVERSITY PROGRAM REVIEW (UPR)
THIRD BIENNIAL STATUS REPORT ON: DRAMATIC ART
(UNDERGRADUATE PROGRAMS)
 January 2022

Recommendation 1: That the School submit:

- (a) learning outcomes for each of its undergraduate programs that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate" [*PDC notes that learning outcomes for most of the School undergraduate programs have been submitted in the area's Self Study. Learning Outcomes for the BA Honours in Drama are still outstanding.*], and
- (b) learning outcomes and assessment methods for each of its undergraduate courses that clearly correspond to the program-level learning outcomes. [*PDC notes that learning outcomes for several undergraduate courses are provided in the Self Study, appendix E*]

Agents: Department Council, Director, CTL, Vice-Provost, Teaching and Learning

Completion by: Fall 2017

Actions taken 2016 and 2017:

The School of Dramatic Art has been working on the revisions of program and course learning outcome over the past year. The process started with strategic planning retreats, led by a professional Community and Organizational Strategist from outside of the university. These sessions focused our attention on the need to rewrite of our program vision and mission statements, as well as create program purpose and action statements that better align with the University's Strategic Mandate Agreement. We identified three areas of focus that would drive our next round of program renewal: *Informed Practice, Collaboration, and Common Space*. Identifying our strengths, weaknesses, and opportunities for growth gave us a solid footing from which to begin the process of rewriting of our program and course learning outcomes. We are close to completion and are scheduled to meet with the Centre for Teaching and Learning to review all outcomes before submission to FCC for approval. Curriculum maps, identifying assessment strategies are also ready for review. Submission and approval of outcomes are expected for Fall 2017.

PDC-recommended further actions to be taken (2018):

PDC commends the area on the thoughtful and intentional approach undertaken to review its curriculum, and notes that the process can serve as a model of best practice. PDC looks forward to reviewing the program and course level learning outcomes, assessment methods and curriculum maps.

Actions taken 2018 and 2019:

- we all worked on learning outcomes and submitted them to CTL for feedback, revised, and submitted to PDC where they were accepted
- we will review the LOs once more during the Curriculum Mapping process
- we will be addressing Curriculum Mapping in 2019-20
- Allyson Skene has agreed to conduct a workshop on Curriculum Mapping

PDC-recommended further actions to be taken (2020):

PDC notes that the area has submitted learning outcomes for most of its undergraduate programs and courses. PDC looks forward to receiving program level learning outcomes for the General BA in Drama and for the remainder of its undergraduate course, as well as curriculum maps for each of its programs.

Actions taken 2020 and 2021:

The BA Drama (General) program outcomes are complete. They have passed AAU council and are proceeding to FCC and Senate for fall 2021. All course learning outcomes are complete, and senate approved except for DRAM

3510-3530, which have passed approval at AAU council and are proceeding to FCC, PDC and Senate for fall 2021. Curriculum mapping is complete. The department is in the process of completing the assessment practices portion of the mapping process.

PDC Comments:

PDC thanks the area for its work on the learning outcomes and curriculum mapping. With the School now focussing on completing the assessment practices portion of the mapping process, PDC notes that this recommendation has been satisfied.

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

Recommendation 2: As part of its curriculum renewal and program development exercise, that the School:

- a) consider consolidating course offerings. (In particular, as the School continues working with Communication, Media and Film on a proposal for a Certificate in Theatre Production and Digital Media Design, that consideration be given to consolidating courses so that they may serve as requirements for either the existing interdisciplinary Arts Management Certificate or this proposed new certificate.)
- b) review course offering rotations
- c) consider formalizing curricular pathways involved in apprenticeship learning, by restructuring and/or redesigning independent study courses (24-350s) as internships or research/project/performance-based courses. This will help address the currently unsustainable numbers of independent production-related individualized teaching experiences ('350s').
- d) establish and pursue an overall plan for a more coherent and structured pathway to graduation for BA Honours students.

Agents: Director of School, Department Council

Completion by: Fall 2019

Actions taken 2016 and 2017:

Program development continues at the academic subcommittee levels. Action plans for review of course content, delivery format, and cyclical rotation were developed during two retreats in spring 2017. Program committees continue to work on these plans while also exploring curriculum redesign and new course proposals.

The School has applied to the Provost's curriculum development fund for support of the following projects:

- to develop the Certificate in Theatre Production and Digital Media Design
- to renew the Drama in Education and Community Program curriculum to include a stronger emphasis on Applied Theatre
- to revise the Arts Administration Certificate

Funding to support this work is necessary as we lack the human resources to complete the research and ground work necessary. All three projects will be instrumental in developing a more comprehensive and coherent experience for all BA (H) students.

Since the IQAP review, we have introduced the BA Drama (G)/Concurrent Education Program, and will be tracking the interest and enrolment in this program. With a new hire in Applied Theatre, the intention is to enhance the programing in the BA (H) Drama in Education and Community Program to provide a stronger focus on community practice.

The department has formalized a curriculum pathway for the independent studies series (24-350- Production problems) by establishing a new set of guidelines and criteria. This new system has already reduced the number of student proposals in turn reducing the number of independent individualized teaching experiences that faculty provide on voluntary unpaid overload. The faculty recognize the importance for students to have opportunity to create, direct, and produce their own work. Establishing a "Student Works" series during the spring and summer

months when space and faculty are more available, will make this a more rewarding learning experience; it will also provide opportunities to develop work in preparation for fringe festivals.

PDC-recommended further actions to be taken (2018):

PDC commends the area on the efforts made to meet this recommendation. PDC looks forward to hearing more on the outcome of these initiatives, together with a report on the area's review of course offering rotations, in its next biennial report.

Actions taken 2018 and 2019:

- (a) The HESSA report funded by the Curriculum Development Fund provided evidence of reasonable student interest in technical theatre and design and confirmed the need for current software and equipment to adequately prepare students for work in industry. The HESSA report also confirmed that more funding and human resources are needed to support a Certificate in Theatre Production and Digital Media Design. David Court is continuing to pursue this certificate in conjunction with SOCA and CMF. BA/DRED needs clarification in terms of where the Curriculum Development Fund is at and if there is another phase of funding to support this work.
- (b) We reviewed course offering rotation and planned rotations for all BA/DRED faculty. The rotation chart is attached (*-- available in the University Secretariat*)
- (c) BA/DRED faculty continue to supervise 350s but have concerns moving forward about sustaining these offerings, managing the teaching demands, and providing graduating BA/DRED students with vital capstone experiences. We continue to explore how to integrate these opportunities into the curriculum. Further, we are considering ways in which to integrate credits for BA students into DRAM 3221 – 3224 as stage managers, assistant directors, and designers.
- (d) As faculty adviser, Professor Van Eek revised the counselling sheets to clarify pathways to graduation for Honours BA students. Also see C.

PDC-recommended further actions to be taken (2020):

PDC thanks the area for the update on the feasibility of a Certificate in Theatre Production and Digital Media Design. In its next biennial report, the area is asked to report on its efforts relating to the consolidation of course offerings more broadly.

With an update on the success of the new guidelines and criteria which are intended to provide a formal curriculum pathway for the independent studies series, PDC would consider 2(c) satisfied.

PDC notes that recommendations 2(b) and 2(d) have been satisfied.

Actions taken 2020 and 2021:

Enrolment restrictions were lifted from several Drama in Education and Community courses (DRAM 2770, 2840, 3780, 4700, and 4710) to make performance-based classes available to all BA Honours students. University Players has committed to an open audition process that invites students across all programs in Dramatic Art to audition. While this has been a standing invitation over the years, students are now encouraged and recruited to audition. Audition workshops are now available prior to annual auditions to prepare non-BFA students. The 2020/21 season included 9 Honours BA students. Unfortunately, due to COVID-19, the season had to be reimagined to meet the challenges presented by the pandemic and the need to ensure that all BFA IV students received their performance credits to graduate. As a result, the BA students were not able to realize their roles. The 2021/22 season has cast 6 BA students.

Course learning outcome for the independent studies (production problems) courses (DRAM 3510-3530) are complete and awaiting approval of FCC, PDC, and Senate. The outcomes differentiate the focus and goals of the independent projects exploring topics in theatre, education, leadership, performance, or design for the theatre.

PDC Comments:

PDC commends the area on its effort with regard to this recommendation, and notes that this recommendation has been satisfied. In particular, PDC commends the area on its innovative approach and efforts to ensure positive performance experiences for students in spite of COVID-19 restrictions.

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

Recommendation 3: That the School increase numbers of public presentations by opening end-of-course presentations/performances for wider viewing, and consider other such visible celebrations of teaching, learning, research, and creation *across the School* with respect to *all degree programs*.

Agents: Director of School
Completion by: Fall 2019

Actions taken 2016 and 2017:
This area continues to evolve. We are attracting more guests to our BFA Acting course presentations such as: *The Works in Progress series, Movement for the Actor projects, graduate recital showcase, and Character Study Performances*. The BA (H) Drama and BA (H) Drama/CMF students presented a successful performance entitled: *“Toothless and Blind”* in the winter 2017 semester to very well attended audiences over three days. This pilot performance project has motivated students in the BA (H) streams and is certainly a project that will continue on rotation in our course offerings. Our first year Nature of Theatre class, a required course for students across all programs, created an original immersive theatre piece entitled *“The Hour Before”* and presented it to packed houses during two shows at the end of the winter semester (2017). This successful project has motivated the instructor to permanently include a theatre creation component, which will give students across programs an opportunity to collaborate and perform together. The work of Drama in Education and Community students is mostly practiced in the local Windsor community but undergraduate research presentations from the 4th year Directed Studies class were showcased at the UWill Discover (2017) conference. Future consideration of showcasing student and faculty work across all programs continues.

The SODA will be celebrating its 50th Anniversary in 2018/19 and University Players its 60th Anniversary. Plans for student and alumni public presentations are already in the planning stages.

PDC Comments (2018):
PDC commends the area on its efforts with regard to this recommendation. While PDC notes that this recommendation has been satisfied, the area is nevertheless encouraged it to continue its efforts to showcase and celebrate student and faculty work across all programs.

2019 Note: we have begun to advertise final presentations through Daily New and the Office of the Dean’s publicity on events

Recommendation Satisfied (2017-2018).

Recommendation 4: That the School develop a plan to examine a spectrum of approaches to hiring, curriculum, and recruitment.

Agents: Director of School, Department Council, faculty members
Completion by: Fall 2017

Actions taken 2016 and 2017:
The SODA faces a serious human resource situation experiencing 5 retirements over 5 years, and two more expected for 2018, which places a significant challenge for the unit in providing consistent and foundational training to students across programs. A strategic hiring plan was presented to the Acting Dean, FAHSS and the Provost in the spring of 2017 that would bridge retirements in the School over the next three years. This plan was accepted

in principle. As a result, Drama was successful in receiving one SPF 50 position this fall, 2017. We look forward to the additional hires over the next three years in areas of *Movement for the Actor, Performance (Acting specialist with focus on classical training)*; an AASII teaching position in *lighting design and service to production management or technical direction*. A cross appointment to bridge interdisciplinary studies with drama was also approved.

Approaches to hiring, curriculum areas, and recruitment of faculty has focused on the gap of expertise in the department. Requests for hires have been made on the premise of the disciplinary area rather than on filling a retirement position. Our first SPF (2015) hire focused on *Theatre and Performance Studies*, securing programing for students across all programs. The recruitment process for this position was wide and rigorous. Our second SPF (2017) hire required a more specific skill set in *Applied Theatre and Drama Education*. Recruitment for this position is based on an interdisciplinary practice. Our future hires, while focusing on specific areas of performance, will be recruited based on how they may enhance the curriculum direction of programs in the School.

PDC Comments (2018):

PDC thanks the area for the summary report on its plan and approaches to hiring, curriculum, and recruitment and notes that this recommendation has been satisfied.

2019 Note: the School has begun to actively recruit guest artists from diverse backgrounds.

Recommendation Satisfied (2017-2018).

Recommendation 5: That the School prioritize the development of a targeted and comprehensive undergraduate student recruitment plan for all three programs.

Agents: Director of School, Assistant Vice-President, North American Recruitment

Completion by: Fall 2017

Actions taken 2016 and 2017:

The School has given serious priority to recruitment in the past two years. We continue with the following practices that have served us well over the years:

- BFA Acting Monologue workshop (Windsor and Toronto)
- BA Drama Showcase event (Windsor and Toronto)
- Shadow a student (all programs)
- Participate in phone campaigns through the Student Recruitment Office
- Leading workshops in local schools
- School visits
- Meeting with students and parents

Professor Meaghen Quinn has been given one course release (2017/18) to serve as the student recruiter for the school. However, all members of the faculty are involved in some aspect of recruitment. The Chair has assembled a group of faculty and students to devise a plan for school workshops in the local Windsor area as well as the GTA. We are also reaching out to recent alumni to lead workshops in the GTA. Plans are in progress for inviting students to the school for a full day of hands-on engagement with faculty and students in all areas of programing.

PDC Comments (2018):

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

Recommendation Satisfied (2017-2018).

Recommendation 6: That the School work with the Career Services Office to provide information to Dramatic Art students on the career services available to them.

Agents: Director of School, Career Services Office

Completion by: Fall 2017

Actions taken 2016 and 2017:

We have not included Career Services Office in our plans to assist with career opportunities for our students but plan to do so. We offer in-house opportunities for career coaching by engaging our students with guest artists who are successful working artists. Our fourth year BFA Acting students learn about the business of theatre through our on-line Arts Management course as well as through visiting artists in the *Performance Seminar* where they work with *Casting Workbook*, to prepare personal demos; they also learn numerous business skills to be successful in the professional industry, and are given strategies on how to promote their professional self.

Our faculty members also spend a great deal of time mentoring students for graduate school by helping them develop professional portfolios. More opportunity for career services is necessary and will continue to be explored at the subcommittee and AAU council levels.

PDC-recommended further actions to be taken (2018):

PDC notes the area's in-house career mentoring efforts as they relate to its BFA students. PDC encourages Dramatic Art to reach out to the Career Services Office for assistance with this recommendation, prior to the next status report, and looks forward to an update on its efforts to provide information to both its BFA and BA students on the career services available to them.

Actions Taken 2018 and 2019:

- Professor MacArthur invited Career Services to run a workshop on skill assessment and resume writing in DRAM 4790 in 2018-2019. The success of this workshop has led her to invite CS back in 2019-20 and develop a career portfolio assignment for the class.
- Professors Court and Van Eek work with graduating students to prepare career portfolios and prepare for grad school auditions through mock interviews and critiques for BA Students.
- Professors Court and Van Eek are exploring funding opportunities to bring students to World Stage 2021 in Calgary and the next Prague Quadrennial (2023).
- We will continue to look for opportunities to collaborate with Career Services in BA/DRED.
- We are working with Career Services to explore workshops suited to BFA students who are interested in careers as professional actors. These might be on Cover Letters, researching employment opportunities for artists or, (a little tongue-in-cheek) "How to Get Your Joe Job"

PDC Comments (2020):

PDC commends the School on its initiatives to provide information to Dramatic Art students on the career services available to them. Although PDC considers this recommendation satisfied, the School is encouraged to continue with these and other initiatives.

Recommendation Satisfied (2019-2020).

Recommendation 7: That the School develop and implement a plan to continue and expand its efforts to track alumni from all degree programs as a means to promote the School and enhance recruitment efforts.

Agents: Director of School, Alumni Affairs

Completion by: Fall 2017 (submission of plan)

Actions taken 2016 and 2017:

The School continues to maintain very good communication with its alumni. Each year, we hold an Alumni Reception in Toronto during our *Theatre Ontario Graduate Recital Showcase*. This event brings out a good number of alumni across various years of graduation. Current students have an opportunity to meet with alumni and hear about their experiences. The School has enhanced its social media presence over the past two years attracting more alumni in several ways:

- Throwback Thursdays on social media, featuring photos of alumni from University Players shows and other SODA events
- Work Study (Ignite) position searches for alumni information to promote on social media and at live events

- Continuous connection with faculty and our publicity staff
- Work Study students facilitate social media “liking” and following alumni activities

We are also developing a stronger presence on the SODA Facebook page, by showcasing teaching and learning events in the School, events that are part of SODA, faculty and student projects; to showcase them on the SODA Facebook page. As these strategies continue, contact with the Alumni office to set up more formal communication with our Alumni is intended.

Working with the FAHSS Major Gifts Officer keeps us connected and in touch with our Alumni. Plans for meeting with a selected group of Alumni to discuss opportunities for future programming and new initiatives is currently in place. SODA is excited to turn to several distinguished Alumni for support and advice in this area.

PDC Comments (2018):

PDC thanks the area for the summary report of its plan to track and reach out to alumni from all programs. While PDC notes that this recommendation has been satisfied, it encourages Dramatic Art to continue with the implementation of these initiatives.

Recommendation Satisfied (2017-2018).

Recommendation 8: That the School develop a plan in which all faculty members understand themselves to be active members of the entire School and not responsible simply to the degree program with which they have a primary affiliation.

Agents: Director of School, Department Council, faculty members. Dramatic Art is welcome to meet with PDC should it wish assistance in brainstorming how this recommendation can be met.

Completion by: Fall 2019

Actions taken 2016 and 2017:

Following the IQAP review process, the School of Dramatic Art immediately started to focus on the program operations across the School. The process started with the strategic planning retreats described earlier in this document. All faculty, University Players staff, and a select group of students met to discuss strengths, weaknesses, and opportunities for future programming. Although separate academic subcommittees work independently, there is a much stronger awareness and consideration of cross-program connections that will benefit the school as a unit. The BA (H) and Drama in Education and Community academic subcommittee merged in order to support more inclusive programming that will cross all of our BA programs. The fact that the drama faculty complement has decreased significantly in five years has made it more critical to find ways of recognizing our commonalities and strengths as a cohesive unit. It is expected that this will continue to grow with the addition of new faculty.

PDC-recommended further actions to be taken (2018):

PDC notes the progress made to recognize commonalities and strengths across the area, and looks forward to receiving a summary report of the plan for ongoing faculty integration and cohesiveness.

Actions taken 2018 and 2019:

- We will examine the possibility of having faculty members teach across programs when they have expertise in diverse areas. For example, Alice Nelson could teach BFA devising.
- We have modified some of our course offerings to make them more broadly appealing and inclusive to students across programs. For example, Professor Nelson successfully opened her TYA course to BFA students in 2019-20. Moving forward, we will continue to look at the restrictions we have on our BA/DRED courses and identify which ones can be opened to BFA students and how to accommodate this in SODA course scheduling.
- Professors Nelson (DRED) and MacArthur (BA) are co-directing a staged reading of *The Millennial Malcontent* with students across our programs, through the support of an Undergraduate Research Experience grant for Humanities Week in November 2019.
- We are looking for ways to offer DRAM 2440 Directing I on a more regular basis as a way to create opportunities for collaboration amongst students across SODA programs.

PDC-recommended further actions to be taken (2020):

PDC notes the area's initiatives to enhance faculty integration and cohesiveness. With the receipt of a report clarifying that these types of initiatives and activities will be ongoing, PDC would consider this recommendation satisfied.

Actions taken 2020 and 2021:

As noted in recommendation 2 above, the department continues to work towards more cohesive integration of curriculum and ensuring that courses are made available to all students in the BA Honours programs. The SoDA and UP will continue to ensure that all drama students have opportunities to participate in areas of performance, design, and production at University Players. Faculty members are teaching across programs. In 2020/21, Prof. Alice Nelson taught Works in Progress III class to BFA Acting students. Prof. Lionel Walsh is now teaching Intro to Acting I, II, & III to BA students, Prof. Meaghen Quinn teaches Creative Voice and Movement to BA students, and Dr. Michelle MacArthur has taught Directed Studies in Drama in Education and Community to DRED students. Most faculty members in SoDA are now teaching students across all programs. We have also lifted restrictions in several BA courses to include all students as well as non-majors.

PDC Comments:

PDC thanks the area for this update and notes that this recommendation has been satisfied.

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

Recommendation 9: That the School continue its efforts to increase subscription rates to University Players, which has seen a 50% decline since the last cyclical review by, for instance, developing and pursuing a policy of attracting new audiences and exploring different approaches to production. If cuts to production budgets continue, the viability of University Players will be in danger.

Agents: Director of School, Department Council

Completion by: Fall 2017

Actions taken 2016 and 2017:

We are happy to report that the slide downward seems to have stopped. The 2015-16 -2016-17 seasons report an increase in single ticket sales of 64%, and full subscriptions show an increase of 11%. We believe this is due in part to the fact that our play selections are focusing on more current and relevant choices that keep our regular subscribers coming and attracts new ones. Our presence on social media has made a significant impact in the past year with awareness, promotion, and ticket sales. We market to schools regularly and have added a school matinee. University Players still operates on the same production budget it has for the past 15-20 years. A talented and skilled group of production and design staff work efficiently to stretch budgets.

PDC Comments (2018):

PDC notes that this recommendation has been satisfied. PDC congratulates the area on increases to ticket sales and encourages it to continue its efforts to increase subscription rates.

Recommendation Satisfied (2017-2018).

Recommendation 10: That fiscal resources supporting recruitment and teaching be distributed more equitably across the School, which has in the past privileged the BFA Acting program.

Agents: Director of School

Completion by: Fall 2017

Actions taken 2016 and 2017:

The School's recruitment budget is generated primarily by the audition and workshop fees paid by students. These funds are distributed as needed. All programs receive the amount needed and the School finds a way of supplementing the cost when and where necessary.

The School hires up to 5 guest artists to direct at University Players and 2 guest artists to teach the Works in Progress classes each year. With retirements over the past five years, we have lost four resident directors for University Players, making it necessary to hire guest directors.

Bringing working professional artists to the School keeps us competitive with other theatre programs in the GTA that have greater access to people from the industry. Along with guest artists who direct at University Players, we hire a number of visiting artists to lead short workshops in the *Performance Seminar* course for BFA Acting students. These artists are able to provide students with relevant and current information regarding the "*business of the arts*", as we currently do not have a standalone course for this in our curriculum. The BFA Acting program does, in fact, enjoy the privilege of more fiscal resources due to the nature of the program; as curriculum development and renewal in the BA (H) programs continue, opportunity for more equitable sharing of resources across the school will certainly be explored.

PDC-recommended further actions to be taken (2018):

PDC thanks the area for clarifying the resource needs of the BFA program and understands that this program is more resource intensive than the BA Honours or BA General programs. PDC appreciates that distributing fiscal resources equally among the programs may not be appropriate, but does look forward to a report on how they may be distributed more equitably.

Actions taken 2018 and 2019:

- BA/DRED faculty have been active in recruitment efforts, visiting schools in Windsor-Essex and the GTA as well as welcoming prospective students to SODA for multiple events throughout the year. Funds have been allocated for travel when necessary to cover these activities.
- Additional fiscal resources are required to more equitably support recruitment and teaching in the BA programs, particularly to support graduating BA/DRED students for professionalizing activities (e.g. attendance at University Regional Theatre Auditions, field trips, guest speakers and artists, etc.) and in acquiring the equipment necessary to keep our BA/DRED program competitive and prepare our students for work (e.g. portable lighting and sound equipment for touring shows, resources for digital media in design).
- Note that due to budget cutbacks, the School has withdrawn funding for the BFA students to attend the Next Generation Showcase. in Toronto. As Theatre Ontario is on verge of closing, sponsorship has moved to the Toronto Alliance of Performing Artists. The students are fundraising with the support of the School. This practice is followed at other universities/colleges who participate in this program.
- The Acting Director of the School has initiated discussions with colleagues from other theatre schools about the possibility of adding portfolio reviews for designers and interviews for stage managers, theatre technicians, and front-of-house staff.

PDC-recommended further actions to be taken (2020):

PDC notes the constraints under which the area, and the University as a whole, is operating and commends the area on its recruitment efforts. PDC requests that the area submit a plan or strategy for ongoing equitable distribution of the area's current fiscal resources that supports recruitment and teaching across its programs.

Actions taken 2020 and 2021

As discussed in all updates during this UPR period, due to the program structure and curriculum design of the BFA Acting program, resources remain largely directed to this program. Funds have been directed to support guest speakers, artists, practitioners for BA classes when requested by instructors. Resource allocations remain an ongoing issue and require further discussion and consideration at the departmental level and with the Office of the Dean.

Recruitment in 2020/21 included virtual monologue/audition workshop and program entry auditions. As we plan for 2021/22 recruitment, resource allocations for travel will be directed to the BFA Acting program with the hope that we can return to our face-to-face practice. We are also prepared to provide these sessions virtually if necessary. In 2018/19, the Drama in Education and Community program lifted the interview/workshop admission requirement and now accepts all students who apply to the program. This approach has been beneficial, especially at a time when applications are low.

University Players has included a Theatre for Young Audiences show in its season, supported by a full University Players production budget. This show will also tour to local elementary schools. We are committed to making this an on-going practice to encourage BA Drama Honours and Drama in Education and Community students to audition.

PDC Comments:

PDC notes that the School established good initiatives for the equitable distribution of resources across its programs over the last few years, and considers this recommendation satisfied. PDC encourages the School to submit, in its next Self-Study, a plan for implementing and maintaining its strategy for the equitable distribution of resources across its programs in an ongoing and consistent manner for the long-term.

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

Recommendation 11: That the School undertake a facilities renewal plan, including plans for upgrading of recently acquired spaces in the engineering building, and that it ensure that health, safety, and accessibility issues are foregrounded.

Agents: Director of School, Dean of FAHSS

Completion by: Fall 2017

Actions taken 2016 and 2017:

We are happy to report that the health and safety issues in Essex Theatre have been resolved. Our stage has been upgraded with a rigging system that makes the hanging of lights and scenery more efficient and safe. This project replaced the fixed rigging with a motorized system that lowers lights to floor level, allowing students to hang them. This has greatly improved our operations. New electrical, audio-visual and communications systems give us greater capabilities for advanced design elements and introduces new technology to the University Players season. New A/V conduits, provide plug-and-play functionality for speakers and audio equipment.

Upgrading spaces in the Production Wing of Essex Hall (located on the ground floor of the old engineering building) are almost complete. All areas but the Stage Make-Up classroom have been refitted. We completed the two design studio by replacing the damaged tiled flooring and converting the space into a working classroom. The Stage Make-Up classroom is the next project in this area. Currently, this course is held in the basement of Essex Hall in the University Players dressing room area. This is not an ideal space and compromises the student experience greatly. Temporary refitting of the space in Essex Hall is possible for temporary use.

PDC Comments (2018):

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

Recommendation Satisfied (2017-2018).

Update from area 2019: though this is noted as satisfied we still have recommendations**

- The stage make-up studio renovation has been approved and we look forward to seeing movement towards completion.
- Temporary repairs have been made to the sound systems in the Acting Studio and the Studio Theatre. We are investigating the costs of permanent repairs/replacements

- The Lighting Boards in the Acting Studio and the Studio Theatre have been inspected and are in good condition
- A safety review of University Players has been completed. We have ordered ladders that comply with safety code and our Genie Lifts and been inspected and recertified
- The School is creating a list of maintenance needs with estimated costs to bring to the attention of the Dean along with a request for funds to complete the work.

PDC Comments (2019):

PDC appreciates the update and commends the area on its continued work to improve its facilities.

Recommendation Satisfied (2017-2018).

Recommendation 12: That the School make a case to the Dean of FAHSS for additional resources in the form of:

- a) A faculty hire in Drama in Education and Community with a planned teaching distribution that can also enhance the BA Honours program.
- b) A production manager to complement and consolidate the existing technical staffing in the School, enhance BA Honours students' co-curricular participation in SODA productions, and advise on development of a certificate in Theatre Production and Digital Media (in collaboration with Communication, Media and Film). The potential AAS hire currently under discussion should be prioritized in this area.
- c) An eventual faculty hire in production and design should be considered in relation to possible synergies with regional theatrical production, and with a view to emphasizing contemporary opportunities in production and design (including site-specific work, community engaged performance practices, and so forth). Decisions about any future hires should be considered in the context of department-wide long-term planning discussions.

Agents: Director of School

Completion by: Fall 2017

Actions taken 2016 and 2017:

Since our IQAP review (2015), we have received two SPF positions and one AAS II position:

- TT in Theatre and Performance Studies (2015)
- TT in Applied Theatre and Drama Education (2017)
- AAS II in Design and Production (2015)

As noted above, the Chair presented a strategic hiring plan to the Acting Dean, FAHSS and the Provost for hires in the following areas:

- TT in Movement for the Actor
- TT Acting specialist with a focus on Classical Training
- AAS II teaching position in lighting and production management or technical direction
- A cross-appointment with another discipline to focus on interdisciplinary work across all our programs

These positions will be catering to specific programing needs as well at the school as a whole; all positions are critical to maintaining program integrity and sustaining quality programing that will recruit students.

Since the IQAP review, we have had to replace the scenic designer/artist and Master Carpenter, CUPE 139 positions. The hire of a production manager or technical director at University Players will be considered upon the next retirement in this area.

PDC Comments (2018):

With the area's submission of its strategic hiring plan to the Dean of the FAHSS, PDC notes that this recommendation has been satisfied.

Recommendation Satisfied (2017-2018).

Recommendation 13: That the School, in consultation with the Dean, develop a plan to mitigate the challenges of hiring visiting artists and faculty to the School.

Agents: Director of School, Dean, Department Council

Completion by: Fall 2017

Actions taken 2016 and 2017:

The Acting Dean, FAHSS recognizes the critical resource conditions the SODA faces and is working with the Chair and the School to invest in the unit. Our strategic hiring plan is driving this recommendation. In the meantime, hiring visiting artists is necessary to deliver programming. The School will always require a certain number of guest artists for reasons mentioned earlier and for bridging our students to the profession. New hires are desperately needed for sustainability of programming.

PDC-recommended further actions to be taken (2018):

PDC shares the external reviewers' and SODA's belief that visiting artists are necessary for the delivery of quality programming. To this end, PDC encourages the area to put in place a plan to identify and remove barriers affecting the hiring of visiting artists.

Actions taken 2018 and 2019:

- The School currently provides \$800 towards housing for visiting guest artists.
- In Fall 2019, we were able to secure the 2-bedroom apartment in Laurier Hall because CTL and the Office of Open Learning were not using it. A request has been made to use the apartment in Winter 2020, but we have not yet received an answer.
- We are no longer permitted to hire guest artists who teach courses as independent contractors/artists. We must hire them as Sessional Instructors, which means that they must pay CPP, EI, income tax at source, and union dues, which significantly reduces the stipend, making it less feasible for them to work here. The Acting Director of the School has brought this to the attention of the Dean. Budgetary resources are required to solve this problem. The School does not have extra funds to compensate for this.

PDC-recommended further actions to be taken (2020):

PDC notes the area's concerns and encourages the School to continue working with the Dean to a plan to mitigate the challenges of hiring visiting artists.

Actions taken 2020 and 2021

The Director of the School continues to work with the Dean's office to mitigate these challenges. This has been an ongoing discussion.

PDC Comments:

PDC thanks the area for its update and encourages the School to continue working with the Dean to develop a plan to mitigate the challenges of hiring visiting artists.

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

**UNIVERSITY OF WINDSOR
PROGRAM DEVELOPMENT COMMITTEE
UNIVERSITY PROGRAM REVIEW (UPR)
THIRD BIENNIAL STATUS REPORT ON: EDUCATION
(UNDERGRADUATE AND GRADUATE PROGRAMS)
January 2022**

Alignment of Mission and Vision, Learning Outcomes and Curriculum Mapping

Recommendation 1: Given the revised structure and focus of the education programs, that the Faculty of Education revise and align its mission statement to the University of Windsor's strategic plan.

Agents: Dean, Manager, Employee Engagement and Development (facilitator)

Completion by: Fall 2017

Actions taken 2016 and 2017:

The Faculty of Education held a retreat on May 5, 2016 at which time the mission statement for the faculty was revised. Previously, there was a separate mission statement for the B.Ed. program and the Graduate program. We now have one unified mission statement for the Faculty of Education, aligning its mission to the University of Windsor's strategic plan.

The Faculty of Education, University of Windsor, promotes the professional and scholarly growth of students at all levels as reflective and caring educators. We encourage and nurture our students to become scholars and leaders in school systems and other diverse educational contexts. We advance knowledge through high-quality teaching and research. Our undertakings are informed and shaped by a commitment to equity and social justice, well-being, and differentiated instruction inspiring and preparing teachers with the knowledge, skills, and perspectives necessary to reach all learners.

PDC – Recommended further actions to be taken (2018)

PDC commends the area on the development of one unified mission statement and notes that this recommendation has been satisfied.

Recommendation Satisfied 2017-2018.

Recommendation 2: That Education submit learning outcomes and assessment methods for each of its undergraduate and graduate courses that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate".

[PDC notes that learning outcomes for its undergraduate and graduate programs are provided in the Dean's response, pp. 6-16 and in the Senate-approved proposal for the MEd International Cohort. PDC also notes that learning outcomes for several undergraduate and graduate courses are also on file.]

Agents: Department Council, Head, CTL, Vice-Provost, Teaching and Learning

Completion by: Fall 2017

Actions taken 2016 and 2017:

As noted above, PDC has received the learning outcomes and assessment methods for Education's courses. In addition, the Faculty of Education recently received Accreditation from the Ontario College of Teachers. In that document, Learning Outcomes as they pertain to OCT requirements were addressed. Many OCT requirements align with the "Characteristics of a University of Windsor Graduate". Please visit our OCT accreditation submission at this website. <http://uwindsoredaccred.ca/> Username and Password are both: uwindsor

PDC – Recommended further actions to be taken (2018)

PDC reiterates that learning outcomes for *some* (but not all) of its undergraduate and graduate courses have been received. PDC urges the area complete the development of learning outcomes for the remainder of its

undergraduate and graduate courses, and to submit these along with the articulation of assessment methods for all of its courses prior to the next biennial report. While many OCT requirements may align with the “Characteristics of a University of Windsor Graduate”, learning outcomes submitted on the PDC Learning Outcomes Form are required for each course.

Actions Taken 2018-2019:

Rubicon Atlas was contracted to map the curriculum of the entire pre-service program. This work was then translated by Dr. Christie Stewart from that tool to the university’s CuMA tool. While this work is largely complete, there are still several pre-service courses that do not yet have PDC approved course learning outcomes and many graduate courses which do not yet have PDC approved learning outcomes (see below). We have prioritized completion of this work for this academic year (2019-20).

Courses without PDC approved learning outcomes

Pre-service:

EDUC-5205 Educational Foundations, Law and Ethics

EDUC-5321 Visual Arts Methodology

EDUC-5331 Visual Arts Methodology

Graduate:

EDUC-8030. The Psychology of Learning and Teaching

EDUC-8100. Statistics in Education

EDUC-8240. Fundamentals of Curriculum Theory and Development

EDUC-8270. Research in Education

EDUC-8290. Theories of Educational Administration.

EDUC-8300. Qualitative Methods in Educational Research

EDUC-8310. Supervision of the Instructional Process

EDUC-8320. Organization and Administration of the School

EDUC-8340. Individual Reading

EDUC-8350. Organizational Behaviour in Educational Institutions

EDUC-8370. Language Arts in the Elementary School

EDUC-8390. Second Language Teaching: Theories and Applications

EDUC-8410. The Social Science Curriculum

EDUC-8470. Learning in Science

EDUC-8500. Issues in Education

EDUC-8520. Curriculum Developments in Mathematics Education

EDUC-8530. The Teaching and Learning of Mathematics

EDUC-8540. Fundamentals of Instructional Design

EDUC-8550. Strategies for the Implementation of Change in Education

EDUC-8560. Approaches to Literacy Development

EDUC-8570. The English Language Arts

EDUC-8580. Psychology of Learning Problems

EDUC-8600. Politics of Education

EDUC-8610. Legal Aspects of Education

EDUC-8620. Educational Finance

EDUC-8650. Sociological Aspects of Education

EDUC-8660. Interpersonal Relationships in Education

EDUC-8720. Theory and Practice in Early Childhood Education

EDUC-8795. Final Project Seminar

EDUC-8910. Special Topics in Education

EDUC-8940. Thesis Proposal

EDUC-8960. Major Paper

EDUC-8970. Thesis
 EDUC-9020. Doctoral Seminar I
 EDUC-9040. Doctoral Seminar 2
 EDUC-9210. Educational Leadership and Policy Studies.
 EDUC-9310. Socio/Cultural/Political Contexts of Education
 EDUC-9410. Cognition and Learning
 EDUC-9510. The Specialized Elective
 EDUC-9690. Research Proposal Colloquium
 EDUC-9800. Comprehensive Portfolio
 EDUC-9980. Doctoral Dissertation

PDC-recommended further actions to be taken (2020):

PDC notes the area’s progress with regard to this recommendation and looks forward to receiving the remainder of the undergraduate and graduate learning outcomes.

Actions taken 2020 and 2021:

All graduate learning outcomes were approved at the Faculty Council level in October 2021 and have been submitted to FGS Council for approval. Progress on completing the remaining pre-service course learning outcomes has been delayed due to the substantial impact of COVID-19 on the work of the Office of the Associate Dean. We anticipate submitting all outstanding learning outcomes by the end of this academic year.

PDC Comments:

PDC thanks the area for its update and encourages a timely submission of the outstanding graduate and undergraduate learning outcomes so they can proceed through the approval process by June 30, 2022.

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

Consecutive BEd Program

Recommendation 3: That, with a new BEd program spread over 4 semesters, the Faculty review the timing, sequencing, and expectations of the student practicum experiences. Consideration should be given to having:

- a. a major practicum, in the fall semester of year two, that begins as the school year starts as it has many advantages for the development of teacher identity and the building of meaningful relationships with both pre-service teachers and school pupils starting their school year “journey” together.
- b. a 3 or 4 week block of practice teaching near the end of the second semester of year one which would permit students, in pairs, to make initial tries at lesson and unit planning and provide each other with feedback through the reflection and planning cycle in and on action.
- c. the LEAD and BLAST initiatives open to students in their fourth and final semester.
- d. initial placements in semester one integrated with foundational and social justice courses that ask basic questions about the role of schools and the nature of learning and engagement.
- e. the popular field experience in Tanzania structured as a “study-tour” course worth 3 credits as an elective in the new program.

Agents: Dean, AAU Council

Completion by: Fall 2017

Actions taken 2016 and 2017:

The Practicum Calendars for Year I and Year II B.Ed. teacher candidates (2017-18) are attached.

- a. Year II teacher candidates start the year with a one-week practicum in the same school that they were last placed the previous semester.

- b. In Year I, teacher candidates are provided a two-week observation practicum in October, and a three week practicum block at the end of the semester.
- c. LEAD (BLAST is often a part of LEAD and not a separate course) is open to teacher candidates in semesters II, III and IV.
- d. The two-week placement in October of Year I addresses the integration of foundational and social justice courses, as does the three-week block at the end of the first semester. In addition, the teacher candidates attend Professional Learning Series workshops in Semester I which address these issues.
- e. The Tanzania course is one elective from the Service Learning courses which fall under the course no. 80-207. LEAD is another of the Service Learning courses offered. The course 80-207 is mandatory and is worth 1.5 credits in Year I and 3.0 credits in Year II for a total of 4.5 credits over the two years.

PDC – Recommended further actions to be taken (2018)

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

Recommendation Satisfied (2017-2018).

Recommendation 4: That the Faculty make a priority in the coming academic year of explicitly articulating the links between foundation and methods classes and the practicum courses. This nexus between theory and practice identifies the developmental transformation from student to student-teacher into teacher.

Agents: Dean, AAU Council

Completion by: Fall 2017

Actions taken 2016 and 2017:

In fulfilling the requirements of the Ontario College of Teachers in 2017, it was necessary to provide proof of the above. Please see our website at: <http://uwindsoredaccred.ca/> (specifically: Appendix B-Course Descriptions and Outlines, Requirements 3, 5 and 6)

PDC – Recommended further actions to be taken (2018)

PDC reminds Education that the PDC fulfills an auditing function in the University Program Review process under the Quality Assurance Framework. In order to ensure due diligence and a record of addressing and satisfying recommendations, details of efforts made and initiatives pursued must be included in this report. Links, which may be broken or cannot be accessed in print format, cannot be relied upon and do not meet the purpose of this auditing function.

With a brief summary of the proof provided to the OTC included in the area’s next status report, PDC would consider this recommendation satisfied.

Actions Taken 2018-2029:

The Ontario College of Teacher’s Accreditation Committee Decision of May 31, 2017 (<https://www.oct.ca/public/accreditation/decisions/university-of-windsor-2017>) led to full accreditation of The Faculty of Education’s concurrent and consecutive pre-service programs. On November 29, 2018, the multi-session consecutive program of professional education in Technological Education also received full accreditation. All requirements for accreditation have been fully satisfied. Requirements 3, 5, and 6 have been identified as particularly relevant to PDC’s recommended action 4. They are as follows:

Requirement 3

From page 7 of the OCT’s Decision: The design of the program is consistent with and reflects i) the College’s “Standards of Practice for the Teaching Profession” and the “Ethical Standards for the Teaching Profession”, ii) current research in teacher education, and iii) the integration of theory and practice in teacher education.

Requirement 5

From Page 14 of the OCT’s decision: The course content of the program includes theory, method and foundation courses and makes appropriate provision for the application of theory in practice.

Requirement 6

From page 17 of the OCT’s decision: The program’s format and structure are appropriate for the course content.

PDC-recommended further actions to be taken (2020):

While PDC appreciates that Education successfully presented its case to the OCT to ensure continued accreditation, including demonstrating that theory and practice are integrated into its BEd program, in order to fulfill its auditing function, it is the evidence provided in support of the OCT’s decision (rather than the OCT’s decision) that PDC requests of the area. With a brief summary of the *evidence* provided to the OTC explicitly articulating the links between foundation and methods classes and the practicum courses, PDC would consider this recommendation satisfied.

Actions taken 2020 and 2021:

The following summary constitutes evidence of important connections between theory and practice that run through the B.Ed. foundations, methodologies, and practicum courses. These topics, strategies and theorists are among those referenced and used in the course and applied by teacher candidates in their professional program and they indicate how program design and curriculum reflects current research, course content reflects current research for the appropriate divisions and subject areas in the B.Ed. program, required readings and resources support acquiring knowledge about current research in education, and teacher candidates apply current research to course work and in the practicum experiences.

Course Name	What research/theories inform Curriculum Topics/Strategies taught in Courses	Current Research/Name of Theorist	Examples of How the Theories are Applied by the Candidates (e.g. assignments, lesson design, practicum, etc.) <i>*This column only contains parts of assignments, lessons and practicum that relate to each specified theory</i>	Research Generated from Courses
0580-203 Educational Psychology (All Divisions)	Cognitive Development and Learning Theories Conditioning Creativity and Divergent Thinking General Psychology Ecological Systems Theory Emotional Intelligence Human Intelligence	Albert Bandura, Jean Piaget Ivan Pavlov, B.F. Skinner J.P. Guilford George Boeree Urie Bronfenbrenner Daniel Goleman, John D. Mayer Robert Sternberg	<u>ASSIGNMENTS</u> Lesson Plan Analysis: Teacher candidates are to be able to critically evaluate the quality of a lesson plan through its application of specific development theories and educational psychology concepts. Analysis of Experience: Teacher candidates are to apply a theory of educational psychology to describe and analyze an experience you have had in school	

	<p><i>Life Span Development</i></p> <p><i>Multiple Intelligences</i></p> <p><i>Personality Theories</i></p> <p><i>Sociocultural Theory</i></p> <p><i>Stages of Moral Development</i></p> <p><i>Taxonomy of Learning Domains</i></p> <p><i>Triarchic Theory</i></p> <p><i>Zone of Proximal Development</i></p>	<p><i>Erik Erikson</i></p> <p><i>Howard Gardner</i></p> <p><i>Albert Bandura, Erik Erikson</i></p> <p><i>Lev Vygotsky</i></p> <p><i>Lawrence Kohlberg</i></p> <p><i>Benjamin Bloom</i></p> <p><i>6</i></p> <p><i>Robert Sternberg</i></p> <p><i>Lev Vygotsky</i></p>		
<p><i>0580-204 Differentiated Instruction for Students with Special Needs (All Divisions)</i></p>	<p><i>Differentiated Instruction</i></p> <p><i>Exceptionalities</i></p> <p><i>Inclusion</i></p> <p><i>STEPS and Life Skills</i></p> <p><i>Transition Planning</i></p>	<p><i>Dembo & Howard 2007</i></p> <p><i>Sheila Bennett, Don Dworet and Ken Weber</i></p> <p><i>Ministry of Education Documents</i></p> <p><i>James M. Kauffman, Jeanmarie Bantz, and Jenn McCullough</i></p> <p><i>GECSB</i></p>	<p><u><i>IN-CLASS AND ASSIGNMENTS</i></u></p> <p><i>Case Study</i></p> <p>In this section your group should come up with a fictional case study of a student in special education making a transition from elementary to high school based on real experiences. Identify the students strengths, needs and interests including perspectives from all participating staff (special education teacher, educational assistant, parent, classroom teacher, administrator). Develop 3 transition goals and write two detailed actions plans for achieving these goals.</p>	

		<i>Ministry of Education Documents</i>		
<i>0580-207 Ab/Original Beginning Times Teaching</i>	<i>Indian Act Anti-First Nations Racism Building Bridges between Canada and First Nations</i>	<i>Government of Canada Scott Neigh Roger Spielmann</i>	<u><i>PRACTICUM and ASSIGNMENTS:</i></u> Teacher candidates will be given an opportunity to participate in a two-and-a-half-day ceremonial event that will take place within an Original People’s community. It is within this context the teacher candidates will learn some of the complexities of having to learn how symbolism can guide one through some of life’s obstacles, “good” or “bad”. When learning Original People’s ceremonies, it is the ceremony makers and their helpers who ensure that the beliefs and ceremonies are maintained as close to possible as they were from beginning time. Teacher candidates can also complete an alternative placement on a Reserve.	<u><i>Peer-Reviewed Articles:</i></u> Beckford, Clinton. L., Jacobs, Clint., Williams, Naomi. and Nahdee, Russell., Ecological Justice and Stewardship on Walpole Island, Ontario: Continuity and Change in a Canadian First Nations Community.,
<i>0580-207 Leadership Experience for Academic Direction (Option for All Divisions)</i>	<i>Communities of Practice</i>	<i>Etienne Wenger</i>	<u><i>PRACTICUM</i></u> Through the service learning framework, teacher candidates are given the opportunity to work with and learn from the Faculty of Education instructors, their peers associate teachers, student success teachers and community organizations. All with the same goal of enriching the educational experiences of elementary and secondary students and preparing them for important transitions into adolescence and post-secondary destinations. <u><i>ASSIGNMENTS</i></u> <i>Service Learning Proposal & Project</i>	<u><i>Professional Journals:</i></u> Salinitri, Geri; Essery, Ryan, Leadership Experience for Academic Directions (L.E.A.D.): A Teacher Education Program

			<p>In your project, please include the background information of the school, the potential staff involved and their roles.</p>	<p>for Student Success, Pathways: The Ontario Journal of Outdoor Education, Volume 26: 2014</p> <p><u>Major Papers:</u></p> <p>Essery, R. (2015). Teaching personal and social responsibility for the environment. <i>University of Windsor.</i></p> <p><u>Master's Theses:</u></p> <p>Palazzolo, A. (2015). The perceived impact of the LEAD program on the efficacy of teacher candidates in diverse classrooms . <i>University of Windsor.</i></p> <p>Pizzo, D. (2015). Leadership Experience for Academic</p>
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				Direction (LEAD): Perspectives from the Student Success Teachers. <i>University of Windsor.</i>
	<i>Diversity, Multicultural and Inclusive Education</i>	<i>James Banks</i>	<p><u>IN-CLASS</u></p> <p>During the LEAD Course, teacher candidates will take part in the following workshops, training sessions, and guest speaker presentations:</p> <ol style="list-style-type: none"> 1) Teaching Personal and Social Responsibility Introductory Workshops 2) TRIBES Communities Introductory Information Session (Guest Speaker) 3) Introduction to Restorative Practices/Circles (Guest Speaker) 4) Mental Health (Guest Speaker) 5) Accepting Schools/GSAs/Bullying Prevention (Guest Speaker) 6) First Nation’s Perspectives (Guest Speaker) 7) Suicide Awareness/Prevention Training 	
	<i>Hierarchy of Needs</i>	<i>Abraham Maslow</i>	<p><u>ASSIGNMENTS:</u></p> <p><i>In-School Needs Assessment:</i></p> <p>As an introduction, teacher candidates are asked to hold the hierarchy of needs as a foundation when conducting their assessment. Determining where the needs are in each school is instrumental in the development of the school specific Service Learning Projects.</p>	
	<i>Positive Psychology (Strengths Perspective)</i>	<i>Martin Seligman, D. Saleeby</i>	<p><u>PRACTICUM</u></p> <p><i>At the Secondary Level:</i></p> <p>Teacher Candidates are placed in local schools with the Student Success Teachers working with the at-risk population in the schools helping them to discover their strengths to assist them in reaching their full potential.</p> <p><i>At the Elementary Level:</i></p> <p>Teacher Candidates are placed in schools that are considered “compensatory” or “urban”. They encourage community building and self exploration helping students to discover their strengths.</p> <p><u>ASSIGNMENTS:</u></p>	

			<p><i>Online Discussions:</i></p> <p>1) Theoretical Framework: Briefly summarize a theory of your choice. Connect theory to practice. Explain why you believe a thorough understanding of the theory you chose is important in the classroom and school community in general. Reflect on how you could apply it to your teaching, pedagogy, and your teaching strategies/practices.</p> <p>2) TRIBES Guest Speaker: How can you connect Tribes to the theoretical framework covered in class?</p> <p><i>Service Learning Proposal</i></p> <p>5)What Theoretical Framework(s) have you used as the foundation of your proposal?</p> <p><i>Class Participation and Engagement:</i></p> <p>Teacher Candidates are to participate meaningfully in classroom discussions, activities and workshops.</p> <p><i>LEAD Legacy Project: Power of Potential</i></p> <p>Teacher candidates participate, plan and organize a conference, for high school students across Windsor-Essex, that provides a series of workshops, information booths and knowledge speakers designed to educate our local high schools about various pathways to successful futures.</p> <p><i>Service Learning Project</i></p> <p>To develop and execute within your placement school follow-up leadership activities and school initiatives that promote positive thinking, and service to the community among youth in-risk and an in-class presentation summarizing your SLP.</p>	
	<p><i>Risk and Resiliency</i></p>	<p><i>Steven Fergus, Marc Zimmerman</i></p>	<p><u><i>PRACTICUM</i></u></p> <p><i>At the Secondary Level:</i></p> <p>Teacher Candidates are placed in local schools with the Student Success Teachers working with the at-risk population in the schools.</p> <p><i>At the Elementary Level:</i></p> <p>Teacher Candidates are placed in schools that are considered “compensatory” or “urban”.</p> <p><u><i>ASSIGNMENTS:</i></u></p> <p><i>Online Discussions:</i></p>	

			<p>1) Theoretical Framework: Briefly summarize a theory of your choice. Connect theory to practice. Explain why you believe a thorough understanding of the theory you chose is important in the classroom and school community in general. Reflect on how you could apply it to your teaching, pedagogy, and your teaching strategies/practices.</p> <p>2) TRIBES Guest Speaker: How can you connect Tribes to the theoretical framework covered in class?</p> <p><i>Service Learning Proposal</i> 5)What Theoretical Framework(s) have you used as the foundation of your proposal?</p> <p><i>Class Participation and Engagement:</i> Teacher Candidates are to participate meaningfully in classroom discussions, activities and workshops.</p> <p><i>LEAD Legacy Project: Power of Potential</i> Teacher candidates participate, plan and organize a conference, for high school students across Windsor-Essex, that provides a series of workshops, information booths and knowledge speakers designed to educate our local high schools about various pathways to successful futures.</p> <p><i>Service Learning Project</i> To develop and execute within your placement school follow-up leadership activities and school initiatives that promote positive thinking, and service to the community among youth in-risk and an in-class presentation summarizing your SLP.</p>	
	<i>Social Learning Theory</i>	<i>Bandura</i>	<p><u>PRACTICUM AND IN-CLASS:</u> Through the service learning framework, teacher candidates are given the opportunity to work with and learn from the Faculty of Education instructors, their peers associate teachers, student success teachers and community organizations.</p>	
	<i>Teaching Personal and Social Responsibility</i>	<i>Hellison</i>	<p><u>ASSIGNMENTS:</u></p> <p><i>Online Discussions:</i></p> <p>1) Theoretical Framework: Briefly summarize a theory of your choice. Connect theory to practice. Explain why you believe a thorough understanding of the theory you chose is important in the classroom and school community in general. Reflect on how you could apply it</p>	

			<p>to your teaching, pedagogy, and your teaching strategies/practices.</p> <p>2) TRIBES Guest Speaker: How can you connect Tribes to the theoretical framework covered in class?</p> <p><i>Service Learning Proposal</i> 5)What Theoretical Framework(s) have you used as the foundation of your proposal?</p> <p><i>Class Participation and Engagement:</i> Teacher Candidates are to participate meaningfully in classroom discussions, activities and workshops.</p> <p><i>LEAD Legacy Project: Power of Potential</i> Teacher candidates participate, plan and organize a conference, for high school students across Windsor-Essex, that provides a series of workshops, information booths and knowledge speakers designed to educate our local high schools about various pathways to successful futures.</p> <p><i>Service Learning Project</i> To develop and execute within your placement school follow-up leadership activities and school initiatives that promote positive thinking, and service to the community among youth in-risk and an in-class presentation summarizing your SLP.</p> <p><u>IN-CLASS</u></p> <p><i>TPSR Introductory Workshop</i> Teacher candidates participate in an informational session on the TPSR framework and then actively participate in team-building activities in a physical education setting.</p>	
0580-210 Educational Foundations, Law and Ethics (All Divisions)	<p>Ethics and Morals (Deontological and Teleological ethics; Relational Ethics)</p> <p>Ethics and the Law</p> <p>Professionalism and the</p>	<p>Block, A</p> <p>Brown, A & Zuker, M</p> <p>Buber, M; Levinas, E</p> <p>Slattery, P., & Rapp, D</p>	<p><u>IN-CLASS AND ASSIGNMENTS</u></p> <p>-In-class debates and discussions based on a legal framework for case study and analyses;</p> <p>-small group work: case analysis and ethical dilemmas based on the topic for each session with particular emphasis on implications for practice;</p> <p>-Short quiz to assess understanding of concepts (such as fiduciary, in loco parentis, duty of care, negligence, and others)</p>	

	<p>Law; The Legal System in Ontario</p> <p><i>The Charter of Rights and Freedoms</i></p> <p><i>The Education Act</i></p> <p><i>OCT: Standards of Practice and Ethical Standards</i></p> <p><i>Child and Family Services Act</i></p> <p><i>Ontario Human Rights Code</i></p>	<p>Strike, S., & Soltis, J</p>	<p>-Culminating assignment: Comprehensive case analysis essay</p>	
<p>0580-339 <i>Guidance and Career Education (I/S)</i></p>	<p>Learning Theor Careers Choice</p> <p>Social Learning Theory of Career Decision Making</p> <p>Motivation for Learning Theories</p>	<p>Mitchell and Krumboltz</p> <p>Bandura</p> <p>Schunk, Meece, & Pintrich</p>	<p><u><i>IN-CLASS AND ASSIGNMENTS</i></u></p> <p><i>Curriculum and Program Documents</i> Teacher Candidates will explore the document and relate it to the discipline specific curriculum guidelines and the overall.</p> <p>Teacher candidates will reflect on how guidance is part of the secondary school experience.</p> <p>Students will work in groups to design workshops related to any of the 5 streams in Guidance Curriculum. The workshops are grounded in a theoretical framework.</p> <p>Students will review the curriculum documents and ministry website to discover the research and initiatives that the ministry has provided to assist</p> <p><i>Career Cruising</i> Teacher Candidates will familiarize themselves with Career Cruising and connect the program to how careers are chosen. They will summarize their personality traits and link them to the possible career choices that could make.</p> <p><i>Guest Speakers</i></p>	<p><i>Master's Theses: Salinitri, D. (2006). Streaming in secondary schools: Effects on student self-efficacy from the perspectives of the students, teachers, administrators and counsellors . University of Windsor.</i></p>

			<p>Guest speakers from the GECDSB and WECDSB will present on the pathways especially HSMS, OYAP and preparation for the workforce. Since Teacher Candidates are University pathway students, they need to be aware of the pathways available to other interest and ability groupings. A reflection on their understanding of the pathways is assigned.</p> <p><i>Student Success Team: Raising the Bar, Closing the Gap</i> Students will interview the Student Success team at their high school and examine the School Improvement Plan to determine how the school moves on improving EQAO OSSLT scores.</p> <p><i>Millenium Generation Research</i> Students will conduct research on the millennium generation and compare themselves and their learning strategies to those of the millennium generation</p>	
80-402 <i>Assessment and Evaluation (All Divisions)</i>	<p>Course Introduction & Syllabus Review What does the Ministry say?</p> <p>Ontario Curriculum- Growing Success</p>	<p><i>Assessment Theory, Gardner, 2012</i></p>	<p>Develop a comprehensive assessment activity in a subject of your choice that demonstrates the key philosophies of the Ministry as outlined in Growing Success, Learning for All, and the specific Curriculum Guideline you are using as the basis for your assessment.</p>	
	<p>Overview of Assessment Theory Principles of assessment in Ontario</p> <p>the three main processes- as, for, of</p>	<p><i>Assessment theory, Gardner, 2012</i></p> <p><i>Formative and Summative Assessment, 2005</i></p>	<p>Develop a comprehensive assessment activity in a subject of your choice that demonstrates the key philosophies of the Ministry as outlined in Growing Success, Learning for All, and the specific Curriculum Guideline you are using as the basis for your assessment.</p>	
	The role of curriculum	Social learning	<p>Research various readings, assessment resources, digital applications related to assessment, and/or prepare a webcam with a current teacher, teaching your preferred</p>	

	<p>planning in assessment</p> <p>The role of learning goals and success criteria</p>	<p>theory, Bandura</p> <p>Learning Theories, Schunk</p>	<p>subject.</p> <p>Prepare an assessment rubric that the instructor will use to evaluate your product.</p>	
	<p>Checking for Student Understanding</p> <p>Descriptive Feedback</p> <p>Questioning Skills</p>	<p>Eliciting Critical Thinking through questioning, Savage, 1990</p>	<p>Reflection on the videos from:</p> <p>http://www.edugains.ca/newsite/aer/aervideo/descriptivefeedback.html</p>	
	<p>Designing assessment tasks using rubrics</p> <p>Authentic Assessment, Portfolios</p> <p>Peer assessment and self assessment</p>	<p>Peer and Self assessment, Topping, 2003</p>	<p><i>Create your own assignment</i></p>	
	<p>Differentiation and Assessment</p>		<p><i>Resource collection</i></p>	
	<p>Teacher Accountability- when is student failure the teacher's fault?</p> <p>Role of missed assignments etc.-what should be assessed?</p> <p>Reporting Techniques-communicating with</p>	<p>Ministry of Education policy</p>	<p><i>Book Club/Review</i></p>	

	students and parents Report Cards			
	EQAO	Theory of Educational Assessment, Gibbs	Ministry Policy and research	

An additional document is attached for PDC review, which aligns core content in each course and the practicum with accreditation requirements pertaining to curriculum knowledge, pedagogical and instructional strategies knowledge, and teaching context knowledge.

PDC Comments:

PDC thanks the area for its detailed response and notes that this recommendation has been satisfied. In its upcoming self-study, Education should include feedback from students on how well their practicum experience applied theory and aligned with course content.

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

Recommendation 5:

- a. That, as part of its review of the 2-year BEd curriculum, the Faculty investigate the role of technology in learning, and develop a plan and a process to integrate it into its courses.
- b. That a member of the Faculty be identified to take the lead on technological innovation in the Faculty, to propose appropriate policy changes and pedagogical innovation.

Agents: Dean, AAU Council, Office of Open Learning

Completion by: Fall 2017

Actions taken 2016 and 2017:

a. and b.

The Faculty of Education has an active committee ‘Learning Technologies’ which is comprised of three faculty members, our IT staff member, one student rep from pre-service and one from graduate, as well as the assistant to the dean. This committee meets throughout the academic year with a mandate to review, discuss and make recommendations regarding technology innovations.

PDC – Recommended further actions to be taken (2018):

PDC looks forward to hearing of the policy changes and pedagogical innovations adopted by the Faculty as a result of the work of the Learning Technologies Committee. PDC also looks forward to receiving a copy of the plan and process for integrating technology in Education courses.

PDC requests that Education report on the identification of a faculty lead for technological innovation, noting that this individual may be a member of the Learning Technologies Committee.

Actions Taken 2018-2019:

As part of the SPF50 initiative of the University of Windsor, the Faculty of Education successfully recruited Dr. Bonnie Stewart to a newly created position in Online Pedagogy and Workplace Learning, effective July 1, 2018. Dr. Stewart came to our faculty from the position of Program Lead for the Office of Experiential Education at the University of Prince Edward Island – where she designed the inaugural campus-wide work-integrated and experiential education program for the university. She was a pioneering collaborator in MOOC research, is a highly sought keynote speaker and workshop facilitator, and has numerous publications including recently in such journals as *Social Media and Society* and *Current Issues in Emerging E-learning*, with her work focused on digital

scholarship and leadership, open pedagogies, and networked identities and influence. Dr. Stewart has been teaching our required pre-service courses in Digital Technology in addition to creating and delivering new service learning courses in Digital and Workplace Learning.

Dr. Stewart served as a committee member for the Faculty of Education’s Learning Technology Committee from September 2018. That committee brought forward a motion to Faculty Council to dissolve the committee. After robust discussion during several faculty council meetings, the consensus amongst council members was that a standing committee was not the best organizational structure to meet our learning technology needs as a faculty. It was noted that it has been quite a number of years since the committee made any decisions of significant substance. Any requests for technology go to our IT specialist, Pierre Thibodeau, and then through the Dean’s office for approval. There are other ways to enhance technology use in the faculty that do not require a standing committee, including special workshops, seminars, and presentations. Consequently, Faculty Council unanimously approved to dissolve the learning Technologies Committee on February 14, 2019 in a meeting of Faculty Council. Under the leadership of Dr. Stewart, plans are being developed for a series of workshops pertaining to technology use in the classroom. Additionally, Dr. Stewart has established The Open Page network of students and faculty members within the Faculty of Education, for the sharing of innovated approaches to using technology in the classroom. This particular work was highlighted during a special presentation by Dr. Stewart and several students during the September 2019 meeting of Faculty Council.

PDC Comments (2020):

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

Recommendation Satisfied (2019-2020).

MEd Programs

Recommendation 6: That Education undertake a thorough review of its Masters program, including:

- a. revisiting the admission requirements and program outcomes relative to the graduate level learning expectations from IQAP, and giving consideration to removing the requirement for education-related work experience for admission into the graduate program.
- b. clearly articulating broader goals of graduate-level education to include, for example, critical research into public policy and practice in the pre-K to 12 system, as well as the adult education and post-secondary sectors, both nationally and internationally.
- c. reviewing its graduate course offerings and program options both in terms of content and of delivery models with a view to simplifying, reducing, and streamlining its offerings at the Master’s level, as it deems appropriate, to improve the quality of the student experience. Given the relatively small number of students doing Master’s work, it seems that there are too many options for students (course only, project, major paper, and thesis) across too many subject areas.

Agents: Dean, AAU Council

Completion by: Fall 2017

Actions taken 2016 and 2017:

a) Recommendation satisfied

The following table includes Program Learning Outcomes relative to the Graduate Degree Level Expectations. It has been updated to include the newest MEd concentration Second Language Acquisition, Culture and Society (SLACS).

M.Ed. Program learning outcomes

Program Learning Outcomes (Degree Level Expectations)	Characteristics of a University of Windsor Graduate	OCGS-approved Graduate Degree Level Expectations	M.Ed. (domestic & international) Graduate Courses
At the end of this program, the successful student will know and be able to:	A UWindsor graduate will have		

	<u>the ability to demonstrate:</u>		
<p>A.</p> <p><i>CURRICULUM STUDIES (CS) CONCENTRATION</i></p> <ul style="list-style-type: none"> • <i>appraise, design and judge structures of curriculum</i> • <i>identify, describe, formulate and interrogate approaches to curriculum design</i> <p><i>EDUCATIONAL ADMINISTRATION (EA) CONCENTRATION</i></p> <ul style="list-style-type: none"> • <i>identify, describe, judge and analyze organizational structures and leadership styles</i> • <i>explain and examine the role of an administrator</i> <p><i>SECOND LANGUAGE ACQUISITION, CULTURE AND SOCIETY (SLACS) CONCENTRATION</i></p> <ul style="list-style-type: none"> • Critically reflect, discuss, and analyze key language acquisition theories, stages, characteristics, correlates, and constraints in relevant developmental domains. • Critically reflect, discuss, and analyze key linguistic-oriented learning needs that may arise in a classroom. • Critically reflect, discuss, and analyze resources that support the facilitation of differentiated instruction, formal and informal in response to the multicultural and multilingual education settings that of increasing cultural diversity 	<p>A. the acquisition, application and integration of knowledge</p>	<ol style="list-style-type: none"> 1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge 	<p>524 Fundamentals of Curriculum Theory and Development</p> <p>529 Theories of Educational Administration</p> <p>531 Supervision of the Instructional Process</p> <p>532 Organization and Administration of the School</p> <p>535 Organizational Behaviour in Educational Institutions</p> <p>536 Introduction to Educational Policy Analysis</p> <p>554 Fundamentals of Instructional Design</p> <p>559 The Recent History of Education in Ontario</p> <p>591(23) Special Topics in Education: Course Design for Constructive Alignment</p> <p>591(29) Special Topics in Education: Theory & Philosophy of Scholarly Teaching</p> <p>793 Educational Research Internship</p> <p>80-539. Second Language Teaching: Theories and Applications</p> <p>80-540. Language, Culture, and Society</p> <p>80-542. Language System Analysis</p> <p>80-543. Special Education and Language Acquisition</p>

			80 -591(32) Special Topics: Language Assessment
<p>B. EA AND CS</p> <ul style="list-style-type: none"> • <i>choose and apply appropriate research methodologies</i> • <i>recognize and use appropriate methods in the evaluation of a research problem</i> • <i>describe sampling techniques, create and use appropriate survey instruments, collect data, and analyze data using appropriate statistical tools</i> <p>SLACS</p> <ul style="list-style-type: none"> • Evaluate the effectiveness of language acquisition-oriented instructional strategies in relation to a wide variety of social, cultural and global contextual factors. • Analyze the parameters of a range of differentiated instructional strategies (and programs) that set out to support a variety of learning needs. • Evaluate the effectiveness of a range of differentiated instructional strategies (and programs) that set out to support a variety of linguistic-oriented learning needs. 	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>2. Research and Scholarship</p> <p>3. Level of Application of Knowledge</p> <p>6. Awareness of Limits of Knowledge</p>	<p>510 Statistics in Education</p> <p>527 Research in Education</p> <p>530 Qualitative Methods in Educational Research</p> <p>533 Survey Design and Research</p> <p>591(21) Special Topics in Education: Narrative Enquiry: Representation, Research & Justice</p> <p>591(33) Special Topics: Single Subject Research Design</p> <p>793, Educational Research Internship</p> <p>794 Thesis Proposal</p> <p>80-539. Second Language Teaching: Theories and Applications</p> <p>80-540. Language, Culture, and Society</p> <p>80-543. Special Education and Language Acquisition</p> <p>80 -591(32) Special Topics: Language Assessment</p>
<p>C. EA AND CS</p> <ul style="list-style-type: none"> • <i>recognize assumptions or presuppositions in any given source of information</i> • <i>draw together disparate claims to arrive at well-reasoned and well-supported inferences</i> • <i>interpret, analyze, and evaluate evidence, statements, and questions</i> • <i>construct well-supported, clearly articulated, and sustained arguments</i> • <i>apply higher order thinking skills</i> 	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge</p> <p>2. Research and Scholarship</p> <p>3. Level of Application of Knowledge</p> <p>4. Professional Capacity/autonomy</p> <p>6. Awareness of Limits of Knowledge</p>	<p>524 Fundamentals of Curriculum Theory and Development</p> <p>527 Research in Education</p> <p>529 Theories of Educational Administration</p> <p>550 Issues in Education</p> <p>591(29) Special Topics in Education: Theory &</p>

<p>SLACS</p> <ul style="list-style-type: none"> • Apply core principles of language acquisition and equity when identifying areas of strength and need in a school's/program's approach to language-oriented instruction. • Apply core principles of second language acquisition and equity to put forward suggestions for change and also justify those suggestions for change. 			<p>Philosophy of Scholarly Teaching 795 Educational Research Internship 796 Major Paper 797 Thesis 80-539. Second Language Teaching: Theories and Applications 80-540. Language, Culture, and Society 80-542. Language System Analysis 80-543. Special Education and Language Acquisition 80 -591(32) Special Topics: Language Assessment</p>
<p>D. EA AND CS</p> <ul style="list-style-type: none"> • <i>explore current research (for example, knowledge of mathematics for teaching, knowing the possible range of student responses to problems, error analysis)</i> • <i>use appropriate print and information and communication technology to support reading skills</i> <p>SLACS</p> <ul style="list-style-type: none"> • <i>Integrate current findings on the role of knowledge transfer between first and second language in the development of literacy and numeracy skills with classroom practice.</i> • <i>Improve the literacy and numeracy skills of learners of other languages to a level considered necessary to help them secure employment or pursue further education and training in English dominant society.</i> 	<p>D. literacy and numeracy skills</p>	<p>2. Research and Scholarship 5. Level of Communication Skills</p>	<p>537 Language Arts in the Elementary School 538 The Arts in Education 541 The Social Science Curriculum 547 Learning in Science 551 Information and Communication Technologies for Learning 552 Curriculum Developments in Mathematics Education 553 The Teaching and Learning of Mathematics 556 Approaches to Literacy Development 557 The English Language Arts 560 Politics of Education 561 Legal Aspects of Education 562 Educational Finance</p>

			<p>572 Theory and Practice in Early Childhood Education 591(13) Special Topics in Education: Autism 591(24) Special Topics in Education: Philosophy in Education 591(25) Special Topics in Education: Aspect of Special Education 591(30) Special Topics in Education: Aboriginal Education 591(31) Special Topics in Education: e-learning & Education 80-540. Language, Culture, and Society 80 -591(32) Special Topics: Language Assessment</p>
<p>E. EA AND CS</p> <ul style="list-style-type: none"> <i>express with collegiality, respect for others and their ideas and beliefs in ways that contribute to the learning of all</i> <p>SLACS</p> <ul style="list-style-type: none"> <i>Respond constructively to some common issues, such as equity, in the implementation of both formal and informal language-acquisition processes.</i> 	<p>E. responsible behaviour to self, others and society</p>	<p>4. Professional Capacity/Autonomy 6. Awareness of Limits of Knowledge</p>	<p>515 Comparative and International Education 531 Supervision of the Instructional Process 545 Teaching for Sustainability: An Intro to Environmental Education 565 Sociological Aspects of Education 566 Interpersonal Relationship in Education 80-539. Second Language Teaching: Theories and Applications 80-542. Language System Analysis 80-543. Special Education and Language Acquisition 80 -591(32) Special Topics: Language Assessment</p>

<p>F. EA AND CS</p> <ul style="list-style-type: none"> • <i>recognize and respect diverse perspectives different from one's own</i> • <i>examine one's own biases in light of increasingly more diverse cultural peoples</i> • <i>present work, orally and in written form, that is appropriate to the field that includes a diverse audience</i> <p>SLACS</p> <ul style="list-style-type: none"> • <i>Utilize techniques of enhancing one's interpersonal and intercultural communications skills in research and pedagogical practice.</i> 	<p>F. interpersonal and communications skills</p>	<p>5. Level of Communication Skills</p>	<p>527 Research in Education 515 Comparative and International Education 545 Teaching for Sustainability: An Intro to Environmental Education 560 Politics of Education 565 Sociological Aspects of Education 566 Interpersonal Relationship in Education 591(30) Special Topics in Education: Aboriginal Education 793 Educational Research Internship 80-539. Second Language Teaching: Theories and Applications 80-540. Language, Culture, and Society 80-542. Language System Analysis 80-543. Special Education and Language Acquisition 80 -591(32) Special Topics: Language Assessment</p>
<p>G. EA AND CS</p> <ul style="list-style-type: none"> • <i>apply strategies for effective group work</i> • <i>demonstrate leadership skills as evidenced by cooperating, listening, and participating in groups</i> <p>SLACS</p> <ul style="list-style-type: none"> • <i>Utilize teamwork, personal, and group leadership skills in the completion of the group tasks and</i> 	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Professional Capacity/Autonomy 5. Level of Communication Skills</p>	<p>529 Theories of Educational Administration 531 Supervision of the Instructional Process 532 Organization and Administration of the School 535 Organizational Behaviour in</p>

<p><i>through applying course materials in research practice.</i></p> <ul style="list-style-type: none"> • <i>Raise the critical awareness of learning needs in the school/education/research community</i> 			<p>Educational Institutions</p> <p>554 Fundamentals of Instructional Design 555 Strategies for the Implementation of Change in Education 80-539. Second Language Teaching: Theories and Applications 80-540. Language, Culture, and Society 80-542. Language System Analysis</p>
<p>H. EA AND CS</p> <ul style="list-style-type: none"> • <i>discuss, analyze, and formulate new ideas</i> <p>SLACS</p> <ul style="list-style-type: none"> • <i>Articulate second and additional language learners' needs</i> • <i>creatively apply basic language theories to motivate and inspire language learner</i> 	<p>H. creativity and aesthetic appreciation</p>	<p>2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge</p>	<p>527 Research in Education 536 Introduction to Educational Policy Analysis Fundamentals of Instructional Design 565 Sociological Aspects of Education 795 Final Project Seminar 796 Major Paper 797 Thesis 80-540. Language, Culture, and Society 80-543. Special Education and Language Acquisition</p>
<p>I. EA AND CS</p> <ul style="list-style-type: none"> • <i>participate in and contribute to group discussions and on-going self-reflections</i> <p>SLACS</p> <ul style="list-style-type: none"> • <i>Demonstrate openness to innovation, collaborative engagement, and professional development by actively engaging in continuous learning and research projects.</i> 	<p>I. the ability and desire for continuous learning</p>	<p>4. Professional Capacity/autonomy</p>	<p>558 Psychology of Learning Problems 566 Interpersonal Relationship in Education</p> <p>591(24) Special Topics in Education: Philosophy in Education</p> <p>795 Final Project Seminar 80-539. Second Language Teaching:</p>

<ul style="list-style-type: none"> • <i>Recognize continuous learning as particularly relevant to the Canadian multilinguistic setting and to the globalization process that influences language change</i> 			<p>Theories and Applications 80-540. Language, Culture, and Society 80-542. Language System Analysis 80-543. Special Education and Language Acquisition 80 -591(32) Special Topics: Language Assessment</p>
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Admission requirements to the MEd program have been adjusted to reflect the changing nature of both the options available in M.Ed. programs and the needs and experiences of applicants interested in pursuing an M.Ed. A second admissions date of January 1 was added in 2014. Additionally, the admissions requirement regarding one (1) year of teaching experience has been changed to one (1) year of education related work experience. This stipulation is currently being interpreted as an accumulation of time totaling approximately one (1) year, instead of it being interpreted as one (1) continuous year, and includes volunteer and service experiences. Such experience is not limited to work done in schools. With regards to the admission requirement stipulating rigorous IELTS English language proficiency, Faculty Council previously decided not to reduce the historical IELTS requirement of 7.0 with only one (1) band less than 7.0 but not lower than 6.5. The International Cohort M.Ed. program has a rigorous but less restrictive IELTS requirement of 7.0 with no overall restriction regarding band scores. In both situations, we are empowering students who have not achieved these language thresholds to complete a specialized University of Windsor English Language Improvement Program (ELIP) whereby following successful completion of this program they are deemed to have met the language proficiency stipulation.

b) Part one of this recommendation has been satisfied and Part two is on target and will be satisfactorily achieved.

Program goals continue to reflect the broadening perspectives of individuals interested in attaining the M.Ed degree. These goals include, along with the more traditional goals of further preparation for work in the K-12 school system, preparation for opportunities in teaching and learning in non-school organizations both locally and globally. The increased flexibility in admissions is facilitating student transitions from undergraduate programs, and increasing the accessibility of our graduate programs particularly to those interested in working in educational teaching, learning, and leadership roles outside the school system. In the past we have been identified as providing teacher and school leadership training and research. Currently, our mandate as recognized by the Faculty is much broader. We currently foster public policy and practice through our M.Ed. Educational Administration concentration, and Ph.D. Policy and Leadership field of study. Faculty members such as Dr. Daniel, Dr. Egbo, Dr. Rideout and Dr. Glassford have conducted research and facilitated student research in such areas.

Additionally, we are moving toward the development of new fields of study/concentrations such as Higher Education Studies, and will be offering for the first time during the Winter 2018 Semester the MEd course Strategic Enrolment Management. We continue to offer for-credit courses which are part of the University Teaching Certificate (UTC) in Higher Education hosted by the University's Centre for Teaching and Learning.

As further demonstration that our Faculty mission is much larger than teacher or school leader preparation, in September 2014 we began offering our newest M.Ed. concentration, Second Language Acquisition, Culture and Society (SLACS). This concentration, along with the options identified above, demonstrate actions we are taking, while remaining relevant and accessible, to broaden the range of graduate studies options available at the Faculty beyond teacher and school leader preparation.

c) Recommendation satisfied.

The Faculty is vigilant regarding the relevance of its programs, as well as appropriate delivery modalities. As such, we have acted, as noted above, to maintain the relevance of our current offerings, to ensure that the offerings are accessible to the widest possible range of students, and to ensure that we adapt to new expectations and opportunities regarding fields of study. More specifically, in this regard, during the Winter, 2018, Senate will be asked to approve a new online delivery modality for its ‘domestic’ MEd. Our research shows that this will make our programs more accessible both locally and globally.

At this time a consolidation in these Streams and Concentrations would limit accessibility and move away from needs currently identified in course registration patterns. As of September 16, 2017:

- Domestic cohort: 16 new registrations
- International cohort: 26 new registrations
- Number of courses/sections offered this semester:
 - Domestic cohort: 5/5
 - International Cohort: 3/6
 - Blended: 2/3
 - Total of 10 courses/14 sections
 - **14.57 students per class; enrolment range 8-23**
 - **205 seats originally available, 204 filled (expanded caps/workload stipends)**

The following list shows student registration by completion stream (Course-based, Major Research Paper, Thesis) and Concentration (Field of Study), in our ‘Domestic’ MEd, and supports the continuation of these streams and concentrations while others are developed, as noted above.

Current ‘Domestic Program’ MEd Enrolment Numbers:

Completion Stream

Thesis Based	48
Major Paper	9
Course Based	23

Concentration

EA	44
CS	22
SLACS	14

PDC – Recommended further actions to be taken (2018)

PDC notes the area’s efforts with regard to this recommendation and looks forward to a program report on section (b), in the area’s next status update. PDC notes that Education reported MEd domestic enrolment numbers only. The area is asked to report on all domestic and international MEd enrolment numbers (according to full-time and part-time eligible and ineligible categories) and to address the recommendation to simplify, reduce, and streamline its offerings at the Master’s level in the context of its overall enrolment in the MEd program. Note: enrolment numbers must be obtained from Institutional Analysis.

Actions Taken 2018-2019:

Full-Time FTE Graduate Programs

	2017		2018	
	CDN	VISA	CDN	VISA
MED EDUMC	6	11	6	7
MED EDUME	0	36	0	31
MED EDUMI	0	4	0	5
MED EDUML	0	6	0	19

MED EDUMM	3	1	3	5
MED EDUMT	20	16	19	9
PHD EDUP	23	2	21	1
TOTAL	52	76	49	77

Part-Time FTE Graduate Programs

	2017		2018	
	CDN	VISA	CDN	VISA
MED EDUMC	3	0	3.3	0
MED EDUMM	.9	0	1.2	0
MED EDUMT	3.3	0	3.6	0
PHD EDUP	3.3	0	3.3	0
TOTAL	10.5	0	11.4	0

In relation to PDC’s recommendation to “to simplify, reduce, and streamline” our offerings at the graduate level, there are presently no plans to eliminate any of the three completion streams (Thesis, major paper, or course based), each of which provides an important and unique opportunity for students. The master’s thesis stream, of course, demonstrates one’s ability to work in a scholarly manner and prepares one for the possibility of doctoral work or other research-based careers. The course-based stream is particularly useful for professional educators or administrators who are interested in developing skill sets and theoretical understanding to inform their practice. The major paper offers a middle-ground, by providing an opportunity to work in a scholarly manner and to synthesize their graduate work in an original or useful form. We may consider the possibility of eliminating the major paper stream in the future, but we currently have no plans to do so. There are also no plans to reduce the number of concentrations (EA, CS, and SLACS). Indeed, we are considering the possibility of adding an additional concentration in an area such as International and Comparative Education or Studies in Higher Education. While we engage in the development of this new potential concentration we are looking at ways to ensure that each of the concentrations we offer is distinct and we recognize that improvements can be made in this regard, particularly with respect to distinguishing the Educational Administration and Curriculum Studies concentrations from each other. We are currently in the middle of a search process for a new Associate Dean, Graduate Studies and Research. The new Associate Dean will lead a review of our graduate programs from July 1, 2020 and in relation to any further recommendations made from the 2018-19 cyclical IQAP review.

PDC Comments (2020):

PDC thanks the area for having fully considered this recommendation and concurs that the recommendation has been satisfied. As part of its next cyclical review, Education should report on improvements made to ensure that the MEd concentrations are distinct.

Recommendation Satisfied (2019-2020).

Undergraduate and Graduate Student Experience

Recommendation 7: That the Faculty of Education establish tools and instruments to systematically collect and review relevant data (such as exit surveys) in order to:

- a. monitor the student experience above and beyond what the university-level course evaluations gather in order to better document the quality of the educational experiences of students at the undergraduate and graduate program levels.
- b. obtain status reports from one to five years after graduation to understand graduates’ employment status and situations.
- c. enhance the student practicum experience.

Agents: Dean

Completion by: Fall 2017

Actions taken 2016 and 2017:

We have conducted exit surveys every year using Survey Monkey. With the introduction of the 2 year program, we are also conducting a comparative study of the perception of preparedness by students who completed the 1 year program and those completing the 2 year program.

PDC – Recommended further actions to be taken (2018)

PDC notes that section (a) of this recommendation is satisfied. PDC urges Education to increase its efforts to address sections (b) and (c), and looks forward to a report on successful initiatives in the next status update.

Actions Taken 2018-2019:

7b.

The Faculty of Education has not conducted a survey of its graduates regarding employment status and situations and relies on MTCU data of all Education graduates for employment rates.

	<u>6 months</u>	<u>24 months</u>
2014/15	88.5%	92.7%
2015/16	84%	93.1%
2016/17	85.9%	94.7%
2017/18	90.7%	95.3%

7c.

The Associate Dean, Pre-Service, conducts an annual anonymous exit survey each year with the aim of learning about the experiences of our teacher education candidates in the 2-year program. The cumulative data collected from these surveys is regularly taken into consideration as we evaluate the program in various contexts (e.g., Pre-Service Committee, Faculty Council, and Leadership team meetings). As the government-mandated switch to a two-year teacher education program was only initiated in 2015, the Ontario College of Teachers (OCT) accreditation of the new two-year program was only fully granted in June of 2017 (December of 2018 for the Technological Studies part of the program), and the cyclical IQAP review of our B.Ed. and M.Ed. programs began in 2018-19, we have been reluctant to make major changes to date. However, beginning from July 2020 when a new Associate Dean takes over the Teacher Education portfolio, this survey data (along with recommendations from the IQAP review, will be used as part of our own planned review and refresh of the pre-service programs. To date the information gleaned from these surveys have resulted in small but significant enhancements to the practicum experience that include the addition of extra practicum days to allow alternative placements, service learning, and international opportunities. We’ve also taken student feedback to expand our service learning offerings (e.g., Online Pedagogy and Workplace Learning) and to create a more equitable process during orientation for selecting one of numerous options to fulfil the service learning course requirement.

PDC Comments (2020):

PDC thanks the area for its update and concurs that this recommendation has been satisfied.

Recommendation Satisfied (2019-2020).

Recommendation 8: That the Faculty of Education establish an orientation program, offered annually, to articulate and inform associate teachers and teacher candidates on their roles and responsibilities.

Agents: Dean, Undergraduate Program Chair

Completion by: Fall 2017

Actions taken 2016 and 2017:

This recommendation has been a practice of the Faculty of Education for over a decade and we are therefore surprised to see it listed here. Orientation is offered at the beginning of each and every year for the Advisors. Associate teachers are invited to an annual workshop, as well as a recognition event. In addition, associate teachers and teacher candidates receive a Field Experience Handbook which outlines roles and responsibilities. Teacher candidates are provided a mandatory Orientation prior to the start of classes, and there are follow-up Professional Learning Series workshops, which are also mandatory.

PDC – Recommended further actions to be taken (2018)

PDC thanks Education for its update on this recommendation. In its next status report, PDC requests that the area confirm that associate teachers and advisors, in fact, *are required* to attend the orientation sessions and are clearly informed in those sessions of their roles and responsibilities as they relate to practicum supervision.

Actions Taken 2018-2019:

Education confirms that Advisors *are required* to attend orientation sessions and are clearly informed of their roles and responsibilities as they relate to practicum supervision. However, it is not practical to insist that associate teachers attend orientation. Associate teachers are not sessional instructors contracted by the Faculty of Education. They are volunteers in the teaching profession who agree to mentor our teacher candidates. It is therefore not possible to mandate attendance at orientation. The Advisor is the Faculty link between the teacher candidate and the associate teacher. The associate teachers have website access to all Field Experience Handbooks as well as forms for practicum assessments and they are in regular contact with the Advisor and the Field Experience Office staff regarding protocol and possible issues with teacher candidates. The Faculty of Education does collaborate with the Teacher Education Liaison Committee to host an annual appreciation dinner for Associate Teachers. In addition to recognizing the volunteer efforts of the Associate Teachers, presentations are made about any changes to our program and opportunities are provided for comments, questions, and discussion. This event is not mandatory because, as stated above, Associate Teachers are volunteers working as mentors for our pre-service teachers.

PDC Comments (2020):

PDC thanks the area for confirming that attendance at orientation sessions is mandatory for Advisors and open to Associate Teachers. PDC commends the area on its other initiatives to ensure that Associate Teachers have access to supports, are able to provide feedback, and are recognized for their work. PDC notes that this recommendation has been satisfied.

Recommendation Satisfied (2019-2020).

Recommendation 9: When reviewing and evaluating its programs, that the Faculty ensure it has clear and practical processes in place that are consistent with its constructivist and social justice values.

Agents: Dean, AAU Council

Completion by: Fall 2017

Actions taken 2016 and 2017:

Our faculty apply the constructivist theories along with social learning theories, theories of motivation, Maslow's hierarchy, etc. model the current practices through the theoretical lens and the practical assignments. Our website for accreditations lists the various theories applied to the practice of teaching and learning. As for the Social Justice values, we instill the values in all of our courses and we have all students involved in service learning courses and research based projects, locally and globally. All students take an issues course and we assist the local boards in delivering Social Justice Conferences for Elementary and Secondary Schools respectively. In one of our service learning courses, our teacher candidates are responsible for a full day Social Justice conference for all teacher candidates.

The Faculty of Education has two committees, the Pre-Service Committee and the Graduate Committee, both of which have, as part of the terms of reference, responsibility for reviewing and evaluating programs and making recommendations to Faculty Council.

PDC – Recommended further actions to be taken (2018)

PDC thanks the area for clarifying the processes in place that are consistent with its constructivist and social justice values. PDC notes that this recommendation has been satisfied.

Recommendation Satisfied 2017-2018.

Other Initiatives and Collaborations

Recommendation 10: Given the realities of reduced provincial funding, that Education continue working to find creative ways to offer programs for technical studies teachers and other college-university pathway programs, including Early Learning programs.

Agents: Dean, AAU Council

Completion by: Fall 2017

Actions taken 2016 and 2017:

The Faculty of Education is very pleased to advise that the Technological Studies program is being offered again. We have retained the previous sequencing of the program, that being course delivery in Summer I and Summer II, with the practicum being completed September through May in between the two summers. This format of delivery is an excellent pathway program for the technological studies teacher candidate since many of them are more mature and currently employed.

The Faculty of Education is also delighted to inform that the concurrent ECE program, in partnership with St. Clair College and FAHSS has been reinstated and improved. It is a five-year program, which involves transfer credits from the College to the Department of Psychology. Point of entry is from high school. Year I is at the University of Windsor and all courses are as per the requirements of the degree for Psychology. Year II is at St. Clair College where the student fulfills the requirements for the ECE diploma. Year III, the student takes two semesters of the B.Ed. program (Primary-Junior). Year IV, the student takes one more year of Psychology to meet the requirements for the B.A. (General) Psychology degree. In the fifth and final year, the student returns to the Faculty of Education to fulfill the requirements for the B.Ed. The diploma and degrees offered in this program would normally take seven years to complete, but this pathway allows the student to obtain the ECE diploma, B.A. (General) Psychology degree and the B.Ed. degree (PJ) in only five years.

The Faculty of Education is also currently in discussion with College Boreal and the French department at the University of Windsor with a view to create a French ECE concurrent program.

PDC – Recommended further actions to be taken (2018)

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

Recommendation Satisfied 2017-2018.

Recommendation 11: That the availability and quality of the teaching resources for practicum experiences for students be reviewed. Partnerships with local school boards and the public libraries should be developed in order to strengthen the resources for pre-service teachers and provide more opportunities for the Faculty to play a visible role in the community.

Agents: Dean, AAU Council

Completion by: Fall 2017

Actions taken 2016 and 2017:

In the west wing of the Leddy library, there is a dedicated section filled with manipulatives and resources for practicum use. We work closely with the Librarian assigned to Education to keep the resources current and meaningful. The library staff is also available for support with research. During orientation, a librarian presents the various resources at hand for our students both physically and virtually. When students are in placement, they have access to all resources that their associate teachers are able to access at the school, board, and ministry level.

PDC – Recommended further actions to be taken (2018)

PDC notes the area's efforts with regard to this recommendation. In its next status report, the area is asked to provide details on its efforts to explore partnerships with public libraries and school boards.

Actions Taken 2018 and 2019:

Each year the Faculty of Education nominates a faculty member to serve as the library liason. That person regularly meets with a librarian from Leddy Library to learn about important teaching/learning resource updates from the library and to make suggestions about additional teaching/learning resources relevant to our programs. The Library Liason then reports to faculty members and student representatives at each Faculty Council. In this way, both faculty and students are kept up to date on the latest quality teaching/learning resources, including those most relevant to the practicum experience. From this liason relationship, it has become commonplace for the library to provide guest presentations for students in a diverse array of pre-service courses to speak explicitly about the many quality resources available through the Leddy Library. Mr. Scott Cowan from Leddy Library is a frequent speaker in our pre-service courses. We have stressed during faculty advisor orientations that the Faculty Advisors work with teacher education candidates and their Associate Teachers to ensure that all teaching/learning resources at the school and board levels are made accessible to teacher education candidates. It has also become a regular part of orientation to ensure that teacher education candidates, and faculty advisors, are aware of the excellent teaching/learning resources made available by the Ontario College of Teachers.

PDC-recommended further actions to be taken (2020):

PDC notes the area's efforts as relates to the availability and quality of the teaching resources for practicum experiences on campus and at the school board level and the OCT. With a status report on the exploration of partnerships with the public libraries to enhance the resources for pre-service teacher candidates, PDC would consider this recommendation satisfied.

Actions taken 2020 and 2021:

In our Language Arts and Language Across the Curriculum courses in particular, but not exclusively, teacher candidates are encouraged to engage with the many resources available to them through the Windsor Public Library. With the sudden move to online instruction in March 2020, instructors in our B.Ed. program have been more explicit about having teacher candidates engage with the wealth of e-resources accessible through Windsor Public Library (or, other libraries local to the teacher candidates' residence). We have also designed a Faculty of Education Open Page, a collection of online teaching resources and how-tos about open and online education. The Faculty of Education has also worked with the Education Students' Society on the development of a substantial collection of teaching resources to be housed in the Learning Resource Centre within the Faculty of Education. These resources are specifically focused on Indigenous Education, anti-racism education, and other anti-oppressive educational resources that are intended to enhance practicum experiences for teacher candidates. This collection of resources is expected to be in place by the time classes begin again in January 2022.

PDC Comments:

PDC thanks the area for its update, noting that students continue to be encouraged to avail themselves of public library hard copy and electronic resources and that Education has added to its collection of teaching resources in its Learning Resource Centre, including anti-oppressive education resources. Although PDC notes that this recommendation has been adequately satisfied, the area is encouraged to continue building partnerships and developing additional teaching resources.

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

Faculty

Recommendation 12: That a thorough review be undertaken by the incoming administrative leader of the Faculty of Education of the work load of faculty teaching full and half and part classes as well as graduate courses and under-graduate and graduate supervision, to ensure that faculty workload distribution is equitable.

Agents: Dean

Completion by: Fall 2017

Actions taken 2016 and 2017:

The Dean of the Faculty of Education has always taken great care to ensure that faculty workload distribution is equitable and that the WUFA collective agreement is honoured. Each year, prior to workloads being assigned, faculty are provided a list of all course offerings (B.Ed. and graduate). They are also given a form to complete wherein the faculty member lists the courses they would like to teach that year from the list. One section of the form is for B.Ed. courses and the other is for Graduate courses. The goal when assigning a teaching load is to provide at least one graduate course to any faculty member wishing to teach in that program. The Dean then provides the faculty member with a teaching load assignment letter, at which time the member can speak to the Dean prior to signing if s/he has a concern with the workload.

PDC – Recommended further actions to be taken (2018)

PDC thanks the area for clarifying the process for workload assignments. With a report from the Dean, in the next status report, confirming that faculty workloads are reviewed annually and distributed equitably, PDC would consider this recommendation satisfied.

Actions Taken 2018 and 2019:

I can confirm that from my arrival to the Dean's position from July 1, 2017 I have endeavoured to ensure that faculty workload is distributed equitably and in full compliance with the WUFA Collective Agreement. I have taken some steps in addition to those identified above. For each faculty member, I respond to their teaching preferences with communications proposing a tentative teaching assignment and explaining my reasons for that particular proposal. These communications are then followed by a formal teaching assignment letter. Also, I have taken steps to make more transparent the unique formulae used to calculate workload in the Faculty of Education and the processes by which one might receive a course release/substitution. – Ken Montgomery (Dean, Faculty of Education)

PDC Comments (2020):

PDC thanks the area for this report and notes that this recommendation has been satisfied.

Recommendation Satisfied (2019-2020).

Recommendation 13: That Education develop and implement a plan to continue to grow its research agenda.

Agents: Faculty members

Completion by: Fall 2017

Actions taken 2016 and 2017:

This faculty recognizes that research agendas take many valuable forms including, but not limited to, writing, publishing, creative activities, the scholarship of teaching, engagement with communities, and collaborative projects across specializations and disciplines. We value peer-reviewed journals and tri-council grants, but unapologetically resist those prevailing discourses that would reduce research agendas or impact to these particular dimensions of academic research. We are in the process of clarifying faculty support for a wide range of research activities, including clarified policy on course releases for successful SSRHC grants, and financial support for research initiatives involving work in communities, conference travel, event sponsorship, research development, and scholarly works (projects related to knowledge mobilization, journal editing, curriculum scholarship, teaching resources, etc.).

- At the Undergraduate student level,
 - all students participate in Service Learning courses, each of which has a research component.
 - This is primarily Action Research, focused on 'Gap Analysis'
 - As part of a cap-stone project in this course, students are required to create and implement an intervention, and assess the impact of the intervention.
- At the Graduate student level,
 - A Graduate Student Research Conference is conducted annually. All graduate students are invited to participate as hosts, organizers, and presenters (posters, presentations). The March 2017 Conference was

the most formal, and most successful with regard to organization, participation, and quality of presentations.

- Funding is offered on a competitive basis through the Research Stimulus Fund (ORIS funds designated to Faculty) for faculty members and graduate students who wish to collaborate on a research proposal. Often these awards are seed funding for pilot studies which may lead to larger Tri-council grant applications.
- Faculty and graduate students are encouraged to present their research projects at our ongoing 'Sharing Ideas' sessions. These sessions are held on a monthly basis at the Faculty.
- During 2017-2018, we are hosting a series of roundtable sessions for invited graduate students to present their research in a four-minute format to Faculty leadership and other graduate students.
- Our Research Committee identifies and facilitates research opportunities and initiatives that may be available from time to time for Faculty members and students alike.
- We are currently in discussion with Dr. Suzanne McMurphy, Chair of REB, to facilitate ethics procedures for research projects within the Internship course that serves as a cap-stone for the International Cohort MEd program.

PDC – Recommended further actions to be taken (2018)

PDC thanks the area for its report on research activity and initiatives within the Faculty. With the submission of a report summarizing the key elements of the area's research plan, PDC would consider this recommendation satisfied.

Actions Taken 2018 and 2019:

The Faculty of Education Research Committee (a standing committee of Faculty Council) began the work in 2018-19 of developing a strategic research plan for the Faculty of Education. Committee members changed with the beginning of the new academic year (2019-20), but the expectation is that a draft strategic research plan will be presented to Faculty Council early in 2020 and approved before the end of the 2019-20 academic year.

PDC-recommended further actions to be taken (2020):

PDC looks forward to hearing of the completion and approval of its strategic research plan.

Actions taken 2020 and 2021:

The development of a strategic research plan has stalled during the pandemic. The University of Windsor has only recently launched a strategic planning process. The Faculty of Education will begin from spring of 2022 to engage in its own strategic planning. We will fold the strategic research planning process into the overall strategic planning process for the Faculty of Education.

PDC Comments:

PDC looks forward to hearing of the development of a strategic plan for Education (including academic and research plans), in line with the new institutional strategic plan which will be launched in Fall 2022. Education should provide a progress report on the creation of its strategic plan, in its next self-study.

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

Appendix – University Program Review - Education 3rd Biennial Status Report

B3 Core Content Alignment Chart – Accreditation Regulation Schedule 1

University of Windsor, Faculty of Education

Foundation Courses PJ/JI/IS – All concurrent

Check (☒) the course or learning experience that best represents the content areas listed below from the Accreditation Regulation Schedule 1.

Insert Courses/Related Educational Activities

Accreditation Regulation Schedule 1 Components	Foundations of Practice Pt 1 (80-201)	Foundations of Pr. Pt. II (80-202)	Educational Psychology (80-203)	Differentiated Instruction (80-204)	Foundations of Pr. Pt. III (80-210)	Aboriginal Ways of Knowing (80-206)	Service Learning (80-207)	Assessment & Evaluation (80-208)	Social, Global & Cult. Issues in Ed (80-209)	Religious Ed. In R.C. Sch. (80-200) *Option								Practicum	Other e.g., Workshop	Other	Other
Curriculum Knowledge																					
1. The program provides a student of a program of professional education with knowledge and understanding of the current Ontario curriculum and provincial policy documents that are relevant to the student’s areas of study and curriculum,	☒	☒	☐	☐	☒	☒	☐	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐
• including planning and design	☒	☒	☐	☒	☐	☒	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
• special education	☐	☐	☒	☒	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☒	☐	☐
• equity and diversity	☐	☐	☒	☐	☒	☒	☒	☒	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐
• and learning assessment and evaluation.	☐	☐	☐	☒	☐	☒	☐	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☒	☐	☐

Accreditation Regulation Schedule 1 Components	Foundations of Practice Pt 1 (80-201)	Foundations of Pr. Pt. II (80-202)	Educational Psychology (80-203)	Differentiated Instruction (80-204)	Foundations of Pr. Pt. III (80-210)	Aboriginal Ways of Knowing (80-206)	Service Learning (80-207)	Assessment & Evaluation (80-208)	Social, Global & Cult. Issues in Ed (80-209)	Religious Ed. In R.C. Sch. (80-200) *Option								Practicum	Other e.g., Workshop	Other	Other
	2. The program prepares the student of a program of professional education to use current research in teaching and learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pedagogical and Instructional Strategies Knowledge																					
The program includes the following elements:																					
1. How to use educational research and data analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. How to use technology as a teaching tool.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. How to use inquiry-based research, data and assessment and the selection and use of current instructional strategies to address student learning styles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. How to use learning and teaching theories and methods and differentiated instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. A focus on the development of classroom management and organization skills.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Child and adolescent development and student transitions to age 21 and through kindergarten to grade 12.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. How to use current strategies relating to student observation, assessment and evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Accreditation Regulation Schedule 1 Components	Foundations of Practice Pt 1 (80-201)	Foundations of Pr. Pt. II (80-202)	Educational Psychology (80-203)	Differentiated Instruction (80-204)	Foundations of Pr. Pt. III (80-210)	Aboriginal Ways of Knowing (80-206)	Service Learning (80-207)	Assessment & Evaluation (80-208)	Social, Global & Cult. Issues in Ed (80-209)	Religious Ed. In R.C. Sch. (80-200) *Option							Practicum	Other e.g., Workshop	Other	Other
8. How to teach students whose first language is not the language of instruction, whether English or French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Pedagogy and the assessment and evaluation of learning in the relevant areas of study in relation to specific curriculum subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The policies, assessments and practices involved in responding to the needs and strengths of all students, including students identified as requiring special education supports.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Teaching Context Knowledge																				
The program includes the following elements:																				
1. Educating students of a program of professional education in child, youth and parental mental health issues relevant to the elementary and secondary school environment in Ontario.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The College’s “Standards of Practice for the Teaching Profession” and “Ethical Standards for the Teaching Profession”.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Accreditation Regulation Schedule 1 Components	Foundations of Practice Pt 1 (80-201)	Foundations of Pr. Pt. II (80-202)	Educational Psychology (80-203)	Differentiated Instruction (80-204)	Foundations of Pr. Pt. III (80-210)	Aboriginal Ways of Knowing (80-206)	Service Learning (80-207)	Assessment & Evaluation (80-208)	Social, Global & Cult. Issues in Ed (80-209)	Religious Ed. In R.C. Sch. (80-200) *Option							Practicum	Other e.g., Workshop	Other	Other
3. How to prepare students for learning transitions in a variety of settings and transitions to high school, college, university, apprenticeship and the workforce.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Knowledge of the Ontario context in which elementary or secondary schools operate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Ontario education law and related legislation, occupational health and safety legislation and legislation governing the regulation of the teaching profession in Ontario and the professional obligations of members of the College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. How to create and maintain the various types of professional relationships between and among members of the College, students, parents, the community, school staff and members of other professions.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B3 Core Content Alignment Chart – Accreditation Regulation Schedule 1

University of Windsor, Faculty of Education

B.Ed. Primary/Junior &

Concurrent B.A. (Psychology)/B.Ed./Diploma in ECE)

Check (☑) the course or learning experience that best represents the content areas listed below from the Accreditation Regulation Schedule 1.

Insert Courses/Related Educational Activities

Accreditation Regulation Schedule 1 Components	Mathematical Foundations (80-215)	Visual Art (80-311)	Digital Technology (80-312)	Health & Physical Education (80-313)	Language Arts (80-314)	Mathematics Meth. (80-315)	Music (80-316)	Science (80-317)	Social Studies (80- 318)	Drama (80-411)	Dance (80-412)	Language & Media Literacy (80-414)						Practicum (80-499)	Other e.g., Workshop	Other	Other	
	Curriculum Knowledge																					
3. The program provides a student of a program of professional education with knowledge and understanding of the current Ontario curriculum and provincial policy documents that are relevant to the student's areas of study and curriculum,	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐		☑	☑	☐	☐	

Accreditation Regulation Schedule 1 Components	Mathematical Foundations (80-215)	Visual Art (80-311)	Digital Technology (80-312)	Health & Physical Education (80-313)	Language Arts (80-314)	Mathematics Meth. (80-315)	Music (80-316)	Science (80-317)	Social Studies (80- 318)	Drama (80-411)	Dance (80-412)	Language & Media Literacy (80-414)					Practicum (80-499)	Other e.g., Workshop	Other	Other
	• including planning and design	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• special education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• equity and diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• and learning assessment and evaluation.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The program prepares the student of a program of professional education to use current research in teaching and learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pedagogical and Instructional Strategies Knowledge																				
The program includes the following elements:																				
11. How to use educational research and data analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. How to use technology as a teaching tool.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. How to use inquiry-based research, data and assessment and the selection and use of current instructional strategies to address student learning styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. How to use learning and teaching theories and methods and differentiated instruction.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. A focus on the development of classroom management and organization skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Accreditation Regulation Schedule 1 Components	Mathematical Foundations (80-215)	Visual Art (80-311)	Digital Technology (80-312)	Health & Physical Education (80-313)	Language Arts (80-314)	Mathematics Meth. (80-315)	Music (80-316)	Science (80-317)	Social Studies (80-318)	Drama (80-411)	Dance (80-412)	Language & Media Literacy (80-414)						Practicum (80-499)	Other e.g., Workshop	Other	Other
	16. Child and adolescent development and student transitions to age 21 and through kindergarten to grade 12.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17. How to use current strategies relating to student observation, assessment and evaluation.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. How to teach students whose first language is not the language of instruction, whether English or French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Pedagogy and the assessment and evaluation of learning in the relevant areas of study in relation to specific curriculum subjects.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The policies, assessments and practices involved in responding to the needs and strengths of all students, including students identified as requiring special education supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Teaching Context Knowledge																					
The program includes the following elements:																					
7. Educating students of a program of professional education in child, youth and parental mental health issues relevant to the elementary and secondary school environment in Ontario.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Accreditation Regulation Schedule 1 Components	Mathematical Foundations (80-215)	Visual Art (80-311)	Digital Technology (80-312)	Health & Physical Education (80-313)	Language Arts (80-314)	Mathematics Meth. (80-315)	Music (80-316)	Science (80-317)	Social Studies (80- 318)	Drama (80-411)	Dance (80-412)	Language & Media Literacy (80-414)					Practicum (80-499)	Other e.g., Workshop	Other	Other
	8. The College’s “Standards of Practice for the Teaching Profession” and “Ethical Standards for the Teaching Profession”.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. How to prepare students for learning transitions in a variety of settings and transitions to high school, college, university, apprenticeship and the workforce.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Knowledge of the Ontario context in which elementary or secondary schools operate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Ontario education law and related legislation, occupational health and safety legislation and legislation governing the regulation of the teaching profession in Ontario and the professional obligations of members of the College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. How to create and maintain the various types of professional relationships between and among members of the College, students, parents, the community, school staff and members of other professions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B3 Core Content Alignment Chart – Accreditation Regulation Schedule 1

University of Windsor, Faculty of Education

B.Ed. Junior/Intermediate

Check (☒) the course or learning experience that best represents the content areas listed below from the Accreditation Regulation Schedule 1.

Insert Courses/Related Educational Activities

Accreditation Regulation Schedule 1 Components	Pedagogy of the Arts (80-221)	Mathematics Foundations (80-225)	Visual Arts (80-321)	Digital Technology (80-322)	Health & Physical Education (80-323)	Language Arts (80-324)	Mathematics Meth. (80-325)	Music (80-326)	Science (80-327)	Social Sciences (80-328)	Drama (80-421)	Dance (80-422)	Language & Media Literacy (80-424)	Teachable Subjects (80-352 to 379)	Practicum (80-499)	Other e.g., Workshop	Other	Other		
Curriculum Knowledge																				
5. The program provides a student of a program of professional education with knowledge and understanding of the current Ontario curriculum and provincial policy documents that are relevant to the student's areas of study and curriculum,	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☒	☐	☒	☒	☐	☐
• including planning and design	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☒	☒	☐	☐	☐	☐
• special education	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☒	☐	☐	☐	☐	☐
• equity and diversity	☐	☐	☐	☐	☒	☒	☐	☐	☐	☒	☐	☐	☐	☐	☒	☐	☐	☒	☐	☐
• and learning assessment and evaluation.	☒	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☒	☐	☐	☐	☐	☐

Accreditation Regulation Schedule 1 Components	Pedagogy of the Arts (80-221)	Mathematics Foundations (80-225)	Visual Arts (80-321)	Digital Technology (80-322)	Health & Physical Education (80-323)	Language Arts (80-324)	Mathematics Meth. (80-325)	Music (80-326)	Science (80-327)	Social Sciences (80-328)	Drama (80-421)	Dance (80-422)	Language & Media Literacy (80-424)	Teachable Subjects (80-352 to 379)	Practicum (80-499)	Other e.g., Workshop	Other	Other		
	6. The program prepares the student of a program of professional education to use current research in teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pedagogical and Instructional Strategies Knowledge																				
The program includes the following elements:																				
21. How to use educational research and data analysis.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. How to use technology as a teaching tool.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23. How to use inquiry-based research, data and assessment and the selection and use of current instructional strategies to address student learning styles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24. How to use learning and teaching theories and methods and differentiated instruction.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
25. A focus on the development of classroom management and organization skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26. Child and adolescent development and student transitions to age 21 and through kindergarten to grade 12.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27. How to use current strategies relating to student observation, assessment and evaluation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Accreditation Regulation Schedule 1 Components	Pedagogy of the Arts (80-221)	Mathematics Foundations (80-225)	Visual Arts (80-321)	Digital Technology (80-322)	Health & Physical Education (80-323)	Language Arts (80-324)	Mathematics Meth. (80-325)	Music (80-326)	Science (80-327)	Social Sciences (80-328)	Drama (80-421)	Dance (80-422)	Language & Media Literacy (80-424)	Teachable Subjects (80-352 to 379)	Practicum (80-499)	Other e.g., Workshop	Other	Other	
	28. How to teach students whose first language is not the language of instruction, whether English or French.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Pedagogy and the assessment and evaluation of learning in the relevant areas of study in relation to specific curriculum subjects.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30. The policies, assessments and practices involved in responding to the needs and strengths of all students, including students identified as requiring special education supports.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Teaching Context Knowledge																			
The program includes the following elements:																			
13. Educating students of a program of professional education in child, youth and parental mental health issues relevant to the elementary and secondary school environment in Ontario.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The College's "Standards of Practice for the Teaching Profession" and "Ethical Standards for the Teaching Profession".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Accreditation Regulation Schedule 1 Components	Pedagogy of the Arts (80-221)	Mathematics Foundations (80-225)	Visual Arts (80-321)	Digital Technology (80-322)	Health & Physical Education (80-323)	Language Arts (80-324)	Mathematics Meth. (80-325)	Music (80-326)	Science (80-327)	Social Sciences (80-328)	Drama (80-421)	Dance (80-422)	Language & Media Literacy (80-424)	Teachable Subjects (80-352 to 379)	Practicum (80-499)	Other e.g., Workshop	Other	Other	
	15. How to prepare students for learning transitions in a variety of settings and transitions to high school, college, university, apprenticeship and the workforce.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16. Knowledge of the Ontario context in which elementary or secondary schools operate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17. Ontario education law and related legislation, occupational health and safety legislation and legislation governing the regulation of the teaching profession in Ontario and the professional obligations of members of the College.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18. How to create and maintain the various types of professional relationships between and among members of the College, students, parents, the community, school staff and members of other professions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

B3 Core Content Alignment Chart – Accreditation Regulation Schedule 1

University of Windsor, Faculty of Education

B.Ed. Intermediate/Senior &

Concurrent B.A. (Drama/English/Visual Arts/History/French)¹/B.Ed. &

Concurrent B.Sc. (General Science/Mathematics)/B.Ed.

Check (☒) the course or learning experience that best represents the content areas listed below from the Accreditation Regulation Schedule 1.

Insert Courses/Related Educational Activities

Accreditation Regulation Schedule 1 Components	Pedagogy of the Arts (80-231)	Visual Art (80-331)	Digital Technology (80-332)	Health & Physical Education (80-333)	Language across Curr. (80-334)	Mathematics (80-335)	Music (80-336)	Science (80-337)	Social Studies (80-338)	Career & Guidance Education (80-339)	Drama (80-431)		Teachable Subjects (80-352 to 380)				Practicum (80-499)	Other e.g., Workshop	Other	Other
Curriculum Knowledge																				
7. The program provides a student of a program of professional education with knowledge and understanding of the current Ontario curriculum and provincial policy documents that are relevant to the student's areas of study and curriculum,	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☒	☐	☐	☐	☒	☐	☐	☐
• including planning and design	☐	☐	☒	☐	☒	☐	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☒	☐	☐	☐

¹ At the time of this report, the Modern Languages/Political Science current offerings with Education had not been established. The chart however would apply to these concurrent offerings.

Accreditation Regulation Schedule 1 Components	Pedagogy of the Arts (80-231)	Visual Art (80-331)	Digital Technology (80-332)	Health & Physical Education (80-333)	Language across Curr. (80-334)	Mathematics (80-335)	Music (80-336)	Science (80-337)	Social Studies (80-338)	Career & Guidance Education (80-339)	Drama (80-431)		Teachable Subjects (80-352 to 380)				Practicum (80-499)	Other e.g., Workshop	Other	Other
• special education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• equity and diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• and learning assessment and evaluation.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The program prepares the student of a program of professional education to use current research in teaching and learning.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pedagogical and Instructional Strategies Knowledge																				
The program includes the following elements:																				
31. How to use educational research and data analysis.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. How to use technology as a teaching tool.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. How to use inquiry-based research, data and assessment and the selection and use of current instructional strategies to address student learning styles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. How to use learning and teaching theories and methods and differentiated instruction.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. A focus on the development of classroom management and organization skills.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Child and adolescent development and student transitions to age 21 and through kindergarten to grade 12.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Accreditation Regulation Schedule 1 Components	Pedagogy of the Arts (80-231)	Visual Art (80-331)	Digital Technology (80-332)	Health & Physical Education (80-333)	Language across Curr. (80-334)	Mathematics (80-335)	Music (80-336)	Science (80-337)	Social Studies (80-338)	Career & Guidance Education (80-339)	Drama (80-431)		Teachable Subjects (80-352 to 380)				Practicum (80-499)	Other e.g., Workshop	Other	Other
	37. How to use current strategies relating to student observation, assessment and evaluation.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. How to teach students whose first language is not the language of instruction, whether English or French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Pedagogy and the assessment and evaluation of learning in the relevant areas of study in relation to specific curriculum subjects.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. The policies, assessments and practices involved in responding to the needs and strengths of all students, including students identified as requiring special education supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Teaching Context Knowledge																				
The program includes the following elements:																				
19. Educating students of a program of professional education in child, youth and parental mental health issues relevant to the elementary and secondary school environment in Ontario.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. The College's "Standards of Practice for the Teaching Profession" and "Ethical Standards for the Teaching Profession".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Accreditation Regulation Schedule 1 Components	Pedagogy of the Arts (80-231)	Visual Art (80-331)	Digital Technology (80-332)	Health & Physical Education (80-333)	Language across Curr. (80-334)	Mathematics (80-335)	Music (80-336)	Science (80-337)	Social Studies (80-338)	Career & Guidance Education (80-339)	Drama (80-431)		Teachable Subjects (80-352 to 380)				Practicum (80-499)	Other e.g., Workshop	Other	Other
	21. How to prepare students for learning transitions in a variety of settings and transitions to high school, college, university, apprenticeship and the workforce.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
22. Knowledge of the Ontario context in which elementary or secondary schools operate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Ontario education law and related legislation, occupational health and safety legislation and legislation governing the regulation of the teaching profession in Ontario and the professional obligations of members of the College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. How to create and maintain the various types of professional relationships between and among members of the College, students, parents, the community, school staff and members of other professions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B3 Core Content Alignment Chart – Accreditation Regulation Schedule 1

University of Windsor, Faculty of Education

B.Ed./Diploma in Technological Studies

Check (☒) the course or learning experience that best represents the content areas listed below from the Accreditation Regulation Schedule 1.

Insert Courses/Related Educational Activities

Accreditation Regulation Schedule 1 Components	Educational Psychology (80-203)	Differentiated Instruction (80-204)	Educational Found. Law & Ethics(80-205)	Aboriginal Ways of Knowing (80-206)	Assessment & Evaluation (80-208)	Digital Technology (80-332)	Language across Curr. (80-334)	Career & Guidance (80-339)	Curriculum Devel. I (80-386)	Curriculum Devel.II (80-387)	Principles & Methods I (80-388)	Principles & Methods II (80-389)				Internship Project (80-497)	Practicum (80-498)	Other e.g., Workshop	Other	Other
	Curriculum Knowledge																			
9. The program provides a student of a program of professional education with knowledge and understanding of the current Ontario curriculum and provincial policy documents that are relevant to the student’s areas of study and curriculum,	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• including planning and design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• special education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• equity and diversity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• and learning assessment and evaluation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The program prepares the student of a program of professional education to use current research in teaching and learning.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Accreditation Regulation Schedule 1 Components	Educational Psychology (80-203)	Differentiated Instruction (80-204)	Educational Found. Law & Ethics(80-205)	Aboriginal Ways of Knowing (80-206)	Assessment & Evaluation (80-208)	Digital Technology (80-332)	Language across Curr. (80-334)	Career & Guidance (80-339)	Curriculum Devel. I (80-386)	Curriculum Devel.II (80-387)	Principles & Methods I (80-388)	Principles & Methods II (80-389)				Internship Project (80-497)	Practicum (80-498)	Other e.g., Workshop	Other	Other
	Pedagogical and Instructional Strategies Knowledge																			
The program includes the following elements:																				
41. How to use educational research and data analysis.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. How to use technology as a teaching tool.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. How to use inquiry-based research, data and assessment and the selection and use of current instructional strategies to address student learning styles.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. How to use learning and teaching theories and methods and differentiated instruction.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. A focus on the development of classroom management and organization skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Child and adolescent development and student transitions to age 21 and through kindergarten to grade 12.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. How to use current strategies relating to student observation, assessment and evaluation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. How to teach students whose first language is not the language of instruction, whether English or French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Accreditation Regulation Schedule 1 Components	Educational Psychology (80-203)	Differentiated Instruction (80-204)	Educational Found. Law & Ethics (80-205)	Aboriginal Ways of Knowing (80-206)	Assessment & Evaluation (80-208)	Digital Technology (80-332)	Language across Curr. (80-334)	Career & Guidance (80-339)	Curriculum Devel. I (80-386)	Curriculum Devel.II (80-387)	Principles & Methods I (80-388)	Principles & Methods II (80-389)				Internship Project (80-497)	Practicum (80-498)	Other e.g., Workshop	Other	Other
	49. Pedagogy and the assessment and evaluation of learning in the relevant areas of study in relation to specific curriculum subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. The policies, assessments and practices involved in responding to the needs and strengths of all students, including students identified as requiring special education supports.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Teaching Context Knowledge																				
The program includes the following elements:																				
25. Educating students of a program of professional education in child, youth and parental mental health issues relevant to the elementary and secondary school environment in Ontario.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. The College's "Standards of Practice for the Teaching Profession" and "Ethical Standards for the Teaching Profession".	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. How to prepare students for learning transitions in a variety of settings and transitions to high school, college, university, apprenticeship and the workforce.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Knowledge of the Ontario context in which elementary or secondary schools operate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Accreditation Regulation Schedule 1 Components	Educational Psychology (80-203)	Differentiated Instruction (80-204)	Educational Found. Law & Ethics(80-205)	Aboriginal Ways of Knowing (80-206)	Assessment & Evaluation (80-208)	Digital Technology (80-332)	Language across Curr. (80-334)	Career & Guidance (80-339)	Curriculum Devel. I (80-386)	Curriculum Devel.II (80-387)	Principles & Methods I (80-388)	Principles & Methods II (80-389)				Internship Project (80-497)	Practicum (80-498)	Other e.g., Workshop	Other	Other
29. Ontario education law and related legislation, occupational health and safety legislation and legislation governing the regulation of the teaching profession in Ontario and the professional obligations of members of the College.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. How to create and maintain the various types of professional relationships between and among members of the College, students, parents, the community, school staff and members of other professions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UNIVERSITY OF WINDSOR
PROGRAM DEVELOPMENT COMMITTEE
UNIVERSITY PROGRAM REVIEW (UPR)
SECOND BIENNIAL STATUS REPORT ON: ELECTRICAL AND COMPUTER ENGINEERING
(UNDERGRADUATE AND GRADUATE PROGRAMS)
 January 2022

Recommendation 1: That the Department submit curriculum maps for each of its programs and course-level learning outcomes and assessment methods for each of its courses that clearly correspond to the program-level learning outcomes.

Agents: Department Council, Head, CTL, Vice-Provost, Teaching and Learning

Completion by: Fall 2019

Actions Taken 2018 and 2019:

Learning outcomes assessment areas have been identified only for 2020-21 External program accreditation by CEAB. The full maps are required by the Fall 2020 for the submission for the CEAB report. The department asks that the deadline for this Recommendation be moved to Fall 2020 to conform with the external accreditation sequence.

PDC-recommended further actions to be taken (2020):

PDC supports the area's efforts to merge this process with the requirements for the CEAB accreditation review and notes that the requested extension is reasonable. PDC looks forward to receiving curriculum maps for each of the area's programs as well as course-level learning outcomes and assessment methods for each of its courses that clearly correspond to the program-level learning outcomes in the area's next status report submission.

Actions taken 2020 and 2021:

The curriculum map for the undergraduate program as well as the course-level learning outcomes and assessment methods for each course are complete and will be submitted to the CEAB for review by the middle of November 2021, the deadline determined by the accreditation visit team. The same task with respect to the graduate program is also in progress, and a complete report will be submitted to the IQAP visit team for review in Spring 2022.

PDC Comments:

PDC commends the area on its progress with regard to this recommendation and looks forward to receiving the undergraduate and graduate curriculum maps, as well as the course-level learning outcomes and assessment methods for each course.

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

Recommendation 2: That the Department review and identify the causes of low graduation rates in its PhD and undergraduate programs, and longer degree completion times for its MASc and PhD programs, and report on strategies to address these issues. Consideration should be given to allowing refereed publications to form the majority of the thesis.

Agents: Head, Graduate Program Chair, AAU Council

Completion by: Fall 2019

Actions Taken 2018 and 2019:

According to the data collected by the Graduate Committee of ECE, the graduation rates in both the Ph.D. and undergraduate programs in ECE for 2018/2019 can be considered healthy compared to the graduation rates in other Ontario universities. More growth can be expected by providing more scholarships and reducing tuition fees for international graduate students.

PDC-recommended further actions to be taken (2020):

PDC notes that, while graduation rates may compare favourably to other Ontario universities, they are still low and more can and should be done to ensure better graduation rates and degree completion times at the University of Windsor. PDC directs the area to investigate the causes of the low graduation rates in the area's PhD and undergraduate programs and longer degree completion times in its MASc and PhD program. PDC looks forward to receiving a report outlining strategies for addressing these issues. PDC also requests that the area report on whether the area will allow refereed publications to form the majority of the thesis.

Actions taken 2020 and 2021:

The ECE Department acknowledges that there are several factors contributing to low graduation rates and longer degree completion times, including inadequate academic preparation, financial issues, lack of engagement with the university and department, and poor academic performance.

As part of its admission process, ECE plans to be more selective in admitting students, turning away less-qualified applicants while admitting cohorts of more prepared students who are more likely to graduate.

Additionally, funding is another issue. Most graduate students receive funding through university teaching assistantships, or through federal tri-council agencies and other government scholarships. Many also receive support through faculty research grants. But assistance is usually limited, and once it runs out students may have to find outside work, which can impede their progress. More growth can be expected by providing more scholarships and reducing tuition fees for international graduate students.

The Department has placed a heavy emphasis on advising, since improved communication among students, faculty, and advisors facilitates earlier identification of struggling students and enhances student engagement. Also, the Department is actively monitoring annual progress reports filed by supervisors and students.

Recently, the Department revised and restructured its comprehensive exam in an effort to ensure PhD students are adequately prepared to proceed to the next stage of their studies. In addition, the Department plans to redesign some of its programs in order to help students advance faster.

In order to allow thesis incorporating publications, the Department recognizes that not having a prescriptive way to define how publications can be included in a thesis can lead to confusion for students. There are some concerns that need to be thoroughly addressed, such as how a paper should be bound into the thesis as an alternate version to that presented in the publication without violating the publisher's copyright. Therefore, the Department has decided to establish clear guidelines for thesis submissions incorporating publications, while complying with the current thesis format requirements.

PDC Comments:

PDC commends the area on the progress made with regard to this recommendation and considers this recommendation satisfied. PDC encourages the area to provide an update on this recommendation in its next self-study.

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

Recommendation 3: That the Department strike a task force to investigate and consider reducing or eliminating the seminars that are now part of the requirement for a Masters degree. Consideration might be given to replacing such seminars with a course addressing some or all of the following objectives: critical thinking and problem solving, oral and written communication skills, methodology, professionalism, and ethics.

Agents: Head, Graduate Committee, AAU Council

Completion by: Fall 2019

Actions Taken 2018 and 2019:

The Faculty of Engineering offers a new course, entitled "Communication for Research/ Publications in Engineering", which prepares M.A.Sc. and Ph.D. stream graduate students to communicate their research clearly and concisely, in written, oral, and graphical form. The course includes topics such as organizing scientific results; writing academic papers and theses; the peer review process; scholarship writing; referencing sources; and

preparing and delivering presentations. Since this new course can be considered as a substitute for a seminar course, the department has decided to allow all its graduate students to take this as a noncredit course.

PDC-recommended further actions to be taken (2020):

PDC notes that course entitled “Communication for Research/Publications in Engineering” is a non-credit course which can be used to achieve specific degree milestones, in place of the non-credit seminar requirement milestone.

Actions taken 2020 and 2021:

In the master program offered by ECE, the number of seminars has dropped from 2 to 1.

PDC Comments:

PDC concurs that this recommendation has been satisfied.

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

Recommendation 4: That the Department maintain and report on its continuous curriculum revisions for improving its graduate course offerings. Specifically, that the Department:?

- (a) review its graduate courses to ensure that they are at the appropriate level and content,
- (b) consider whether there is a need for more advanced or complementary graduate courses, particularly in the MAsC and PhD programs,
- (c) consider moving the design methodology topic of the Capstone Design Project in the 1st semester of the Masters program, and
- (d) report on the feasibility of introducing a set of core courses in each of the Department’s areas of research. (Computer Engineering, Electronics, Signal Processing/Communications, and Control/Power (mechatronics)).

Agents: Head, Graduate Committee, AAU Council

Completion by: Fall ~~2021~~-2022

Actions Taken 2018 and 2019:

As part of the continuous improvement process in support of maintaining accreditation, the graduate curriculum committee as a task force is reviewing our current graduate courses and considering more advanced courses. Even it is expected the committee to introduce the set of core courses for each research group in our department.

PDC-recommended further actions to be taken (2020):

PDC thanks the area for its update and looks forward to a progress report on proposed curriculum revisions to improve graduate course offerings.

Actions taken 2020 and 2021:

Since the Department has been very busy with the CEAB and IQAP reports, the department asks that the deadline for this Recommendation be moved to Fall 2022.

PDC Comments:

PDC concurs that the activities undertaken for the CEAB accreditation report and the IQAP cyclical program review will inform the response to this recommendation and looks forward to a detailed update in the next status report or the area’s self-study report, whichever comes first.

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

Recommendation 5: That the Department, working with the Faculty of Engineering Curriculum Committee, consider whether there should be electrical and computer engineering content in the first-year undergraduate core program.

Agents: Head, Faculty of Engineering Curriculum Committee

Completion by: Fall 2019

Actions Taken 2018 and 2019:

The FECC submitted for a revised 3-semester common core, which included common circuits and programming courses for all engineers. These changes were part of an overall curriculum revision, which included the addition of an additional physics course from the Faculty of Science; this revised program was not approved. FECC is again considering a revised core for Fall 2020, with no additional courses from outside the Faculty of Engineering.

In the interim two steps have been taken by the department. All five BASc Engineering programs have adopted a common circuits course in semester 3 (Fall 2018). The department has prepared PDC forms to adopt the Engineering Software Fundamentals course in semester 3, which is currently common to the other four BASc Engineering programs.

PDC Comments (2020):

PDC notes that Electrical and Computing Engineering is common for all programs and notes that the area will be adding Engineering Software Fundamentals to its requirements, which is currently common to the other four BASc Engineering programs. PDC notes that this recommendation has been satisfied.

Recommendation Satisfied (2019-2020).

Recommendation 6: That Department report on efforts to establish research teams based on common areas of interest and multidisciplinary research thrusts with a view to obtaining large group grants or industry-sponsored research grants and securing sustainable graduate student funding.

Agents: Head, faculty members

Completion by: Fall 2021

Actions Taken 2018 and 2019:

Two Canada Research Chairs (Tier 1& 2) and three tenure-track positions are to be filled in the near future. New faculty members can help the research groups within the ECE Department to aim for very large group grants or industry sponsored research grants.

PDC-recommended further actions to be taken (2020):

PDC thanks the area for its update. PDC looks forward to a more detailed report on efforts to establish (multidisciplinary) research teams and secure large group grants, including by new and established faculty.

Actions taken 2020 and 2021:

The Department and Faculty have recently formed their own committees to provide their strategic plans. The common aim of these strategic plans is to inspire bold and unconventional thinking. It is essential that the goals set out here build upon the strengths of individual departments and faculties such that they are able to set their own objectives that engage and align with this plan and, in turn, collectively contribute to the University's overall success. Engaging all departments and faculties in such a way opens the possibility of conducting multidisciplinary research projects.

PDC Comments:

PDC concurs that departmental academic and research strategic plans should include the pursuit of multidisciplinary research initiatives, with the CHARGE lab and the automobility initiative serving as an example of successful multidisciplinary research initiative. PDC encourages the area to continue and build on efforts to establish research teams based on common areas of interest and multidisciplinary research thrusts with a view to obtaining large group grants or industry-sponsored research grants and securing sustainable graduate student funding.

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

Recommendation 7: That the Department, working with the Faculty Dean report on a plan to effectively and efficiently manage technical and administrative support needs.

Agents: Head, Dean

Completion by: Fall 2019

Actions Taken 2018 and 2019:

The Electric circuits & Electronics lab has been moved to a large room in the CEI building. The lab workstations have been upgraded and new sets of equipment have been purchased. The new lab can easily accommodate more than 120 students. By hiring new lab technicians, the department expects to have three lab technicians.

The new position *as Manager of Technical Support* (MTS) within the Faculty of Engineering has been created by the Dean. The position has been filled and the MTS manages the technical support staff in the Faculty of Engineering's labs, as well as the Technical Support Center (TSC), and provide day-to-day support and guidance to faculty, students, and staff within the Faculty of Engineering (including planning and organizing the workload of the technical team as well as scheduling work, and providing guidance on policies and procedures and providing support for instructional and research activities as requested).

PDC Comments (2020):

PDC notes that this recommendation has been satisfied.

Recommendation Satisfied (2019-2020).

Recommendation 8: That the Department, working with its Dean, make a case to the Faculty of Graduate Studies for additional graduate student support.

Agents: Head, Dean

Completion by: Fall 2019

Actions Taken 2018 and 2019:

In terms of administrative support, two LTA positions are to be filled in Winter 2020. These positions will support graduate course offering in the program. Some part of their service duties will be advising Master of Engineering students. These two will help Dr. Roozbeh Razavi-Far who was hired by the Faculty of Engineering as the Advising Officer for MEng students, as well as Dr. Don Bourne who is also partially responsible for MEng students' academic advising. Additionally, given that the majority of graduate students are international students, the Dean has hired a full time International Students Advisor to help the international students with their program, and immigration matters. A Diversity, Equity, and Inclusion Officer is also being hired within the Faculty to lead the Faculty in this area and create an inclusive environment for all. In terms of financial support, more scholarships; a full or partial tuition fee waiver, at least for research based students, would be desirable. Removing some of the financial barriers for graduate students by the University will help the department to attract strong graduate student candidates. The Dean has been in discussion with the current Provost, past year Acting Provost, Dean of Graduate Studies as well as the new President over the issue, and hopes that there could be some movement in this area.

PDC-recommended further actions to be taken (2020):

PDC notes that the area has made a case for additional graduate student financial support as well as overall supports for international graduate students. PDC therefore notes that this recommendation has been satisfied. PDC encourages the area to continue pursuing initiatives in support of its graduate students.

Actions taken 2020 and 2021:

A scholarship program for PhD students has been proposed by the new Dean of the Faculty of Engineering.

PDC Comments:

PDC notes that this recommendation was satisfied in 2019-2020. PDC thanks the area for this update and looks forward to hearing of the successful implementation of the scholarship program for PhD students proposed by the Dean.

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

UNIVERSITY OF WINDSOR
PROGRAM DEVELOPMENT COMMITTEE
UNIVERSITY PROGRAM REVIEW (UPR)
SECOND BIENNIAL STATUS REPORT ON: ENVIRONMENTAL SCIENCE
(GRADUATE PROGRAMS)
 January 2022

Recommendation 1: That the Office of the Dean of Science submit curriculum maps, course-level learning outcomes and assessment methods for each of MSc and PhD Environmental Science courses that clearly correspond to the program-level learning outcomes.

[Program-level learning outcomes for each of its graduate programs that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate" were approved in 2015.]

Agents: Advisory Council, Dean of Science, CTL, Vice-Provost, Teaching and Learning

Completion by: Fall 2019

Actions Taken 2018 and 2019:

This action has not been completed as of November 2019. Since the time of the IQAP review in 2017, the Environmental Science program (MSc and PhD) was officially moved into the Office of the Dean. We anticipate that an Associate Dean for Interdisciplinary and Professional programs will be established in Winter 2020 and that this graduate program will be in their portfolio. At that time, the graduate advisory council will be charged with developing updated curriculum maps, course-level learning outcomes and assessment methods.

PDC-recommended further actions to be taken (2020):

PDC looks forward to receiving curriculum maps and course-level learning outcomes and assessment methods that clearly correspond to the program-level learning outcomes by the area's next status report.

PDC Comments:

PDC notes that no update was provided with regard to this recommendation. PDC directs the area to prioritize the establishment of curriculum maps and course-level learning outcomes and assessment methods that clearly correspond to the program-level learning outcomes.

Status: ahead of target on target behind target recommendation satisfied

Recommendation 2: That the Office of the Dean of Science, working with the Faculty of Graduate Studies, identify and pursue opportunities for increasing the number of applications to the Environmental Science graduate programs from international students who hold external funding.

Agents: Dean of Graduate Studies, Dean of Science

Completion by: Fall 2021

Actions Taken 2018 and 2019:

With the establishment of a new Associate Dean for Interdisciplinary and Professional programs, to manage the curriculum and student experience in the Environmental Science program, attracting international graduate students who hold external funding will be a focus of the Associate Dean for Research in the Faculty of Science. This will be completed as part of a Faculty-wide focus.

PDC-recommended further actions to be taken (2020):

PDC looks forward to a more detailed progress report in the area's next status report.

Actions taken 2020 and 2021:

The Associate Dean for Interdisciplinary and Professional programs is currently on hold as we restructure the administrative structure in Office of the Dean. Focus has been placed on increasing the number and diversity of external funding to support international students, including the establishment of an International PhD Scholarship from the Faculty of Science starting in Fall 2021. GLIER is also undergoing a strategic planning exercise that includes increasing the number of students who are registered in this program versus the complimentary programs in Earth Science and Biological Sciences. The outcome of the strategic planning exercise and other structural and enrolment discussions in the Faculty of Science will directly influence the number of students registered in this program moving forward.

PDC Comments:

PDC thanks the area for this update and looks forward to an update on the strategic planning exercise and its impact on increasing the number of applications to the Environmental Science graduate programs from international students who hold external funding.

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

Recommendation 3: That GLIER the Office of the Dean of Science investigate, identify, and report on reasons for the rate of withdrawal from the Environmental Science PhD program, with the goal of reducing attrition.

Agents Dean of Science

Completion by: Fall 2019

Actions Taken 2018 and 2019:

With the establishment of a new Associate Dean for Interdisciplinary and Professional programs, to manage the curriculum and student experience in the Environmental Science program, retention in research-based graduate programs will be a focus of the Associate Dean for Research in the Faculty of Science. This will be completed as part of a Faculty-wide focus.

PDC-recommended further actions to be taken (2020):

PDC looks forward to a more detailed progress report in the area’s next status report.

Actions taken 2020 and 2021:

The Associate Dean for Interdisciplinary and Professional programs is currently on hold as we restructure the administrative structure in Office of the Dean. Most of the attrition from this program is associated with students moving to the complimentary programs in Earth Science and Biological Sciences in addition to disagreements between the faculty advisors and their students. The latter is being addressed through ongoing workplace climate initiatives in the Faculty of Science and the issue (from 2017) seems to have abated.

PDC Comments:

With a report confirming that ongoing workplace climate initiatives in the Faculty of Science have positively impacted student retention, PDC would consider this recommendation satisfied.

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

Recommendation 4: That the Office of the Dean of Science organize Statistics workshops and develop an orientation program at the beginning of term to introduce new Graduate Environmental Science students to equipment and services of the core facilities.

Agents: Dean of Science

Completion by: Fall 2019

Actions Taken 2018 and 2019:

With the establishment of a new Associate Dean for Interdisciplinary and Professional programs, to manage the curriculum and student experience in the Environmental Science program, developing a graduate statistics class and introducing students to core facilities across the Faculty of Science will be a focus of the Associate Dean for Research in the Faculty of Science. This will be completed as part of a Faculty-wide focus.

PDC-recommended further actions to be taken (2020):

PDC looks forward to a more detailed progress report in the area's next status report.

Actions taken 2020 and 2021:

As noted, the Associate Dean for Interdisciplinary and Professional programs is currently on hold as we restructure the administrative structure in Office of the Dean. New program development in the Faculty of Science includes new programs and courses that address the issues identified in this recommendation for the Environmental Science programs and all graduate programs in the Faculty of Science.

PDC Comments:

PDC looks forward to hearing more about new program development in Science, including specifically addressing the establishment of Statistics workshops and development of an orientation program at the beginning of term to introduce new Graduate Environmental Science students to equipment and services of the core facilities.

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

Recommendation 5: For the sake of reporting and celebrating achievements, that ~~GLIER~~ the Office of the Dean of Science establish a mechanism to track and make available statistics on publications stemming directly from Environmental Science's MSc and PhD theses and on successes of ~~GLIER~~ these students with respect to scholarships and conference/publication awards. (ER, Recommendation 6)

Agents: Dean of Science

Completion by: Fall 2019

Actions Taken 2018 and 2019:

With the establishment of a new Associate Dean for Interdisciplinary and Professional programs, to manage the curriculum and student experience in the Environmental Science program, reporting research achievements (publications, research, conferences) across the Faculty of Science will be a focus of the Associate Dean for Research in the Faculty of Science. This will be completed as part of a Faculty-wide focus.

PDC-recommended further actions to be taken (2020):

PDC looks forward to a more detailed progress report in the area's next status report.

Actions taken 2020 and 2021:

As noted, the Associate Dean for Interdisciplinary and Professional programs is currently on hold as we restructure the administrative structure in Office of the Dean. Since the review year (2017), the Faculty of Science has introduced a communications and advancement strategy that includes celebrating and noting publications and scholarships received by students in the Environmental Science program in addition to all programs in the Faculty of Science.

PDC Comments:

PDC commends the Faculty of Science on its communications and advancement strategy which includes celebrating and noting student publications and scholarships. PDC reminds the area that the recommendation is about establishing a mechanism to track and make available statistics on publications stemming directly from Environmental

Science's MSc and PhD theses and on successes of these students with respect to scholarships and conference/publication awards, and looks forward to a report outlining this mechanism.

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

Recommendation 6: That the Director of GLIER meet with the Dean of Science and the Provost to clarify questions relating to reporting structure, with the overall goal of maintaining the multidisciplinary nature of the research and graduate programs; and that the Director provide a summary report of this meeting(s).

Agents: Dean of Science, Provost

Completion by: Fall 2019

Actions Taken 2018 and 2019:

This was clarified soon after the IQAP visit by recognizing that the Environmental Science program is within the Faculty of Science and is not a GLIER program. Supporting and increasing the multidisciplinary nature of the research and graduate programs will be a focus of the new Associate Dean for Interdisciplinary and Professional programs. As a Faculty-wide program, this requires a change to the advisory council structure and clear communication that this program is available to all Faculty and Students in the Science.

PDC Comments (2020):

PDC concurs that this recommendation has been satisfied.

Recommendations Satisfied (2019-2020).

Recommendation 7: That the Director of GLIER develop a plan, in consultation with the Dean of Science and the Provost, to acquire additional office and lab space to accommodate the anticipated new students and faculty who will join GLIER assuming success with the CREATE, CFREF and/or Research Network grant applications; and that GLIER provide a summary report of the plan and its implementation, in its next update.

Agents: Dean of Science

Completion by: Fall 2019

Actions Taken 2018 and 2019:

Clarification of the reporting structure and the recognition that the Environmental Science graduate program is in the Faculty of Science and that GLIER is a research institute not an AAU, we were able to establish that office and lab space at GLIER is the responsibility of the Vice President for Research. The Faculty of Science, however, has and continues to provide space to the faculty and students associated with GLIER on main campus to support growth of that program.

PDC Comments (2020):

PDC notes that, with the clarification of the reporting structure and the ongoing support from the Science in terms of the provision of space on the main campus for faculty and students associated with GLIER, this recommendation has been satisfied.

Recommendations Satisfied (2019-2020).

UNIVERSITY OF WINDSOR
PROGRAM DEVELOPMENT COMMITTEE
UNIVERSITY PROGRAM REVIEW (UPR)
THIRD BIENNIAL STATUS REPORT ON: LANGUAGES, LITERATURES, AND CULTURES
(UNDERGRADUATE PROGRAMS)
 January 2022

Recommendation 1: That the Department submit learning outcomes and assessment methods for each of its undergraduate programs and courses that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate".

[PDC notes that some work has been done on learning outcomes for its undergraduate programs and courses as provided in the Self Studies, and looks forward to receiving a complete package of learning outcomes for each of its programs and courses, appendix 3]

Agents: Department Council, Head, CTL, Vice-Provost, Teaching and Learning

Completion by: Fall 2017

Actions taken 2016 and 2017:

All the Units have worked and completed (Modern Languages and Greek & Roman Studies' outcomes are slated for approval at the next FCC) or are in the process of finalizing all the required Courses Learning Outcomes. They will be submitted by the proposed deadline.

PDC – Recommended further actions to be taken (2018):

PDC commends the area on its efforts to complete learning outcomes for all its programs and courses. PDC looks forward to reviewing the course learning outcomes for Modern Languages and Greek and Roman Studies. PDC encourages the area to continue its work, noting that learning outcomes for the Modern Language and Second Language Education program are still outstanding, as are learning outcomes for French Studies programs and several French Studies courses.

Actions Taken 2018 and 2019:

The Course Learning Outcomes for Modern Languages, Greek and Roman Studies, and French Studies have been completed. LLC is now turning its attention to formalizing learning outcomes for the Modern Languages and Second Language Education Program and the French Studies Programs.

PDC-recommended further actions to be taken (2020):

PDC commends the area on its efforts with regard to this recommendation and notes that with the submission of learning outcomes for the Modern Languages and Second Language Education and the French Studies programs and courses, PDC would consider this recommendation satisfied.

Actions taken 2020 and 2021:

Learning Outcomes have been completed for all programs.

PDC Comments:

PDC looks forward to receiving the learning outcomes for the French Studies programs and notes that learning outcomes for all programs and courses should be included in the area's upcoming self-study.

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

Recommendation 2: That the Department develop a curriculum map that identifies the level of mastery for each course.

Agents: Department Council, Head, CTL, Vice-Provost, Teaching and Learning

Completion by: Fall 2019

Actions taken 2016 and 2017:

The Department Head and the Program Coordinators have attended appropriate seminars to finalize this task. It should be completed as soon as a meeting is held to explain the underlying principles of the exercise.

PDC – Recommended further actions to be taken (2018):

PDC understands that the area is working extensively with CTL on curriculum mapping and looks forward to receiving and reviewing curriculum maps for each of its program prior to the next status report.

Actions Taken 2018 and 2019:

The Modern Languages and Greek and Roman Studies Programs have completed the task. French Studies will complete it before the start of classes in September. The curriculum maps will be submitted to PDC and Senate in Fall 2019.

PDC-recommended further actions to be taken (2020):

With confirmation that curriculum maps have been established, PDC would consider this recommendation satisfied.

Actions taken 2020 and 2021:

Curriculum Maps have been established for the three programs.

PDC Comments:

PDC thanks the Department for providing confirmation that curriculum maps are complete for the three programs and considers this recommendation to be satisfied. PDC notes that these curriculum maps should be included in the area's upcoming self-study.

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

Recommendation 3: That there be greater collaboration between the various Programs offered within the Department, which would enhance its position in the Faculty and would reflect the need for a more integrated, interdisciplinary approach to learning. (This may include initiatives such as those suggested by the external reviewers.¹)

Agents: Department Head, Department Council, faculty members

Completion by: Fall 2019

Actions taken 2016 and 2017:

There is a natural continuity between several courses taught in the Greek & Roman Studies and the Modern Languages Units. Discussions are ongoing as per how to revive or create courses that bridge the gap between Late Antiquity and the Renaissance. The French Program is interested in creating French Literature and Civilization courses to be taught in English and is in the process of brainstorming to secure the sustainability of such offerings, depending on resources. One major limitation that prevents the French Program from a more intimate involvement with the other Departmental bodies is that teaching in French Studies happens in French and it is a crucial component of the Program's quality.

¹ Monthly informal lunch meetings, the creation of a curriculum committee for the LLC or departmental research presentations may initiate discussions on collaborations. Concrete examples of collaborative ventures could include cross-listing courses, integrating French Studies in to the Second-language pedagogy certificate offered in Modern Languages, advertising opportunities to participate in short-term language immersion opportunities to students in the whole department (for example, the Explore program or the OBW International Lake Constance Summer School), appointing a faculty member as "recruitment officer" who would attend the University's recruitment events on behalf of all programs or organizing a conference on minority languages and literatures. The creation or cross-listing of courses that can be taken by students in more than one program would also help alleviate the pressure on faculty resources within LLC. [MLER, recommendation 2; FSER, recommendation 2; GRER, recommendation 2]

PDC – Recommended further actions to be taken (2018):

PDC encourages the area to pursue the suggestions noted above and looks forward to a report on the success of these and other initiatives to enhance collaboration between the various programs in the unit.

Actions Taken 2018 and 2019:

Due to the introduction of the new ERP there has been no time whatsoever to explore any initiative.

PDC-recommended further actions to be taken (2020):

PDC appreciates the challenges experienced with the new ERP and its impact on the area’s ability to focus other new initiatives. PDC directs the area to increase its efforts to meet this recommendation, noting that collaborative initiatives can be as simple as monthly informal lunch meetings with all faculty in LLC or other initiatives as suggested by the external reviewers (see footnote).

Actions taken 2020 and 2021:

As far as Recommendation 3 is concerned, we can state that there is good collaboration between Modern Languages and Greek and Roman Studies; since students often double-major in these programs, faculty members cooperate periodically, and the two units might both become involved in the creation of a Certificate in Food and Beverage Expertise as well as in a Film Studies minor. Collaboration becomes unfeasible in terms of course offerings when it comes to French Studies, because the unit’s mandate is to teach all courses in French. The Department, however, has looked into creating informal periodical meetings to foster academic dissemination and potential for communal research.

PDC Comments:

PDC notes the Department’s efforts with regard to this recommendation. Although PDC considers this recommendation satisfied, the area is encouraged to continue exploring ways for greater collaboration between the various programs offered (such as regular formal interdisciplinary meetings, informal lunch meetings, etc.), to identify and pursue potential communal and collaborative initiatives from recruitment to teaching to research.

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

Recommendation 4: That the Department pursue strategic collaborations with other departments and post-secondary institutions. (This may include initiatives such as those suggested by the external reviewers².)

Agents: Department Council, Head

Completion by: Fall 2019

Actions taken 2016 and 2017:

The Greek and Roman Studies Program has already complied with this recommendation, albeit unsuccessfully, for the Unit has proposed the creation of Tenure Track positions in Ancient Scientific Thought and Greco-Roman Law, eventually rejected by the Provost’s office. Modern Languages, in turn, has prepared all the relevant PDC Documentation to create a 10 course Diploma in German, Spanish, or Italian with the partnership of the History Department. Unfortunately, the new Head of History, elected as soon as the new ABB financial system was implemented, has preferred to pursue other types of synergy to increase the Program enrolments, thus discontinuing the project. Modern Languages has then initiated a partnership with the Faculty of Education that might lead to a revamped degree. Undoubtedly, the French Studies Unit has been the most successful, as far as Recommendation 4 is concerned, in that the French Studies-BEd Concurrent Program has been revived, and the

² Strategic collaborations outside the department with other humanities departments, the Faculties of Nursing, Law, the Cross-Border Institute, Collège Boréal and Laurentian University, should also be envisaged when programs can be mutually enhanced by sharing their strengths. [FRER, recommendation 3] Greater collaboration with other departments that would perhaps help lessen the burden of heavy teaching loads on faculty members and at the same time give students a broader understanding of the subject matters they are studying. [MLER, recommendation 3]

Faculty members of said unit are now pursuing further partnership with both the Faculty of Education and College Boreal.

PDC – Recommended further actions to be taken (2018):

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

Actions Taken 2018 and 2019:

French Studies and Modern Languages have secured a total of four Combined degrees with the Faculty of Education. French Studies is now waiting for College Boreal to finalize of the above mentioned four concurrent degrees.

Greek and Roman Studies is working on recruitment, the highest priority at this time.

PDC Comments (2020):

PDC commends the area on its concurrent degrees with the Faculty of Education and notes its ongoing work with Collège Boréal. Although PDC notes that this recommendation has been satisfied, the area is encouraged to continue exploring strategic collaborations within and outside the University.

Recommendation Satisfied (2019-2020).

Recommendation 5: That the Department review existing Greek and Roman Studies degree program regulations to improve clarity and consistency.

Agents: Department Council, Greek and Roman Studies Program Committee

Completion by: Fall 2017

Actions taken 2016 and 2017:

The Greek and Roman Studies Program has submitted the relevant PDC forms to enhance clarity and consistency in the Calendar.

PDC Comments (2018):

PDC notes that program changes have been received and approved by Senate and concurs that this recommendation has been satisfied.

Recommendation satisfied (2017-2018)

Recommendation 6: That the Department develop a plan to investigate non-traditional modes of delivery of their courses (blended, flipped and greater use of technology in and outside of the classroom) which would further strengthen the learning outcomes and implement appropriate changes.

Agents: Department Head, faculty members, Office of Open Learning

Completion by: Fall 2017 (plan); Fall 2019 (implementation)

Actions taken 2016 and 2017:

Modern Languages already relies on embedded technology for most of its language teaching. The same can be said for French. Greek and Roman Studies has already solved the issue by adopting Top Hat, a form of blended instruction which prompts greater participation, interaction, and lessens distraction in class. Greek and Roman Studies also offers courses and seminars on ancient material culture, which is a “non-traditional” approach by its very nature. In late Fall, rather than embarking on a Plan, the AAU Head will try and enlarge the use of the Top Hat application.

PDC – Recommended further actions to be taken (2018):

PDC appreciates the efforts made by the area to embed technology in its courses. PDC urges the area to contact the Office of Open Learning to explore alternatives to Top Hat. PDC looks forward to hearing the results of this consultation and receiving a plan, in the next status report, to investigate and implement non-traditional modes of delivery of courses, where appropriate.

Actions Taken 2018 and 2019:

Wherever appropriate, new modes of delivery have been applied. Examples are the implementation of audience response systems in Greek and Roman Studies courses, a higher number of high impact activities introduced in courses across all programs (visible in our mapped curricula), and the plan to develop a Mentorship component for some large courses in 2020. However, the Department is still a bit behind and needs more time to plan this strategy accurately.

PDC Comments (2020):

PDC notes that the recommendation, which requested that the area investigate and implement non-traditional modes of delivery of its courses, has been satisfied. Nevertheless, the area is encouraged to continue and expand on such initiatives and to implement the mentorship component. PDC understands that CTL is piloting the student response system *iClicker* and encourages LLC to contact the CTL should it wish to participate in this pilot.

Recommendation Satisfied (2019-2020).

Recommendation 7: That the Department produce a plan to improve course availability, to address the concern raised by students that it is difficult to satisfy degree requirements in a timely manner, particularly in the Modern Languages programs.

Agents: Department Head, faculty members, Dean of FAHSS

Completion by: Fall 2017

Actions taken 2016 and 2017:

The Modern Languages Program, having been hit very hard by shrinking 101 cohorts is at this time in no position to guarantee a long-term sustainability of its offered degrees, and is consequently investigating the possibility to restore a three-year General Degree or to radically revamp one of its degrees in synergy with the Faculty of Education, which would radically solve any issue pertaining to Recommendation 7.

PDC – Recommended further actions to be taken (2018):

PDC appreciates the concerns raised by the area regarding viability of its programs, in light of shrinking first-year enrolments and encourages the area to pursue initiatives to increase recruitment and retention.

PDC reminds the area that this particular recommendation speaks to improving course availability. Because of the potential impact to students on their time to completion, PDC directs the area to provide an update on this recommendation by Fall 2018.

Actions Taken 2018 and 2019:

Great effort has been made to insure a healthy course rotation in Modern Languages, but, since such measure seems to be insufficient, the Program will resort to a two-pronged approach: 1) lobby for the creation of a new appointment in partnership with Education; and 2) plan a revamping of the curriculum.

PDC-recommended further actions to be taken (2020):

PDC thanks the area for outlining a plan to address this recommendation. PDC looks forward to an update on a possible cross-appointment with Education and to receiving a report that articulates the link between Modern Languages course availability and revamping or streamlining of the curriculum.

Actions taken 2020 and 2021:

In relation to Recommendation 7, all programs have been requested under the leadership of the Office of the Dean of FAHSS to produce a course-cycling plan, this to avoid problems with course availability for students. When occasional need does arise in the case of particular students, all Programs' instructors do teach on voluntary and pro-bono overload in the "Directed Readings" format.

PDC Comments:

PDC notes that work is in progress to develop a course-cycling plan to address issues of course availability for students. PDC encourages the area to include the course-cycling plan in its upcoming self-study with an explanation of how the course-cycling plan will improve the availability of courses to enable students to complete the program in a timely way.

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

Recommendation 8: That the Department make a case to the Dean of FAHSS for additional resources in the form of one tenure-track faculty member (to be cross appointed to two or three programs within LLC) and two sessional instructors. The tenure-track faculty member could be hired in support of the planned Certificate in Translation as a 60% French and 40% Modern Languages appointment. The first sessional instructor could be a specialist in Second-language acquisition, with a 60% Modern Languages and 40% French appointment. The second sessional instructor could support the program in Greek and Roman Studies.

Agents: Department Head

Completion by: Fall 2017

Actions taken 2016 and 2017:

The Department of Languages, Literatures and Cultures has not obtained any of the positions proposed. In the meantime, both Greek and Roman Studies and Modern languages have been severely penalized in terms of enrollments and have spent more time recruiting rather than proposing new positions. Obviously, under the new Budget model—implemented after the IQAP exercise took place--this Recommendation 8 is not viable for the two above mentioned units. French Studies, the only Program poised to obtain a position based on its increasing enrollments has failed to do so due to time restraints and very short deadlines.

PDC - Comments (2018):

PDC notes that this recommendation has been satisfied, having made the case for additional resources to the Dean of FAHSS. PDC nevertheless encourages the area to continue to make the case for additional resources as the opportunity arises.

Recommendation satisfied (2017-2018)

UNIVERSITY OF WINDSOR
PROGRAM DEVELOPMENT COMMITTEE
UNIVERSITY PROGRAM REVIEW (UPR)
SECOND BIENNIAL STATUS REPORT ON: LAW
(UNDERGRADUATE PROGRAMS)
 January 2021

Recommendation 1: That the Faculty submit curriculum maps for each of its programs, program-level learning outcomes for the Dual JD program and the JD/MBA program, and course-level learning outcomes and assessment methods for each of its courses that clearly correspond to the program-level learning outcomes.

Agents: Department Council, Head, CTL, Vice-Provost, Teaching and Learning

Completion by: Fall 2019

Actions Taken 2018 and 2019:

The Faculty of Law has submitted course learning outcomes for all courses taught by faculty members, as well as for the moot program. These have been submitted to Senate. The Faculty of Law is currently completing learning outcomes for the small number of outstanding sessional-taught courses that have not yet been submitted to Senate. The MSW/JD and LLM programs are complete. Once all of the JD courses are complete and included in the CuMA site, we will map courses against the Faculty of Law's Program Learning Outcomes. This will be completed shortly. The Faculty of Law is using these maps for our three-year curriculum reform project. This mapping exercise is a launching pad for the curriculum reform efforts identified in Priority 1(A) of our [Strategic Plan](#).

PDC-recommended further actions to be taken (2020):

PDC commends the area on its progress with regard to this recommendation. With the receipt of the remainder of the program and course-level learning outcomes, as well as assessment methods and curriculum maps, PDC would consider this recommendation satisfied.

Actions taken 2020 and 2021:

Due to challenges and delays associated with COVID, we are currently working on updating all outstanding matters in relation to this Recommendation.

PDC Comments:

PDC appreciates the challenges presented by the onset of the pandemic and looks forward to receiving the remainder of Law's program and course-level learning outcomes, as well as assessment methods and curriculum maps, by the area's next status report.

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

Recommendation 2: That the Faculty proceed to develop, implement, and report on its plan to provide more Experiential Education opportunities to students for academic credit.

Agents: Department Council, Head, CTL, Co-op, Career and Employment Services

Completion by: Fall 2019

Actions Taken 2018 and 2019:

Elevating community-based learning opportunities is an important plank of Windsor Law's [Strategic Plan](#), (Priority 1(C)), and our for-credit externship program was launched in 2018. The Externship Program places students in law firms, non-profits, non-governmental organizations, courts, and community collectives under the supervision of a licensed lawyer. Students participate in a preparatory seminar and are provided both on-site and academic

supervision throughout the term. The Externship Program incorporates work-integrated and skills-based learning alongside critical reflection, self-directed personal and career planning, focus on ethical and professional practice, and engagement with access to justice in theory and practice. Windsor Law's Externship Program consists of two distinct but complementary portions: a seminar course titled "Learning in Place" and the placement itself entitled "Externship Placement". The seminar will consist of pre-placement training, ongoing support and a final placement showcase. The externship program builds on a long-tradition of established clinical offerings (such as Community Legal Aid) and includes new offerings as well, such as a Class Actions Clinic launched in 2019, the first of its kind anywhere. While suggesting that this recommendation is satisfied, the Faculty recognizes that enhancing experiential learning is an ongoing and iterative process.

PDC-recommended further actions to be taken (2020):

PDC concurs that this recommendation has been satisfied and commends the area on the development of the externship program. As suggested by Law, the area is encouraged to continue working to enhance experiential learning opportunities.

Recommendation Satisfied (2019-2020).

Actions taken 2020 and 2021:

Though this recommendation has been satisfied, Windsor Law notes that it continues to enhance its experiential learning opportunities. Its Social Justice Fellowship Program, which places students with community based organizations and legal clinics, has been expanded to include up to 16 placements [up from an average of 6]. In addition, students have the opportunity to work with one of 4 research centres or 2 of our new award-winning clinical programs – the Class Action Clinic and Migrant Workers Clinic. Finally, additional funding of \$100,000.00 was secured in September 2021 to permit faculty to hire students to support to report their work. We hope that this funding will be renewed in the coming year. The faculty also provides funding to hire students to support research projects led by professors.

PDC Comments (2022):

PDC thanks the area for its update.

Recommendation Satisfied (2019-2020).

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

Recommendation 3: That the Faculty review aspects of its Dual JD Program, and provide a report addressing:

- (i) how the Access to Justice mission could be extended to the Dual JD program;
- (ii) what more could be done to ensure that all those who enroll in the Dual JD program can afford to complete it;
- (iii) how to ensure more consistent quality in the Canadian law modules;
- (iv) whether there is potential to recruit more U.S. students into the program; and
- (v) how to realize the program's comparative law vision.

Agents: Department Council, Head, Partners at UDM, CTL, Vice-Provost, Teaching and Learning

Completion by: Fall 2021

Actions Taken 2018 and 2019:

The Dual JD program has increased transparency regarding its costs of attendance to prospective students. For Fall 2019 entry, all incoming Dual JD students received a letter that outlined tuition fees and encouraged students to thoroughly consider their financial options prior to enrollment. Tuition costs are also now detailed on the admissions page of the Dual JD program website. Windsor Law has established a number of Dual JD-specific scholarships, and has identified areas of opportunity for future scholarship fundraising.

Following a targeted U.S. marketing campaign, the Fall 2019 entering class enrolled three U.S. citizens and six U.S./Canadian citizens. This was a notable increase in U.S. citizens from prior years. The admissions team is continuing to promote the program in the U.S. through print and electronic mediums, as well as through attendance at select law school recruitment fairs.

The Dual JD program implemented a mandatory Indigenous Legal Orders course for Dual JD students beginning Winter 2020, which has important Access to Justice ramifications for the Dual JD curriculum. A Dual JD curriculum focus group, led by the program director with faculty and Associate Decanal support, has also been created to review the program's existing curriculum. The focus group is in the early stages of curriculum review, and is currently working to define program-level learning outcomes and complete a curriculum map. As this work progresses, they will recommend improvements to ensure consistent quality, further incorporate the Access to Justice mission, and fully realize the program's comparative law vision.

PDC-recommended further actions to be taken (2020):

PDC thanks the area for its update and notes that recommendations 3(ii) and 3(iv) have been satisfied. PDC looks forward to a progress report on recommendations 3(i), 3(iii) and 3(v), in the area's next status report.

Recommendations 3(ii) and 3(iv) satisfied.

Actions taken 2020 and 2021:

Indigenous Legal Orders (ILO) is now part of the mandatory curriculum- all students in the dual-JD program must take this course as part of their mandatory study. We are working towards ensuring that the majority of first year courses, including the dual-JD Canadian law modules, are taught by tenured or tenure-track faculty or senior practitioners with significant practice experience. Curriculum review has been put on hold for the time being due to challenges associated with COVID. However, once curriculum review is reinstated, the dual JD program's comparative vision will be discussed as a priority.

PDC Comments:

PDC appreciates the need to put the curriculum review on hold in 2020, in light of the challenges brought on by the onset of the pandemic. PDC now encourages the area to refocus its efforts on its curriculum review and looks forward to a progress report on recommendations 3(i), 3(iii) and 3(v), in the area's next status report.

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

Recommendation 4: That the Faculty develop and report on its facilities and space plan so that it can move ahead with its strategic priorities and planning, and keep pace with advances at other law schools in the province.

Agents: Head, Provost

Completion by: Fall 2019

Actions Taken 2018 and 2019:

The University has commissioned Diamond Schmitt Architects to do a significant transformation of the Ianni Building. Subject to the approval of the Board of Governors, construction is slated to begin in the summer of 2020. The transformed building will offer more productive and accessible spaces for collaboration, teaching and learning. Priority 2 of Law's [Strategic Plan](#) is to build a welcoming learning space. There are 5 guiding principles for the design:

1. Create a welcoming and accessible place that instils pride in Windsor Law.
2. Increase usable building space in a way that puts the student experience at the centre and that supports dynamic teaching, research, experiential learning and service.

3. Design flexible and multi-purpose spaces that are forward-looking and open to change.
4. Connect the building to our local Indigenous peoples, physical environment, heritage and communities.
5. Promote environmental sustainability, health and well-being.

PDC Comments (2020):

PDC congratulates the area on the transformation of the Law Building, slated to begin in summer 2020. PDC notes that this recommendation has been satisfied.

Actions Taken 2020: Construction was initially delayed as a result of the COVID 19 pandemic but is currently on track on the revised schedule for completion in Winter 2023.

Recommendation Satisfied (2019-2020).

Recommendation 5: That the Faculty develop, implement, and report on a plan for orienting and mentoring early career faculty, such as ensuring that each of its pre-tenured faculty members are able to draw upon the advice and support of one or more senior faculty members.

Agents: Head, Faculty Members

Completion by: Fall 2019

Actions Taken 2018 and 2019:

This recommendation is currently in the process of being implemented. New faculty receive briefings from the Dean, Associate Dean (Academic) and the Assistant Deans for Student Services and Administration. The Faculty of Law has also appointed an Associate Dean (Research & Graduate Studies) as of July 2018. As of July 2019, this Associate Dean has implemented a session for new faculty, which is annexed to the University's yearly New Faculty Orientation, and in which topics such as publishing and the faculty's RTP criteria are discussed. She has also communicated with all pre-tenured faculty to notify them of the ongoing opportunity for one-on-one mentoring by appointment. A faculty handbook is currently being prepared and additional options for mentoring pre-tenured faculty are being explored.

PDC-recommended further actions to be taken (2020):

PDC notes the area's initiatives for orienting and mentoring early career faculty. With confirmation that such initiatives will be embedded into the regular supports provided to new faculty, PDC would consider this recommendation satisfied.

Actions taken 2020 and 2021:

New faculty continue to receive briefings from the Dean, Associate Deans and Assistant Deans as indicated. The Associate Dean (Graduate Studies & Research) continues to support faculty through one-on-one mentoring and programming on publishing, RTP etc. The Faculty Handbook is now available, updated annually, and made available to all new faculty. The faculty of law confirms that the actions taken in 2018-2019 are embedded in the regular supports provided to new faculty. The faculty handbook is now complete, and the Associate Dean (Academic) job description now includes keeping the handbook up to date. The Dean and/or Associate Dean (Academic), as a matter of routine, also meet with pre-tenure faculty annually to discuss the faculty's RTP criteria and offer mentorship and support. The Associate Dean (Research and Graduate Studies) also provides mentoring and support of ongoing research and publishing goals, again, as a formal aspect of the position. Moreover, beginning in 2021, Windsor Law will assign faculty mentors to incoming tenure-track faculty.

PDC Comments:

PDC commends the area on the development of ongoing and sustained initiatives for orienting and mentoring early career faculty and notes that this recommendation has been satisfied.

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

Recommendation 6: That the Faculty report on efforts to build additional capacity in advancement to raise external contributions for major building renovations, as well as increased student assistance.

Agents: Head

Completion by: Fall 2021

Actions Taken 2018 and 2019:

A Major Gifts Officer was hired in 2018. At the time of writing, over \$1 million has been raised towards the building costs and several new scholarships and bursaries have been established. In the 2018-2019 academic year, Law provided \$2.8 million in financial aid to its students.

PDC Comments (2020):

Although PDC concurs that this recommendation has been satisfied, the area is encouraged to continue its efforts to raise external contributions for major building renovations and increased student assistance.

Actions Taken 2020: to date, we have raised \$5.5M of our \$6M capital campaign goal. In 2019-2020, Law provided 2.8M in financial aid to its students. In 2020-2021, Law provided \$1.6M in financial aid.

Recommendation Satisfied (2019-2020).

UNIVERSITY OF WINDSOR
PROGRAM DEVELOPMENT COMMITTEE
UNIVERSITY PROGRAM REVIEW (UPR)
THIRD BIENNIAL STATUS REPORT ON: PHILOSOPHY
(UNDERGRADUATE AND GRADUATE PROGRAMS)
 January 2022

Recommendation 1: As it conducts its undergraduate curriculum review, that the Department consider:

- a. combining multiple sections of classes into a larger class in order to offer more diverse course offerings, contingent upon being able to provide small group experiences within the larger class, and
- b. combining geographically and historically-based fourth-year courses.
- c. introducing more topically themed fourth year offerings.
- d. combining current offerings in Ethics and packaging them into an Ethics minor.

Agents: Department Head, AAU Council

Completion by: Fall 2019

Actions taken 2016 and 2017:

1a. We anticipate increasing the size of our critical thinking course (34-160 from 90 to 180 for 2018- 2019. We have proposed a summer course / workshop to develop high level of expertise in 4-6 potential Graduate Assistants for the course.

1b. 'Twentieth-Century British Philosophy' is now 'Analytical Philosophy' (34-472) and 'Twentieth-Century American Philosophy' is now 'Pragmatist Philosophy' (34-473).

1c. Given enrollments it is not advisable to add more 4th year offerings at this time. But there is some broadening of topical offerings through 'Special Topics (34-280/289). In Fall 2017 'Indigenous Thinkers on Law and Knowledge' in 2018/2019 'The Meaning of Life'.

1d. We have drafted a comprehensive proposal for a Certificate in 'Reason, Law and Morality'. It is moving through the Department Council this fall.

PDC - Recommended further actions to be taken (2018):

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

Actions Taken 2018 and 2019:

The problem we are facing in the foreseeable future is that we have one retirement this year and another next year. This creates difficulty not only in offering a program full of diverse options for our students, but also meeting required offerings. Accordingly, we have reduced 5 offerings of Reasoning Skills (PHIL 1600) to 2 big classes per year, one in each term. Similarly we are reducing the number of Introductions to Philosophy (PHIL 1100) from 5 to 3 by raising the enrolment to 80 in those courses except for the one section reserved for incoming majors which we will keep at 40 max. As for new initiatives, we will offer a graduate course in the coming spring-summer which can be taken by any grad student in the faculty, and the course on Indigenous Thought in the Americas (PHIL 2300), taught by our recently hired Indigenous scholar, has become a calendar entry and will be part of our course rotation. Additionally, we anticipate introducing a new course at the 3rd or 4th year level on professional ethics which we expect will be of interest not only to our majors but to other students in the faculty as well. The Department's curriculum committee curriculum is currently reviewing historically and geographically sorted courses.

PDC-recommended further actions to be taken (2020):

PDC thanks the area for its efforts with regard to this recommendation and notes that 1(a) and 1(c) have been satisfied. With an update from the Department's on possibly combining geographically and historically-based fourth-year courses and a report on the status of the Certificate in 'Reason, Law and Morality', PDC would consider this recommendation satisfied.

Recommendations 1(a) and 1(c) satisfied.

PDC-recommended further actions to be taken (2020):

PDC notes that approved learning outcomes are in place for 49 of 54¹ undergraduate courses and 5 of 17² graduate courses. With the submission of learning outcomes for the remainder of its undergraduate and graduate courses, PDC would consider this recommendation satisfied.

Actions taken 2020 and 2021:

Learning outcomes have been submitted for all our Graduate courses. These learning outcomes have been approved by Philosophy Council, have been vetted by CTL, and have been approved by the FAHSS Faculty Coordinating Council.

PDC Comments:

PDC looks forward to receiving the learning outcomes for all graduate courses. PDC notes that learning outcomes for five undergraduate courses are still outstanding. Course learning outcomes for all undergraduate and graduate courses and programs should be included in the area's next self-study.

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

Recommendation 3: That the Department:

- a. collect data, through exit surveys and other tools, to determine the factors behind attrition rates, and
- b. increase its retention efforts, with a focus on retention from first to second year by, for example, making opportunities for first year students to form a cohort with exposure to faculty research, upper year course offerings, upper year student mentors, and graduate students

Agents: Department Head, Institutional Analysis (as appropriate)

Completion by: Fall 2019

Actions taken 2016 and 2017:

3a. We will begin doing this at the end of Winter term 2018.

3b. We will introduce a student-student mentoring program in the winter term 2018. We have increased our efforts to keep students aware of course offerings for the next term (posters and e-mails).

PDC - Recommended further actions to be taken (2018):

PDC looks forward to a more detailed update, in the next status report, on the collection of data to determine the factors behind attrition rates, the success of the student-student mentoring program, and other retention initiatives.

Actions Taken 2018 and 2019:

We have not been able to do exit surveys. As for efforts at retention we regularly promote next term's courses with our undergrads by distributing glossy and colourful advertising. A number of undergrads work together with graduate students and faculty on research projects. We have some Outstanding Scholars (and some fellowships are given out by CRRAR). The Student Philosophy Club operates autonomously and has a very positive effect on student fellowship. Most of our majors are double majors: students develop an interest in philosophy in their second and third year of university. Both Undergraduate and Graduate advisors are pro-active and engaged with present and potential students.

PDC-recommended further actions to be taken (2020):

PDC notes the area's efforts to inform students of course offerings and to promote student engagement in the discipline and in the life of the Department by, for instance, involving them in faculty research projects or through the Student Philosophy Club. PDC encourages the area to contact the Office of Institutional Analysis for assistance

¹ Outstanding undergraduate course learning outcomes: PHIL-2280, PHIL-2800-2890, PHIL-3560, PHIL-4000-4100, PHIL-4910.

² Outstanding undergraduate course learning outcomes: PHIL-8200, PHIL-8210, PHIL-8220, PHIL-8300, PHIL-8500, PHIL-8600, PHIL-8610, PHIL-8770, PHIL-8800-8840, PHIL-8900, PHIL-8960, PHIL-8970.

with, or samples of, exit surveys for students who have left the program. Information gleaned from such surveys could assist in developing targeted retention initiatives and with curriculum revision.

Actions taken 2020 and 2021:

The Department has not yet followed through on the recommendation to collect data through exist surveys and other tools to determine the factors behind attrition rates. To be quite frank, I have been so busy trying to catch up and and keep on top of the many other responsibilities and duties that I have as Head (this is my second year as Head) that I was not even aware that the Department was expected to do this. This will be added to the list of things-to-do in the Department, but it will likely fall below a long list of other things that have higher priority.

PDC Comments:

PDC encourages the Department to work to address this recommendation in a timely way. An option would be for the Head to delegate such initiatives to a subcommittee, for instance. PDC also notes that Insitutional Analysis, the Centre for Teaching and Learning, or the Office of Quality Assurance should be contacted for guidance and for examples of surveys and survey templates to identify issues causing attrition.

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

Recommendation 4: That the Department increase enrolment into its undergraduate programs, using appropriate and successful recruitment and retention activities. *[PDC notes with concern the continued decline in undergraduate enrolments and the significant decline over last year’s enrolment numbers. PDC cautions that continued drops in enrolments will bring the area close to the enrolment threshold for the deletion of programs under the Senate Policy on Course and Program Changes, and urges the Philosophy Department to focus its efforts on recruitment and retention in the undergraduate program.]*

Agents: Department Head, AAU faculty members

Completion by: Fall 2019

Actions taken 2016 and 2017:

1. We are developing a file on High Schools in the area that we might visit. Also the people that teach philosophy in the High Schools. The plan is to have a day during winter term when High School students can come and sit in on classes.
2. We take World Philosophy Day downtown – into the community

PDC - Recommended further actions to be taken (2018):

PDC looks forward to hearing more about World Philosophy Day and how it impacts recruitment. PDC encourages the area to contact the Assistant Vice-President, North American Recruitment, as well as the Associate Vice-President, Enrolment Management (once a hire is made), for assistance in developing and pursuing recruitment and retention activities. PDC also understands that FAHSS is hiring an AAS/LS to assist with experiential learning development and encourages Philosophy to avail itself of this resource to investigate how it might enhance recruitment and retention through experiential learning opportunities.

Actions Taken 2018 and 2019:

We cooperate with the University and FAHSS in all enrollment-increasing activities (e.g., Open Houses, University generated promotional literature, etc.). High schools mostly do not offer philosophy instruction, or tell their students that it is an instrumentally useful degree to pursue. We do follow up with students who show an interest at the Open Houses. We are scheduling a day for high school students to visit our classes this term, probably during spring Break (March 16 – 20).

PDC-recommended further actions to be taken (2020):

PDC commends the area for its initiative to open its classrooms to high school students during Spring break. PDC looks forward to hearing more on this initiative in the area’s next status report.

PDC Comments:

Many in-person initiatives relating to High School recruitment have had to be put on hold because of the current pandemic. Nevertheless, the Department has made a concerted effort to participate in all the various recruitment initiatives that have been organized and held within the University since the pandemic began. We have had attended all open-houses, head-starts, and other similar recruitment initiatives, with both the Head and the Undergraduate Coordinator being present as regular participants in these events (with some students helping out in this as well). This past year the Department hired one of its senior undergraduate students to conduct our phone 'conversion' campaign, with promising results. We plan to continue participating in these University-wide and FAHSS initiatives, and remain open to engaging in other kinds of recruitment activities as they develop.

PDC Comments:

PDC commends the area on its efforts with regard to this recommendation and encourages Philosophy to report on the impact of the recruitment and retention activities on enrolment numbers, in its next self-study, understanding that enrolment numbers for the past two years must be placed within the context of COVID-19.

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

Recommendation 5: That the Department improve recruitment and marketing for the Masters program by:

- a. focusing on institutions with faculty who have recommended Windsor MA program in the past, and programs that have some strength in critical theory and argumentation theory,
- b. making better use of library provided web resources (electronic links to faculty research, to proceedings of graduate conference, to graduate theses, to electronic copies of faculty books) for recruitment purposes and to enhance exposure of undergraduate and graduate students to research, and
- c. celebrating the strengths of the graduate program.

Agents: Department Head, AAU faculty members

Completion by: Fall 2019

Actions taken 2016 and 2017:

1c. Increased and updated celebration of our graduate students on the Department website.

PDC - Recommended further action to be taken (2018):

PDC thanks the area for its report on efforts made to celebrate the strengths of the graduate program. PDC directs Philosophy to provide a more fulsome update on all items (a, b, and c), in the area's next status report.

Actions Taken 2018 and 2019:

Recruitment efforts in the past year have been frustrated by complications with the UWindsor website, and on some matters by the Faculty of Graduate Studies. The graduate students run an annual conference which draws students from away, mixing with our own students. The students publish their proceedings electronically.

PDC-recommended further actions to be taken (2020):

PDC commends the area on the annual conference run by graduate students and the electronic publication of the conference proceedings. PDC looks forward to an update, in the area's next status report, on its continued efforts to improve the recruitment to, and marketing of, its MA program. PDC encourages the area to contact the Office of Institutional Analysis for a list of universities from which the Department's graduate students originate in order to better target recruitment and marketing activities.

Actions taken 2020 and 2021:

The Department would like to inform the committee that the list of PDC recommendations mentioned in this document and going back several years **was not shared** with the current Head, the Graduate Coordinator, the Graduate Committee, or Council. The report received by PDC in January 2020 was not based on discussions or consultations with any of the above. It also does not reflect the substantial efforts made by our department to improve and further develop the MA program. The extensive information provided below is meant to correct the record.

A. Advertising the program on our website:

- A.1. In 2018 we created a new webpage to showcase graduate student success (PhD and JD students).
- A.2. In 2018 we created a similar page for undergraduate students where we included profiles of other graduate students who completed the MA but chose not to pursue a PhD or JD.
- A.3. We also added a webpage where we listed the graduate courses we offered in the past (in our four areas of expertise) to give prospective students an idea of what we teach (half of our MA students complete the coursework stream and the major paper stream has a strong course component).
- A.4. The library has created a page with selected faculty publications. However, based on discussions with applicants over the years, clearly specifying the areas of specialization of graduate faculty members and indicating the disciplinary areas in which graduate courses are offered is more likely to appeal to undergraduate students. Regardless, many undergraduates are more likely to base their decision to apply to graduate programs based on their location and the institution's brand appeal than on areas of faculty research.
- A.5. In 2008 we added a webpage with the names of our current MA students where students could also upload individual academic profiles. Most of them declined to upload profiles after the first year we launched it and so we stopped the practice.
- A.6. Major papers and theses are available electronically in the library. The department plans to add a webpage with the titles of all the major papers and theses that were defended in the last ten years.
- A.7. In 2019 we made available on our website all the relevant program and application information (program description, admission requirements, relevant academic policies, financial aid, development opportunities, etc.)

B. Advertising the program beyond our website:

- B.1. We regularly send fliers to undergraduate philosophy programs in Canada but stopped doing so last year because of Covid.
- B.2. In the last two years (2020-2021), we emailed detailed a program description with financial information and links to our website and other university websites (Graduate Studies, Tuition Calculator, etc.) to department heads, graduate secretaries, and graduate coordinators at all the Canadian universities that offer undergraduate philosophy programs. We asked them to forward this email to undergraduates who may be interested in what we have to offer. We also included universities and colleges from Michigan and Ohio.
- B.3. We have maintained an informational page with the American Philosophical Association since 2017. We had a lot of interest from US undergraduates over the years (mostly from Michigan and Ohio), but very few applications. It is extremely difficult to compete with US institutions because their typical financial package covers tuition and living costs while ours barely covers 2/3 of tuition for international students. The good neighbour program makes our financial package a bit more attractive but only marginally so.
- B.4. In the last four years we distributed program posters at all the major international Critical Theory conferences (the annual Rome conference, the annual Prague conference, the yearly Critical Theory Roundtable, and the annual conference of the International Social Theory Consortium). Student participants who attend these conferences are almost exclusively MA and PhD students. Still, we managed to attract a couple of excellent students in recent years using these connections, one from the US and another one from Iran (who, unfortunately, was denied a visa).
- B.5. We also advertise at the OSSA conference.
- B.6. The graduate coordinator used personal contacts to advertise the MA program in Eastern Europe (at universities in Budapest, Belgrade, Bucharest, and Cluj) in 2017 and 2018. Unfortunately, we cannot compete financially with Western European MA programs that charge a couple hundred dollars a year for tuition and offer substantial financial aid through EU funding agencies.
- B.7. The graduate coordinator introduces the MA program to all graduating Honours students in the Fall semester of each year and holds individual meetings with all those interested in the MA program, including advising students on preparing and submitting OGS and SSHRC applications.
- B.8. We use the undergraduate and graduate Windsor student conference in philosophy to attract undergraduates from both outside the university and from the university. The conference is a two-day event (the first day is reserved for undergraduates, the second for graduate students). The conference was held annually for the last 16 years except in 2020 and 2021 when we had to suspend it due to Covid. (We hope to restart it in 2022.) The Philosophy Club has been involved in organizing it since 2018. The conference is of a high intellectual

level: The graduate portion had an acceptance rate of less than 50% of all submissions, which is very selective for a philosophy student conference, and graduate participants were MA and PhD students from prestigious universities in Canada, the US, and Western Europe. The undergraduate portion is a bit smaller. It is mostly geared to Windsor and Canadian undergraduates.

C. Admission numbers:

C.1. Our objective is to admit 6-7 MA students a year. We were on track to maintaining this level of enrollment from 2017 until 2020. We still managed to enrol three students in the first Covid year (one student withdrew her application for personal reasons and two excellent international students withdrew from the program after they could not secure a visa or receive their ITN). In the second Covid year we managed to enroll five students but lost two excellent international students who were denied a visa or could not get a visa decision from the Canadian authorities six months after applying. We expect the same pattern of admission this year but hope for some improvement the year after that.

C.2. More than half of the students admitted in recent years were from outside the University of Windsor, which is considerably better than in previous years.

D. Partnerships and other initiatives:

D.1. In 2017 we signed a memorandum of understanding with the Faculty of Law to allow up to two students (per year) who were admitted to both the Philosophy MA program and the JD program to defer their law school admission by one year so they can complete the requirements of the MA program. The agreement became effective in 2018. Two students already took advantage of this opportunity in 2019 and 2020 with another one a very strong possibility this year.

D.2 In Fall 2020 we explored (informally) the possibility of a combined MA with other departments in FAHSS. Unfortunately, there was no interest except from Languages (who do not have an MA program or the right complement of upper-level courses that could be cross-listed as graduate courses). But it's something we would like to revisit in the future.

D.3. We seriously considered the possibility of starting an MPhil in the Humanities and the Social Sciences, to be offered alongside our regular MA program. Council endorsed the initial proposal in December 2017 and again in December 2019. This was designed as a course-based graduate program that would allow students to take half of their courses in Philosophy (courses we already offer) and half in other disciplines in the Humanities and the Social Sciences (courses other MA programs already offer). The program was supposed to cater to (i) students with some undergraduate courses in Philosophy, but less than a BA in the discipline. We cannot admit these students to the regular MA program except as qualifying or transitional students, which adds one semester or one year to their program. This makes qualifying and transitional admission extremely unappealing. (ii) There was and still is a lot of interest in a program like this from mature and non-traditional students (including Indigenous students). The administrative work required to create this new MA program would probably take three years and cost us market-research money we do not have. A few other departments showed some interest in our proposal, but we received little encouragement or support from FAHSS. In fairness to FAHSS, the faculty explored the possibility of a research-intensive MA in the Humanities in early 2020, which would have made the MPhil redundant. Unfortunately, those plans seem to have been abandoned.

D.4. We considered the possibility of offering the MPhil as a stream within our MA program. For more on this, see E.2. below.

D.5. We developed an undergraduate Certificate in Reason, Law, and Ethics (approved by Council in December 2017 and reauthorized in December 2019). We consider this a potential recruitment tool for both the Honours BA and the MA program: It exposes undergraduates pursuing degrees in other disciplines to the work we do in social philosophy and argumentation theory, and it places them in a strong position to apply to the MA program as transitional students.

E. Structural changes to the program to make it more attractive:

E.1. In 2019-2020 we changed our admission system to make the MA program financially more attractive to research-based students. In the past, we would admit all students to the coursework stream by default but allow qualifying students to complete the program with a major paper or thesis in the second year of their program. Unfortunately, the students admitted under this system could not qualify for the entrance scholarship for major

paper and thesis students (\$7500 versus \$3750). After losing two excellent students because we could not offer them the higher entrance scholarship, we decided to change our system and offer separate admission to the coursework and the major paper streams (starting in Fall 2020).

E.2. In Summer and Fall 2020 we considered offering the equivalent of the MPhil as a third stream within our existing MA program. The Graduate Coordinator had promising discussions with the Dean of Graduate Studies and the Department Head had similar discussions with the Dean of FAHSS. We postponed submitting our graduate course outcomes until Winter 2021 (and considered revising the existing program outcomes) to accommodate this new stream. In the end, we decided to defer adding this third stream by one year so we can discuss it with the external reviewers. We still consider this as a possibility for Fall 2023.

F. Student successes and challenges:

F.1. Successes: In the period under review, 11 of our MA students were awarded OGS awards and 5 students were awarded SSHRC awards. Two of the SSHRC awards were tenable at different institutions, but the research proposals were based on work done in our department. Of the 33 MA students who graduated from our program since 2015, 19 continued their graduate education in PhD programs and MA programs (in other disciplines) and 4 were admitted to law school.

F.2. Challenges: (i) We had trouble recruiting from inside the university because of low numbers in the BA (Honours) program. (ii) There is a glut of MA programs in philosophy in Ontario. Most universities have more positions than there are qualified students. This makes it extremely difficult to recruit from within Ontario. (iii) We received no recruitment support from the Faculty or the University; whatever we did was the result of individual efforts. (iv) Some of our best graduates chose not to continue their studies at the PhD level because of concerns about the job market for philosophy PhDs. This includes the last three SSHRC awardees, two of whom had the opportunity to study on Smith supplements at prestigious institutions abroad (Exeter and Columbia). This may have a negative impact on how other students perceive the quality and competitiveness of our program. (v) International tuition rates are prohibitively high. (vi) Many of the very accomplished international students we admitted in recent years could not secure Canadian visas and had to forfeit their positions. (vii) Unlike students in other disciplines, there is no specialized job market for Philosophy MA students. (viii) Needless to say, Covid made everything a lot more difficult.

PDC Comments:

PDC thanks Philosophy for its detailed response and commends the area on its efforts with regard to this recommendation. PDC notes that this recommendation has been satisfied.

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

Recommendation 6: That the Department, working with the Dean, submit a request to the Space Planning Committee for space for graduate students and assistants and for space to relocate CRRAR nearer to the Philosophy Department. In the interim, that the Department make more efficient use of existing space by coordinating office hours for teaching assistants and graduate assistants, booking shared History/Philosophy seminar room space when not otherwise in use, and providing access to offices used to house journals.

Agents: Department Head, Dean of FAHSS

Completion by: Annual Review

Actions taken 2016 and 2017:

The upcoming move of History and Philosophy Departments this year (2017-18) both (i) provides the necessary space for graduate students and TA's, and (ii) brings CRRAR into close proximity.

PDC Comments (2018):

PDC thanks the area for its report and notes that this recommendation has been satisfied.

Recommendation satisfied (2017-2018)

UNIVERSITY OF WINDSOR
PROGRAM DEVELOPMENT COMMITTEE
UNIVERSITY PROGRAM REVIEW (UPR)
THIRD BIENNIAL STATUS REPORT ON: POLITICAL SCIENCE
(UNDERGRADUATE AND GRADUATE PROGRAMS)
 January 2022

Recommendation 1: That the Department

- a. explore ways of expanding the mentorship program (break-out groups and semester-long debate project led by student mentors in the first-year *Introduction to Canadian Politics* course) to additional courses in the first year.
- b. through its student mentors and first year instructors, encourage students to use the Help Centre on a regular basis.

Agents: Department Head, AAU Council

Completion by: Fall 2019

Actions taken 2016 and 2017:

We have consulted with Psychology to consider adopting their full-year mentorship model (extending fourth year credit recognition of mentors to two semesters from the current one semester). We would then need to establish a majors-only Introduction to International Relations and Development Studies section 45-160 in the Winter term to facilitate this model. We are also considering extending the TA work of the Political Science Help Centre as an alternative model that combines mentorship and TA work in the Winter semester.

Students in the Help Centre currently visit undergraduate classes in Political Science to advertise the Help Centre. We also send out regular emails to faculty and students advertising Help Centre hours and services.

PDC- recommended further actions to be taken (2018):

PDC notes the area's efforts with regard to this recommendation. With an update, in the next status report, listing the successful initiatives for expanding the mentorship program and encouraging students to use the Help Centre on a regular basis, PDC would consider this recommendation satisfied.

Actions Taken 2018 and 2019:

(a). The department is still examining the possibility of extending the mentorship program into the winter semester. There are, however, difficulties that need to be overcome if this is to be achieved. First, such an initiative requires financial resources in order to pay the mentors. This will require approximately 10 teaching assistantship stipends on top of the resources already needed to pay the required GAs and TAs in the winter semester. At the present time that amount of money is not available in the FAHSS budget. Second, there are scheduling problems that need to be dealt with. A lot of students take POLS-1600 in the fall as it is a prerequisite for many 2000 level courses that students may take in their first winter semester.

As an interim measure, we have extended TA work in the fall and winter semesters. Many of the students who are currently mentors in the fall have applied and secured TA work in the winter. Approximately 3 or 4 of these students are assigned to the help centre.

We continue our efforts to encourage students to visit the help centre. We cannot force them to attend, but the centre is advertised on the Blackboard sites of all our classes and TAs visit classes to advertise the help centre. There has been a marginal increase in the number of students visiting the centre.

PDC-recommended further actions to be taken (2020):

PDC thanks the area for its update and notes that recommendation 1(b) has been satisfied. PDC encourages the area to contact Tamsin Bacon, who coordinates that FAHSS Mentor program, and Geri Salinitri in the Faculty of

Education for different models of peer mentorship programs, some of which may not include remuneration for peer mentors but could include course credit or other incentives.

Actions Taken 2020 and 2021:

1(a) We continued our interim measure of assigning senior undergraduate students (many of whom have been mentors) to the Political Science Help Centre. The issue of securing funding to pay for mentors in the winter was again discussed with the previous Dean of FAHSS but without success.

The Department Head will explore options with Tamsin Bacon and Geri Salinitri. This initiative was one that was negatively affected by the pandemic and the move to teaching exclusively online. It will be picked up again now that the university is moving back towards face to face teaching. Appointments have been made with Tamsin Bacon and Geri Salinitri.

PDC Comments:

PDC notes the area's efforts regarding increasing student support and mentors, and encourages the area to report on its progress with regard to expanding the mentorship program to additional courses in the first year in its upcoming self-study.

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

Graduate Curriculum Review:

Recommendation 2a: Partly to accommodate student needs and partly to reflect the growing need to prepare graduate students for careers outside of the academy, that the Department:

- a. consider devising additional means of assessing MA student learning at the end of their programs; and
- b. consider creating a course-based MA. Policy briefs or policy evaluation exercises (30 to 40 pages in length) could also constitute challenging final projects for MA students after completing seven courses.

Agents: Department Head, AAU Council

Completion by: Fall 2019

Actions taken 2016 and 2017:

The pros and cons of these recommendations have been examined by the Graduate Committee. The Committee continues to debate the benefits and drawbacks of a course-based MA and its ability to properly serve our graduate students in their career and post-graduate study options.

PDC- recommended further actions to be taken (2018):

PDC looks forward to an update on the recommendation to offer a course-based MA program. PDC also requests that the area provide more detailed information on forms of additional graduate assessment methods have been considered, along with the outcomes of this consideration, in the next status report.

Actions Taken 2018 and 2019:

(a). The department's graduate committee has examined different assessment methods for its graduate program. While acknowledging that there is merit in the idea of introducing new cap stone projects (such as a policy brief), the committee is not convinced that introducing a fourth stream (alongside the thesis, major paper and internship streams) is merited at this time given the current size of the program. The department also notes that instructors already have a range of different evaluation exercises – including policy briefs, industry analysis briefs, and research papers - in their graduate classes.

(b). The department has discussed a course-based MA but is not convinced that this option is required given that the department already offers three streams to complete the MA: thesis, major paper and internship. In addition, our survey of other departments with course-based MA programs highlighted the possibility that a course-based MA creates division between students in the MA program.

The department also questions whether a course-based MA is possible given the current size of the graduate program and the financial status of FAHSS. These two factors make it impossible for the department to advocate the creation of a course-based MA, which would require the department to offer multiple graduate courses in the summer semester. (The department believes that a course-based MA would only be effective if it allowed students to graduate in one academic year rather than having to wait for second fall semester to complete the courses. This would make it less attractive than the thesis or major paper options, which can be completed in 12 months.) At the present time the resources are not available for the department to offer a full slate of graduate classes in the summer.

It may be argued that introducing a course-based degree will increase enrolment thus justifying offering MA classes in the summer. The department feels, however, that it would be disingenuous to create a course-based degree without being able to guarantee that we will be allowed to offer classes to let the students graduate in one year.

PDC Comments (2020):

PDC thanks the area for its detailed update and thoughtful consideration of the elements of the recommendation and notes that this recommendation has been satisfied.

Recommendation Satisfied (2019-2020).

Recommendation 2b: That the Department pay closer attention to the lengths of theses and major research papers, with perhaps the introduction of fixed word limits being considered in order to limit the tendency to go well beyond their recommended lengths and that consideration be given to requiring a much shorter paper (20-25 pages maximum) in the internship stream, in place of the current requirement to write a 40-page paper, that could be integrated into the culminating poster presentations at the end of the internship course.

Agents: Department Head, AAU Council

Completion by: Fall 2019

Actions taken 2016 and 2017:

Supervisors now demand that theses and major papers are adhering to the recommended page limits. The department considered reducing the length of the internship paper but continues to support the current model as it best meets the academic expectations of the graduate degree and the abilities of the graduate students.

PDC- recommended further actions to be taken (2018):

PDC requests that the area provide a more detailed explanation for concluding that the current 40-page paper requirement for the Internship stream best meets the academic expectations of the graduate degree and the abilities of the graduate students. PDC notes that this rationale seems to contradict the external reviewers view that “the requirement for students in the internship stream to write a 40-page paper on top of their other requirements seems anomalous”.

Actions Taken 2018 and 2019:

The department’s graduate committee and full council reconsidered these IQAP recommendations. As a result of this review, the department agreed with the reviewers’ suggestion that the length of the internship paper be reduced. Over the last two internship stream cycles, the internship paper has been reduced to 25 pages (approximately the length of a journal submission). This has worked well. In addition, all graduate supervisors have been instructed to have their students adhere more closely to the recommended paper lengths for a thesis or major paper. Again, this has worked well.

PDC Comments (2020):

PDC concurs that this recommendation has been satisfied.

Recommendation Satisfied (2019-2020).

Internships and Career Training

Recommendation 3: That the Department

- ~~a. market the MA Internship as a separate program.~~
- b. explore the possibility of expanding opportunities for undergraduate and graduate internship positions outside of the Windsor-Essex region, perhaps to the GTA or even Ottawa. At the same time, for prospective students in the Bilingual Specialization, the Department could seek to establish internship positions with Radio-Canada in Windsor and Toronto or with TFO in Toronto as a way of increasing the attractiveness of this specialized BA.
- c. submit a request to the Dean of FAHSS for an Internship Officer – compensated either monetarily or through teaching release – to manage and oversee internship placements.

Agents: Department Head, Dean of FAHSS

Completion by: Fall 2017

Actions taken 2016 and 2017:

We regularly promote the MA Internship option as a stream of the MA program, however, we currently do not have a robust marketing budget to specifically market it separately from our existing MA program. If we are afforded more money for marketing in the future, we would happily market this program accordingly.

At the moment, enrolment in the French (previously Bilingual) specialization is considerably lower than it could be due to a lack of marketing ability and resources. We are trying to remedy this with an application to the Curriculum Development Fund that was recently submitted to the VP Academic Office. When we have these resources, we will happily investigate the ability to expand the internship options to meet the demand from higher enrolment numbers.

As above, there are no resources to support an Internship Officer at this time.

PDC- recommended further actions to be taken (2018):

PDC encourages the area to avail itself of central resources for the recruitment and marketing of its programs. Political Science is encouraged to contact the Office of Student Recruitment and the Office of Co-op, Career and Employment Services, for assistance in marketing, recruiting, and exploring internship opportunities. PDC also encourages the area to contact French Studies for assistance in identifying potential internship placements.

PDC looks forward to an update on the expansion and marketing of its internship opportunities and requests that the area also report on whether a case has been made to the Dean of FAHSS for an Internship Officer.

PDC recognizes that there is one approved MA degree with several pathways for completion, which cannot be marketed as separate degree programs. The recommendation will be revised accordingly.

Recommendation (a) withdrawn 2017-2018

Actions Taken 2018 and 2019:

(b). The department has expanded its MA internship opportunities to include opportunities outside of the Windsor-Essex region. In 2019, for example, a student secured an internship with the Fraser Institute in Vancouver.

The BA(H) Political Science with French Specialization continues to have low enrolment in spite of our marketing efforts. We visit all of the French-speaking and French immersion high schools in Windsor and we have invited school guidance counsellors to promote the opportunity for high schools students to shadow one of our university students in the French specialization program. The take up has been low. This year we are inviting counsellors and potential students to visit one of our classes taught in French followed by a reception. It is hoped that this will help us recruit a larger number of students into this degree option.

(c). The department head has consulted with the dean on multiple occasions about the possibility of establishing an Internship Officer within the department. It has been made very clear that there is no available budget in FAHSS to support such an initiative. (Indeed, in 2019 the department was forced to cut its undergraduate/graduate

secretary to a part-time position. This has had a negative impact on the department's ability to run and market the MA program.)

The department has, however, worked closely with the Experiential Learning Development Officer within FAHSS. This officer (Tim Brunet) has for example given two presentations on LinkedIn to the department's graduate students and has also been involved in discussions on the creation of new experiential learning opportunities in the department. Unfortunately, however, it is my understanding that the funding for this position will end in 2020.

The department head has met with the Office of Co-op, Career and Employment Services on several occasions to discuss ways to promote the MA internship and of extending internships at the undergraduate level, including in particular the potential to introduce internships in the Law and Politics BA(H) program.

PDC-recommended further actions to be taken (2020):

PDC notes that the area's efforts to pursue internship opportunities outside Windsor-Essex and with recruiting to its BA in Political Science with French Specialization. PDC also commends the area for reaching out to the Experiential Learning Development Officer in FAHSS and the Office of Co-op, Career and Employment Services for assistance in managing and overseeing internship placements, in light of the confirmation from the Dean that funding is not available for an internship officer within the Department.

Although PDC notes that this recommendation has been satisfied, the area is encouraged to continue its efforts to strengthen internship opportunities.

Actions taken 2020 and 2021:

The department has continued to expand possible internship options for its MA students. We have one student currently investigating internships in Toronto and we have indicated to all graduate students interesting in applying to enter the MA internship option that there is scope for them to complete their internship outside of Windsor and Essex County.

The department is also in the process of developing new experiential options for its undergraduate students. Specifically, the department is proposing the creation of undergraduate courses – modelled on the existing POLS-3920/4920. Public Service Management Internship Practicum – that will be targeted at students in the Law and Politics BA program. This course will place students with lawyers and in other legal settings.

PDC Comments:

PDC commends the area on its continued efforts to strengthen internship opportunities and thanks the area for its update. As noted previously, PDC considers this recommendation satisfied.

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

Recommendation 4: That the Department engage more fully in the provision of professional and career training for students in both the undergraduate and graduate programs through, for instances, the scheduling of regular career workshops.

Agents: Department Head, AAU faculty members

Completion by: Fall 2017

Actions taken 2016 and 2017:

We hold regular career sessions for our MA students with graduate student alumni currently working in the Windsor-Essex community. The most recent one was held in October 2017.

At the Undergraduate level we have created an undergraduate class titled "From University to Work" in cooperation with Career Services on campus. This class was piloted in Fall 2016 and was a great success (taught by Dr. Sutcliffe). We plan to make this a mandatory class for all of our undergraduate majors in the future. Ideally this

class will be taken in the student's first or second year so that they can use the skillsets early in their careers and can build a portfolio of community/volunteer work/experience during their time at the university.

PDC Comments (2018):

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

Recommendation satisfied (2017-2018)

Recommendation 5: That the Department submit learning outcomes and assessment methods for each of its undergraduate and graduate courses that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate".

[PDC notes that learning outcomes for its undergraduate and graduate programs and for several, but not all, undergraduate and graduate courses are provided in the Self Study, appendix 3]

Agents: Department Council, Head, CTL, Vice-Provost, Teaching and Learning

Completion by: Fall 2017

Actions taken 2016 and 2017:

We are currently working on learning outcomes for all of our courses and expect this will be completed by end of Winter 2018.

PDC - recommended further actions to be taken (2018):

PDC looks forward to receiving and reviewing learning outcomes for each of its undergraduate and graduate courses. PDC notes that the remaining part of this recommendation then would be articulating and submitting the methods for assessing achievement of the course-level learning outcomes.

Actions Taken 2018 and 2019:

Learning Outcomes have been developed for all Political Science undergraduate and graduate courses and passed through the various approval stages in 2019.

PDC Comments (2020):

PDC concurs that this recommendation has been satisfied.

Recommendation Satisfied (2019-2020).

Recommendation 6: That the Department identify options for offering a wider range of courses to graduate students. (For example, the Department could cycle third-year courses less frequently in order to mount more fourth year courses, and fourth year courses could then be twinned with MA courses.)

Agents: Department Head, AAU Council

Completion by: Fall 2017

Actions taken 2016 and 2017:

We have a preliminary course cycling document that we are in the process of refining. We also have hired two new faculty members who each have created new fourth year/MA offerings in their areas of expertise.

PDC- recommended further actions to be taken (2018):

PDC commends the area for instituting a course cycling plan. In its next status report, the area is asked to report on the options considered and the final option(s) pursued and implemented for offering a wider range of courses to graduate students.

Actions Taken 2018 and 2019:

The necessity of this recommendation has been reduced over the past two academic years by a marked reduction in the size of our graduate class. In part as a result of increased competition from other MA programs and an earlier

cross-FAHSS reduction in the size of the undergraduate program, we had only seven graduate students start the MA program in 2018 and ten in 2019. This smaller class size reduces the need for more graduate classes. We do not have the student numbers to justify a wider number of stand-alone graduate classes. This is particularly the case given the ongoing financial problems faced by FAHSS, which have led to a marked reduction in the number of sessional courses that we can offer.

We now have a three-year course cycling document that assists in the planning of classes. At the same time, we have the flexibility to offer more graduate classes through cross-listing 4th year undergraduate classes by cycling second and third year classes rather than offering them every year if the graduate classes increases in size. In addition, we are now more proactive in advertising that graduate students are allowed to take one of their classes outside the department provided it fits their academic interests.

PDC Comments (2020):

PDC notes that the area has identified and implemented solutions for offering a wider range of courses to graduate students, including developing a three-year course cycling document, cross-listing graduate and 4th year undergraduate courses, and encouraging graduate students to take one class outside the department if it fits their academic interests. PDC notes that this recommendation has been satisfied.

Recommendation Satisfied (2019-2020).

Recommendation 7: That the Department explore ways to engage with the border theme more directly, either through the vehicle of the Cross-Border Institute or through other mechanisms coordinated with the Institute. One possibility in this regard is a capstone course, which might bring together specialists in Canadian Politics, International Relations scholars and students to consider the border through different lenses.

Agents: Department Head, AAU Council

Completion by: Fall 2019

Actions taken 2016 and 2017:

In Winter 2018 we will be offering a fourth-year/MA level Cross-Border class jointly with the History Department. We also will be partnering with History on a Cross-Border conference to be held in 2018 at Wayne State University. Additionally, three of our professors (Essex, Sutcliffe and Anderson) are presently involved in a Cross-Border research group that will be applying for a SSHRC Partnership Grant in the near future.

PDC Comments (2018):

PDC commends the area on its efforts with regard to this recommendation and notes that this recommendation has been satisfied. The area is, nevertheless, encouraged to continue efforts to engage and promote the border theme.

Recommendation satisfied (2017-2018)

Recommendation 8: That the Department continue to consider the creation of a small, internship-based PhD program, subject to additional faculty resources (including a hire in International Relations Theory in order to anchor the IR specialization in the Department) and subject to the ability to make firm commitments to adequately fund doctoral students.

Agents: Department Head, AAU Council, Dean of FAHSS

Completion by: Fall 2019

Actions taken 2016 and 2017:

We continue to be open to a PhD program in Public Policy and have completed a series of background studies on same, however, at the present time the Faculty has decided we should put this on hold because it is not financially viable under the current ECM model.

PDC Comments (2018):

PDC notes that the area has given this consideration and concluded that a PhD program is not viable at this time. In light of this, PDC notes that this recommendation has been satisfied; however, PDC encourages the area to revisit the possibility of a PhD program should circumstances change.

Recommendation satisfied (2017-2018)

Recommendation 9: That any future hire be someone who is able and willing to teach in the political theory subfield, regardless of his or her principal area of specialization.

Agents: Department Head, AAU Council, Dean of FAHSS

Completion by: Fall 2019

Actions taken 2016 and 2017:

The Department has hired Dr. Jesse Ovadia who is presently teaching our Political Theory classes.

PDC Comments (2018):

PDC congratulates the area on its new hire and notes that this recommendation has been satisfied.

Recommendation satisfied (2017-2018)

Recommendation 10: That the Department:

- a. continue its efforts to track its graduates to determine the pedagogical and professional outcomes of its various programs.
- b. working with the Dean of Graduate Studies and the Dean of Arts, Humanities and Social Sciences, conduct trial entrance and exit surveys of students at both the undergraduate and graduate levels in order to gauge their expectations and level of satisfaction with their programs.

Agents: Department Head, Dean of FAHSS, Dean of Graduate Studies

Completion by: Annual Review

Actions taken 2016 and 2017:

We created a formal survey of our graduate and undergraduate students that was conducted successfully in 2016. However, the university has ended its contract with Fluid Survey so we are presently examining alternatives for continuing this survey to meet REB expectations for confidentiality.

Informally, individual professors continue to be in touch with their graduates and that information is uploaded to our website. We also keep in contact with our graduates through the Political Science newsletter published yearly and shared with all alumni.

PDC- recommended further actions to be taken (2018):

PDC notes Political Science's efforts with regard to this recommendation and encourages the area to continue them. PDC also notes that Qualtrics has been identified by ITS, in consultation with REB, as the replacement for FluidSurvey and encourages the area to contact ITS to establish an account.

Actions Taken 2018 and 2019:

(a). The department continues to work with the Alumni office and on its own to track its graduates. We are developing our own database of contact email addresses in order to remain in contact with our alumni. This database is, for example, used every year to send out our departmental newsletter.

(b). The department is now using Qualtrics to conduct an annual exit survey of its graduating students. The survey was not carried out in 2018 but it is scheduled to be sent out in November 2019 to graduates from the June and October convocations. The department will continue to use Qualtrics going forward and will discuss the merits of conducting two exit surveys – one following the June convocation and one following the October convocation.

PDC-recommended further actions to be taken (2020):

PDC congratulates the area on taking the initiative to create an exit survey using Qualtrics. PDC notes that the survey could serve as a model for other departments. With the addition of an entrance survey to gauge student expectations as they begin their studies, PDC would consider this recommendation satisfied.

Actions taken 2020 and 2021:

The department did not undertake a Qualtrics survey in 2020 as a result of the pandemic. A 2021 survey is – at the time of writing – about to be carried out.

The department will apply for ethics approval to conduct an entry survey in 2022.

PDC Comments:

With the area's commitment to launching an entrance survey to gauge student expectations as they begin their studies, beginning 2022, PDC considers this recommendation satisfied. The area is encouraged to report on the survey results in its next Self-Study.

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

Recommendation 11: That the Department consider devoting more resources to updating its web page as a recruitment tool, since this is the principal means of doing comparative research for most young people who are considering their post-secondary options. Perhaps the Department could highlight the internship opportunities at both the BA and MA levels, or devote more space to career options in political science.

Agents: Department Head, AAU Council

Completion by: Fall 2017

Actions taken 2016 and 2017:

We have recently lost two administrative assistants who were subsequently trained on the new Drupal 7 platform (one on secondment and one that was a temporary worker who has recently left our employ) which has put us behind target on this recommendation. However, we have a website committee that is working on fulfilling this recommendation in short order (target Fall 2018).

PDC- recommended further actions to be taken (2018):

PDC thanks the area for its report and looks forward to an update, in the next status report.

Actions Taken 2018 and 2019:

The look of the web-site has been updated and material is consistently added, removed or edited. Dr. Emma Richez plays a central role in managing the web-site and also runs the department's twitter account. The new graduate/undergraduate secretary (Ms. Jennifer Forde) has completed the required training and assists with editing the web-site. The FAHSS dean's office has commended the department for its web-site.

The department agrees that the web-site is central to recruitment and commends Dr. Richez and Ms. Forde for their efforts in maintaining the web-site. Notwithstanding this, the department also notes the difficulty of dealing with this recommendation given the administrative cuts experienced in FAHSS. Ten years ago the department had two full-time and one part-time secretaries. The department now has one full-time position, and one part-time position (24 hours). This reduction in administrative support makes it exceptionally difficult for the department in all aspects of its work, including maintaining the web-site.

PDC Comments:

PDC commends the area on its initiative to appoint a faculty member to oversee the website and the department's twitter account, with the assistance of the graduate/undergraduate secretary, and notes that this recommendation has been satisfied.

Recommendation Satisfied (2019-2020).

UNIVERSITY OF WINDSOR
PROGRAM DEVELOPMENT COMMITTEE
UNIVERSITY PROGRAM REVIEW (UPR)
FIRST BIENNIAL STATUS REPORT ON: SOCIAL WORK
(UNDERGRADUATE AND GRADUATE PROGRAMS)
 January 2022

- Recommendation 1:** That the School of Social Work define clearly and report on what distinguishes it through:
- (i) a focus on determining its core mission to articulate the distinguishing characteristics of the School's balance between anti-oppressive, social justice content and direct practice, social casework content;
 - (ii) distinguishing and communicating clearly its curricular strengths to potential students and eliminating any potential gap between what students expect and what they experience in the program;
 - (iii) a curriculum review to include curriculum development that responds to shifts such as Indigenous reconciliation, immigration and global migration, demands to find voice for children and marginalized groups, issues related to disabilities and accessibility and the need to combat extremism in our society. [Attending to these emerging issues will benefit the School of Social Work in the long-term as these will be part of social work's accreditation standards];
 - (iv) the inclusion of further communication and field orientation opportunities with all students on-campus and in the MSWwp to ensure that the students understand the balance and standards the school must maintain in its field program;
 - (v) creating further consistency across the MSWwp as the students have identified limitations in the theoretical bases of the curriculum, in addition, to feeling a lack of connection to the School of Social Work;
 - (vi) engaging with University of Windsor resources to develop a strategy which engages alumni of the MSWwp to strengthen this relationship.

Agents: School Council, Director

Completion by: Fall 2023

Actions taken 2020 and 2021:

Response to Recommendation 1 (i) – The School of Social Work updated its Mission Statement which was approved by School Council on October 23, 2019. The mission of the School of Social Work is to promote social justice through quality professional education, advocacy, community partnerships, and the development and dissemination of knowledge through enquiry. It reflects our commitment to social justice, our focus on community partnerships within Windsor Essex and beyond, and our strength in faculty and student research. The full statement is on our website at <https://www.uwindsor.ca/socialwork/> .

In addition to this one faculty member has drawn in examples of Indigenous Peoples' realities in past classes (SWRK 2100 and 4230) to enhance the anti-oppressive and social justice content of each course. In these classes SWRK 3390, they draw in the Indigenous perspective as it relates to different theoretical models such as Human Behaviour Theory (and noting the danger to take information about certain behaviour out of context). Example: Why do we find angry Indigenous youth in Child Care? What is the context that must be considered – especially if students may be working with these population group directly? A guest speaker has been invited to discuss assessing organizations and communities from a social justice and anti-oppressive stance.

The MSWwp coordinators ensure that the MSWwp program duplicates the courses from the on-campus MSW program in their entirety to the point that they are identical in content. The MSWwp program is an online program that offers mainly synchronous (real-time) teaching. The program attracts a geographically diverse student body from across Ontario that replicates the admission requirements and abilities of our on-campus students.

In our instructor, student and curriculum lead orientations (each held twice a year), we emphasize available University of Windsor material that provides resources on topics of anti-black and Indigenous racism as well as information on the study of disabilities. Students and faculty are also referred to resources sites within the

University of Windsor and any ongoing workshops regarding these topics often offered by provincial and national Social Work organizations (OASW, CASWE). In addition, one of the MSWwp coordinators is a member of the Disability Caucus for the Canadian Association of Social Work Education (CASWE) which, as one of its concerns, reviews the topic of disabilities in social work education. As well, the other MSWwp coordinator is a co-chair of the CASWE Field Education Committee which has as a major goal the implementation of the recommendations of the Truth and Reconciliation Committee in field education. All MSW courses have been reviewed and course descriptions changed to include Black, Indigenous, and Francophone. Courses include content about anti-black racism, Indigenous issues, and disabilities. For example, academic Indigenous material has been a part of the course lesson plans for courses Field Integration Seminar (8570) and Internship Seminar (8680). Ongoing review of course content regarding issues concerning anti-black racism, Indigenous reconciliation, immigration and global migration, and disabilities is a continuing topic task for the MSW Committee, a committee that includes both MSW and MSWwp coordinators. Moreover, several instructors have made arrangements to have guest speakers from the local Indigenous and black communities to discuss current issues.

MSWwp students have access to participation in the School of Social Work's Black Lives Matter group, named "Making It Awkward".

Other courses where content has changed is SWRK 3380, Theory and Practice of Social Work with Families. This course includes specific readings related to Indigenous and Truth and Reconciliation and also Francophone. In September 2020 Dr. Wright invited guest speaker Dr. Dexter Voisin, Dean of Factor-Inwentash Faculty of Social Work (University of Toronto) to a Social Work School Council meeting. Dr. Voisin gave a presentation titled "Honouring our Common Humanity: Addressing anti-black racism in Social Work". Also, Dr. Donnelly and Dr. Kvarfordt added a video and reflection related to Anti-Black Racism for the course SWRK 3360, Theory and Practice of Social Work with Individuals.

Response to Recommendation 1 (ii) – The School of Social Work is regularly updating its website and information on all programs with a continued focus on enhancing recruitment strategies. In addition to this we regularly participate in a variety of recruitment events and initiatives for potential students to learn more about our programs. The following is a list of the types of events related to each of our programs on an annual basis:

Disability Studies

University of Windsor Fall and Spring Open House events

Ontario Universities Fair

Head Start

Any additional online or in-person recruitment initiatives as hosted by the University of Windsor

BSW Programs

University of Windsor Fall and Spring Open House events

Ontario Universities Fair

Application Information sessions to the BSW Professional Years (hosted by School of Social Work)

Head Start

Any additional online or in-person recruitment initiatives as hosted by the University of Windsor

MSW On-Campus and MSW/JD Programs

MSW student participation as voting members on the MSW Curriculum Committee and School Council

Application information sessions hosted by School of Social Work

Faculty of Graduate Studies Showcase and any other initiatives as hosted by the Faculty of Graduate Studies

Town Halls for students held in the Fall and Winter semesters

MSWwp Program (off-campus)

Application information sessions hosted by School of Social Work

Faculty of Graduate Studies Showcase and any other initiatives as hosted by the Faculty of Graduate Studies

Webinars - information sessions on the program and how to apply, online ads and social media

Attending recruitment fairs at other colleges and universities

PhD Program

Recruitment events for community partners and employees of social service agencies and current students
Application information sessions hosted by School of Social Work (This is at minimum annually and Dr. Connie Kvarfordt, PhD Program Coordinator meets individually with potential students upon request)
Faculty of Graduate Studies Showcase and any other initiatives as hosted by the Faculty of Graduate Studies
Recruitment at various Social Work professional conferences – CASWE (Canadian Association of Social Work), CSWE (Council on Social Work Education), GADE (Group for the Advancement of Doctoral Social Work Education), SSWR (Society for Social Work and Research) to name a few.

PhD Recruitment also takes place via our Social Media sites – Facebook, Instagram, and LinkedIn

Each program holds orientations for new students at the beginning of the year. For our Social Work programs specifically we include representatives from our professional bodies, OASW (Ontario Association for Social Workers) and OCSWSSW (Ontario College of Social Workers and Social Service Workers). With respect to current students we host regular Town Hall meetings (MSW and MSWwp Program) and Student Representative calls (MSWwp program). In addition regular communication with our students regarding important dates and events is key. In the MSWwp program specifically we send out regular surveys to students on a variety of topics. After Spring convocation an Exit Survey is sent to all graduates.

Response to Recommendation 1 (iii) – Since July 1, 2019 4 new tenure-track faculty were hired. All new members of the faculty through their areas of expertise have significantly contributed to inform, determine, and consolidate the mission and key characteristics of the School on both anti-oppressive, social justice, direct practice, and social casework content. Among them is Dr. Filipe Duarte, which expertise on International Social Work, has been essential in supporting curriculum review/development on human rights, immigration and global migration issues and on the need to combat extremism in our society. As a result, Dr. Filipe Duarte facilitated in developing close relationships with the International Federal of Social Workers and the Centre for Social Work and Social Justice at the University of Essex, UK.

Moreover, in order to strengthen curriculum review and development, Dr. Filipe Duarte (along with Dr. Robin Wright and Mrs. Mary Kay Morand) also joined the 3rd phase of the Curriculum Development Fund led by Dr. Jill Grant and Dr. Wansoo Park, a project aiming to develop international social work curriculum and opportunities for international social work experience, for both students and faculty.

Dr. Cynthia Stirbys is a member of the Indigenous Scholars Working Group – supporting the design of curriculum for an Indigenous Studies Minor – first year course. The course will be designed so any Indigenous Scholar can teach it and the credit for Student Enrollment Units (SEU's) will go to the department that houses the Indigenous Scholar who teaches the course. So for example, if she teaches the course, the School of Social Work will get credit for the SEUs for that semester.

Dr. Stirbys brought two films (“This Was the Time” and “Now is the Time”) to the School of Social Work’s School Council Meeting in December (2019) to gauge the interest in bringing the two films to a larger (public) audience that would also include students, faculty and staff at UWindsor. The two films about a totem pole raising show the difference in worldviews with the interpreted film footage produced from a Eurocentric lens and the second film – using the original film footage but interpreted by Indigenous community members themselves. There were brief discussion following each film.

The School Council showed support in creating an event (or collaborating on a larger event) that would include showing the two films and having a dialogue. The goal was simply to show the difference in worldviews and that seemingly subtle interpretations or assumptions can drastically change the meaning behind an act or an event (like the totem pole raising) or decisions that are being made on behalf of other groups. In sharing this with the

Indigenous Scholars Working Group – they also wanted to participate and were supportive of creating an event to show the two films.

Dr. Nazim Habibov, Professor in the School of Social Work has completed the following with respect to this recommendation:

- The class on immigration/global migration was included into SWRK 4230 Social Policy & Social Welfare. In addition issues of immigration and global migration are now covered in the class on globalization in SWRK 8622 Social Policy Analysis and Development
- To strengthen the topic of immigration, the findings of the study by Dr. Nazim Habibov and Dr. Wansoo Park on the well-being of immigrants in Canada have been incorporated in the two above-mentioned classes. This study uses nationally-representative data collected by Statistics Canada to explore well-being of immigrants depending on when they came to Canada, from which countries, and the like.
- As a member of the team, Dr. Habibov also participated in developing relationships with Essex University (UK) and Bilgi University (Turkey)

The MSW program (on campus) completed a curriculum review, including reviewing program learning outcomes and course learning outcomes (Summer 2019). Revised program learning outcomes drafted and passed through School Council (Fall 2019) and the University Senate (May 2020). One significant change was the inclusion of a program learning outcome which specifically addresses marginalized groups:

Identify social inequalities, injustices, and barriers through an intersectional lens particularly when working with equity-seeking populations including Indigenous peoples, Francophone peoples and communities, and African, Caribbean, and Black communities.

During the summer of 2021, a working group met to map the revised program learning outcomes onto the current curriculum. These changes involve structural revisions to the courses and as well are revision of the course learning outcomes to disseminate the revised program learning outcomes across course offerings.

These structural revisions to the courses and as well are revision of the course learning outcomes are being finalized and will be brought forward for consideration to the MSW curriculum committee and School Council (Fall 2021), and the University governance structures (Spring 2022).

Response to Recommendation 1 (iv) – We continue to utilize our alumni connections and engage through social media, specific organization recruitment, and through our own professional networks. All our team members stay current with new incentives, programs, and organizations that might be open to beginning a relationship with our university, faculty and field team. We plant the “seed” with students for future connections with the school post graduation especially with becoming supervisors for students in field education. We provide orientations for new supervisors, including CASWE on-line supervisor course.

Response to Recommendation 1 (v) – The MSWwp Program is now under the auspices of the School of Social Work administration which allows for strategic alignment of curriculum and day to day continuity and stability for our students. Faculty in the MSWwp program serve as members on the MSW Program Committee and Social Work School Council to ensure continuity of curriculum and program changes. MSWwp Support Staff also attend and participate in Social Work School Council meetings.

With support from the School of Social Work Dr. Kristen Lwin worked with the MSWwp Challenges of Human Behaviour course coordinator to create a syllabus that includes developing students’ understanding of and ability to utilize a theoretical foundation for their practice. Course readings, topics, and exercises are based on a scaffolding and problem-based pedagogy.

All of the courses in the MSWwp program are guided by Curriculum Leaders that in most cases are full-time faculty in the School of Social Work. This adds for continuity in the courses between our on-campus program and

MSWwp. The chart below outlines over the last three years the number of different courses offered per year and the number of faculty who have served as a Curriculum Lead.

Year	Number of Different Courses	Number of Faculty as Curriculum Leads
2019-2020	82	24
2020-2021	90	24
2021-2022	82	26

We have improved Infrastructure, Communication and Stability in the MSWwp Field Education Program. The tasks completed to date are:

- Development of yearly workflow to capture recurring tasks that take place during the field placement cycle (not sure if this speaks specifically to what’s asked, but felt it worth mentioning);
- Creation of standardized email communications that are distributed to placement students, to ensure consistent messaging;
- Inclusion of segment during orientation to focus solely on the field education piece, as well as connecting students with their field specialists as soon as they begin the program;
- Implementation of a mandatory field orientation that takes place during the term immediately prior to their field placement;
- Orientation sessions for field supervisors, as well as providing access to additional supervision resources via Blackboard.
- Review of Accreditation standards in both field instructor and student orientations

In terms of addressing students’ concern over a lack of connection to the School of Social Work, we hold regular Town Hall meetings and calls with Student Representatives. The MSWwp Program also has created a number of regular surveys over the last few years regarding various topics such as:

1. **MSWwp Self Care Survey** - The purpose of collecting this information is to learn more about how MSWwp students are taking care of themselves with the recent changes over the last year.
2. **MSWwp Student Highlight Survey** - The purpose of collecting this information is to learn more about MSWwp students stories and experiences. Your permission to use your responses for content in our upcoming newsletter and/or social media platforms is requested, but not required.
3. **MSW Social Distance Activities Survey** - The purpose of collecting this information is to learn more about how MSWwp students are taking care of themselves during COVID.
4. **MSWwp Self Care - Student Experience Survey** - The purpose of collecting this information is to learn more about how MSWwp students are spending their downtime during the pandemic. Let’s have some fun! Win a self-care package!
5. **MSWwp Webinar Series** – The purpose of collecting this information is to learn more about what interesting topics MSWwp Students would like to see presented. Follow the link below to give us feedback regarding which workshops would be of interest to you.
6. The **School of Social Work Newsletter** is also sent to MSWwp students

Response to Recommendation 1 (vi) – The School of Social Work continues to work on a strategy which engages alumni of the MSWwp to strengthen this relationship. We are currently looking at a model used by other Schools of Social Work in which they send out an Alumni Engagement Survey. Such a survey will benefit all of our programs and alumni within the School of Social Work. See response to Recommendation 5.

PDC Comments:

PDC thanks Social Work for its detailed response and commends the area on the considerable amount of work done to address this recommendation, noting that (i), (ii), (iii), (v), and (vi) have been satisfied. PDC notes that Social Work’s exceeded some aspects of the recommendation, for instance, by moving beyond curriculum review to revision and application of curriculum changes noted under (ii) and by creating student feedback mechanisms (e.g.,

The research profile of the School's faculty indicates energetic and successful engagement in building knowledge, often in collaboration with community organizations and other disciplines. Description of these engagements in quantified terms conveys only a limited and partial picture of faculty activities, but an institutionally required summary of collective faculty scholarship on key indicators in 2012-2018 was as follows: a) Peer-reviewed publications: 28 journal articles published, 18 journal articles accepted, 1 book; b) Conference presentations: 28 peer-reviewed, 23 invited; c) SSHRC & CIHR grants: 8 principal investigators, 17 co-investigators. We continue to be on a positive research and scholarly trajectory.

The substantive areas addressed by faculty members' research span social work's central commitment to addressing individual and social problems and to the pursuit of social justice, as articulated in our philosophy and in CASWE's principles. Included in the composite picture of faculty colleagues' research is attention to particular social and health problems and to the experience, knowledge and organization of populations who are marginalized (e.g. Aboriginal communities, people living with HIV/AIDS, elderly people in poor health, people with intellectual disabilities, children and youth deemed at risk, low-income families, women living with breast cancer, immigrant communities). Included, too, is attention to a wide range of practice issues in relation to these and other populations and problems (e.g. direct service practices, advocacy, community development, policy design, and research) and to the broad implications of state restructuring for social work practice, social action and social change. Faculty members' research is funded by a variety of academic, community and professional sources, including academic granting councils, provincial, federal and municipal governments and foundations, and internal university funds for pedagogical research or pilot studies. Faculty members' success in publishing in theoretical, applied/professional, and public arenas is an area of particular strength in the School, and the range of outlets for publication is, as should be expected, wider than that found in an academic department including not only peer-reviewed disciplinary, interdisciplinary and professional journal articles and books, but also reports prepared in partnership with community-based organizations and advocates; reports prepared for governments; and research summaries and commentary prepared for wider audiences of concerned citizens.

PDC Comments:

PDC thanks the area for reporting on its plan to provide additional support for faculty members' research development and notes that this recommendation has been satisfied.

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

Recommendation 3: That the School, working with the Dean of FAHSS, determine the optimal size of the MSW program, particularly the MSWwp, based on the availability of high-quality placements.

Agents: Director, School Council

Completion by: Fall 2023

Actions taken 2020 and 2021:

Response to Recommendation 3 - The MSW on-campus program follows the Accreditation Standards and guidelines regarding Social Work programs as outlined by the Commission on Accreditation. As of April 3, 2020 the School of Social Work closed the Oshawa site in the MSWwp Program. We only now operate the program out of Peel (GTA) and Windsor.

The Integrated field seminar courses required by all MSW students to complete (SWRK 8570 and SWRK 8680) while in placement are delivered online (implemented in 2017 pre-COVID). This allows students to attend placements within their home community. It has further opened up the increased availability of high-quality placements in Ontario, across the GTA and including under served areas. Recently on May 12, 2021 the Social Work School Council approved a motion to fully move the MSWwp program to online delivery effective January 1, 2022. We will continue to monitor this change in program delivery and evaluate its success. The School of Social Work is also looking at methods of incorporating some initial face-to-face aspects in the program when students begin.

The School of Social Work has made enormous progress on ensuring quality field education placements.

- i) We have stabilized staffing by filling two Field Learning Specialist positions in the MSWwp Program (one is a three year and one is a two year limited term appointment). In addition to these essential positions, we have filled one part time and one full time equivalent Special Instructor positions. This means that there is more stability and consistency for students and for placement sites.
- ii) We have implemented a field orientation for students.
- iii) We are working toward having Field Coordinators approve all new Affiliation Agreements to ensure quality.
- iv) More internal rotations are occurring for MSWwp placements. While this has created more work for the Field Learning Specialists, it has increased our complement of high quality placements.
- v) The Field Coordinator has started discussions with organizations to create Learning Hubs, which would place multiple students at high quality placement sites.

We continue to advocate for stable resources, in particular, permanent Field Learning Specialist positions.

The table below indicates the number of field sites across our BSW and MSW programs over a 3 year period.

Number of Field Education sites by Program				Overall number of sites per year (there is duplicates of sites across programs)
Year	BSW Program	MSW On-Campus Program	MSWwp Program	
2019-2020	44	56	127	
2020-2021	58	48	177	
2021-2022	45	60	122	

PDC Comments:

PDC thanks the area for the detailed update on this recommendation. With a report confirming the optimal size of the MSW program, arrived at in consultation with the Dean, PDC would consider this recommendation satisfied.

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

Recommendation 4: That the School of Social Work develop a strategic plan, following consultation with alumni and community partners, which should clearly identify what distinguishes its philosophy, programs and activities.

Agents: Director, School Council

Completion by: Fall 2023

Actions taken 2020 and 2021:

Response to Recommendation 4 - After the IQAP reviewers site visit, the School arranged to do strategic planning with Jackie Sieppert, previous Dean at the University of Calgary. This session had to be cancelled due to Covid-19. We aim to hold a rescheduled strategic planning session in Fall 2022 (after restrictions from Covid-19 are lifted and after a large group of faculty completes their sabbatical leaves).

Preliminary discussions with faculty regarding the structure and content, have been informed by the IQAP report and Accreditation, that is, the need for: 1) a communication plan, a fundraising plan, and a strategic plan; 2) strengthening the curriculum-along policy, practice, research, field education parameters to ensure updates/enhancements/inclusive components such as a focus on Indigenizing the curriculum, a focus on the black community, the francophone reality, new immigrants/newcomers; 3) Integration of the MSWwp with on-campus; 4) Community Advisory Board; and 5) An operational plan with timeline.

PDC Comments:

PDC notes Social Work’s plan for developing its strategic plan. PDC reminds the area that the process should include consultation with alumni and community members and should focus on identifying what distinguishes its philosophy, programs and activities. PDC looks forward to hearing of the completion and implementation of its strategic plan, including how it differentiates itself from other Social Work schools, in its next status report.

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

Recommendation 5: That the School work with Alumni Affairs and Donor Relations to develop a communications plan to help position the School and support activities to raise its profile. It would also position the School to engage in dedicated fund development opportunities to support its visionary projects.

Agents: Director, PAC
Completion by: Fall 2021

Actions taken 2020 and 2021:
Response to Recommendation 5 – The School of Social Work is not a faculty unlike some of our counterparts at other universities (University of Toronto, University of Calgary). We are somewhat limited in our reach in this area because of it. However, we are working with Ms. Camille Amour, Major Gift Officer for FAHSS to further develop our efforts in this area. [Appendix II, School of Social Work Fundraising Campaign](#) outlines our fundraising goals and future initiatives.

This is in progress and we hope to make this a part of our strategic plan for the future. In the Summer 2021 we redesigned and updated our website to make it more appealing and user friendly.

PDC Comments:

PDC commends the area on having established a fundraising campaign, noting that this campaign and other marketing efforts (such as website redesign) will help raise its profile. With a report specifying work with Alumni Affairs and the development of a communication plan to support and highlight such activities, PDC would consider this recommendation satisfied.

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

Recommendation 6: That the School develop strategies to build connections with community partners and alumni.

Agents: Director, School Council
Completion by: Fall 2021

Actions taken 2020 and 2021:
Response to Recommendation 6 -Several faculty, Dr. Jayashree Mohanty, Dr. Wansoo Park, Dr. Adrian Guta, Dr. Jiji Voronka, Dr. Jill Grant have been awarded Tri Council funding to support community research initiatives. For example, with support from the School of Social Work Dr. Kristen Lwin has worked with community partners and provincial groups with the aim of strengthening community outcomes, developing graduate student experience and involvement in research, increasing faculty participation in research, and to address social justice in the Windsor area.

PDC Comments:

PDC thanks the area for this update and notes that, in conjunction with the initiatives identified under other recommendations in this report, this recommendation has been satisfied.

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

Recommendation 7: That the School complete the submission of learning outcomes and assessment methods for each of its undergraduate and graduate courses that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate".

[PDC notes that learning outcomes for each of its undergraduate and graduate programs and for most of its undergraduate and graduate courses have been submitted.]

Agents: School Council, Director, CTL

Completion by: Fall 2021

Actions taken 2020 and 2021:

Response to Recommendation 7 – With support from the School of Social Work and past professors, Dr. Kristen Lwin has altered course syllabi (1170; 4300; 8523) to ensure that learning outcomes and assessment methods are met. For example, text books have been updated (1170), peer-reviewed articles have replaced text books (8523), and evaluation methods have been changed to better illustrate students’ learning, application of information to practice, and critical thinking skills.

The School of Social Work has updated all of its program and course learning outcomes. The only exception to this is in regards to our BSW elective courses. Those course outcomes were previously brought forward to School Council and approved on May 18, 2018. Upon further review by the BSW Curriculum Committee it was noted that additional changes need to be made before bringing these course learning outcomes forward again for final approval. An updated list of approved program and course learning outcomes and complete details can be found on the CuMA website at <https://ctl2.uwindsor.ca/cuma/public/programs/>. The charts below outline the Program and Course Learning outcome approvals to date.

Program Name	Date Approved
BA Honours in Disability Studies	11-May-18
BA Honours Disability Studies/Psychology	11-May-18
BSW/Disability Studies	11-May-18
Combined Honours BA Disability Studies	14-Feb-20
Bachelor of Social Work (BSW)	14-Feb-20
Honours Bachelor of Social Work/Women's Studies	9-Mar-18
Master of Social Work (MSW)	8-May-20
Master of Social Work and Juris Doctor (MSW/JD)	5-May-09
PhD in Social Work	21-Nov-19

Course Number	Disability Studies Courses	Date Approved
DISB 1000 (SJST 1000)	Social Justice in Action	26-May-16
DISB 2010	Theories of Disability and the Social Model	16-Mar-20
DISB 3020	Historical Approaches to People with Disabilities	12-Mar-08
DISB 4010	Community Approaches, Advocacy and Empowerment	12-Mar-08
DISB 4020	Service Delivery Systems and Independent Living	12-Mar-08
DISB 4610	Community Practice	12-Mar-08
DISB 4650	Community Orientation to Disability Issues	12-Mar-08

Course Number	BSW Course (courses in red are electives and still pending)	Date Approved
SWRK 1170	Meeting Human Needs through Social Welfare	11-Feb-11
SWRK 1180	Meeting Human Needs through Social Work	11-Feb-11

SWRK 2000	Statistics for Social Workers	8-Mar-19
SWRK 2040	Issues and Perspectives in Social Welfare	11-Feb-11
SWRK 2100	Social Work and Diversity	11-Feb-11
SWRK 3120	Selected Topics in Social Work	Pending
SWRK 3340	Social Work with Children	Pending
SWRK 3360	Theory and Practice of Social Work with Individuals	11-Feb-11
SWRK 3370	Theory and Practice of Social Work with Groups	11-Feb-11
SWRK 3380	Theory and Practice of Social Work with Families	11-Feb-11
SWRK 3390	Theory and Practice of Social Work with Communities and Organizations	11-Feb-11
SWRK 3440	Research I: Foundations of Social Work Research	11-Feb-11
SWRK 3460	Risk and Resilience: Perspectives on Human Development	Pending
SWRK 3470 (WGST)	Social Work and Violence	19-Mar-21
SWRK 3480	Professional Issues in Social Work	Pending
SWRK 3500 (WGST)	Practical Strategies for Social Change: Intervening to Prevent Sexual Violence	25-Mar-19
SWRK 3550 (WGST)	Feminist Social Work Practice	13-Apr-12
SWRK 3560	Serving Older People	Pending
SWRK 3570	Child Welfare	Pending
SWRK 3580	Social Work and Mental Health	Pending
SWRK 3590	Social Work and Health	Pending
SWRK 3600	Social Work and Addictions	Pending
SWRK 4230	Social Policy and Social Welfare	11-Feb-11
SWRK 4300	Integration Seminar I	13-Apr-12
SWRK 4310	Integration Seminar II	13-Apr-12
SWRK 4500 (WGST)	Practicum in Social Change	13-May-19
SWRK 4730	Field Education I	13-Apr-12
SWRK 4750	Field Education II	13-Apr-12

Course Number	MSW and MSW/JD Courses	Date Approved
SWRK 8503	Comprehensive Social Policy Analysis	8-May-14
SWRK 8504	Communication Skills in Social Work Practice	8-May-14
SWRK 8523	Challenges in Human Behaviour	8-May-14
SWRK 8531	Social Work Practice with Individuals	8-May-14
SWRK 8532	Social Work Practice with Groups	8-May-14
SWRK 8533	Social Work Practice with Families	8-May-14
SWRK 8534	Social Work Practice with Organizations and Communities	8-May-14
SWRK 8550	Social Work Values, Ethics and Anti-Oppressive Practice	8-May-14
SWRK 8570	Field Integration Seminar	13-Jan-17
SWRK 8571	Master of Social Work Foundation Year Practicum	13-Jan-17
SWRK 8610	Advanced Direct Social Work Practice	8-May-14
SWRK 8611	Advanced Indirect Social Work Practice	8-May-14
SWRK 8621	Social Justice and Social Change	8-May-14
SWRK 8622	Advanced Social Policy Development and Analysis	8-May-14
SWRK 8625 (LAWG 5930)	Law and Social Work: Advanced Practice Research Methods and Policy	5-May-09
SWRK 8626 (LAWG 5931)	Advanced Seminar in the Theory and Practice of Social Work and the Law	5-May-09
SWRK 8680	Advanced Internship Seminar	25-Feb-19
SWRK 8681	Advanced Practice Internship	13-Jan-17

Course Number	PhD Courses	Date Approved
SWRK 9720	Epistemology and Philosophy of Science in Social Work	11-Jun-09
SWRK 9730	History and Theory in Social Work	11-Jun-09
SWRK 9740	Qualitative Methods in Social Work Research	9-Dec-09
SWRK 9741	Qualitative Data Analysis	9-Dec-09
SWRK 9743	Quantitative Methods in Social Work Research	9-Dec-09
SWRK 9744	Quantitative Data Analysis	9-Dec-09
SWRK 9795	Dissertation Seminar	9-Dec-09
SWRK 9980	Dissertation Research	9-Nov-12

PDC Comments:

PDC commends the area on its progress with regard to this recommendation and looks forward to receiving the remaining course learning outcomes and assessment methods.

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

Appendix I Examples of Faculty Research, Teaching and Activity

Faculty Name	<u>Groups/Initiatives</u> – related to anti-black racism, anti-Indigenous racism, immigration or global migration, etc.	<u>Research</u> – related to anti-black racism, anti-Indigenous racism, immigration or global migration, etc.	<u>Teaching</u> – course content related to Indigenous, Truth and Reconciliation, Anti-Black racism, Francophone, etc.	<u>Activity Participation</u> – raise the profile of the School of Social Work at the University of Windsor	<u>Activity Participation</u> – with community partners and alumni to raise the profile of the School of Social Work at the University of Windsor
Dr. Irene Carter, Professor		Research on disability and social work in schools of social work in Canada, the United States, Great Britain, and Australia	<p>Course 8570 (Field Integration Seminar) Inclusion of two lesson plans on working with Indigenous Peoples and one lesson plan on Anti Black Racism One lesson plan will be added on working with people with disabilities Course 8680 (Advanced Internship Seminar) Inclusion of two lesson plans on Indigenous Peoples One lesson plan will be added on Anti Black Racism and one lesson plan will be added on working with people with disabilities Assigned readings will differ in courses 8570 and 860. Guest speakers from the Indigenous and Black community are part of the lesson plans on the above topics for both courses 8680 and 8570.</p>	Dr. Carter has published articles on the teaching of disability in schools of social work in Canada, the United States, Great Britain, and Australia Dr. Carter is Co-Chair of the Disability Caucus of the Canadian Association of Social Work Education and attends meetings regularly with fellow Caucus members as well as the annual CASWE conference.	
Dr. Nazim Habibov, Professor			I have separate classes devoted to Indigenous, Truth and Reconciliation, Anti-Black racism, Francophone topics in my SWRK 8622 Social Policy and Development and SWRK 4230 Social Policy and Social Welfare.	<ol style="list-style-type: none"> 1. I have successfully applied for MITACS project. Funds were provided by MITACS to support two international students to work on my research projects. 2. I was awarded a grant from University of Essex to conduct international comparative research using University of Essex's data, although the 	

				project was later postponed due to the Covid-19 pandemic.	
Dr. Connie Kvarfordt, Professor	Have attended 7 workshops on anti-black racism and 1 related to Indigenous equality in 2020 and 2021.		Dr. Jayashree Mohanty and I added specific content on Truth and Reconciliation and Jordon's Principal as well as Francophone content to SWRK 3380 course.	Dr. Kvarfordt presented on Mindfulness at New Beginnings. She also participated in the march on the waterfront for Black Lives Matter. Dr. Jayashree Mohanty, Dr. Cynthia Stirbys and Dr. Wansoo Park were also there. I believe we have photos.	
Dr. Connie Kvarfordt, Professor and Dr. Elizabeth Donnelly, Associate Professor			Dr. Donnelly and Dr. Kvarfordt added a specific reflection assignment to SWRK 3360, Theory and Practice of Social Work with Individuals, in the area of anti-black racism.		
Dr. Connie Kvarfordt, Professor and Dr. Jayashree Mohanty, Associate Professor			Dr. Donnelly and Dr. Mohanty added specific content on Truth and Reconciliation and Jordon's Principal as well as Francophone content to the course SWRK 3380, Theory and Practice of Social Work with Families.		
Dr. Jayashree Mohanty, Associate Professor		1. SSHRC Insight Development Grant (2019), C\$62,876.00 to conduct research on community resilience among newcomer immigrant and refugee youth. This project is being conducted in collaboration with the Windsor Essex Local Immigration Partnership Council (WELIP), which has over 120 council member organizations representing both mainstream and immigrant serving organizations. 2. Acculturation experiences and parent-child relationship in newcomer families. Funded by University of Windsor Women's			

		Grant. This study aims at understanding the processes in which newcomer parents and children adapt to acculturation challenges within a system of parent-child relationships			
Dr. Jayashree Mohanty, Associate Professor and Dr. Wansoo Park, Associate Professor		(2019-2020). African-Centered Partnership Project: Building Bridges Across Differences. Ministry of Canadian Heritage, Research Agreement with African Community Organization of Windsor, \$24,600.			We (in working with colleagues Dr Park and Dr. Ku) have organized several events to disseminate research findings and funding application. For example, we organized “Building Bridges Across Difference” community forum in March 2020, where we shared the findings of the community partnership project with the African Community Organization of Windsor. The findings of this project highlight the experiences of racism and discrimination among African Canadian youth and adults in Windsor. We recommended that the African-Centered Community Partnership continue to build allyship with mainstream organizations and governments and enhance existing partnerships with organizations specifically working on racism and discrimination. Racism should not be considered as just the African community’s problem. Racism affects our whole Windsor-Essex community. Therefore, African Community Organization (ACOW) should not be left with the sole responsibility of addressing racism and discrimination.

					<p>Unless 'mainstream' organizations are involved, the issue of racism and discrimination cannot be addressed.</p> <p>2. In November 2018, Dr Park and I organized a community research event, "The impact of children's welfare policies on Indigenous children's access to services". About 50 individuals including students, faculty, staff, and community people attended the event.</p>
<p>Dr. Wansoo Park - Associate Professor, Dr. Elizabeth Donnelly - Associate Professor, Dr. Adrian Guta – Associate Professor, Dr. Nazim Habibov – Professor, Dr. Jayashree Mohanty – Associate Professor, and Dr. Jijian Voronka – Assistant Professor</p>		<p>Park, W. (PI) with Donnelly, E., Guta, A., Habibov, N., Mohanty, J., Sibblis, C. & Voronka, J. Health, Equity, and Social Inclusion Research Group. FAHSS Collaborative Research Grant, University of Windsor (\$5, 000), 2020.</p>			
<p>Dr. Jijian Voronka, Assistant Professor</p>		<p>Ross, L. (PI) with Voronka, J., Shanouda, F. & Pitt, K. A critical ethnographic study of mental health in graduate education. Dalla Lana School of Public Health SSHRC Institutional Grant, University of Toronto (\$7,000), 2021-2022. ongoing, as co-applicant.</p>	<p>DISB 2010 – this class's first assignment (a reflection paper) asks students to engage with an article that speaks to the need to decolonize health care practices in Canada. Students are asked to make connections across decolonizing and social model frameworks.</p> <p>DISB 3020 – this disability history class tells the history of Canada as one of colonization and intertwines the history of institutionalization and spatial regulation of Indigenous and disabled people as interconnected. We start with the history of colonization as the history of Canada in this class, and every week offers</p>	<p>Voronka, J. & Silliker, I. Welcoming Disability through the Social Model. Accessibility Awareness Days, Office of Human Rights, Equity & Accessibility. University of Windsor, March 2021.</p>	<p>Voronka, J. & Golden, J. Safe messaging about suicide, mental illness & mental health. Suicide Prevention & Recovery webinar, Mental Health Commission of Canada, Ottawa, May 2018</p>

			<p>touchstones that centre the ongoing implications of colonization for Indigenous peoples with disabilities.</p> <p>DISB 4010 – students learn about Indigenous disability advocacy throughout this course, including a week devoted to indigenizing disability. The theoretical framework of this course is disability justice – which prioritizes learning about BIPOC LGBTQ+ disabled peoples’ community advocacy and empowerment models.</p> <p>SWRK 9720 has a week on Indigenous epistemologies and intersectional issues of race, class, gender, sexuality, citizenship etc. are infused throughout the course</p>		
Dr. Jijian Voronka, Assistant Professor and Dr. Jill Grant, Associate Professor		<p>Voronka, J. & Grant, J. (2021). Service user storytelling in social work education: Goals, constraints, strategies, and risks. <i>Social Work Education</i></p>			
Dr. Jijian Voronka, Assistant Professor and Dr. Adrian Guta, Associate Professor		<p>1. Guta, A., Voronka, J. & Gagnon, M. (2018). Resisting the digital medicine panopticon: Toward a bioethics of the oppressed. <i>The American Journal of Bioethics</i>, Vol. 18(9), 62-64.</p> <p>2. Bungay, V (PI), with Baumbusch, J., Black, A., Bungay, W., Comber, S., Darroch, F., Dewar, L., Gilbert, S., Govender, K., Granke, S., Guta, A., Hawkins, K., Hebb, G., Kovacs, M.J., Laforet, L., Lohr, A., Marchal, C., Mason, K.,</p>			

		Novakowski, M., Panenka, W., Pratt, S., Puterman, E., Senn, C., Sheldon, T., Spiteri, L., Strike, C., Toze, S., Van Donkelaar, P., Vlasblom, T. & Voronka, J. Scaling up trauma and violence informed outreach with women affected by violence. SSHRC Partnership Grant (\$2,499,946), 2019-2026. Ongoing, as co-applicant.			
Dr. Jijian Voronka, Assistant Professor, Dr. Adrian Guta, Associate Professor, and Dr. Merrick Pilling, Assistant Professor		MacKinnon, K.R., Guta, A., Voronka, J., Pilling, M., Williams, C.C., Strike, C., Ross, L.E. (2021). The political economy of peer research: Mapping the possibilities and precarities of paying people for lived experience. The British Journal of Social Work, Vol. 51(3), 888-906.			

Appendix II, School of Social Work Fundraising Campaign

1. Endowed Research Chairs - To remain competitive with the finest public research universities in the world, the University of Windsor School of Social Work must continue to attract and retain scholars of international distinction. Our campaign calls for the establishment of a number of Endowed Chairs in key academic areas. These chairs recognize researchers with outstanding and sustained accomplishments in research, or those who demonstrate initial, significant achievements with exceptional future promise, while maintaining a solid teaching record; and provide financial support for the Chairholder's research program, which is in addition to, and not a substitute for, the researcher's concurrent sources of external funding.

Furthermore, key objectives of such positions of excellence focus on:

- Supporting research and knowledge creation in keeping with the University SMA
- Supporting the strategic plans of the faculty hosting the Chair;
- Serving as recruitment and retention mechanisms; and
- Strengthening teaching and learning at the graduate level.

2. Endowed Research Centre-Please see attached

3. Seed Money: Professional Continuing Education Certificates – In development

- a. Calgary offers several continuing education / professional development opportunities (<https://www.ucalgary.ca/pd/Certificates>). For instance, one of the offered certificates is on working with homeless populations (<https://conted.ucalgary.ca/public/category/courseCategoryCertificateProfile.do?method=load&certificateId=6347688>).
- b. Child Welfare

4. MSWwp Graduate Research Assistants/Work Study?

5. Artwork – additional artwork that highlights the local history in particular with respect to Indigenous, Black Canadians, and Francophone communities.

6. Scholarships-International Study Tours: 2 week tours- Costa Rica; UN Geneva;

7. Scholarships-International Placements: Manchester Met; Essex University-Colchester, UK; Ewha University, South Korea

Appendix III
DRAFT
School of Social Work
167 Ferry Street, 201-E
Windsor, Ontario Canada N9A OC5
July 23, 2021

Centre/Institute for Research on Children, Youth and Families, Health and Mental Health or Evidence Based Lab

Mission:

The Centre/Institute will conduct, develop and disseminate research/best practices/findings on effective programs, policies, and practices for vulnerable (in-need) children, youth and families (and the communities in which they reside) in the Windsor Region.

Vulnerability is broadly defined to include social, emotional, cognitive and health related problems that place children and youth at risk of developing serious psycho-social problems and limit their full developmental potential (Trocmé, 2006). These can include a range of problems such as poverty, family violence, peer violence (bullying), mental health and chronic health problems.

Program, policies and practices include prevention and intervention programs to support vulnerable children and youth that have been developed in a range of settings, including, child welfare, children's mental health, education, recreation, health care and community-based organizations.

Mandate:

1. **Conducting research** on effective prevention and intervention programs for vulnerable children, families and communities including (i) research to understand risk and protective factors, (ii) effectiveness and cost-effectiveness of prevention and intervention programs, (iii) analysis of datasets to describe services and track outcomes, (iv) in-depth studies to explore process and contextual factors that effect program implementation, and (v) take effective programs to scale.
2. **Developing partnerships** between researchers, service providers and policy makers, with a specific focus on (i) promoting research and evaluation in partnership with child welfare organizations and other child and family health and social service agencies in Windsor and across Ontario/ Canada,/Internationally, and (ii) providing a bridge between University of Windsor's Community groups and other interested sites using on children and their families.
3. **Provide research training** for graduate and post-graduate students, as well as supporting the development of research capacity in child and family agencies and an exciting venue that can attract visiting professors from around the world.
4. **Ensure integrated, innovative, effective knowledge translation and dissemination of:** Centre/Institute/-based research in a manner that is accessible and relevant to policy makers, service providers in the community and the broader university context.

Activities:

Building on the many successes currently operational in the school (that require further support and expansion) a core administration and research team will be established with demonstrated capacity to support successful multi-site grant applications, effectively manage a range of research projects and co-ordinate public events. This will include joint projects with several community agencies and with other research groups from universities in Ontario and Canada. For example:

- Linking gap between research and practice by exploring how to support agencies and workers in providing effective services. There is no current framework for service that is used in Ontario that has been shown to be effective.
- Develop "best practice" policy briefs for the province (similar model at McMaster in health - it's a great model and they're well funded) and individual agencies
- Develop and evaluate curriculum for child welfare (emphasis on evaluation of the curriculum)
- Develop curriculum for "non-traditional" groups - e.g. northern child welfare workers without social work degree

The initial objectives (2019-2020) will include: (i) clarifying/formalizing the governance infrastructure for the Centre/Institute, (ii) establish a student fellowship program, (iii) formalize a research grant program, (iv) expand/enhance the research infrastructure of the Centre/Institute, and (v) develop a research seminar program.

Benefits of the Centre/Institute:

Grant Support:

Internal Proposal Peer Review:

Methodological Support:

Dissemination Support:

Research Seminars:

Scholarships and Grants:

Membership/Governance:

Advisory Committee

Centre/Institute Location:

Thanks to funding from the University of Windsor, the School of Social Work is now located at 167 Ferry Street in downtown Windsor, Ontario. In this new building is a “state of the art” research area. The Centre/Institute currently has 10 workstations with excellent technology. In addition, there is abundant space to run seminars, community presentations and welcome key experts from the local area, provincially, nationally, and internationally to engage and disseminate cutting-edge research on what works for improving the well-being of children, youth and families and identify the next steps to getting there.

Summary:

The objectives of the Centre/Institute are to: (i) enhance the evidence base and determine the best practices in working with children, youth and families to benefit the Windsor region, (ii) develop leadership and expertise within the School of Social Work to attract the best students and faculty and ensure its sustainability and longevity, (iii) ensure that affiliated researchers have networking opportunities, (iv) develop /plan a series of “research in progress” seminars that would target faculty and students in the school, the university community, and child, youth and family social service agencies in the Windsor region, and (v) ensure that mental health resilience and recovery strategies developed / informed by Indigenous and racialized communities.

Budget Items to Operate the Centre/Institute

Other expenditures will include salaries (and benefits) for Centre/Institute Administration:

1. Centre/Institute Director (if we happen to get endowed funds, salary could come from this or if we have faculty who wish to do this there would have to teaching release)
2. Administrative/Program Co-ordinator-Clerical Support
3. Research & Dissemination Co-ordinator
4. Miscellaneous: Materials & supplies, computer equipment, printing/photocopying, postage/courier, telephone/fax/cell, travel

Appendix IV :Initial Projects that require funding:

1. **PhD /Post Doctoral Student Fellowships (5 x \$ 25,000 @ 2years = \$250,000-** Can we get endowed funds for this?) At the Faculty of Social Work, University of Toronto and McGill School of Social Work, RBC has Student Fellowships @ \$25,000 each)

UNIVERSITY OF WINDSOR
PROGRAM DEVELOPMENT COMMITTEE
UNIVERSITY PROGRAM REVIEW (UPR)
THIRD BIENNIAL STATUS REPORT ON: VISUAL ARTS
(UNDERGRADUATE PROGRAMS)
 January 2022

Recommendation 1: That the School review its curriculum with a view to:

- a. smoothing the transition from introductory to advanced courses in the Media Art Histories/Visual Culture program
- b. giving consideration to re-introducing a portfolio review at the end of the second and third years for the BFA majors
- c. determining and addressing the reasons behind the high attrition rate (52.4%) in the visual arts programs

Agents: Director, AAU Council

Completion by: Fall 2017

Actions taken 2016 and 2017:

There have been efforts made to both a) and b), though I am unclear as to how they have been satisfied. For item c), there is much work still to be done here in addressing attrition, though I know speculative discussions have taken place.

PDC – Recommended further actions to be taken (2018)

PDC directs the area to provide a more detailed update on the progress of its curriculum review, by Fall 2018, including specific details on each of the items listed in the recommendation.

Actions Taken 2018 and 2019:

- a) The review of the Media Art Histories/Visual Culture program is complete. Courses have been tidied up, with updated descriptions (both modernized and re-strategized) and numbering has been updated as well.
- b) Discussions around this issue advanced over the time-period but are not complete. A new tenure-track hire in the Studio area should be able to add the extra support here we need to do this.
- c) Summarily, the principal reasons for high attrition between first year and second year in Visual Arts rests upon 3 key issues i) Misalignment of student expectations to the reality of the program. Ex: Students expect to be *making* constantly and are not expecting the amount of theory and critical discussion involved in first year courses ii) Somewhat transient teaching allocations within first-year studio courses (sessionals, etc) and iii) The target student population seems to be disproportionately disadvantaged economically (often must work several low-paying part-time jobs to continue studying; studio course supplies can run up to \$700 per course) and seems to experience more overt or daily challenges around mental health and wellness.

Solutions have been i) continuous work to speak to, and promote, Visual Arts in a way that more accurately describes the curriculum (on-going) ii) the hiring of a new tenure-track faculty member to teach fundamental courses exclusively. The candidate has a long and strong record of this kind of teaching. Other strong studio faculty members already on staff are being re-assigned to first-year courses as well (on-going) iii) working with the Major Gift Officer in FAHSS to continuously improve our scholarship offering (on-going) and work with the AVP Student Experience to ensure ongoing resources and access for our students to mental health and wellness resources (on-going) as well as building a culture at SoCA where mental health and wellness are valued and spoken about regularly (on-going).

PDC Comments (2020):

PDC thanks the area for submitting its plan for addressing this recommendation, including initiatives that will directly assist in improving retention in the visual arts programs. PDC notes that this recommendation has been satisfied.

Recommendation Satisfied (2019-2020).

Recommendation 2: That the School submit learning outcomes and assessment methods for each of its undergraduate programs and courses that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate".

[PDC notes that one set of learning outcomes was submitted for all its undergraduate programs. Each individual program should have its own set of learning outcomes which will necessarily vary, at least minimally (e.g., BFA varies from a BA Honours). PDC also notes that learning outcomes for some of its undergraduate courses are provided in the Self Study, appendix D]

Agents: Department Council, Head, CTL, Vice-Provost, Teaching and Learning

Completion by: Fall 2017

Actions taken 2016 and 2017:

I have not seen evidence that this has been attempted for each of its undergraduate programs.

PDC – Recommended further actions to be taken (2018):

PDC directs the area to increase its efforts to complete this recommendation and to submit learning outcomes and assessment methods for each of its undergraduate programs and courses by Fall 2018. Along with the learning outcomes, areas also must submit curriculum maps for each of their programs. Visual Arts is encouraged to contact the Centre for Teaching and Learning, for assistance with the curriculum mapping exercise.

Actions Taken 2018 and 2019:

This has been worked on over the past 12 months, in particular.

The Visual Arts faculty engaged in a day-long retreat and were supported with a highly seasoned facilitator to work with them during that session and again, in preparation for an early 2020 session to complete the work. The Visual Arts curriculum needed the most work on this front. A productive working group is at a half-way mark, at this point.

PDC-recommended further actions to be taken (2020):

PDC notes the area's efforts over the past 12 months to address this recommendation. PDC also notes that the area is significantly behind target on this recommendation (completion date was Fall 2017) and directs the area to submit the complete package of learning outcomes and assessment methods for each of its undergraduate programs and courses no later than the next status report.

Actions taken 2020 and 2021:

Learning Outcomes and Assessment methods are being revised along with the course rotations.

PDC Comments:

PDC notes that the area continues to be behind target on this recommendation and looks forward to seeing the complete package of learning outcomes and assessment methods for each of its undergraduate programs and courses in the area's self-study. The area is strongly encouraged to contact the Centre for Teaching and Learning for assistance in developing its program and course learning outcomes.

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

Recommendation 3: That SoCA submit a request to the Dean

- a. to resource the areas of Drawing, Painting and Sculpture.
- b. to address concerns around technical support resources

Agents: Director, Dean of FAHSS

Completion by: Annual Review

Actions taken 2016 and 2017:

There have been ongoing discussions on both the needs for resourcing these areas, both in terms of tenure/tenure-track faculty and also in terms of material resources. The latter also aligns with the needs we have in our new facilities downtown. Technical support resources have been significantly discussed. SoCA enjoys the highest amount of technical support in FAHSS, despite small enrolment. We must continue to be realistic as to what our programs can/should be offering in terms of technical support. If/when enrolment increases significantly, there is openness to review resources here. Conversations around the specific needs for support around our downtown gallery space and also in film, have been discussed with the Dean extensively.

PDC – Recommended further actions to be taken (2018):

PDC thanks Visual Arts for clarifying the resource needs of the area relative to other departments in FAHSS and looks forward to an update on this recommendation, in the next status report.

Actions Taken 2018 and 2019:

The Dean has been incredibly supportive on this front, on both the human resources (hiring of a new tenure-track faculty member to teach in these three areas exactly) as well as being generous to continue to support upgrades to materials and related expenditures in these areas. Our needs are large at SoCA, but we are proportionately well-supported by our Dean given budget and enrollment realities.

PDC Comments (2020):

PDC thanks the area for this update and concurs that this recommendation has been satisfied.

Recommendation Satisfied (2019-2020).

Recommendation 4: That there be ongoing dialogue among SoCA faculty and with the Dean of FAHSS about the merger and redeployment in order to ensure that teaching, research and services responsibilities/roles are clear.

Agents: Director, Dean of FAHSS, AAU faculty members

Completion by: Fall 2017

Actions taken 2016 and 2017:

There have been open discussions as to the sensitivity and planning needed when dealing with, or even considering, merged or re-deployed faculty members. If/when SoCA is faced with future merged or re-deployed faculty, there will be much care placed to work with these members in a transparent and thoughtful manner.

PDC – Recommended further actions to be taken (2018):

PDC reminds the area that the recommendation is about establishing ongoing dialogue with the current members of SoCA; rather than addressing possible future mergers or redeployments. PDC requests that the area submit a plan, with specific strategies for establishing a structure to support ongoing dialogue among SoCA faculty and with the Dean of FAHSS.

Actions Taken 2018 and 2019:

SoCA Faculty Council increased its meetings to 12-times per year (not including any Special Faculty Councils). The nature of the meetings has been changed to discuss elements that are macro-environmental, such as provincial government updates, senate updates, board of governors updates, fcc updates and school-level updates. As such, the faculty continue to be engaged and informed in a much more comprehensive way, with a more thorough view of issues and opportunities for communication to flow. We saw 5 SoCA faculty members elected to the Senate, 1 to the board of governors, and many to numerous search committees that are campus-wide, as well as within FAHSS. SoCA now has an unprecedented opportunity to communicate questions and concerns on numerous platforms, many of which interface directly with the Dean.

PDC-recommended further actions to be taken (2020):

PDC commends the area for its efforts to improve engagement and departmental culture. With a report on how the area has improved communication to faculty to ensure that teaching, research and services

responsibilities/roles are clear (e.g., discussion at Council meetings, etc), PDC would consider this recommendation satisfied.

Actions taken 2020 and 2021:

SoCA Faculty Council meets 12 months each year, and VSAR area meetings are being reestablish.

PDC Comments:

PDC notes that SOCA will be embarking on its next self-study shortly. PDC recommends that the area report on the strategies it has employed to improve communication to faculty to ensure that teaching, research and services responsibilities/roles are clear (e.g., discussion at Council meetings, etc), in the self-study document.

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

Recommendation 5: That SoCA work with the FAHSS Major Gifts Officer to develop a plan for new scholarship donations for students in the Visual Arts programs.

Agents: Director, Dean of FAHSS, FAHSS Major Gifts Officer

Completion by: Fall 2018

Actions taken 2016 and 2017:

I have not seen evidence of advancement on this portfolio.

PDC – Recommended further actions to be taken (2018):

PDC directs Visual Arts to submit a plan, with implementation dates, for new scholarship donations for students in the Visual Arts programs.

Actions Taken 2018 and 2019:

While there is regular productive communication and collaboration with the MGO in FAHSS, a specific plan of action around Visual Arts has not yet been elaborated in detail, though there have been gifts secured in this area.

PDC-recommended further actions to be taken (2020):

PDC congratulates the area on having secured gifts for Visual Arts and looks forward to receiving a plan for new scholarship donations for Visual Arts students.

Actions taken 2020 and 2021:

No report provided.

PDC Comments:

PDC reiterates that a plan for new scholarship donations for Visual Arts students should be developed and included in the area's next self-study report.

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

Recommendation 6: That pressures on SoCA's administrative support staff be monitored after the move is complete to ensure that workloads return to a more manageable level.

Agents: Director

Completion by: Fall 2018

Actions taken 2016 and 2017:

Service pressures on SoCA's administrative support staff are enormous and unsustainable. This is the result, primarily, of an enormous service deficit by faculty members, which has added unduly to the portfolios of the

administrative support staff. It is very clear that this pressure is not at all exclusive to the move downtown – though certainly accelerated by it.

While this recommendation speaks only to a post-move evaluation (of which we cannot evaluate yet), there is clear acknowledgement and dialogue on this issue being undertaken over the past months but much action still needed.

PDC – Recommended further actions to be taken (2018):

PDC notes the area’s concern related to service pressures on its administrative support staff. PDC directs the area to submit a plan, with implementation and monitoring strategies, to ensure workloads are more manageable.

Actions Taken 2018 and 2019:

SoCA is disproportionately taxing on its administrators, support staff and technicians for several reasons including the reality that there, ultimately, 4 different schools operating here, the practices of instruction are complex, require small class sizes/multiple sections in some cases, and have many components to their instruction (double-courses in Visual Arts; Music courses with juries, private lessons and recitals; VABE students with complex logistic demands, etc). Finally, there is very significant independence that comes with running SoCA downtown. Any/all facility issues, security problems and all UWindsor initiatives downtown fall directly, and heavily, on SoCA’s plate.

SoCA has made strong strides since the last review to close the Service gap identified in the last review, with Faculty members. It is not perfect, but it has noticeably improved. This comes down to building a culture of awareness and engagement.

We have also been fortunate to make some administrative additions and also changes. A full-time building and gallery coordinator was hired, up from a part-time position. This has been very helpful and made a clear difference. The previous Secretary to the Director and Undergraduate/Graduate Secretary left their roles for other opportunities on campus. As such, two key elements changed here: there was first the opportunity to review the working hours of these roles, based upon feedback from the exiting candidates. Secondly, there was the opportunity to ensure we on-boarded candidates that would be able to take on these roles based upon the specific needs and challenges of the School. In terms of hours, between all three of these positions, we now have staff support 7 days a week, and as long as 13 hours per day (staggered amongst all three positions, of course). This allows for more quiet time in each role, which was core feedback from the previous staff, but also offer better support to students and faculty who take morning/afternoon/evening courses and who have curriculum-based events/performances on weekends. Overall, there has been a dramatic difference on this front.

Finally, substantial efforts around boundary-setting with faculty members (what is a reasonable request? What is the staff member’s responsibility vs yours? Etc) have been important changes in the past 6 months.

To be clear, the roles are *very* demanding but they are now under-control and more sustainable (if not, perfectly).

PDC Comments (2020):

PDC commends the area on its efforts to ensure that administrative staff workloads are manageable and notes that this recommendation has been satisfied.

Recommendation Satisfied (2019-2020).

Recommendation 7: That the School submit an implementation plan, and provide evidence of progress, to ensure an appropriate balance between pursuing interdisciplinary, collaborative and community-based teaching and research and providing a strong disciplinary foundation by maintaining a solid Visual Arts program.

Agents: Director, AAU faculty members

Completion by: Fall 2017

Actions taken 2016 and 2017:

I have not seen evidence of such a plan.

PDC – Recommended further actions to be taken (2018):

PDC directs the area to submit its implementation plan, and provide evidence of progress, to ensure an appropriate balance between pursuing interdisciplinary, collaborative and community-based teaching and research and providing a strong disciplinary foundation by maintaining a solid Visual Arts program.

Actions Taken 2018 and 2019:

There is not much progress on this front. Colleagues that are interested in this (our MACS program; our Bio Art courses), our Time-based courses, engage with it regularly. Others do not. There is a long way to community-based teaching that can be improved on here but this takes a large amount of effort that I have not seen there is particular appetite to undertake in practice, though many value it theoretically. More to come on this matter.

PDC-recommended further actions to be taken (2020):

PDC looks forward to an update on current and proposed interdisciplinary, collaborative, and community-based teaching and research activities (e.g., outreach to local galleries, entering design competitions, and a speaker series), in the area’s next status report.

Actions taken 2020 and 2021:

COVID has impacted community outreach, however, internships have resumed.

PDC Comments:

PDC appreciates the impact that the pandemic has had on all operations and is pleased to note that internships have resumed. PDC encourages the School to submit its plan to ensure an appropriate balance between pursuing interdisciplinary, collaborative and community-based teaching and research and providing a strong disciplinary foundation by maintaining a solid Visual Arts program, in its next self-study.

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

UNIVERSITY OF WINDSOR
UNIVERSITY PROGRAM REVIEW (UPR)
FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN: FORENSICS PROGRAMS
UNDERGRADUATE PROGRAMS
January 2022

Executive Summary of the Cyclical Program Review of the Forensics Programs

In accordance with the University's Institutional Quality Assurance Process (IQAP), the Forensics Programs 2019-2020 Self-Study, submitted by the Office of the Dean of Science to the Office of Quality Assurance on April 12, 2021, included: 1) descriptions and an analysis of the programs, their learning outcomes, curriculum structure, and student experience; 2) information on enrolments as well as financial, physical and human resources; and 3) the program data including the standard data package provided by the Office of Quality Assurance. Appended to the Self-Study were course outlines for all forensics courses, the Leddy Library report, and CVs for the full-time faculty members associated with the programs.

The Forensics Programs were reviewed by Tracy Rogers, Forensic Science Program and Department of Anthropology, University of Toronto Mississauga; James Watterson, Department of Forensic Science, Laurentian University; and Cheryl Collier, Dean, Faculty of Arts, Humanities and Social Sciences, University of Windsor. In addition to reviewing the Self-Study, they conducted a two-day virtual site visit on May 26-27, 2021, which included a virtual walk-through tour of the facilities (labs, student spaces, *etc.*) and meetings with faculty, students, staff; the Forensic Science Programs Administrator; the Associate Vice President, Academic; the Associate Dean of Science; and the Dean of Science.

In their report (August 2021), the Review Team provided feedback on the curriculum framework and program learning outcomes, noting that they are appropriate and align to the undergraduate degree level expectations. However, the Review Team raised significant concerns with the admission and program requirements, courses content and delivery mode, lack of faculty expertise, and insufficient human, physical and financial resources and concluded that the BFS and BA in Forensics fall significantly short of the specified curriculum framework and do not meet the stated program learning outcomes. Specifically, the Review Team noted that the curriculum lacks depth, has too much overlap among and between courses, is outdated and lacking in essential concepts and experiential learning opportunities, and is focussed more on crime scene investigation than forensic science. The Review Team noted that a formalized and adequately resourced administrative structure as well as an in-depth curriculum review and mapping exercise, headed by a Director with expertise in forensic science, were needed to make the required changes and to bring the curriculum in line with the current state of the discipline. The Review Team provided specific recommendations with rationale for consideration. Both the Review Team and the Forensics Advisory Committee noted that in the absence of continued necessary resources, the programs should be phased out.

The Forensics Advisory Committee and the Dean of the Faculty submitted their responses to the External Reviewers' Report (November 2021), addressing the recommendations, identifying follow-up actions, and providing clarification or corrections, as appropriate. The Senate Program Development Committee (PDC) Final Assessment Report and Implementation Plan (January 2022) considered all the above documentation. The Executive Summary and Implementation Plan, along with any response from the area on the final recommendations, were submitted to Senate in February 2022.

Final Recommendations and Implementation Plan (in priority order)

Final recommendations were arrived at by the Program Development Committee, following a review and assessment of the External Reviewers report, the response from the Forensics Advisory Committee, and the Dean's response.

Recommendation 1: That the Program Area make a case to the Dean of the Faculty for additional faculty and staff appointments in the form of:

- A tenured or tenure-track forensic biologist, forensic chemist or forensic toxicologist with a record of forensic research and forensic casework to ensure that students are learning state of the art methods, knowledge, and skills.
- A tenured or tenure-track faculty member with established experience in forensic chemistry/toxicology or forensic DNA analysis as well as experience in forensic casework to ensure that students are learning state of the art methods, knowledge, and skills.
- A staff member to support the Forensic Science Program and assist the Director with student advising, recruiting mentors and placing students, inventorying and ordering supplies, supporting faculty, *etc.*

Agents: Program Administrator, Forensics Advisory Committee, Dean of the Faculty

Completion by: Fall 2023

Recommendation 2: That a Director of the Forensic Science Program be appointed with forensic expertise and the academic experience necessary to properly restructure the program and curriculum, and to ensure that all subsequent hires (tenure-track, teaching, or sessional) have the necessary knowledge to contribute effectively to the program.

Because it will take time to hire a new Director, that the current Program Administrator be encouraged to remain for the short to medium term, as she has been key to curricular reorganization and student advising to date and can help the program bridge the gap.

Agents: Program Administrator, Forensics Advisory Committee, Dean of the Faculty

Completion by: Fall 2023

Recommendation 3: That the Program Area, under the direction of the new Director, undertake a complete curriculum review and mapping exercise which, at minimum, addresses the following:

- (a) Define the rationale for each BFS program concentration, renaming the concentrations as needed, and restructuring the course requirements of the concentrations to better align with professional standards and expectations.
- (b) Immediately eliminate all of the courses that overlap, are too broad in scope and lack depth, or are outdated. As a guideline, the following courses should be eliminated and replaced with courses in forensic biology and forensic chemistry/forensic toxicology to be taught by the recommended new faculty: FRSC-2100. Crime Scene Evidence Analysis, FRSC-3101. Laboratory in Forensic Science, FRSC-4207. New Perspectives in Forensic Evidence Analysis, FRSC-4217. Advances in Human Identification, FRSC-4227. Forensic Medicine: Toxins and Pathology, FRSC-4237. Bioterrorism, Food and Environmental Forensics.
- (c) For the BFS program, reduce reliance on courses taught online and implement more laboratory-based courses. *[Online courses do provide a broad view suitable for students in the BA in Forensics, the certificate, and 2+2 programs.]*
- (d) Consider having the recommended new faculty develop additional courses that address more broadly applicable aspects of forensic science, (e.g. ethics, resiliency, lab accreditation, quality assurance, *etc.*)
- (e) Redesign the Practicum course (FRSC-4002) and the Thesis course FRSC-4900 to meet the FEPAC accreditation requirements for the capstone experience. In order to meet FEPAC capstone requirements, program requirements could be changed to allow students to take *either* the revised Practicum course or the revised Thesis course.
- (f) Explore whether CHEM-2310 (rather than, or in addition to, BIOC 2010) should be added to the BFS program requirements. (currently, the BFS program requires two organic chemistry courses with laboratory instruction, CHEM 2300 and BIOC 2010.)
- (g) Either make SPH4U a requirement for entrance to the programs or create a Physics introductory bridge course (equivalent to MATH-1780 Access to Differential Calculus, BIOM-1003 Biology of Organisms, or BIOL-1013

Organisms and the Environment) which students would be required to take in their first year, to ensure that students are adequately prepared for university level physics courses.

- (h) Submit learning outcomes and assessment methods for FRSC-2007. Introduction to Forensic Science that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate". *[PDC notes that learning outcomes for all of its programs and other courses have been submitted. As well, with the deletion of FRSC-3101. Laboratory in Forensic Science, course learning outcomes are not required.]*

Agents: Director, Faculty Advisory Committee, Dean of the Faculty, Centre for Teaching and Learning

Completion by: Fall 2025

Recommendation 4: As the Program Area works on its extensive curriculum review and mapping exercise, that BFS students be given the opportunity to enrol in special topics courses in Forensic Science or to register in forensic science courses at other universities on letters of permission, as a short-term solution to provide students the appropriate content.

Agents: Program Administrator/Director, Faculty Advisory Committee, Dean of the Faculty

Completion by: Fall 2023

Recommendation 5: For courses taught online, that the Program Area report on how instructors are providing opportunities for direct interaction between the instructor and the students, as well as how they are including innovative techniques for remote learning.

Agents: Program Administrator/Director, Faculty Advisory Committee, Dean of the Faculty, Office of Open Learning

Completion by: Fall 2023

Recommendation 6: That efforts be made by the Program Administrator (later the Director) to coordinate course scheduling, particularly in the BA Forensics, to reduce conflicts.

Agents: Program Administrator/Director, Dean of the Faculty

Completion by: Fall 2023



Response to PDC Report on Forensics' University Program Review

The Forensic Advisory Committee thanks PDC for their careful review of all the IQAP Forensic Program Review documents. We would like to note that, despite the limited time since the Review was received, some of the recommendations are already in process e.g. Recommendations 1, 2, and 4.

In assessing Recommendation 3, which focusses on curriculum change, we note that some sections of this recommendation require very careful consideration as to their implementation and the potential impact on current students in all programs. The immediate elimination of so many courses, some of which were developed through eCampus and which have offering requirements, without having reasonable substitutes or equivalencies in place, could result in students being unable to fulfill their degree requirements. Specifically, this could create significant problems in the BA (combined), BA (Applied Forensic Science) and Forensic Science Certificate programs. Therefore, the curriculum review and mapping will need to occur first (and has been started), and then, if deemed necessary, the phased elimination of specific current courses concurrent with the implementation of new courses should occur.

Prepared by

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on behalf of the

Forensic Advisory Committee

UNIVERSITY OF WINDSOR
UNIVERSITY PROGRAM REVIEW (UPR)
FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN: HUMAN KINETICS
UNDERGRADUATE AND GRADUATE PROGRAMS
January 2022

Executive Summary of the Cyclical Program Review of the Faculty of Human Kinetics Programs

In accordance with the University's Institutional Quality Assurance Process (IQAP), the Department of Kinesiology's 2017-2018 Self-Study, submitted to the Office of Quality Assurance on October 8, 2020, included: 1) descriptions and an analysis of the programs, their learning outcomes, curriculum structure, and student experience; 2) information on enrolments as well as financial, physical and human resources; and 3) the program data including the standard data package provided by the Office of Quality Assurance. Appended to the Self-Study were faculty member CVs, the Leddy Library report, course descriptions and syllabi, student satisfaction survey data, sample student publications, AAU policies, and the prior cyclical program review report.

The Faculty of Human Kinetics programs were reviewed by Dr. Linda Rohr, School of Human Kinetics and Recreation, Memorial University; Dr. Harold Riemer, Faculty of Kinesiology and Health Studies, University of Regina; and Dr. Jamie Crawley, Faculty of Nursing, University of Windsor. In addition to assessing the Self-Study, the Review Team conducted a two-day virtual site visit on November 19-20, 2020, which included viewing a video of the laboratory facilities and meeting with faculty, students, administrative and technical staff, the Undergraduate and Graduate Committees, the Academic Advisor, the Experiential Learning Coordinator, the Acting Head of Kinesiology, the Acting Dean of the Faculty of Human Kinetics, and the Dean of Graduate Studies and Office of Quality Assurance.

In their report (February 2021), the Review Team noted that the programs meet the IQAP evaluation criteria and are consistent with the University's mission and strategic priorities. Specifically, the Review Team noted that the program-level learning outcomes were clear and appropriately mapped to undergraduate and graduate degree-level expectations, that program requirements were appropriate, and that the teaching and assessment methods ensure students' attainment of the program learning outcomes from introduction to mastery. The programs are delivered by exceptional faculty members with strong teaching and research profiles, who are committed to providing a strong student experience. This dedication is also evident in the support and technical staff.

While admission requirements were generally considered appropriate, the Review Team recommended reviewing the MHK minimum admission average, noting that most similar programs require a 75%. The team also questioned the requirement that MHK students coming from other disciplines complete qualifying Kinesiology courses, noting that this is uncommon and may discourage applications. In terms of the undergraduate programs, the Review Team generally supported distinct admission pathways for the two programs, but urged close monitoring, both to ensure balanced enrolment across both programs and to foresee any possible impact on resources and course offerings among and between the graduate and undergraduate programs. The Review Team also noted how successful the Faculty of Human Kinetics has been in its focus on providing an exceptional student experience (as demonstrated by student satisfaction surveys), this through graduate and undergraduate experiential learning opportunities, opportunities for undergraduate student involvement in research projects, and consistent student advising and support throughout students' courses of study. Some concern was raised about the availability of upper-level undergraduate courses; this could be addressed, in part, by cross-listing graduate and undergraduate courses.

The Review Team concluded that the programs were current and relevant within the discipline, but that they lacked innovation in terms of areas of study or concentration. Such program initiatives could and should be pursued with other disciplines, through joint degrees or other partnerships, thus ensuring efficient and effective use of existing resources while delivering on innovative programming at both the undergraduate and graduate level, and encouraging future growth.

The Acting Head of Kinesiology and Acting Dean of the Faculty of Human Kinetics submitted their responses to the External Reviewers' Report (Spring 2021), addressing the recommendations, identifying follow-up actions, and providing clarification or corrections, as appropriate. The Senate Program Development Committee (PDC) Final Assessment Report and Implementation Plan (January 2022) considered all the above documentation. The Executive Summary and Implementation Plan, along with any response from the area on the final recommendations, were submitted to Senate in February 2022.

Final Recommendations and Implementation Plan (in priority order)

Final recommendations were arrived at by the Program Development Committee, following a review and assessment of the External Reviewers report, the response from the Department of Kinesiology, and the Dean's response.

Recommendation 1: That the Department report on its plan to increase undergraduate and graduate student enrolment, including its plan to review, on an ongoing basis, entrance average requirements, the need for qualifying courses, and other undergraduate and graduate program elements, as well as pertinent data to ensure compliance and continued assurance that all programs produce graduates able to demonstrate each of the nine characteristics of a University of Windsor graduate.

Agents: Head, Dean of the Faculty, Kinesiology Council, Enrolment Management Office

Completion by: Fall 2023

Recommendation 2: That the Department rethink/utilize the resources that are available, including:

- a) using the resources on the main campus such as computer laboratory space and lecture theatres to enhance the delivery of HK programs.
- b) exploring the opportunity to share space and resources with other unit(s) under Faculty control (e.g., athletics).
- c) scheduling classes and labs on Fridays as well as late afternoon and evening timeslots throughout the week to decrease the perceived space limitations.

Agents: Head, Dean of the Faculty

Completion by: Fall 2023

Recommendation 3: That the Department pursue opportunities for curriculum revitalization, including:

- a) considering new streams, areas of concentration, or majors at the undergraduate level.
- b) broadening foci at the graduate level to include disciplines such as healthy aging, or parasport athlete development.
- c) mapping its programs to the University of Windsor graduate attributes. *[PDC notes that learning outcomes for all of its programs have been submitted.]*

Agents: Head, Dean of the Faculty, Kinesiology Council

Completion by: Fall 2025

Recommendation 4: That the Department report on initiatives to provide an optimal student experience, including exploring further increases in programming flexibility for students. (e.g., online course development and strategic summer course offerings), and that the Department report on whether projected course offerings can be/are being communicated to students at least 12-24 months in advance of their being offered.

Agents: Head, Dean of the Faculty

Completion by: Fall 2023

Recommendation 5: That Kinesiology report on its strategic plan, including information on how it will capitalize on its strengths (which include a strong focus on undergraduate research experiences, graduate internships, co-operative education and award-winning faculty), in order to find the niche that best matches its strengths.

Agents: Head, Dean of the Faculty, Kinesiology Council

Completion by: Fall 2025

UNIVERSITY OF WINDSOR
UNIVERSITY PROGRAM REVIEW (UPR)
FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN: SCHOOL OF CREATIVE ARTS
UNDERGRADUATE AND GRADUATE PROGRAMS
January 2022

Executive Summary of Cyclical Program Review of the School of Creative Arts (SoCA) Programs

In accordance with the University's Institutional Quality Assurance Process (IQAP), the School of Creative Arts 2016-2017 Self-Study, submitted to the Office of Quality Assurance on January 25, 2021, included: 1) descriptions and an analysis of the programs, their learning outcomes, curriculum structure, and student experience; 2) information on enrolments as well as financial, physical and human resources; and 3) the program data including the standard data package provided by the Office of Quality Assurance. Appended to the Self-Study were faculty member CVs, the Leddy Library report, course descriptions and syllabi, handbooks for the various programs, and prior cyclical program review reports for Visual Arts and Music.

The School of Creative Arts programs were reviewed by Dr. Susan Shantz, Department of Art and Art History, University of Saskatchewan; Dr. T. Patrick Carrabré, School of Music, University of British Columbia; and Dr. Terry Sefton, Faculty of Education, University of Windsor. In addition to reviewing the Self-Study, the Review Team conducted a two-day virtual site visit on May 3-4, 2021, which in addition to a virtual walk-through tour of the facilities and website, included meetings with faculty and students from all programs; support staff; the Acting Director of SoCA; the Undergraduate and Graduate Program Chairs; the Dean of the Faculty of Arts, Humanities, and Social Sciences; and the Dean of Graduate Studies and Office of Quality Assurance.

The Review Team began their report (June 2021) with a disclaimer that the period under review was 2011-2017, providing context that the delay was due to a number of factors, including the move to the new downtown facilities (2017-2018), continuous leadership changes and most recently, the onset of the pandemic. Focusing on the programs as at 2017, the Review Team noted that the graduate and undergraduate programs are consistent with the University of Windsor's mission statement, and that for the most part, they have clearly outlined and appropriate program learning outcomes. The reviewers did note that some programs had the same learning outcomes and that learning outcomes were not provided for all programs; they confirmed that the School needs to provide distinct learning outcomes for each stand-alone, combined or concurrent program. Admission and program requirements, as well as teaching and assessment methods for the visual arts, film and music programs, were deemed appropriate and effective in meeting the stated program-level learning outcomes. Nevertheless, the School is encouraged to reconsider a portfolio requirement for admission to the undergraduate BFA program, as well as to review undergraduate curricula with a view to adding greater interdisciplinarity and increasing course flexibility within and across the undergraduate programs. The latter would apply particularly in the BMus programs, and would serve (i) to ensure that the curricula continue to reflect the current state of the discipline and (ii) to enhance student recruitment and retention.

The Review Team was impressed with the graduate programs and the Visual Arts and the Built Environment (VABE) program with the University of Detroit Mercy, noting that these herald good, strong opportunities for growth if appropriately supported. The School is comprised of dedicated faculty members engaged in serious scholarly and creative activities, and benefits from committed and efficient support staff. The Review Team noted the varied opportunities for undergraduate and graduate students to exhibit or present their work, and to collaborate with faculty members or community organizations. Overall, the Review Team found that undergraduate and graduate programs met the evaluation criteria in the IQAP.

The Acting Director of SoCA and Dean of the Faculty of Arts, Humanities, and Social Sciences submitted their responses to the External Reviewers' Report (November 2021), addressing the recommendations, identifying follow-up actions, and providing clarification or corrections, as appropriate. The Senate Program Development Committee (PDC) Final Assessment Report and Implementation Plan (January 2022) considered all the above documentation. The Executive Summary and Implementation Plan, along with any response from the area on the final recommendations, were submitted to Senate in February 2022.

Final Recommendations and Implementation Plan (in priority order)

Final recommendations were arrived at by the Program Development Committee, following a review and assessment of the External Reviewers report, the response from the School of Creative Arts, and the Dean's response.

Recommendation 1: That the School:

- a) create a combined Mission Statement for SoCA that includes Film (there are currently separate Mission Statements for Visual Art and Music only), consistent with the new institutional strategic plan; and
- b) discuss and determine whether the Standards for Tenure and Promotion document sufficiently addresses expectations for faculty in VABE and Film in the combined SoCA unit (emphasis seems to be on VA and Music).

Agents: Director of SoCA, School Council, Dean of the Faculty

Completion by: Fall 2023

Recommendation 2: That the School undertake a curriculum review and mapping exercise of its programs, including:

- a) clarifying learning outcomes, for each undergraduate degree program, that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate". (NOTE that some of these have been completed in the Self-Study document but a few overlap and could be clarified ie. MACS Honours lists the same learning outcomes as the BA General) [*Learning outcomes for the MFA in Visual Arts have been submitted and are appended.*]
- b) determining the need for each degree program or stream and whether some might be eliminated, clarified or combined to emphasize the unique interdisciplinary opportunities of SoCA, provide more pathways to completion (flexible requirements), and address low enrolments in certain degrees (e.g., MACS, Music)
- c) considering the establishment of a required first-year interdisciplinary course that would be required of all SoCA students, and which would introduce the incoming cohort to the varied disciplines in SoCA as well as to writing and research skills unique to the SoCA disciplines.
- d) considering the introduction of courses or workshops to enhance undergraduate skills in writing (possibly in collaboration with Leddy Library staff)
- e) creating a capstone course, available to all SoCA students, that would encourage interdisciplinary projects.
- f) reporting on the impact of initiatives to increase retention rates between first-year and second-year in the Visual Arts programs.
- g) considering whether the re-introduction of a portfolio review for entry or progression through the BFA degree program would be useful.
- h) reconsidering the core Music curriculum, by reducing the music theory and history sequence to two semesters each and allowing students more opportunity to develop higher-level skills through thematic electives (moving away from period- and genre-based courses, embracing content beyond the western classical tradition).
- i) providing an update on the successful maintenance of the changes relating to the BFA Film Production.

Agents: Director of SoCA, Dean of the Faculty, School Council, Centre for Teaching and Learning

Completion by: Fall 2025 (or next Self-Study report, whichever comes first)

Recommendation 3: That SoCA submit a request to the Dean to resource technical staff positions in a) Printmaking (so this facility can become operative in the new building) and b) IT support (so this position can fully support SoCA and not be split with an unreasonable workload to serve other downtown campus units).

Agents: Director of SoCA, Dean of the Faculty

Completion by: Fall 2025 (or next Self-Study report, whichever comes first)

Recommendation 4: That there be ongoing dialogue between SoCA faculty and Director to ensure that a) teaching, research and services responsibilities/roles are clear, especially with respect to teaching and the differential contact hours in some studio and individual music lesson courses (in doing so, MUSCAN-applied teaching loads should be reviewed and considered) and b) that the SoCA administrative flow chart adequately reflect current and future practices to best support workflow and the administrative needs of SoCA.

Agents: Director of SoCA, Dean of the Faculty

Completion by: Fall 2023

Recommendation 5: That the Director of SoCA, working with faculty members and the University of Windsor, plan a celebratory Open House/official opening of the downtown facility.

Agents: Director of SoCA, School Council, Dean of the Faculty

Completion by: Fall 2023 (or once pandemic has ended)

Recommendation 6: That the Director of the School serve as the representative of the University of Windsor at meetings of the Canadian Association of Fine Arts Deans, in place of the Dean of FAHSS, as well as at meetings of the Canadian University Music Society, thus providing an opportunity to discuss issues of common interest to Fine and Performing Arts programs such as decolonization and curriculum development, best hiring practices, and discipline specific software licensing.

Agents: Director of SoCA, Dean of the Faculty

Completion by: Winter 2022

Appendix – New: Learning Outcomes for MFA in Visual Arts

MFA in Visual Arts

Program Learning Outcomes:

Program Learning Outcomes (Degree Level Expectations) <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
<p>Understand the role of research, technique and concept and be able to organize and articulate conclusions to their studio art projects; Recognize contemporary concepts and issues in art and be able to articulate them; Gain a clear understanding of the art historical and social dimensions of art practice (contemporary and historic); understand that our view of the past is shaped by the present.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge</p>
<p>Demonstrate the ability to research technical and conceptual concerns in creative activity and produce studio work that incorporates these concerns. Demonstrate analytical problem solving, critical thinking and proficiency in the practical aspects of skillful studio art production.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>Understand that the creative process is mobilized through a synthesis of the intuitive and the analytical. Identify and produce a coherent body of studio work. Understand that cultural history is embedded within a complex mix of social, political and technological histories.</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>Utilize written and verbal skills that demonstrate the ability to describe and evaluate visual experience. Produce skillfully constructed art projects that incorporate structural components (sculpture/painting).</p>	<p>D. literacy and numeracy skills</p>	<p>4.Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>Understand creative practice as a method of research and learning that integrates ethical issues, integrity and personal responsibility.</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>
<p>Ability to realize a coherent body of studio work in more than one studio area. Understand that a coherent body of work has the ability to communicate to an audience. Recognize the relationship between their own voice and the voice of others in relation to studio art practice and/or art historical visual culture.</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>Research and be able to demonstrate that in written assignments and class presentations understand and demonstrate the contexts of their particular art practice.</p>		
<p>Understand the role of artists in contemporary culture. Capacity for flexibility, versatility, risk taking and experimentation. Understand their personal artistic direction work collaboratively on research projects and in the production of studio art projects.</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>Demonstrate competence in producing a coherent body of work in more than one studio art area. Understand and apply how visual communication and studio art practice is culturally, politically, historically and economically bound.</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity</p>
<p>Value the importance of continuing ongoing research in critical and conceptual thought that is required to keep art practice relevant.</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

University of Windsor
Senate

*5.2.1: **Information Technology Services Annual Report (2021-2022)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.

**Academic Policy Committee
Annual Report
Information Technology Services
Fiscal 2021 / 22**

1. Executive Summary

A. Introduction

The [mission](#) of the Information Technology (IT) Services Department is to ensure that University systems, applications, and processes are designed, implemented and operated both effectively and efficiently, and serve the Mission and Strategic Priorities of the institution.

For additional information regarding how the strategic direction of IT Services supports the Strategic Priorities of the University, please refer to the [IT Services IT Strategic Plan](#).

B. Goals and Objectives of Reporting Year

In alignment with the Strategic Priorities of the University, IT Services has established Departmental goals and supporting initiatives for the fiscal 2021/22 year:

Ref.	Goals and Objectives	What Will Success Or Completion Look Like?	Supported Strategic Priorities
21-IT-01	UWinsite System Enhancements	Completion of SIS PUM upgrade, implementation of key planned system (SIS, FIS, CRM) enhancements and continued refinement of sustainment model	1,2,3,4,5
21-IT-02	LMS Solution Renewal	Completion of planning and procurement activities for LMS solution renewal and development of corresponding project implementation plan	1,2,3,5
21-IT-03	Fall Planning / Capital Project Support	Completion of projects to implement classroom technology, wireless network, QR code scanning enhancements and provide general return to campus support (i.e., web, etc.)	1,2,3
21-IT-04	Storage Infrastructure Renewal	Completion of project to refresh and modernize the existing storage infrastructure	1,2,3
21-IT-05	IT Operational Excellence	Continued assessment of potential collaborative initiatives (CUCCIO, CW-E, ORION) and refinement of existing operational and service practices to enhance service delivery	1,2,3,4
21-IT-06	<u>IT Initiatives</u> <i>Cybersecurity, Data Governance, Documentation, IAM, ITS Website, Service Excellence, Team Dynamix, Web Governance</i>	Completion of identified objective(s) for respective initiatives as per plans	1,2,3,4,5

IT Services has identified additional goals and objectives for the current fiscal for respective sub-units within the Department that support the priorities of the institution and provide areas of focus for supporting staff. These goals and objectives can be referenced at [IT Services Goals & Objectives](#).

To plan and implement these projects, IT Services undertakes a robust project management process to ensure related activities are aligned to the University's Strategic Priorities. Some examples of this alignment to the University's Strategic Priorities can be referenced in the projects and initiatives highlighted below:

1. ***Provide an exceptional undergraduate experience:***
 - Worked collaboratively with key campus partners to complete several return to campus initiatives including upgrade of several classrooms with hyflex technology, implementation of the SafeLancer app and associated QR code scanners and modernization of the campus wireless network
 - Continued practice of extended service coverage hours on the IT Service Desk to include evenings and weekends and support of live chat functionality for campus users
 - Supported upgrade of UWinsite Student to address several existing system issues and improve the overall experience for users
 - Maintained technical support for the planning of several University capital projects including Transforming Windsor Law (TWL) and Lancer Sport & Recreation Centre (LSRC)

2. ***Pursue strengths in research and graduate education:***
 - Continued support of ongoing campus Research Data Management (RDM) in collaboration with the Leddy Library and Office of Research Services to draft and implement processes to assist researchers in completion of Data Management Plans and other data governance practices
 - Maintained support of RedCap to assist researchers in the management of online databases and surveys
 - Completed upgrade of the eRSO system (research portal) to modernize the application and improve experience for users

3. ***Recruit and retain the best faculty and staff:***
 - Continued support of campus professional development and training activities for faculty, staff and students for core University systems including UWinsite, Office 365 (Teams, Stream, Bookings, Shifts) and Windows 10/11 applications, cybersecurity best practices and other general technology education initiatives
 - Supported updates to VIP, the University Human Resource Information System, to assist with future implementation of new modules including Time Capture, Time & Attendance and e-Recruitment

4. ***Engage and build the Windsor and Essex County community through partnerships:***
 - Maintained participation in [Connecting Windsor-Essex \(CW-E\)](#), a non-profit organization comprised of over 40 local stakeholder members and supported ongoing enhancements to internet connectivity for the Windsor-Essex region and other community initiatives including Technovation, a global challenge for students to work with mentors to identify a community problem and build a potential resolution into a working app

5. ***Promote international engagement:***
 - Continued support of ongoing enhancements to UWinsite Engage to deliver relevant and timely communications to campus constituents in order to improve engagement

C. Successes

In collaboration with various campus partners, IT Services has completed and continues to support several key University projects and initiatives including:

Major Campus Projects / Initiatives

- Return To Campus
 - Supported implementation of several key projects during the summer to ensure a safe return to campus for faculty, staff and students in Fall 2021. Highlights of some key projects are described below:
 - Classroom Technology
 - Upgrade of 19 classrooms across campus to incorporate hyflex technology to enable hybrid delivery of several courses
 - Implemented hyflex mobile cart technology for Drama and other identified areas for campus
 - Safe Lancer App
 - Implementation and ongoing maintenance of SafeLancer, a mobile Self-Assessment Questionnaire platform, for students, employees, volunteers, contractors and visitors to complete prior to coming to campus
 - QR Code Scanners
 - Design and install of over 70 QR code scanning stations to support contact tracing capabilities for individuals attending campus for school or work
 - Building Access
 - Provided technical support for implementation of new building access system being led by Facility Services
 - Campus Way Finding
 - Provided technical support for implementation of [CampusGo](#), a new campus way finding system to enhance campus user and visitor experience
 - Wireless Network
 - Upgrade to the campus wireless network to facilitate implementation of QR Code Scanner and Building Access projects and to enhance performance at designated exterior locations to support users
 - Vaccination Attestation
 - Developed and implemented vaccination attestation solution to facilitate tracking and reporting of campus member vaccination status
 - Reporting
 - Created dashboards for campus administrators and Health & Safety staff to monitor daily check-ins
 - Developed and continue to maintain reports provided to MCU and others
 - Maintained technical support for ongoing [LSRC](#), [TWL](#) and other key capital projects to ensure timely completion of assigned activities
- Capital Projects
 - Maintained technical support for ongoing [LSRC](#), [TWL](#) and other key capital projects to ensure timely completion of assigned activities

Major IT Services Projects / Initiatives

- Infrastructure
 - In coordination with campus partners, IT Services has led and supported the implementation of several major IT infrastructure upgrades / updates to improve user experience including:
 - Server and Storage Modernization – Phase 1
 - Completed procurement of equipment to upgrade and modernize current server and storage infrastructure
 - Network
 - Completed upgrades to wireless network core to modernize administrative functionality and enhance performance at identified campus locations
- Applications
 - Significant upgrades / updates have been made to key University systems including:
 - Microsoft
 - Based on continuing updates and enhancements to the overall Microsoft solution, IT Services has undertaken significant effort to maintain, improve and support respective applications including:
 - Office 365
 - Continuing deployment of feature updates and enhancements to several MS applications including Teams, Stream, Bookings and Shifts for the University community to improve collaboration and scheduling activities
 - Windows 10 and 11
 - Continued migration of University owned PC's from non-current versions of Windows to Windows 10 to support modernized desktop experience
 - Deployment of Windows 11 for targeted users and planning for broader rollout to campus
 - Power Automation
 - Implementation of SharePoint site and automation workflow to facilitate contract approval and processing of GA/TA appointments and Outstanding Scholars
 - Device Management
 - On-going deployment of device management for University owned devices to facilitate improved patching and update capabilities

- UWinsite
 - Continued provision of technical expertise and support to the respective Student, Finance and CRM (Engage, Service) systems:
 - UWinsite Student
 - Completed implementation of major PUM (PeopleSoft Update Manager) cumulative updates along with infrastructure upgrades (PeopleTools, Oracle database version, and server rebuilds)
 - PUM project facilitated implementation of several system enhancements to improve student, faculty and staff experience
 - UWinsite Finance
 - Completed retirement of JD Edwards Application (old FIS) with upgrade and preservation of historical data for auditing purposes
 - Implementation of ongoing Quarterly Releases to maintain current version
 - UWinsite Engage and Service
 - Implemented several enhancements including SSO (Single Sign On) for Agent Portal and expansion of Service Cloud to Student Awards & Financial Aid and Cashiers' Offices
 - UWinsite Licensing Renewal
 - In collaboration with campus partners, completed planning efforts for renewal of existing ERP licensing, with primary objective to optimize licensing and enhance functionality of overall solution

- Blackboard (LMS)
 - In collaboration with the Centre of Teaching & Learning and Office of Open Learning, several key system enhancements have been implemented:
 - Bb Learn
 - Maintained and enhanced server capacity to ensure robustness of system for continued increased online use
 - Completed annual upgrade to deliver new features that provide instructors and students with additional functionality
 - Additional integrated tools including Yuja (Enterprise Multimedia and Accessibility System) and Better Examinations (online examinations tool) implemented to provide more comprehensive system functionality
 - Bb Collaborate
 - Maintained support of toll-free phone service to provide cost-effective solution for students utilizing audio services to access courses
 - Increased storage capacity (multiple times throughout the year) to store and maintain additional content from courses
 - Continued efforts to enhance process to archive Bb collaborate recordings to alternate platforms to allow for continued access
 - LMS Licensing Renewal
 - Completed planning efforts to renew existing LMS licensing, including pending project plan and procurement

- VIP Core Upgrade
 - Completed required upgrades to facilitate implementation of modules that support time capture, time and attendance and e-Recruitment activities
 - Other Applications
 - IT Services, in collaboration with respective campus partner areas, have undertaken several system updates and enhancements throughout the fiscal period. Some notable application updates include:
 - StarRez (Residence Administrative Application)
 - Replacement of legacy application (STG) to manage residential housing for students
 - AIM (Accessible Information Management System)
 - Replacement of legacy application (SNAP) used by Student Accessibility Services with a more modernized solution
 - Raisers Edge
 - Update of application patches and implementation of e-receipts to enhance system functionality
 - Website
 - Ongoing development and enhancement of the University website including:
 - Refinement and update of [Return To Campus](#) and other campus websites
 - Review and update of University websites to ensure accessibility compliance to meet WCAG 2.0 requirements and investigation of automated tool to assist with process
 - Completion of migration of all University websites from Drupal v6 to v7 and planning for transition to v9
- IT Service Management (ITSM)
 - Maintained extended service coverage hours on the IT Service Desk to include evenings and weekends and introduced new chat function to provide additional support coverage for campus users
 - Continued development of ITSM program to facilitate continuous improvement of technical services and support including:
 - Service Model Enhancements
 - Finalized integration of “one-stop” shop for Client Services to support all information and classroom technology related needs through:
 - Standardization of systems and operational processes for all information and classroom technologies and services
 - Reassignment of staff to provide enhanced services and support
 - On-going training of IT Services staff on service management industry best practices (ITIL version 4) to ensure alignment of services with operational needs

- Performance Metrics

- Continuing review of key service metrics related to the technologies, systems and processes supported by IT Services to assess and improve Departmental performance, most notably:

- Service Requests (Tickets)

- Volumes

- Continued significant increase in 2021 in comparison to prior years

Year	New / In Process	Variance (YOY)	Completed	Variance (YOY)
2021	33,105	-7.0%	19,018	-8.3%
2020	35,613	32.3%	20,731	22.9%
2019	26,924	30.1%	16,863	15.8%
2018	20,702	9.1%	14,563	-2.7%
2017	18,973	-	14,968	-

- Service Level Agreement (SLA) Resolution Rates by Service Type

- IT Services reviewing SLA metrics to make continuous service improvements through process efficiencies and resource allocations

Service Type Category (2021 Ticket Volume)	Number of Days ¹			SLA Improvement (YOY)
	2019	2020	2021	
Identities & Directories (6,359)	7.8	2.6	0.9	65%
Teaching & Learning (2,486)	5.9	4.6	1.0	78%
UWinsite (2,566)	29.2	20.4	7.75	62%
Messaging & Collaboration (1,695)	13.8	5.2	3.3	38%
Other Services (7,696)	16.9	1.3	3.9	-230%

- Client Satisfaction

- IT Services continuing to administer surveys to assess client satisfaction
 - Overall satisfaction scores of survey respondents decreased slightly in 2021 in comparison to 2020, but continue to trend positively in relation to prior years

Year	Average Satisfaction Score (rating out of 5)			Satisfaction Variance (YOY)
	Online / TDX ²	Website Experience	Overall Service Rating	
2021	4.68 (89%)	4.66 (88%)	4.75 (96%)	-1%, 0%, -1%
2020	4.72 (94%)	4.65 (93%)	4.78 (96%)	3%, 3%, 4%
2019	4.56 (91%)	4.52 (90%)	4.62 (92%)	2%, 2%, -2%
2018	4.49 (90%)	4.45 (89%)	4.69 (94%)	-

¹ Average number of days (based on business / operating hours), not including tickets with no defined SLA (e.g., Scantron service requests)

² Online / TDX refers to using TeamDynamix ticketing application

- System Availability
 - Average uptime of core systems (monitored) has slightly improved in 2021

Year	Average Uptime	Variance (YOY)
2021	98.0	0.1%
2020	97.9	-0.7%
2019	98.6	1.0%
2018	97.6	-

- Security
 - Several existing and new security related metrics are being monitored including:

Metric	Performance (2021 YTD Nov*)	Performance (2020 YTD Nov*)
E-Mail Blocked	42%	56%
Incoming Connections Blocked at Firewall	99%	98%
Known Comprised Accounts	127	93
Encrypted University Devices	3,341	1,992
Centrally Managed University Devices	15,644	10,872
Accounts Utilizing MFA	100%	100%

- Virtual Desktop Infrastructure (VDI)
 - In collaboration with the Leddy Library, maintained support of virtual desktop infrastructure (VDI) in Leddy Library, Faculty of Engineering and Faculty of Science to provide students with virtual, remote access to software and other computing resources to support online continued studies
 - Supported launch of Leddy Library [Laptop Lending](#) program to provide students with Chromebooks to facilitate online learning
- Desktop Technologies
 - Refinement of the existing [Preferred PC](#) program (Dell) for desktop technologies to deliver:
 - Continued standardization of supported PC devices and additional options for high-powered computing hardware
 - Better pricing and delivery times
- Security
 - Maintained efforts to enhance the University's cybersecurity program through:
 - Continued development and expansion of the IT [Cybersecurity](#) website including additional resources to support remote and other important information security protocols
 - Conducted self-phishing exercises for IT Services and Finance departments to improve cyber awareness of staff members
 - Delivered presentations and information sessions to various groups within the campus community to promote cyber awareness and education
 - Maintained participation in number of external cybersecurity initiatives with partner organizations (i.e., CUCCIO, CW-E) to further improve cybersecurity program

- IT Governance
 - Maintained efforts to lead and participate on several IT governance related initiatives to ensure continued campus engagement on key IT initiatives:
 - IT Governance
 - Maintained efforts to ensure ongoing transparency of key decisions related to information technology and facilitate an aligned, secure and sustainable technology strategy
 - Data Governance
 - Continued efforts to further develop and implement key data governance initiatives including:
 - On-going collaboration with Leddy Library, Office of Research Services and other campus partners to support development of a proposed campus framework to address Tri-Council Research Data Management (RDM) requirements
 - UWinsite Governance
 - Maintained support UWinsite Steering and respective Advisory Committees to ensure that identified business and technology requirements that impact the overall UWinsite system (Student, Finance and Engage) are addressed and provide oversight for the selection and implementation of new related systems, components and modules
 - LMS Governance
 - Supported continued activities of the LMS Steering Committee to:
 - Investigate and review potential LMS solutions, best practices, tools, processes in order to further enhance initiatives related to course delivery and learning activities
 - Created an LMS Project Steering Committee consisting of various faculty, staff and student members to ensure comprehensive renewal process for existing LMS licensing
 - VIP Governance
 - Supported continued activities of the VIP Steering Committee to:
 - Oversee the development and implementation of HRIS related strategies, projects and initiatives to ensure effective engagement of faculty, staff and students
 - Web Governance
 - Continued support of Web Advisory Committee activities provide oversight to the development, implementation and management of the University website
 - Specific activities related to the further development and review of University webpages and required accessibility requirements
 - IT Services Strategic Plan
 - IT Services has continued efforts to review and refine the [IT Services IT Strategic Plan](#) as required

D. Challenges

IT Services continues to face several challenges in supporting increasing service and technology expectations from the campus community. These challenges continue to be amplified given the primarily remote, on-line environment in which the University continues to operate.

Some key challenges have been highlighted below:

- Resources
 - On-going enhancements, maintenance and necessary client support for core campus systems and technologies, most notably Office 365, UWinsite, Blackboard and hyflex classrooms, have continued to consume significant IT Services time and resources in order to address operational needs. These increased demands, combined with other urgent pandemic related service requests continue to impede the Department's ability to complete planned projects and provide expected levels of service. Given the on-going anticipation of a more on-line environment and other continually changing pandemic related requirements, resources within IT Services will remain constrained.
 - To help address this challenge, IT Services continues to evolve and leverage an operational resource plan to ensure, to the extent possible, that staffing is appropriately aligned with required departmental activities
- Financial Sustainment
 - Escalating technology costs caused by incremental reliance on technology and increased equipment, licensing and support costs, further heightened by supply chain shortages as a result of the pandemic, have continued to constrain the budget of IT Services
 - To help manage this challenge to the extent possible, IT Services continues to leverage a business plan to forecast anticipated capital and operational expenses and maintain alignment with established budgets
- Supply Chain
 - Global chip shortages, along with other supply and logistics related concerns have resulted in significant lead time and delivery issues
 - To help address this challenge, IT Services has partnered with key vendors and attempted to plan required project work according to anticipated delivery times to ensure expectations and required timing can be reasonably achieved.
- Information Security
 - The online environment in which the University continues to operate has magnified risks and potential external cyber threats to campus systems and associated information. These risks have been highlighted with recent "Print Nightmare" and "Log4j" vulnerabilities that have resulted in several operational challenges and consumption of significant IT Services resources in order to address and mitigate potential issues.
 - To help address this situation, IT Services continues to develop and promote the IT Cybersecurity Program to provide a robust security infrastructure and improve cyber awareness and education within the campus community
- Professional Development
 - Limited departmental budgets continue to impair ability to provide IT Services staff with necessary training and development opportunities to maintain knowledge and skills associated with evolving technologies and systems
 - To help manage this challenge, IT Services continues to assess training and development opportunities and appropriately match to priority needs

2. Report

A. Goals and Objectives and the University's Strategic Plan

As mentioned previously in the Report, additional details on the goals and objectives that have been established for IT Services for the current fiscal year and how these support the University's Strategic Plan can be found at [IT Services Goals & Objectives](#).

B. Future Actions/Initiatives

- Return To Campus
 - Evolving pandemic related requirements continue to shift planned projects and initiatives, however, the following priorities have been confirmed for 2022:
 - Classroom Technology
 - Additional 12 mobile carts being prepped for deployment for Winter 2022 to support instructional use, with an additional 8 mobile carts being prepped for deployment to further support academic and administrative collaboration
 - Continued refinement and enhancement to hyflex technologies in existing classrooms and mobile carts to ensure rich experience by students and faculty
 - Implementation of hyflex technology in 8 meeting rooms across campus for use by faculty, staff and students
 - Update of other identified campus classrooms and lab spaces to implement active learning and realize other collaborative and pedagogical opportunities
- Capital Projects
 - Continue to provide required technical support for key capital projects such LSRC, TWL and other Facility Services projects in order to facilitate completion as scheduled
- Microsoft
 - Given the evolving nature of the Microsoft environment, IT Services continues to make significant resource investments to support of several related applications and programs. Some notable investments moving forward include:
 - Windows 10 and 11
 - Maintain efforts to deploy required updates to Windows operating system to ensure continued support and compatibility for campus users
 - Office 365
 - On-going implementation of new and continually changing Microsoft apps including Teams, Bookings and Shifts that further support collaboration and productivity activities across campus

- UWinsite
 - Successful negotiation of required renewal of existing ERP licensing with Oracle
 - Review, identification, prioritization and implementation of planned system enhancements for broader UWinsite solution, most notably for:
 - Student
 - Investigation and implementation of revamped graduate application process using Campus Solutions / replacing legacy application
 - Expanded use of GT Forms to facilitate improvements to self-service functionality
 - Finance
 - Implementation of Supplier Self-Service Portal to streamline vendor management
 - Planning for potential implementation of a new Research Accounting module to improve user experience and administration
 - Replacement of legacy eCommerce system with enhanced solution
 - Continued development and enhancement of query and reporting tools
 - Implementation of Research Grants – Payroll Commitments Integration to improve processing efficiencies
 - Engage and Service
 - Enhancements to chat functionality to improve user experience
 - Investigation into recruitment tools such as Oracle Fusion Sales & Service and Oracle Digital Assistant & Intelligent Advisor for potential implementation
 - Data integration fixes and review of new integration tools (Oracle Integration Cloud)
 - Implementation of SSO (Single Sign-On) for Ask Portal
- Blackboard (LMS)
 - Complete pending procurement process and commence implementation of new LMS solution
 - Continued expansion of available features and functionality with the existing LMS, as is possible, to provide faculty, staff and students with improvements to the current solution
- VIP (HRIS)
 - In collaboration with the Office of the Provost, Human Resources and Finance, initiate efforts to commence implementation of the following available system modules to further enhance user experience and recognize operational efficiencies:
 - Time & Attendance – establishment of a standardized, enterprise solution
 - Time Capture – integration of time capture devices and VIP system
 - e-Recruitment – replacement of Authorization for Hire, ARAC and Form 1 processes
- Website
 - Support continued development and improvement of the broader University website, more specifically as it relates to:
 - On-going development and maintenance of [Return To Campus](#) and other critical University websites and web-based solutions
 - Continued completion of accessibility audits and implementation of required updates to University websites to ensure compliance with WCAG 2.0
 - Finalize process to select and implement an automated web governance solution to support compliance process
 - Complete required planning and initiate migration of current Drupal version (v7) to more current version (v9)

- Desktop Technologies
 - Continued modernization and standardization of approximately 3,000 computer workstations across campus including upgrading the Windows operating system and enrolment of devices in the University device management system
- Network Infrastructure
 - Continue efforts to update the campus wireless network to improve performance at identified locations and enhance overall user experience
 - Complete project to replace existing server and storage area network infrastructure with new, modernized technologies
- Cybersecurity Program
 - Continue efforts to further develop existing IT Cybersecurity Program to strengthen user awareness and improve current security protocols
 - Finalize implementation plan for enterprise encryption solution
- Training
 - Continue efforts, as is possible, to provide user training for ever evolving applications such as Microsoft, UWinsite and other core solutions to promote better adoption and utilization of available campus systems and technologies
- IT Services Management
 - On-going assessment and refinement of a balanced IT scorecard that can be used to assess overall Departmental performance and effectively communicate status of identified key performance indicators
- University Strategic Planning
 - Provide required assistance, reporting and technical support for pending campus Strategic Planning process

C. Recommendations for Senate consideration (if any)

Continue support of IT Services through the following activities:

- Providing regular feedback on current campus technologies, systems and services that will support further enhancement of the user experience
- Fostering awareness and promoting the value of information technology related services within the broader University community
- Reinforcing the need to be compliant with applicable policies, protocols, recommendations and best practices to ensure the protection of University information technology related assets
- Advocating for ongoing education of adoption of cybersecurity initiatives and other new technology solutions being introduced across campus

University of Windsor
Senate

5.2.2: **Centre for Teaching and Learning Annual Report (2020-2021)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.

To view the full Centre for Teaching and Learning Annual Report, go to:
<https://www.uwindsor.ca/ctl/sites/uwindsor.ca.ctl/files/ctl-annualreport-2021.pdf>
(<https://www.uwindsor.ca/ctl/300/annual-reports>)

1. Executive Summary

Please refer to the full report: uwindsor.ca/ctl/300/annual-reports for additional details, figures, and images.

A. Introduction

The Centre for Teaching and Learning (CTL)'s **mandate is core to the mission** of the University of Windsor, as it enhances effective teaching and learning on campus through the thoughtful integration of interactive technologies and effective pedagogical practices. The role has been essential during the pandemic. It is also **critical to the current provincial context**, as it supports Ontario-wide teaching and learning goals and Strategic Mandate Agreements (SMA). Programming is intentionally designed to engage instructors at all stages of their career, and to build a network of faculty, students and staff across campus.

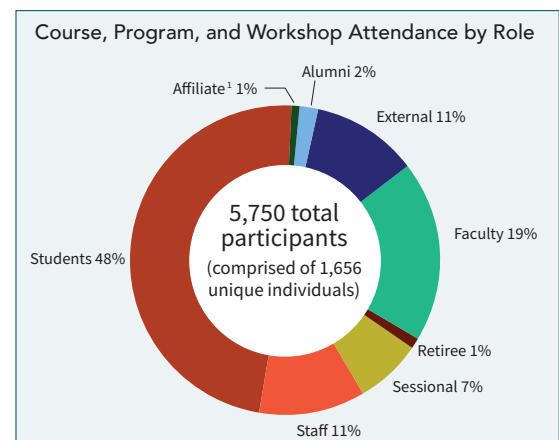


B. Goals and Objectives of Reporting Year: Strategic Priorities

1. Provide an exceptional undergraduate experience.
2. Pursue strengths in research and graduate education.
3. Recruit and retain the best faculty and staff.
4. Engage and build the Windsor and Essex County community through partnerships.
5. Promote international engagement.

C. Successes

- Hosted more than 5,700 instructors, staff, graduate students, and undergraduate teaching assistants at 146 courses, programs, and workshops, with **1,656** unique participants
- Played a central role during the COVID pandemic: e.g., BB Café had over 1,595 visits, and Blackboard workshops hosted over 2,700 participants
- Partnered with 60 students to support the campus online
- Recognized for COVID support through the University Impact Award, with Office of Open Learning (OOL)
- Initiated the LMS Review with the OOL and IT Services
- Supported Anti-Black Racism, partnering with the Office of Human Rights, Equity and Accessibility (OHREA) and Windsor University Faculty Association (WUFA) to host a workshop series with 247 participants from every Faculty
- Established the first Anti-Racism Pedagogies Teaching Leadership Chair in Canada with the Office of the President, welcoming Andrew Allen as the first incumbent
- Supported Indigenization through workshops with 461 participants, and partnering with Aboriginal Education Centre (AEC), and developed comprehensive [online resources](#)
- Engaged in successful research grants to understand the educational development role in Indigenization of curricula with a team of nine researchers from six universities from across Canada, disseminated through a webinar with 116 participants and developed connections with local and national Indigenous communities
- Hosted the oversubscribed University Teaching Certificate (UTC)
- Launched the [Curriculum Services website](#), a “one-stop shop” of evidence-based resources for course and program design with Senate Secretariat, Office of Quality Assurance, and Office of Institutional Analysis
- Enhanced the CTL/ITS-developed online curriculum mapping tool, [CuMA](#), which now allows users to easily save a snapshot of their curriculum maps at a given moment of time, to compare and document program development
- Offered the first fully online version of GATAcademy through the GATA Network
- Shifted the Early Career Faculty Mentoring Program online, hosting 30 faculty members
- Recognized Johanna Frank, through the University of Windsor Educational Leadership Award
- Enhanced national and international reputation through 20 publications, 9 conference presentations, 7 grants, and membership on 19 external committees or boards



D. Challenges

- Sustaining the ongoing support needed for remote and HyFlex teaching during the COVID pandemic
- Managing substantial personnel change during the year
- Securing financial support from external sources to help address fiscal constraints

2. Report

A. Area's Goals and Objectives and the University's Strategic Plan

The CTL's mandate is consistent with the educational goals and objectives identified in the University's Strategic Plan and Strategic Mandate Agreement, with particular focus on the undergraduate experience, research-based practice, graduate teaching development, and supporting faculty and staff. This year, there has also been work with the community. During the reporting period, there were several changes to the CTL's organizational structure, including the addition of a permanence-track Learning Specialist focusing on curriculum development, return of the Online Learning Systems Administrator from LTD, and change in the role of Learning Technologies Educational Consultant for a two-year leave.

1. Provide an exceptional undergraduate experience:

- a. Supported the campus during the ongoing pandemic
 - Worked with more than 940 unique participants for Blackboard support including instructors, staff, and GAVTAs, resolving more than 1,800 tickets
 - Enhanced virtual support initiatives:
 - BB Café virtual one-on-one drop-in support with 1,595 visits
 - Online training videos
 - Online sprint sessions
 - Virtual consultations with instructors from every Faculty
 - 16 new Wiki pages focused on all areas of online instruction, from opening a course site to submitting final grades
 - Campus-wide and department-specific workshops focused on engaging students online, authentic assessment, Blackboard and more
 - Web resources including FAQs related to teaching and learning issues for University-wide sites and email communications regarding teaching and evaluation practices
 - A campus-wide support website, [Teaching Online](#), a one-stop-shop for instructors to access resources, strategies, best practices, and templates for re-designing and offering their courses in the online setting: the site received more than 8,300 page views since its launch in August 2020
 - Hired 18 co-op students with external funding secured from the Government of Canada's Student Work Placement Program (SWPP), as well as five Ignite students and five part-time, contract alumni and students, to increase support for instructors using Blackboard
- b. Fostered exceptional teaching directly impacting student learning and retention across the institution
 - Hosted more than 5,700 participants (1,656 unique individuals) in 146 courses, programs, and workshops
 - Maintained strong CTL representation across campus with staff sitting on 71 campus committees
 - Consulted on institutional policies impacting teaching and learning, such as COVID academic changes, Online Exams Timing Guidelines (APC Subcommittee), LMS Archive and Retention Policies
- c. Initiated Anti-Black Racism projects
 - Joined the Anti-Black Racism Training and Education Committee led by OHREA to develop a multi-phase framework for raising awareness and understanding
 - Established Canada's first Anti-Racism Pedagogies Teaching Leadership Chair: Andrew Allen, Education
 - Partnered with OHREA and WUFA to develop the Anti-Black Racism Teaching and Learning Workshop Series: 247 faculty, staff, and academic administrators from every Faculty on campus attended five workshops
 - With the Office of the President, coordinated two workshops focused on anti-Black racism and organizational change specifically designed as professional development opportunities for upper administrators
 - Co-facilitated discussions focused on anti-racism, student inequity, and inclusivity for teaching and learning centre directors from across Canada
 - With the Office of the President and ORIS, developed new Anti-Black Racism Teaching and Learning Grants
 - Launched a community of practice for instructors interested in "resisting pedagogies" (i.e., anti-racist, Black liberational, anti-ableist, feminist, indigenous, queer)

"My colleague and I have several times discussed how the BB Café is the best thing about the university during this pandemic. Without them I certainly could do nothing on Blackboard. They are as patient as they are knowledgeable. My gratitude to them is boundless."

Instructor, 2021

- d. Worked on projects to Indigenize curriculum and pedagogies
 - Hosted 461 faculty, staff, and students at 10 campus-wide workshops focused on bringing Indigenous knowledges, approaches, medicines, and healing practices into classrooms and curricula
 - Partnered with the Aboriginal Education Centre to present a series of modules designed to empower those working with First Nations, Inuit, and Métis people with the knowledge needed to provide culturally appropriate, person-centred health care (particularly relevant for Kinesiology, Nursing, and Psychology)
 - Launched a comprehensive collection of [online resources](#)
 - Supported a subcommittee of the Program Development Committee (PDC) to review existing and external resources, and engaged in extensive consultations to modify the supports available for completing PDC forms for new courses and programs
 - Led a research project on the experiences, challenges, and perceived needs of educational developers hired into positions with a focus on Indigenization
 - Shared research findings through a research webinar, the *Waawayaanong Gathering: Educational Developers and Indigenizing Curriculum*, which welcomed 116 participants from 32 institutions
 - Confirmed funding to shift the Indigenous Curriculum and Pedagogy position from part-time to full-time
- e. Supported accessible learning environments
 - Participated in University-wide committees exploring accessibility, inclusivity, and diversity including the Accessibility Coordinating Committee and the Accessible Built Environment Committee
 - Held one-on-one consultations with instructors about universal design for learning, accessibility, and inclusivity
 - Created web resources and blog posts to foster inclusive and accessible teaching and learning environments
 - Began the integration and testing of Panorama into Blackboard, a software which scans uploaded documents and provides suggestions on how to make content more accessible
 - Facilitated a session on universal design as part of the Accessibility Awareness Days
 - In partnership with 10 Ontario institutions, collaborated on a successful eCampus Ontario Virtual Learning Strategy Grant to create a micro-credentialed mini-course to support accessibility
- f. Partnered with students to engage them in teaching, research and educational development
 - Published a study exploring the impact of students partnering with CTLs
 - Directly worked with over 60 students (Ignite work-study program, research and project assistants, GATA Coordinators, and workshop facilitators), as well as hundreds more involved in grants
- g. Encouraged the effective use of technology to enhance learning by integrating Blackboard Learn
 - Supported courses from every Faculty with an active Blackboard site
 - Collaborated with IT Services, OOL, and faculty and staff across campus to offer expertise in pedagogy, hardware management, programming, communications, and HyFlex teaching
 - Upgraded Blackboard, integrating a new text editor and McGraw-Hill publisher features
 - Collaborated with OOL to test and develop resources for the new video management platform, YuJa
 - Supported the increased use of Blackboard interactive tools for assignments
 - Resolved more than 1,800 help tickets focused on BlackBoard system administration, the virtual classroom, and student assessment tools – 91.35% of users indicated they were ‘very satisfied’ with the service
 - Began to develop a self-help ‘chat bot’ to provide just-in time support to instructors
 - Maintained a stable LMS with 99.7% uptime, supported by monitoring from IT Services
 - Renewed contracts for 15 Mentimeter licenses to enable interaction with students
- h. Initiated the LMS Review with IT Services and OOL as the current LMS Vendor has announced that they will no longer support self-hosting as of 2023
- i. Supported Learning Analytics consistent with enrollment and retention initiatives
 - Piloted new A4L dashboards with the Faculty of Human Kinetics and the FAHSS allowing for reporting and analysis of program bottlenecks, student retention, and service courses and common electives

2. Pursue strengths in research and graduate education:

- a. GATA Network (made up of 3 Coordinators co-supervised with Graduate Studies) continued online support during the COVID-19 pandemic.
 - Offered virtual office hours, and departmental and campus-wide online workshops
 - Developed online resources, including a comprehensive Instructor-GA/TA Checklist designed to support instructors, and GA/TAs in their course-related responsibilities

- b. Coordinated GA/TA professional development in teaching
 - Engaged more than 2,500 students in general CTL workshops as a form of professional development
 - Held GATAcademy orientations online, with 1,637 total participation in the two events
 - Held 10 GATA Network series workshops which welcomed 270 unique participants
 - Collaborated with the Faculty of Graduate Studies, Office of Career Development and Experiential Learning, and New Faculty Orientation to offer additional workshops
 - Facilitated the promotion and review of the GA and TA Awards for Educational Practice and Educational Leadership: the team received eight nominations
 - Shared information with students through Blackboard and social media accounts (Twitter, Facebook, and recently Instagram), which have been accessed by thousands
 - Acted as graduate student representatives on campus-wide teaching and learning committees
 - Provided feedback on graduate-level program and course development
- c. Engaged in scholarship related to graduate education
 - The GATA Network Coordinators secured grants focused on student partnerships and the development of transferable skills, the use of social media to improve online learning, and the imposter phenomenon
 - Shared results through peer-reviewed conference sessions and journal articles
- d. Encouraged and supported faculty as they developed a scholarly approach to teaching and evidence-based decision-making, and engaged in the scholarship of teaching and learning
 - Offered an online version of the six-week course, Scholarship of Teaching and Learning
 - Partnered and consulted with faculty across units on teaching and learning research
 - Invited article submissions to the CTL's Teach and Learn blog with contributions from 17 faculty, students and staff from across campus and beyond the CTL
- e. Offered Grants to support scholarship related to teaching and learning
 - Awarded three Centred on Learning Innovation Fund (CLIF) grants of \$2,000-5,000 to nine researchers
 - Continued to support modifications to awardees of the Nanadagikenim Seek to Know Grants
 - Provided three CTL travel grants to disseminate teaching research (remainder postponed due to COVID)
 - Partnered with ORIS to offer 11 Undergraduate Research Experience Grants to 12 researchers, a grant developed to encourage faculty to teach and mentor undergraduate researchers
 - Launched the inaugural Anti-Black Racism Teaching and Learning Grant in partnership with the Office of the President and ORIS
 - Initiated the one-time HyFlex Teaching and Learning grants with the Office of the President
- f. CTL Members engaged in research to contribute to the enhancement of teaching and learning in higher education
 - CTL members researched major themes such as: Indigenization; evaluation of teaching and educational development; cultivating institutional culture that values teaching; Students as Partners (SaP); educational leadership and change initiatives; curriculum development; impact of accountability on post-secondary institutions; and Scholarship of Teaching and Learning
 - Worked on seven ongoing research grants totaling over \$356,762 on teaching and learning projects
 - Disseminated CTL-staff research findings: 17 refereed journal publications; 3 book chapters; 1 guidebook; 5 non-reviewed blogs; 9 peer-reviewed conference sessions; 10 invited workshops; 10 videos; and 1 national research webinar
 - Supervised PhD students and acted as committee members or external readers on doctoral and master's committees, particularly those related to teaching and learning in higher education

3. Recruit and retain the best faculty and staff:

- a. Offered ongoing, core programming in different formats and lengths for faculty, sessional instructors, students, staff
 - Hosted workshops, programs, courses, consultations, departmental retreats, councils, guest lectures and webinars ranging from introductory level, one-time workshops to semester-long programming, designed to address the needs of instructors in different roles and at different stages in their careers
 - Worked with participants from all Faculties, with greatest number of unique participants from Science and FAHSS (see figure 3 in full report), approximately 60% of faculty attended registered workshops in 2020-21
 - Offered the University Teaching Certificate (UTC) which saw growth in interest and uptake, particularly from the graduate student population across all Faculties on campus as well as from externals from across Canada and internationally: in the last three years, the UCT has been oversubscribed with an extensive waitlist for upcoming registrations

- b. Supported curriculum development, revision, and mapping of new and existing programs
 - Offered curriculum consultations, retreats, and workshops
 - Provided feedback for over 200 sets of course-level learning and program-level learning outcomes that were approved by PDC and Senate
 - Launched the [Curriculum Services website](#), a “one-stop shop” of evidence-based resources for course and program design with Senate Secretariat, Office of Quality Assurance, and Office of Institutional Analysis – providing information and example materials for each stage of the curriculum development process: visioning, design, renewal, as well as institutional processes, such as PDC approvals and cyclical reviews
 - Enhanced the CTL/ITS-developed online curriculum mapping tool, CuMA, which now allows users to easily save a snapshot of their curriculum maps at a given moment of time, to compare and document program development
 - Worked with the Office of Experiential Learning on identifying experiential learning opportunities across campus that would meet the Ministry of Colleges and Universities and SMA 3 requirements
- c. Provided Early Career Faculty Support
 - Hosted nearly all full-time faculty hired in the last year in at least one CTL-facilitated workshop; and 100% received resources and information
 - Redesigned the New Faculty Orientation in an online format in collaboration with the Office of the Provost
 - Provided small group mentoring, with a two-person mentoring team made up of a late-career/Emeritus and mid-career faculty members with 30 early career faculty participating in the online format
- d. Provided support and networks for mid- to late-career instructors and administrator
 - Provided Senior Administrators with resources and information sessions during the pivot online with the Office of the Provost
 - Invited and mentored mid- to late-career faculty members to co-facilitate teaching and learning workshops and communities of practice, and join adjudication committees: 22 mid- to late- career faculty facilitated workshops
 - Awarded the UWindsor Educational Leadership Award to Johanna Frank, Department of English and Creative Writing
 - Offered the Teaching and Learning Senior Scholars Program, a fellowship for retired faculty members: Veronika Mogyorody (VABE) and Erica Stevens Abbitt (Dramatic Art)
- e. Launched initiatives for sessional instructors who face unique challenges
 - Sent personalized emails clearly articulating how the CTL might support sessionals during the pandemic
 - Facilitated a series of Blackboard-focused workshops, Sessional Saturdays
 - Offered extended drop-in hours during exams and holidays, as many sessionals tend to hold professional roles
 - Created a web page which includes a Sessional Onboarding Checklist as well as information around planning and managing a course, teaching online, and University policy and procedures
 - Supervised a PhD project examining professional development needs of sessional instructors at the University
- f. Examined effective approaches to evaluating teaching integrated with hiring, tenure, and promotion
 - Continued work on the Student Evaluations of Teaching Task Force chaired by Dennis Jackson, Psychology
 - Worked with over 100 people on teaching dossiers, and hosted the Teaching Dossier Academy
 - Hosted department specific workshops on teaching dossiers
- g. Celebrated teaching excellence, rewarding and valuing teaching
 - Welcomed over 165 people online for the 15th Annual Celebration of Teaching Excellence, which featured 39 awards
 - Acted as members of six teaching award committees at the University and one external award committee
- h. Engaged in regular outreach to share information with instructors and staff through a monthly newsletter with 1,452 subscribers; Teach-Learn Blog with 1,068 visits; website with 36,326 accesses to the main site; and Daily News articles and mass emails

4. Engage and build the Windsor and Essex County community through partnerships:

- a. Fostered relationships with Indigenous communities
 - Consulted with alumni, Elders, and Indigenous Knowledge Holders within the community as part of the consultation process to modify the PDC forms to provide more support for the Indigenization of curriculum
 - Consulted with the Treaties, Lands, and Environments Department located in Chippewa of the Thames First Nation, and the Anishnaabek Education Institute
 - Supported the Nanadagikenim Seek to Know Grants including collaborators from the Indigenous community
 - Invited Indigenous Knowledge Holders to share their expertise through workshops

- b. Included community member representation on the inaugural Anti-Black Racism Grant review committee
- c. External community members, including School Board members, attended webinars related to teaching remotely

5. Promote international engagement:

- a. Fostered international relationships and global perspectives
 - Staff were members of 19 external committees and boards, 18 national and international societies, and took leadership positions such as:
 - Erika Kustra as Past-Chair of the national Educational Developers Caucus (EDC), and member of the International Consortium of Educational Developers Global Advisory Group
 - Laura Chittle as a member of the Teaching Assistant and Graduate Student Advancement Group
 - Jaimie Kecheogo as a member of the EDC Indigenous Knowledges Community of Practice and Indigenous Curriculum Specialists Network
 - Jessica Raffoul as Associate Editor of the Canadian Journal for the Scholarship of Teaching and Learning as well as a member of the EDC Action Group of Evaluating Educational Development
 - Allyson Skene as a member of the EDC Action Group of Curriculum Mapping
- b. Contributed to keepteaching.ca, a national initiative which included resources and webinars supporting faculty and universities during the pivot online that was recognized internationally
- c. Consulted worldwide with educational developers and administrators on topics including Indigenization, teaching awards, support for online learning, scholarship of teaching and learning as well as educational leadership and CTL programs

B. Future Actions/Initiatives for 2021-22

1. **Pandemic and Return to Campus Support:** Support instructors, GAs, and TAs in the return to campus, in teaching online, and in delivering hybrid courses
 - Consult with instructors on making the pedagogical shift from online learning back to face-to-face instruction; and consult with service units on learning spaces and technology renovations as we plan to return to campus
 - Collaborate with OOL on introducing Better Examinations and YuJa and integrating these technologies with Blackboard
 - Support accessibility online
2. **Indigenization:** Facilitate increased awareness and support for Indigenization of curriculum; build our local community relationships and national networks; and work towards hiring a permanent Indigenous support position
3. **Anti-Black Racism:** Collaborate with other units on campus to provide support for anti-Black racism initiatives, including workshops, training framework, and support for the Teaching Leadership Chair
4. **Curriculum Support:** Support curriculum development, revision, and mapping for new programs and existing programs
5. **Students as Partners:** Work to enhance student partnerships within the CTL and across the institution
6. **LMS Support and Review:** Continue support for classroom teaching tools ranging from the use of the University's LMS to classroom response systems
 - Collaborate with IT Services and the Office of Open Learning to lead a review of LMS systems, as the University's current licensing with Blackboard Learn will expire, and Blackboard will no longer allow institutions to self-host
 - Implement data governance and learning analytics frameworks and systems with ITS and partners across campus
7. **Support Effective Teaching through Sustainable Core Programming:** Provide essential support of teaching (i.e., experiential learning, reflection, HIPs, authentic assessments, etc.) through coherent programming for all career stages
 - Early career faculty
 - Mid-to-late career and educational leaders
 - Sessional instructors
 - GA/TAs
8. **Scholarship:** Promote the scholarship of teaching, as well as a scholarly approach to effective teaching

C. Recommendations for Senate Consideration

Examination of the COVID policies for options that will be helpful to adapt for continued use.

D. Actions Identified in 2019-20, and Completed in 2020-21

In the previous 2019-20 Annual Report, the CTL identified future goals, actions, and initiatives. Please refer to Appendix C in the [2020-2021 full report](#) for a summary of the actions completed related to these goals.

**University of Windsor
Senate**

*5.2.3: **Faculty of Arts, Humanities and Social Sciences – Revision to Dean’s Honour Roll**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

At its November 18, 2021 meeting, the Faculty of Arts, Humanities and Social Sciences Council November 18, 2021 approved the following change to the Dean’s Honour Roll, effective for the 2021-2022 academic year.

FAHSS Dean’s Honour Roll Criteria:

1. Must have completed at least 10 or more courses with a major from the Faculty of Arts, Humanities and Social Sciences at the University of Windsor.
2. Must have obtained ~~an annual cumulative average of at least 86% by the end of the academic year (i.e., the end of the Winter semester).~~ **A cumulative average of at least 80% by the end of the academic year and reviewed at the end of winter semester annually.**
3. Must have enrolled in courses with a major from the Faculty of Arts, Humanities and Social Sciences at the University of Windsor in at least one semester during the academic year (i.e., Summer, Fall, Winter).

Background/Rationale:

The revision to have an annual cumulative average of at least 80% (rather than 86%) provides more opportunity for students to obtain this designation. Lowering the cumulative average also bring FAHSS’ Dean’s honour roll criteria in line with all other undergraduate Faculties at the University of Windsor.

**University of Windsor
Senate**

5.2.4a: **Definition of Full-time for Undergraduate Scholarship & Bursary Administration**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the Policy on the Definition of “Full-time” for Undergraduate Scholarship & Bursary Administration be approved.

Rationale:

Historically and for the purposes of undergraduate scholarship and bursary administration at the University of Windsor, the institutional definition of full-time was used, specifically 80% or more of a full course load where 5 courses is equal to 100% or 67% or more of a full course load where 6 courses in equal to 100% in any given semester. Exceptions are often made for bursaries which target financial need, as calculated by the Ontario Student Assistance Program (OSAP).

The current definition of full-time for OSAP purposes is any student taking 60% or more of a full course load or 40% or more of a full course load for students who have a documented permanent disability.

For students receiving both scholarships/bursaries and OSAP funding, the definition of full-time is often presented with confusion especially when students are contemplating dropping courses to a level that allows them to be still considered full-time for OSAP purposes, but part-time for scholarship/bursaries and therefore resulting in losing their scholarship/bursary eligibility.

In response to COVID-19, the University of Windsor temporarily amended the definition of full-time in 2020-21 and again in 2021-22 to align with the OSAP definition of full-time in order to accommodate students with challenging circumstances, so as not to lose scholarship/bursary eligibility if they elected to take advantage of the alternative grading system that was put in place.

Updating the policy associated with the definition of full-time for undergraduate scholarship and bursary administration purposes will afford students with the following benefits:

- Special scholarship average calculation based on overall 6 of 10 (where 5 courses/term is the prescribed course load) or 8 of 12 (where 6 courses/term is the prescribed course load);
- Students no longer have to be concerned with one course pulling down their GPA;
- Students may elect to take a course that they may not otherwise take for fear of impacting their cumulative average;
- Mitigation of stress and concern to support mental health concerns;
- Retention and building of good faith with students – we are here to support them;
- Promotion to prospective students – easier now to retain scholarship eligibility;
- Lessening of the financial burden often caused when a student loses their scholarship eligibility.
- Students with a documented permanent disability will be treated equally.

An important note for students to consider however, will be that students who choose to study at less than 100% of a full course load during one or more semesters will run out of scholarship eligibility terms and will therefore have no remaining scholarship payments (should they continue to meet the minimum average requirement) available to them to take their remaining courses to complete their degree requirements. Currently, under the full-time rule, students who elect to take only 4 courses per term are subject to the same limits. A special scholarship average calculation will have to be created based on a student's level progression to ensure that only a student's top 6 courses for the academic year are used for the purposes of the GPA calculation in year 1. Otherwise, students who elect to take 100% of a full course load will be at a disadvantage. The following table outlines the grades that will be used for the special scholarship average calculation:

	Max/Term = 5 Courses	Max/Term = 6 Courses
Entering Year 2	A student's top 6 out of 10 will be used	A student's top 8 out of 12 will be used
Entering Year 3	A student's top 12 out of 20 will be used	A student's top 16 out of 24 will be used
Entering Year 4	A student's top 18 out of 30 will be used	A student's top 24 out of 36 will be used

See attached.



***Policy Title:** Definition of “Full-time” for Undergraduate Scholarship & Bursary Administration

Policy Number: SAFA_SCH004

***Date Established:**

***Office with Administrative Responsibility:** Student Awards & Financial Aid

***Approver:** Senate

***Revision Date(s):** TBD

Introduction /Background / Purpose

The purpose of this policy is to specify the institutional definition of full-time undergraduate student for the purposes of undergraduate scholarship and bursary administration at the University of Windsor.

Application / Scope of Policy

This policy applies to all undergraduate students receiving scholarship and/or bursary funding that requires the student to be a full-time student.

Exceptions to Policy

By default, all terms that govern scholarship and bursary trusts/accounts where full-time is either specified or implied will align with the new definition of full-time for undergraduate scholarship and bursary administration purposes. This rule will apply unless specifically noted by the donor or organization that the student must be taking 80% or more of a full course load (where 5 courses is the required course load or 67% or more of a full course load (where 6 courses is the required course load).

Definitions

- (1) **Ontario Student Assistance Program (OSAP):** The Ontario Student Assistance Program (OSAP) is a financial aid program that can help students pay for college or university. OSAP offers funding through both grants (money students don't have to pay back) and a student loan (money students need to repay once they have completed school or once they stop taking 60% or more of a full course load for more than 6 months).

When students apply for OSAP, the government automatically considers them for both grants and a loan. If students don't want to take the loan portion, they can decline it after their application is approved. OSAP assists with paying for:

- a. Tuition
 - b. Books and equipment
 - c. Fees charged by the school
 - d. Living expenses (full-time students only)
 - e. Childcare (for full-time and part-time students with children)
- (2) A **scholarship** is an award of financial aid for a student to further their education. Scholarships are awarded based upon various criteria, such as academic merit, diversity and inclusion, athletic skill, financial need, among others or some combination of these criteria. Scholarship criteria usually reflects the values and

goals of the donor or founder of the award. While scholarship recipients are not required to repay scholarships, the award may require that the recipient continue to meet certain requirements during their period of support, such as maintaining a minimum grade point average or engaging in a certain activity (e.g., playing on a school sports team for athletic scholarship holders). Scholarships may provide a monetary award, an in-kind award (e.g., waiving of tuition fees or fees for housing in a dormitory), or a combination of both.

- (3) A **bursary** is a need-based monetary award made by any educational institution or funding authority to individuals or groups. It is usually awarded to enable a student to attend school, university or college when they might not be able to, otherwise. Some awards are aimed at encouraging specific groups or individuals into study.

Roles and Responsibilities

The Office of Student Awards & Financial Aid is responsible for the administration of this policy.

***Policy Statement**

For the purposes of undergraduate scholarship and bursary administration, the definition of full-time for undergraduate scholarship and bursary administration aligns with the OSAP definition of full-time – 60% or more of a full course load or 40% or more of a full course load for students with a documented disability. This policy applies to all institutionally funded undergraduate scholarship and bursaries as well as most donor/organizational sponsored awards unless otherwise indicated.

Students who choose to study at less than 100% of a full course load during one or more semesters will run out of scholarship eligibility terms and will therefore have no remaining scholarship payments (should they continue to meet the minimum average requirement) available to them to take their remaining courses to complete their degree requirements. Currently, under the full-time rule, students who elect to take only 4 courses per term are subject to the same limits. A special scholarship average calculation will have to be created based on a student's level progression to ensure that only a student's top 6 courses for the academic year are used for the purposes of the GPA calculation in year 1. Otherwise, students who elect to take 100% of a full course load will be at a disadvantage. The following table outlines the grades that will be used for the special scholarship average calculation:

	Max/Term = 5 Courses	Max/Term = 6 Courses
Entering Year 2	A student's top 6 out of 10 will be used	A student's top 8 out of 12 will be used
Entering Year 3	A student's top 12 out of 20 will be used	A student's top 16 out of 24 will be used
Entering Year 4	A student's top 18 out of 30 will be used	A student's top 24 out of 36 will be used

Review By: January 1, 2027

Cross References

- Policy on Continuous Terms of Eligibility for Student Awards
- Policy on Renewable Scholarship Eligibility for Concurrent Education Students

**University of Windsor
Senate**

5.2.4b: **Continuous Terms of Eligibility for Student Awards**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the Policy on Continuous Terms of Eligibility for Student Awards be approved.

Rationale:

The current policy states that recipients must register as full-time students (i.e. at least 80% of a full course load for the student's program per semester, taken for credit). The minimum course load requirement for some of our need-based awards is 60%. A student who drops below the required minimum course load will lose 2 terms of eligibility for the ensuing academic year. Students may request a review if there were extenuating circumstances.

In response to COVID-19, the University of Windsor temporarily amended the continuous terms of eligibility requirement in 2020-21 and again in 2021-22 to ensure students were not disadvantaged by extenuating circumstances caused by the COVID-19 pandemic.

Often, and sometimes due to the confusion of the definition of full-time status, students will drop courses without fully understanding the implications of their decision. To support students and to mitigate further stressors that may be placed upon them because of a situation that they are already dealing with, we are proposing offering students a maximum of 2 exemptions. Dropping to part-time or withdrawing for a term generally occurs because of some type of extenuating situation, which for the student, will already create delays for them from a degree completion perspective. For a high-achieving student, allowing the student to maintain their terms of eligibility will create goodwill and provide students with the support needed to complete their degree requirements.



***Policy Title:** Continuous Terms of Eligibility for Student Awards

Policy Number: SAFA_SCH201

***Date Established:**

***Office with Administrative Responsibility:** Student Awards & Financial Aid

***Approver:** Senate

***Revision Date(s):** TBD

Introduction / Background / Purpose

The purpose of this policy is to clarify the requirements for continued terms of eligibility for student awards.

Application / Scope of Policy

This policy applies to all undergraduate students receiving scholarship and/or bursary funding that is renewable.

Exceptions to Policy

By default, all terms that govern scholarship and bursary trusts/accounts where continuous terms of eligibility is specified or implied will align with the new policy.

Definitions

- (1) A **scholarship** is an award of financial aid for a student to further their education. Scholarships are awarded based upon various criteria, such as academic merit, diversity and inclusion, athletic skill, financial need, among others or some combination of these criteria. Scholarship criteria usually reflects the values and goals of the donor or founder of the award. While scholarship recipients are not required to repay scholarships, the award may require that the recipient continue to meet certain requirements during their period of support, such as maintaining a minimum grade point average or engaging in a certain activity (e.g., playing on a school sports team for athletic scholarship holders). Scholarships may provide a monetary award, an in-kind award (e.g., waiving of tuition fees or fees for housing in a dormitory), or a combination of both.
- (2) A **bursary** is a need-based monetary award made by any educational institution or funding authority to individuals or groups. It is usually awarded to enable a student to attend school, university or college when they might not be able to, otherwise. Some awards are aimed at encouraging specific groups or individuals into study.
- (3) A **renewable** award is an award in which the student is eligible for the award to automatically renew in a subsequent term or academic year, provided that certain conditions are met.

Roles and Responsibilities

The Office of Student Awards & Financial Aid is responsible for the administration of this policy.

****Policy Statement***

Renewable awards are paid based on a minimum of two academic terms within an academic year. If it is necessary for a student to take a term off, or should the student drop below the minimum course load in any semester for personal reasons, the student will maintain their eligibility for the scholarship. A student will be allowed a maximum of 2 instances of these occurrences before losing a period of eligibility. If the scholarship has not yet been disbursed to the student, the scholarship will be assigned to the next presumed full-time academic term provided all other qualifying conditions exist i.e., minimum average and course load required are met, and the student does not lose a term or period of eligibility. If the scholarship has already been disbursed, the University will not rescind the scholarship payment and the term will count against a student's overall terms of eligibility.

Review By: January 1, 2027

Cross References

Policy on the Definition of “Full-time” for Undergraduate Scholarship & Bursary Administration

Policy on Renewable Scholarship Eligibility for Concurrent Education Students

**University of Windsor
Senate**

5.2.4c: **Renewable Scholarship Eligibility for Concurrent Education Students**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the Policy on Renewable Scholarship Eligibility for Concurrent Education Students be approved.

Rationale:

Historically, undergraduate, renewable scholarship payments are assigned regardless of the career in which a student is registered. A student's education grades are calculated in the student's cumulative/scholarship average should a student's undergraduate average not meet the minimum 85% but subsequently meets the 85% minimum average requirement after the education grades are factored in. This is how it was managed systematically in our Legacy system. However, in Campus Solution we must now manage it manually because cumulative averages are tracked separately within the Education and Undergraduate career respectively. Aggregate scholarship information is tracked and must be manually amended when a student changes from one career to another e.g., from Undergraduate to Education.

The proposed policy specifies how renewable scholarships will be disbursed to students in Concurrent Education programs.

Example of a **Concurrent** student receiving an open entrance scholarship with 8 terms of eligibility:

Current Methodology:

First Year: Undergraduate = 2 terms of eligibility

Second Year: Education = 2 terms of eligibility assigned provided minimum cumulative average met after year 1

Third Year: Undergraduate = 2 terms of eligibility assigned provided minimum cumulative average met after year 2 – undergraduate and education courses must be manually reviewed if minimum cumulative average has not been met in both careers.

Fourth Year: Undergraduate = 2 terms of eligibility assigned provided minimum cumulative average met after year 3 – undergraduate and education courses must be manually reviewed if minimum cumulative average has not been met in both careers.

Fifth Year: Education – No terms of eligibility remaining.

Proposed Methodology:

First Year: Undergraduate = 2 terms of eligibility assigned

Second Year: Undergraduate = 2 terms of eligibility assigned provided minimum cumulative average met after year 1

Third Year: Education = Scholarship not assigned

Fourth Year: Undergraduate = 2 terms of eligibility assigned provided minimum cumulative average met after year 2 (2nd year of undergraduate studies)

Fifth Year: Education – 2 terms of eligibility assigned provided minimum cumulative average met after year 4 (3rd year of undergraduate studies)

No changes are anticipated for a **Concurrent/ECE** student receiving an open entrance scholarship with 8 terms of eligibility due to the fact that their one year at St. Clair College replaces Year 2 of a student's BA. In order to ensure that the student is eligible to receive all 8 semesters of funding, an allowance would be made to allow terms of eligibility for both Education career years. However, only undergraduate courses will be used to determine renewal eligibility. A student's cumulative average at the end of year 1 will determine their renewal eligibility in their 3rd year (Year 1 of BED) and their 4th year (Year 3 of UGRD).

Current Methodology:

First Year: Undergraduate = 2 terms of eligibility

Second Year: ECE @ St. Clair College – Scholarship not assigned

Third Year: Education = 2 terms of eligibility assigned provided minimum cumulative average met after year 1.

Fourth Year: Undergraduate = 2 terms of eligibility assigned provided minimum cumulative average met after year 3 – undergraduate and education courses must be manually reviewed if minimum cumulative average has not been met in both careers.

Fifth Year: Education – 2 terms of eligibility assigned provided minimum cumulative average met after year 4 – undergraduate and education courses must be manually reviewed if minimum cumulative average has not been met in both careers.

Proposed Methodology:

First Year: Undergraduate = 2 terms of eligibility

Second Year: ECE @ St. Clair College – Scholarship not assigned

Third Year: Education = 2 terms of eligibility assigned provided minimum cumulative average met after year 1.

Fourth Year: Undergraduate = 2 terms of eligibility assigned provided minimum cumulative average met after year 3 – undergraduate and education courses must be manually reviewed if minimum cumulative average has not been met in both careers.

Fifth Year: Education – 2 terms of eligibility assigned provided minimum cumulative average met after year 4 – undergraduate and education courses must be manually reviewed if minimum cumulative average has not been met in both careers.

***Policy Title:** Renewable Scholarship Eligibility for Concurrent Education Students

Policy Number: SAFA_SCH202

***Date Established:**

***Office with Administrative Responsibility:** Student Awards & Financial Aid

***Approver:**

***Revision Date(s):** TBD

Introduction /Background / Purpose

The purpose of this policy is specifies how renewable scholarships will be disbursed to students in Concurrent Education programs.

Application / Scope of Policy

This policy applies to all undergraduate Concurrent Education students receiving renewable scholarship and/or bursary funding who are required to switch careers.

Exceptions to Policy

By default, all terms that govern scholarship and bursary trusts/accounts where continuous terms of eligibility is specified or implied will align with the new policy. This policy will apply to students beginning their studies in 2022-23 only. All current students will be grandfathered under the old policy until their degree requirements are met.

Definitions

- (1) A **scholarship** is an award of financial aid for a student to further their education. Scholarships are awarded based upon various criteria, such as academic merit, diversity and inclusion, athletic skill, financial need, among others or some combination of these criteria. Scholarship criteria usually reflects the values and goals of the donor or founder of the award. While scholarship recipients are not required to repay scholarships, the award may require that the recipient continue to meet certain requirements during their period of support, such as maintaining a minimum grade point average or engaging in a certain activity (e.g., playing on a school sports team for athletic scholarship holders). Scholarships may provide a monetary award, an in-kind award (e.g., waiving of tuition fees or fees for housing in a dormitory), or a combination of both.
- (2) A **bursary** is a need-based monetary award made by any educational institution or funding authority to individuals or groups. It is usually awarded to enable a student to attend school, university or college when they might not be able to, otherwise. Some awards are aimed at encouraging specific groups or individuals into study.
- (3) A **renewable** award is an award in which the student is eligible for the award to automatically renew in a subsequent term or academic year, provided that certain conditions are met.

Roles and Responsibilities

The Office of Student Awards & Financial Aid is responsible for the administration of this policy.

****Policy Statement***

Renewable scholarship payments are assigned to students while registered in their undergraduate career terms only and a student's cumulative average/scholarship average calculation is based on their undergraduate career courses only. Students who have 2 periods of eligibility remaining who are completing a general concurrent education degree, may receive their final two terms of eligibility in their final year while registered in their education career. For all other scholarships where the terms of reference specifies undergraduate studies in a specific faculty or department, students registered in concurrent education will be considered for Faculty/Department specific scholarships or bursaries when registered in their undergraduate career only. Exceptions will apply for certain awards offered by the Faculty of Education where consideration can be given to students who are registered in either their Undergraduate or Education career.

Example of a **Concurrent Education program** student receiving an open entrance scholarship with 8 terms of eligibility:

First Year: Undergraduate = 2 terms of eligibility assigned

Second Year: Undergraduate = 2 terms of eligibility assigned provided minimum cumulative average met after year 1

Third Year: Education = Scholarship not assigned

Fourth Year: Undergraduate = 2 terms of eligibility assigned provided minimum cumulative average met after year 2 (2nd year of undergraduate studies)

Fifth Year: Education – 2 terms of eligibility assigned provided minimum cumulative average met after year 4 (3rd year of undergraduate studies)

Example of a **Concurrent Education program/Early Childhood Education diploma** student receiving an open entrance scholarship with 8 terms of eligibility:

First Year: Undergraduate = 2 terms of eligibility

Second Year: ECE @ St. Clair College – Scholarship not assigned

Third Year: Education = 2 terms of eligibility assigned provided minimum cumulative average met after year 1.

Fourth Year: Undergraduate = 2 terms of eligibility assigned provided minimum cumulative average met after year 3 – undergraduate and education courses must be manually reviewed if minimum cumulative average has not been met in both careers.

Fifth Year: Education – 2 terms of eligibility assigned provided minimum cumulative average met after year 4 – undergraduate and education courses must be manually reviewed if minimum cumulative average has not been met in both careers.

Review By: January 1, 2027

Cross References

Policy on the Definition of “Full-time” for Undergraduate Scholarship & Bursary Administration

Policy on Continuous Terms of Eligibility for Student Awards

**University of Windsor
Senate**

*5.2.5: **Revisions to Policies on English Language Proficiency Requirements**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the Policy on Undergraduate English Language Proficiency Requirement and the Policy on Graduate English Language Proficiency Requirement be merged and that the resulting Policy on English Language Proficiency Requirement be approved.

Policy on English Language Proficiency Requirement
[MERGED Graduate and Undergraduate Policies]

For applicants whose native language is not English, evidence of English proficiency must be provided. The following outlines the means by which an applicant can satisfy or be exempted from this requirement. Applicants who are uncertain regarding the status of their qualifications with respect to this policy should contact the Office of the Registrar for further information.

A. Exemptions

The English Language Proficiency (ELP) requirement may* be waived for applicants who have completed:

- (a) at least three consecutive years of full-time study in a recognized secondary school (undergraduate) including the satisfactory conclusion of English 12U (or equivalent); or,
- (b) at least two consecutive years of full-time study in a post-secondary institution where the primary language of instruction is English within the past two years (undergraduate); or,
- (c) an undergraduate or graduate degree where at least two consecutive years of full-time study was instructed primarily in English within the past two years (graduate) in an English language speaking countries (see list of exempt countries for graduate applicants - <https://www.uwindsor.ca/graduate-studies/346/admission-requirements>).

*Applicants seeking any of these exemptions will be required to provide satisfactory evidence that the primary language of instruction was in English.

The ELP requirement may be waived for applicants educated in countries whose accredited education system is based in English. In specific cases, undergraduate applicants educated at specifically confirmed English-based universities in some countries will be exempt from the ELP requirement. The Office of the Registrar maintains a complete list of ELP exempt English speaking countries and specific exempt immersive English instruction universities is maintained on the International Students admissions webpage (<https://future.uwindsor.ca/international-students>).

An exception may be granted to an applicant who can demonstrate immersed professional employment requiring proficient communication in a solely English language environment for at least 3 years.

Exceptions may be denied, or may be revoked, if contradictory evidence exists, including but not limited to low standardized ELP test scores, low grades in an English-based course, or significant communication difficulties.

Special arrangements will be made for students attending the University under an approved international exchange program.

Applicants who do not satisfy any of the above exemptions and wish to be considered on an exception basis must provide the Office of the Registrar with a letter detailing the reasons for their appeal and include alternative evidence (e.g., a letter of recommendation from previous education and/or employment). These individual circumstances will be reviewed by the Registrar or designate (undergraduate), or the Dean of Graduate Studies (graduate), whose decision shall be final. Where an exemption is not granted, these applicants will be required to demonstrate ELP in accordance by presenting appropriate evidence (section B).

B. Evidence of English Language Proficiency

All applicants whose native language is not English and who are ineligible for an exemption, must demonstrate proficiency in English to be considered for admission. A list of acceptable forms of evidenced to demonstrate ELP is provided below. These scores represent the minimum institutional requirement, where specific undergraduate and graduate programs may require a higher overall score or specific component scores beyond the minimum stated. Specific requirements can be found in the Undergraduate and Graduate Calendars and on the program specific admission requirement webpages.

- 1) A minimum score of 6.5 on the International English Language Testing System (IELTS) – Academic or IELTS Online.
- 2) A minimum score of 83 with a writing score of 20 on the Internet-based Test (IBT®) of English as a Foreign Language (TOEFL) or TOEFL iBT® Home Edition online test. Prospective students completing the Paper-Delivered Test (PDT) TOEFL (as offered from October 2017) will have their results assessed on an individual basis.
- 3) A minimum score of 115 for undergraduate applicants and a minimum score of 120 for graduate applicants on the current Duolingo English Test (DET).
- 4) A minimum score of 60 for undergraduate applicants and a minimum score of 70 for graduate applicants on the Canadian Academic English Language (CAEL) Assessment or CAEL At Home online assessment.
- 5) A minimum score of 60 for undergraduates and a minimum score of 65 for graduate applicants on the Pearson Test of English (PTE) – Academic or PTE Academic Online.
- 6) A minimum overall score of 176 on the Cambridge English: Advanced (CAE) or the Cambridge English: Proficiency (CPE); or
- 7) Successful completion of the University of Windsor's English Language Improvement Program (ELIP)* (level III) with a minimum final grade of 75%; or
- 8) Receive a minimum of five semester transfer credits based on work completed at a recognized English-speaking University in at least one term of full-time study (not applicable to graduate applicants); or
- 9) Receive a minimum of ten transfer credits based on work completed at an Ontario College of Applied Arts and Technology (CAAT) or equivalent post-secondary institution with an overall transfer admission average of B (not applicable to graduate applicants); or
- 10) Completion of the full International Baccalaureate (IB) Diploma with a minimum score of 4 or better in an HL or SL English A: Literature **OR** HL or an SL English A: Language and Literature course; English B course is not acceptable (not applicable to graduate applicants); or
- 11) Be academically admissible under the British-based GCSE, IGCSE or GCE credentials and achieve a minimum final grade of B (6 in reformed qualifications) in an Ordinary (O) Level English Literature or English Language course **OR** a minimum final grade of 'C' in an Advanced (A) Level or Advanced Subsidiary (AS) Level English Language, English Language and Literature, or English Literature course (not applicable to graduate applicants); or
- 12) Successful completion of an English Language Training Program offered by a publicly-assisted Canadian University, which if fulfilled would be deemed as meeting the ELP requirements for that institution; or
- 13) Successful completion of an English Language Training Program offered by a private Canadian Language Training provider, who is Languages Canada accredited and deemed by the Registrar as having established pathways to programs offered by peer institutions.

Note: The University reserves the right to require applicants with an ELP score disparate from their academic English prerequisite achievement to present further evidence of proficiency.

*For more information on the University of Windsor's 12-week intensive English language training program, go to www.uwindsor.ca/celd/important-application-information.

Rationale:

- This proposed changes align, simplify, combine and replace the following policies: the [Policy on Graduate English Language Proficiency Requirements](#) and the [Undergraduate English Language Proficiency Requirement](#). If approved, these two previous stated policies will be superseded.
- The proposed changes remove no-longer relevant forms of Evidence of English Language Proficiency including:
 - MELAB
- The proposal adds specific reference to the English Language Proficiency tests available online that have been deemed acceptable under COVID-19 and will remain in place post-pandemic, including:
 - TOEFL iBT @Home
 - CAEL Online
 - Duolingo English Test
 - PTE Academic Online
 - IELTS Online
- The test scores for TOEFL and CAEL remain consistent with current practice and assessment scores used for the in-person tests. The proposal includes a modification of the Duolingo English Test minimum score to be reduced to and overall score 115 for undergraduate programs, which is consistent with institutions across Ontario.
- A new webpage is underdevelopment to provide a single source for all English Language Requirements in a consumable format for students. The intention of this website is to explain:
 - (a) the English Language Proficiency requirements;
 - (b) available ELP pathways, including ELIP;
 - (c) acceptable external tests and scores; and,
 - (d) procedures to validate an ELP condition.
- It will also be the primary source of communication on exempted countries and institutions relating to graduate and undergraduate waiver of needing additional evidence. An intent of this proposal is to remove these lists of countries/institutions as listed in the previous undergraduate policy and other webpages and manage this information on a single webpage to allow for regular and consistent updates as needed. The link listed in this proposal will need to be revised once the new webpage is launched.
- The changes have been approved by the Faculty of Graduate Studies and the Academic Policy Committee.

**University of Windsor
Senate**

5.3.1: **Senate Meeting Scorecard – Results from Fall 2021 Meetings**

Item for: **Discussion**

Forwarded by: **Senate Governance Committee**

Summary of Feedback:

57 of 83 Senators completed the Fall 2021 Senate Meetings Scorecard. While there is an appreciation for the focus on building greater openness and transparency evidenced through the many reports and updates provided to Senate, many felt that much of the information shared could be communicated in another way (written reports rather than presentations) or in a different forum. Survey results indicate the need for better balancing how and what to report at Senate, keeping in mind the role and mandate of Senate and the fact that there are other fora in which to report on institutional activities and initiatives.

The majority of respondents raised concerns around length and nature of presentations, the overall length of the meetings, and what respondents argued was the tone and content of discussion by a few Senators which many argued inhibited participation by other members. The importance of focused discussion and a wide range of member participation was stressed. While many suggested limiting the number and length of time that an individual member can speak per Robert's Rules of Order, it should be noted that the latter allows for all members to speak twice per item/question, for up to 10 minutes each time.

Recommendations for improvements:

1. Change the order of agenda so that items from the Standing Committees are at the beginning of the agenda, with presentations and reports from Administration to follow. This places more focus on the academic matters which are the mandate of Senate.
2. Presentations from Administration should focus on institutional strategic priorities and should be limited to 1-2 per meeting. It is important to include Senate in strategic discussions of institutional priorities.
3. Updates on ongoing activities and initiatives should be relegated to written reports and included in the Senate package distributed ahead of the meeting. Members will be expected to have reviewed the reports and the floor will be open for questions or comments at the Senate meeting. VP presentations can be scheduled on a rotating basis. VPs could be invited to provide a presentation on a rotating basis.
4. Continue to begin each meeting requesting that members be respectful in tone and of each other's time. When speaking to an item, ask that members limit themselves to new comments not already made.
5. Provide orientation and quick reference sheet to Senators on Robert's Rules of Order and establish a code of conduct/ground rules for Senate meetings.
6. Consider allowing greater use of the chat feature to increase participation. SGC would need to establish rules around the use of the chat feature to, among others, ensure it can be effectively managed and that comments are relevant to the topic.
7. Consider using breakout rooms when discussing strategic items to increase member participation, understanding that only the reporting back on the breakout room discussions would be part of the official meeting. This needs to be balanced with the concern about length of meetings.

**University of Windsor
Senate**

*5.3.2: **Senate Standing Committee Membership**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: That the following Senate Standing Committee membership be approved:
Lori Buchanan – Faculty of Graduate Studies– Senate Governance Committee

**University of Windsor
Senate**

5.8: **Report of the Provost**

Item for: **Information**

Forwarded by: **Patti Weir**

1. Winter 2022

We were very pleased to welcome students back to our campus on Monday January 31, 2022. Some quick facts about the return:

- 11,434 student registered in a course with a face-to-face component (67% of total)
- 10,189 students registered in all face-to-face courses (60% of total)
- 58% of course sections have a face-to-face component and 42% are exclusively online

58% of sections are F2F. Looking at only those that are F2F in classrooms that are on campus, this is 44% of total sections (76% of all F2F offerings).

The return to campus website continues to be a valuable resource with record breaking access in January of 52,146 visits. The top pages included: January 17, 2022 announcement regarding return, Self-assessment, Information for students, vaccination policy, vaccine attestation.

2. #UniteUWin

Dr. Phebe Lam and the Office of Student Experience are planning the #UniteUWin campaign to bring the Lancer community together through kindness, healing and courage.

There are three campaigns, the first of which will take over Winter 2022 semester.

30+30 Days of Kindness - When we practice kindness to ourselves or to others, we experience positive mental and physical changes. This first campaign is 30 plus 30 days of kindness awareness. The first 30 days focuses on recognizing what kindness is, how one can show kindness to ourselves, each other, and the community. The following 30 days focuses on acts of kindness. For a total of 60 days, there will be opportunity to submit kindness messaging and acts of kindness which will be documented on a live site. Every submission of kindness will have the chance to win inspiring gifts in hopes of continuing to spread kindness beyond the 60 days. It is the campaign's hope that through kindness awareness we can re-sensitize us to one another and shine a small light in what are some dark times by lifting spirits and reminding us that there is good all around.

Updates on the other two campaigns will be shared in the months to come.

3. SET Taskforce

The SET Taskforce is making progress under the guidance of Dr. Dennis Jackson. To date the faculty member survey has been completed and the data analyzed, with the student survey being currently conducted.

Dr. Jackson's graduate measurement class will be using the feedback from both surveys to propose a new survey tool and their report will also detail a plan for piloting the new survey and potential analyses to address concerns about bias and validity.

A report will be made at the May 2022 senate meeting.

4. Upcoming Searches

- a) Associate Vice-President Student Experience – Search committee will be formed in February 2022
- b) Associate Vice-President Academic – Search committee will be formed in April 2022

5. International Framework

A “think-tank” to begin the work on an international framework will be held on March 9, 2022, with broad representation from academic faculty, students, administrators and relevant campus stakeholders who support current international activity. An update will be provided at the May or June meeting of Senate.

**University of Windsor
Senate**

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

Item for: **Information**

Forwarded by: **Clinton Beckford**

1. January 27 was International Holocaust Remembrance Day. The university issued a formal statement but we would like to take the opportunity to reiterate the horror of that dark chapter of human history and ask our community to join in a commitment to doing our part to eradicate hate and racism from our society starting with our campus.
2. Black Histories/Black Futures (traditional Black History Month) activities are well underway. Please visit the Anti-Black Racism website (<https://www.uwindsor.ca/antiblackracism/>) and VP, EDI website (<https://www.uwindsor.ca/vp-equity-diversity-inclusion/>) for information.
3. External Equity, Diversity, Inclusion & Indigenization and Decolonization (EDI&ID) review proponent selected. Review should start by the end of February, 2022.
4. Phase 2 of the Student Self-identification Survey set to launch April 9, 2022. Student consultations are slated for March 7-9, 2022.
5. University Diversity, Indigeneity, and Anti-Racism Professional Development Funds Committee formed in accordance with the Memoranda of Agreement between the University and the Faculty Association. The MOU calls for a \$100,000.00 PD fund – \$50,000 for Indigenous research and \$50,000 for anti-racism research and pedagogy. Committee met February 11 to develop guidelines and call for the funding program. The first disbursement will be March 15.
6. VP EDI Distinguished Speaker Series continued. February 4, 2022: Dr. Rosalind Hampton – ‘Plotting Black Studies in Canada’ (Looking ... below and beyond matters of representation).
7. Black Scholar Hiring Working Group has begun the work to establish guiding principles and framework for this hiring initiative.

**University of Windsor
Senate**

5.10: **Report of the Vice-President, Research and Innovation**

Item for: **Information**

Forwarded by: **Michael Siu**

1. The President of the Canadian Institutes for Health Research (CIHR), Dr. Michael Strong, visited and held a number of online meetings with administrators and faculty of UWindsor on January 27, 2022. Dr. Strong presented CIHR's priority areas in the coming years as well as key points from its strategic plan. Dr. Lisa Porter, Executive Director, WE-SPARK Health Institute, described Windsor-Essex's health research ecosystem; many of its aspirations and activities are well-aligned with CIHR's plans for the future. Roundtable discussions then ensued with early-career researchers as well as with mid-career and established researchers. Dr. Strong promised follow-up meetings with the university and expressed hope for an in-person visit later in 2022.
2. UWindsor faculty, staff and students have received accolades:
 - Wen Teoh, Director of EPICentre, and Dave Cormier, Learning Specialist of the Office of Open Learning, received Awards of Excellence from Minister Jill Dunlop of the Ontario Ministry of Colleges and Universities for their excellent contributions to innovation and entrepreneurship, and future proofing in student education, respectively;
 - Dr. Catherine Febria and her Healthy Headwaters Lab won the Essex Region Conservation Authority (ERCA) 2021 Conservation Award for Environmental Education, for their work in restoring freshwater ecosystems. Dr. Febria is an Assistant Professor and Canada Research Chair in Freshwater Restoration Ecology at the Department of Integrative Biology and the Great Lakes Institute for Environmental Research;
 - Dr. Tricia Carmichael, Professor, Department of Chemistry and Biochemistry, was honoured by NanoOntario's 2021 Award for Mid-Career Achievements, for her work in wearable electronics and creating an electroluminescent fabric; her award lecture will take place on February 17;
 - Dr. Manoj Mate, Faculty of Law, and Dr. Ning Zhang, Faculty of Engineering, were officially announced as Canada Research Chairs in, respectively, International Trade Law, and Edge Computing and the Internet of Vehicles.

Congratulations are in order!