



NOTICE OF MEETING

There will be a meeting of the Senate on Friday, January 13, 2023, at 2:30pm Location: Room 203 Anthony P. Toldo Health and Education Centre

AGENDA

Land Acknowledgement

- 1 Approval of Agenda (Unstarring agenda items)
2 Minutes of the meeting of December 9, 2022 Approval S221209M
3 Business arising from the minutes
4 Outstanding Business/Action Items
5 Reports/New Business
5.1 Program Development Committee
*5.1.1 Program/Course Changes Lionel Walsh-Approval S230113-5.1.1a-h
(a) Master of Engineering – Minor Program Changes (Form C)
(b) Kinesiology (Graduate) – Minor Program Changes (Form C)
(c) Business (Graduate) – Minor Program Changes (Form C)
(d) Business (Graduate) – New Course Proposal (Form D)
(e) Biomedical Science (Graduate) – New Course Proposal (Form D)
(f) Engineering – New Course Proposals (Form D)
(g) Kinesiology (Graduate) – New Course Proposals (Form D)
(h) Engineering – Minor Program Changes (Form C)
*5.1.2 Business – Request for Waiver of Course Deletion Form Lionel Walsh-Approval S230113-5.1.2
*5.1.3 Kinesiology – Request for Waiver of Course Deletion Form Lionel Walsh-Approval S230113-5.1.3
*5.1.4 Learning Outcomes Lionel Walsh-Information S230113-5.1.4a-b
(a) Languages, Literatures and Cultures (French Studies)
(b) Kinesiology (Graduate Course)
5.2 Academic Policy Committee
*5.2.1 Office of Experiential Learning Annual Report (2021-2022) Isabelle Barrette-Ng-Information S230113-5.2.1

- 5.3 Senate Governance Committee
- 5.4 Senate Student Caucus **Dave Andrews**
- 5.5 Report from the Student Presidents **UWSA/GSS/OPUS-Information**
- 5.6 Report of the Academic Colleague **Lisa Porter-Information**
S230113-5.6
- 5.7 Report of the President **Robert Gordon-Information**
 - 5.7.1 AGO Value-for-Money Audit: Financial Management in Ontario Universities
https://www.auditor.on.ca/en/content/annualreports/arreports/en22/AR_FinancialMgmtUniversities_en22.pdf
 - 5.7.2 Senior Advisor to the President on Indigenous Relations and Outreach – Update on Initiatives **Beverly Jacobs-Information**
- 5.8 Report of the Provost **Patti Weir-Information**
S230113-5.8
 - 5.8.1 Enrolment Management Update **Chris Busch-Information**
S230113-5.8.1
- 5.9 Report of Vice-President, Equity, Diversity, and Inclusion **Clinton Beckford-Information**
S230113-5.9
- 5.10 Report of Vice-President, Research, and Innovation **Chris Houser-Information**
S230113-5.10
- 5.11 Vice-President, Research and Innovation – Search Committee Recommendation (*In-camera*) **Rob Gordon-Discussion**
- 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**

*5.1.1a: **Master of Engineering – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the admission and degree requirements for Master of Engineering be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved by the Faculty of Engineering Council, the Faculty of Graduate Studies Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the December 16, 2022 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.1.

**University of Windsor
Senate**

*5.1.1b: **Kinesiology (Graduate) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the requirements for Master of Human Kinetics (MHK), Master of Sport Management and Leadership (MSML), and PhD in Kinesiology be changed in accordance with the program/course change forms.[^]

[^]*Subject to approval of the expenditures required.*

Rationale/Approvals:

- The changes have been approved by the Faculty of Human Kinetics Council, the Faculty of Graduate Studies Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the December 16, 2022 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.2.

**University of Windsor
Senate**

*5.1.1c: **Business (Graduate) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Master of Business Administration be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved by the Odette School of Business Council, the Faculty of Graduate Studies Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the December 16, 2022 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.3.

**University of Windsor
Senate**

*5.1.1d: **Business (Graduate) – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course be approved:[^]
STEN 8930. MBA Mandate Consulting**

[^]Subject to approval of the expenditures required.

Rationale/Approvals:

- This course has been approved by the Odette School of Business Council, the Faculty of Graduate Studies Council, and the Program Development Committee.
- Supporting documentation for the new course proposal can be accessed by contacting the University Secretariat at ext. 3325, or through the December 16, 2022 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.4.

**University of Windsor
Senate**

*5.1.1e: **Biomedical Science (Graduate) – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course be approved:^
BIOM-8008. Special Topics in Biomedical and Translational Health Science**

^Subject to approval of the expenditures required.

Rationale/Approvals:

- This course has been approved by the Department of Biomedical Science Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), the Faculty of Graduate Studies Council, and the Program Development Committee.
- Supporting documentation for the new course proposal can be accessed by contacting the University Secretariat at ext. 3325, or through the December 16, 2022 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.5.

**University of Windsor
Senate**

*5.1.1f: **Engineering – New Course Proposals (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the following courses be approved:[^]**
 MECH-4258. Computational Fluid Dynamics - CFD
 MECH-4641. Directed Studies in Aerospace Engineering
 MECH-4673. Aerospace Structures
 MECH-4471/MECH-4871. Automotive Materials and Manufacturing Methods

[^]Subject to approval of the expenditures required.

Rationale/Approvals:

- These courses have been approved by the Mechanical, Automotive, and Materials Engineering Council, the Faculty of Engineering Coordinating Council, the Faculty of Graduate Studies Council, and the Program Development Committee.
- Supporting documentation for the new course proposal can be accessed by contacting the University Secretariat at ext. 3325, or through the December 16, 2022 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.6.

**University of Windsor
Senate**

*5.1.1g: **Kinesiology (Graduate) – New Course Proposals (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the following courses be approved:^**
KINE-8980. Internship in Sport Management and Leadership
KINE-8990. Critical Reflections and Industry Insights in Sport Management and Leadership

^Subject to approval of the expenditures required.

Rationale/Approvals:

- These courses have been approved by the Faculty of Human Kinetics Council, the Faculty of Graduate Studies Council, and the Program Development Committee
- Supporting documentation for the new course proposal can be accessed by contacting the University Secretariat at ext. 3325, or through the December 16, 2022 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.7.

**University of Windsor
Senate**

*5.1.1h: **Engineering – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for all Bachelor of Applied Science and BEngTech programs in Mechanical Engineering be changed in accordance with the program/course change forms.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The changes have been approved by the Mechanical, Automotive, and Materials Engineering Council, the Faculty of Engineering Coordinating Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the December 16, 2022 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.16.

**University of Windsor
Senate**

*5.1.2: **Business – Request for Waiver of Course Deletion Form**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the Request for Waiver of Course Deletion for the following course be approved:
ACCT-4620. EDP Auditing**

Rationale/Approvals:

- Areas that wish to request a waiver of a course deletion should forward a 'Request for a waiver of the course deletion' to PDC. Following a positive review of the request, the course will be placed into a two-year course bank, after which time it will be discontinued if it has not been offered, as per the Senate resolution of March 21, 2002.
- The request has been approved by the Odette School of Business and the Program Development Committee.

Request for Waiver of Course Deletion Form

1. Faculty, Department, and Program Title

Odette School of Business

2. Course Number and Title

ACCT-4620 EDP Auditing

3. Credit hours, Total Contact hours and Delivery format

3.0 credit hours, 12 week course, face to face lecture format

4. Calendar Description

This course is designed to focus on the integration of auditing concepts, standards and procedures in a computerized environment. It will examine EDP general and application controls, the similarities and differences between manual and EDP systems from the auditor's perspective, and will introduce computer-assisted audit techniques, and emerging technologies in EDP auditing. (Prerequisites: ACCT3580 and ACCT-3600.)

5. Pre/co/anti-requisites

ACCT-3580 and ACCT-3600.)

6. RATIONALE FOR KEEPING THE COURSE

6.1 The purpose of the course within the program of study.

To increase computer systems knowledge of business students.

6.2 Student Demand for Course - a clear statement on the student demand for the course.

The course will be required for Accounting students in the CPA pathway so expected enrollment would be 25 to 30 students for each course offering.

6.3 Relationship to Unit's Strategic Plan and the University's Strategic Plan.

The course supports the MBA-PAS program which students take to proceed to become a professional CPA. The MBA-PAS program currently generates very significant annual revenue for Odette and UWindsor each year.

6.4 Explanation of why the course has not been offered over the past years.

CPAO, the professional body for CPA's in Ontario, had eliminated the course from its required list of courses. However, given the rising importance of information technology, CPAO has now brought back the knowledge requirements contained in this course.

6.5 Whether the course will be offered in Fall 2023. If not, why will it not be offered?

It is currently expected that the course will be offered in either Fall or Winter 2023.

7. RESOURCE IMPLICATIONS

None. Tenured faculty who previously taught this course are still available.

University of Windsor
Senate

*5.1.3: **Kinesiology – Request for Waiver of Course Deletion Form**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the Request for Waiver of Course Deletion for the following course be approved:
KINE-3510. Strategic Planning of Sport Events**

Rationale/Approvals:

- Areas that wish to request a waiver of a course deletion should forward a 'Request for a waiver of the course deletion' to PDC. Following a positive review of the request, the course will be placed into a two-year course bank, after which time it will be discontinued if it has not been offered, as per the Senate resolution of March 21, 2002.
- The request has been approved by the Faculty of Human Kinetics Council and the Program Development Committee.

Request for Waiver of Course Deletion Form

1. Faculty, Department, and Program Title

Human Kinetics, Kinesiology, Sport Management and Leadership

2. Course Number and Title

KINE 3510 – Strategic Planning of Sport Events

3. Credit hours, Total Contact hours and Delivery format

3 credit hours, 3 contact hours/week, lecture format with an experiential learning component.

4. Calendar Description

A study of the theories and techniques involved in the management of various types of sport events. Special emphasis will be given to strategic, operational, contingency, and financial planning, facility design and setup, marketing, volunteer management, and legal liability. Working in groups, students will conceive of, plan, and execute their own small-scale sport event.

5. Pre/co/anti-requisites

Completion of the Sport Management & Leadership core courses in years 1 and 2.

6. RATIONALE FOR KEEPING THE COURSE

6.1 The purpose of the course within the program of study.

This is a highly experiential course that exposes students to the strategic, operational, contingency, and financial planning in the context of sport event management.

6.2 Student Demand for Course - a clear statement on the student demand for the course.

This course is highly popular among Sport Management & Leadership students, as well as students from other departments across campus who are seeking an elective course credit.

6.3 Relationship to Unit's Strategic Plan and the University's Strategic Plan.

As one of the most highly experiential offerings in the Sport Management & Leadership curriculum, maintaining this course is essential in delivering on our promise to offer students an exceptional undergraduate experience and contributes toward the University's experiential learning metrics as part of the University's Strategic Mandate Agreement with the Ontario Ministry of Colleges and Universities.

6.4 Explanation of why the course has not been offered over the past years.

Since 2006, this course has been taught by Dr. Jess Dixon. In 2019, Dr. Dixon moved into a stretch of administrative roles that resulted in a reduction in his teaching load. Although it has been Dr. Dixon's intentions to rotating this course among the others that he teaches, the onset of the COVID-19 pandemic made it impossible to deliver on the experiential aspects of this course.

6.5 Whether the course will be offered in Fall 2023. If not, why will it not be offered?

The Department of Kinesiology has commenced a search for a new tenure-track faculty member in the area of Sport Management & Leadership. The results of this search may yield a new faculty member who may be able to teach this course in Dr. Dixon's absence from the classroom or relieve Dr. Dixon from some of the other courses that he teaches to enable him to resume teaching this course as part of his reduced teaching load.

7. RESOURCE IMPLICATIONS

None. If anything, the opening of the Toldo Lancer Centre will make delivering on the experiential aspects of this course easier in future years.

**University of Windsor
Senate**

*5.1.4a: **Languages, Literatures and Cultures (French Studies) – Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee.**

This package contains the following learning outcomes:

FREN-1120. Intensive Preparatory French: Intermediate Level

FREN-1130. Intensive Preparatory French: Intermediate Level

FREN-1210. Language Training I

FREN-1220. Language Training II

FREN-1240. French for Law Professionals

FREN-1410. Introduction to Literary Studies

FREN-2150. Oral Proficiency in French I

FREN-2210. French Language Training III

FREN-2220. French Language Training IV

FREN-2300. Intensive French Language Training II

FREN-2310. Introduction to Linguistics II

FREN-3280. Aspects of Translation I

FREN-3580. Francophone Literature of the Maghreb and the Middle East Actions

FREN-1120. Intensive French for Beginners

(These are revised learning outcomes. Last updated: May 25, 2018)

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>communicate the basic structures of the French language; (Also applies to E, F, G, I.)</p> <hr/> <p>locate and evaluate a variety of sources addressing topics of the French language and of French and Francophone societies and cultures; (Also applies to E, F, I.)</p> <hr/> <p>analyze aspects of French and Francophone society and culture. (Also applies to D, E, F, G, I.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
<p>communicate at the beginner level in French. (Also applies to F, G, I.)</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
<p>enunciate and orate basic structures of the French language. (Also applies to A, D, I.)</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

FREN-1130. Intensive Preparatory French: Intermediate Level*(Last updated: May 25, 2018 No changes are being made to the learning outcomes)*

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
deploy a French vocabulary sufficient, at the beginner level, to talk about everyday situations.	A. the acquisition, application and integration of knowledge
research and use a variety of sources to further their own understanding of the French language and French and Francophone culture.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
analyze aspects of French and Francophone society and culture.	C. critical thinking and problem-solving skills
communicate information and opinions in French, in both spoken and written modes, using different technologies and resources.	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
communicate more complex structures of the French language.	F. interpersonal and communications skills
work independently, and in collaboration with others, to generate and present ideas and contribute effectively to group-based projects.	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

FREN-1210 Language Training I

(These are revised learning outcomes. Last updated: May 10, 2019))

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>use grammar rules governing the French language; (Also applies to D, E, F, G, I.)</p> <hr/> <p>find appropriate equivalents for English words or idioms in a French/English dictionary, and apply them appropriately; (Also applies to D, E, I.)</p> <hr/> <p>translate sentences from English into French taking into consideration the stylistic differences between both languages. (Also applies to D, E, F, G, I.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
<p>read and discuss comprehension texts. (Also applies to A, F, G, I.)</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
<p>communicate clearly in French, using idiomatic and grammatically correct sentences. (Also applies to A, E.)</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

FREN-1220. Language Training II

(These are revised learning outcomes. Last updated: May 10, 2019)

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>use grammar rules governing the French language. (Also applies to D, E, F, G, I.)</p> <hr/> <p>find equivalents for English words or idioms in a French/English dictionary, and apply them appropriately (Also applies to D, E, F, G, I.)</p> <hr/> <p>translate sentences from English into French, taking into consideration the stylistic differences between the two languages. (Also applies to D, E, F, G, I.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
<p>communicate clearly in French, using idiomatic and grammatically correct sentences. (Also applies to A, C, D, E, G, I.)</p>	<p>F. interpersonal and communications skills</p>
<p>practice newly-learned words and structures in discussion with groups. (Also applies to A.)</p>	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

FREN-1240. French for Law Professionals

(These are revised learning outcomes. Last updated: May 10, 2019)

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>employ French legal terms appropriately in oral and written communication. (Also applies to D, E, F, G, I.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>identify and explain legal terms in texts. (Also applies to D.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>idiomatically translate legal terms from French into English and vice versa. (Also applies to A.)</p>	<p>C. critical thinking and problem-solving skills</p>
<p>read and write different types of texts including memos, emails, minutes of meetings, communiqués. (Also applies to A.)</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
<p>use the French language appropriately to perform various speech acts including inviting, counselling, requesting, ordering, warning, informing, etc. (Also applies to A.)</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

FREN-1410. Introduction to Literary Studies*(These are revised learning outcomes. Last updated: May 10, 2019)*

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
apply literary terminology in French to the study of poetry, drama and prose fiction. (Also applies to C, D, H.)	A. the acquisition, application and integration of knowledge
select and critically cite academically reliable and appropriate secondary resources. (Also applies to A, C.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
conduct literary analysis of poetry, drama and prose fiction. (Also applies to A, B, D, H.)	C. critical thinking and problem-solving skills
read and reflect on poetry, drama and prose fiction in French from the literature of France and/or Francophone Canada and/or the Francophone world. (Also applies to A, B, C, H.) write in French, analytically and critically, research assignment(s) using the Modern Language Association (MLA) guidelines. (Also applies to B, C.)	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
effectively communicate ideas in French relating to literary works. (Also applies to E.)	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

FREN-2150. Oral Proficiency in French I*(These are revised learning outcomes. Last updated: May 10, 2019)*

<p>Learning Outcomes</p> <p>At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate</p> <p>The University of Windsor graduate will have the ability to demonstrate:</p>
<p>recall and use French idiomatic expressions to perform different direct or indirect speech acts (request, advice, promise, permission, warning, etc.)</p> <p>(Also applies to D, F.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>research a topic and present the findings.</p> <p>(Also applies to A, C, F.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
	<p>C. critical thinking and problem-solving skills</p>
<p>read or listen to a text and answer questions related to it.</p> <p>(Also applies to A, H.)</p>	<p>D. literacy and numeracy skills</p>
<p>appropriately use words and expressions pertaining to Canadian French or international French.</p> <p>(Also applies to A, D.)</p>	<p>E. responsible behaviour to self, others and society</p>
<p>express themselves in French spontaneously and naturally.</p> <p>(Also applies to A, D.)</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

FREN-2210. French Language Training III*(These are revised learning outcomes. Last updated: May 10, 2019)*

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
identify the stylistic and linguistic features of descriptive, narrative and expository French texts and reuse them to write their own texts. (Also applies to D.)	A. the acquisition, application and integration of knowledge
find equivalents for English words or idioms in a French/English dictionary, and apply them appropriately. (Also applies to A, D.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
formulate their position on a controversial issue and write an opinion text to defend their position. (Also applies to A, D.)	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
write descriptive, narrative and expository texts in French using a full range of structures to vary and enrich their expression. (Also applies to A, D, H.)	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

FREN-2220. French Language Training IV

(These are revised learning outcomes. Last updated: May 10, 2019)

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>identify the stylistic and linguistic features of argumentative, informative and academic French texts and reuse them to write their own texts. (Also applies to D, H.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>find equivalents for English words or idioms in a French/English dictionary, and apply them appropriately. (Also applies to A, D.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>formulate their position on a controversial issue and write an opinion text to defend it. (Also applies to A, D, F.)</p>	<p>C. critical thinking and problem-solving skills</p>
	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
<p>write argumentative, informative and academic texts in French. (Also applies to A, C, D.)</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

FREN-2300. Introduction to Linguistics I

(These are revised learning outcomes. Last updated: May 10, 2019)

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>identify and define the basic concepts of structural linguistics that apply to the first three levels of linguistic analysis: phonetics, phonology and morphology. (Also applies to D.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>analyze a small corpus of samples of the French language by applying the techniques that are commonly used in phonetics, phonology and morphology. (Also applies to A, D.)</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>assess the applicability of linguistic concepts using the strategy of the counterexample. (Also applies to A, D, F.)</p>	<p>C. critical thinking and problem-solving skills</p>
<p>interpret introductory texts about the phonetics, phonology and morphology of a language, such as French. (Also applies to A, C, E.)</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

FREN-2310. Introduction to Linguistics II*(These are revised learning outcomes. Last updated: May 10, 2019)*

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
identify and define the basic concepts of structural linguistics that apply to the last three levels of linguistic analysis: syntax, semantics and pragmatics. <p style="text-align: right;">(Also applies to C, D.)</p>	A. the acquisition, application and integration of knowledge
analyze a small corpus of samples of the French language by applying the techniques that are commonly used in syntax, semantics and pragmatics. <p style="text-align: right;">(Also applies to A, D.)</p>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
assess the applicability of concepts using the strategy of the counterexample. <p style="text-align: right;">(Also applies to A, D.)</p>	C. critical thinking and problem-solving skills
interpret the contents of introductory texts about the syntax, semantics and pragmatics of a language, such as French. <p style="text-align: right;">(Also applies to A.)</p>	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

FREN-3280. Aspects of Translation I*(These are revised learning outcomes. Last updated: May 10, 2019)*

Learning Outcomes At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:
name, define and use key terms of translation studies and comparative stylistics.	A. the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
propose translation strategies to solve specific translation problems.	C. critical thinking and problem-solving skills
translate a variety of informational and literary texts (ranging from children’s literature to young adult) from English into French using different translation strategies.	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
evaluate and solve obstacles that may arise in situations of intercultural communication. (Also applies to D, E, I.)	F. interpersonal and communications skills
critique the translations of others, in a mutually supportive spirit of shared enquiry.	G. teamwork, and personal and group leadership skills
evaluate the overall quality of a translation.	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

FREN-3580. Francophone Literature of the Maghreb and the Middle East Actions

(These are revised learning outcomes. Last updated: May 10, 2019)

<p>Learning Outcomes At the end of the course, the successful student will know and be able to:</p>	<p>Characteristics of a University of Windsor Graduate The University of Windsor graduate will have the ability to demonstrate:</p>
<p>identify and interpret how social, political, and historical contexts (colonialism and postcolonialism) impact North African Francophone literature and its authors. (Also applies to D, E, F, I.)</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>use, and incorporate effectively and ethically, scholarly resources in their writing.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>write analytically and critically, in French, research on topics relating to Francophone North African literature.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>read and reflect in French on Francophone work(s) from the literature of North Africa.</p>	<p>D. literacy and numeracy skills</p>
	<p>E. responsible behaviour to self, others and society</p>
<p>effectively communicate, in oral and written forms, original ideas relating to North African Francophone literature.</p>	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
<p>evaluate the aesthetic qualities of works of literature, applying knowledge of literary forms and genres.</p>	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

University of Windsor
Senate

*5.1.4b: **Kinesiology (Graduate Course) – Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

KINE-8070. Quantitative Analysis in Kinesiology

Note: Learning outcomes were last updated in June 11, 2009. These are revised learning outcomes.

Course Learning Outcomes <i>This is a sentence completion exercise.</i> At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Understand the rationale for using various Utilize appropriate statistical analysis techniques and , the application of these techniques using statistical programs to analyze data (Also relevant to D) , and the interpretation of results.	A. the acquisition, application and integration of knowledge
B. Determine appropriate use of Demonstrate appropriate understanding of applied statistics, data management, and hypothesis testing (Also relevant to E) . Knowledge of statistical programming will also be required.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Evaluate the statistical methods employed in various articles, and critique their interpretation. Able to Critique the findings reported in research articles and provide alternative interpretations. (Also relevant to G)	C. critical thinking and problem-solving skills
D. Demonstrate an understanding of statistics by Analyze ing data and accurately interpret results. provided in assignments and interpreting results.	D. literacy and numeracy skills
E. Assess Recognize the importance of integrity in research, including the ethical treatment of participants, the objective management of data, and unbiased reporting of results.	E. responsible behaviour to self, others and society
F. Report results of data analysis from assignments both in verbally and in written formats.	F. interpersonal and communications skills

**PROGRAM DEVELOPMENT COMMITTEE
SUMMARY OF MINOR COURSE AND CALENDAR CHANGES
FORM E**

Course Learning Outcomes <i>This is a sentence completion exercise.</i>	Characteristics of a University of Windsor Graduate
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
G. Lead discussions, and provide the for Justify the use ing of various statistical methods based on specific research hypotheses.	G. teamwork, and personal and group leadership skills
H. Recognize the strengths and limitations of statistics in answering research hypotheses (Also relevant to C).	H. creativity and aesthetic appreciation
I. Describe-Understand Describe-Understand the principles and concepts underlying the use of statistics and how they relate to kinesiology and related fields. Demonstrate the ability to apply their skills beyond the classroom in theses development.	I. the ability and desire for continuous learning

University of Windsor
Senate

*5.2.1: **Office of Experiential Learning Annual Report (2021-2022)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.

Office of Experiential Learning Annual Report (2021-2022)

1. Executive Summary – Office of Experiential Learning

A. Introduction

This reporting period falls in year two of the COVID-19 global pandemic with further lockdowns and flexibilities in work and study situations. Changes made to our programming during the first year of the pandemic proved to be effective in allowing our staff to continue to deliver exceptional programming to our UWindsor students as well as exceptional customer service to our external community and employer partners. We continue to assess our modes of delivery and service to best meet the needs of our students and community/employer partners. The Office of the Executive Director - Experiential Learning, reporting to the Provost and Vice-President Academic facilitates experiential learning and career development opportunities across the institution. Working in collaboration with Deans, AAU Heads, faculty members, Program Committees, and student services units across campus the respective teams support effective practice related to career education and development, as well as work-integrated, community-service, and experiential learning across all faculties.

Our unit is comprised of two distinctive departments, both reporting to the Executive Director, Experiential Learning. **Co-operative Education & Workplace Partnerships (CEWP)** is responsible for facilitating work-integrated learning, specifically paid learning opportunities (i.e., co-op and internships), and solidifying employer relations and partnerships. **Career Development & Experiential Learning (CDEL)** stewards the integration of both career and experiential education into curricula along with the delivery of career development services and supports for students across campus as well as alumni, mainly during their first year after graduation.

B. Goals and Objectives of Reporting Year

The Office of Experiential Learning (OEL) and its two departments, CEWP and CDEL, support all five of UWindsor's strategic priorities by working towards related goals, outlined in our previous annual reports, and still guiding our work today:

1. Provide opportunities to both graduate and undergraduate students to engage in meaningful career exploration and prepare for entry into the job market (part-time, co-op or post-grad) or their next step in continuing their education to pursue their career goals.
2. Support students to increase their career-readiness and build their skill set and competitiveness in the post-graduate job market by identifying and participating in a wide range of co-curricular and curricular experiential learning opportunities.
3. Increase visibility of UWindsor as a talent pipeline for local, national, and international employers looking to hire our students and alumni as well as foster connections between students and potential employers.
4. Act as a resource and lend expertise to faculty and staff who provide, or would like to provide, students with experiential learning opportunities or support their career development inside and outside the classroom.
5. Support and encourage our staff to engage in their own professional development and contribute to related initiatives on the UWindsor campus and beyond.

C. Successes

Office of Experiential Learning

Moving into new space in JEC and returning to campus

With COVID-related supplier delays, our move into JEC (old WFCU bank) kept shifting but in mid-March 2022, the Office of Experiential Learning and Co-operative Education staff finally moved into the new space. Returning to campus after working from home was anxiety provoking for some but exciting for most. The ability to showcase our new modern space to students and employers, with more room to interview has been wonderful, especially at a time when students needed an increased amount of room bookings for remote interviews. The staff are truly grateful for the more professional work environment and increased employee and team satisfaction has been observed.

UWinCity Partnership Project

Involved within a working group assigned to explore the potential for an official partnership with the City of Windsor and our institution. We took part in an internal and external scan and the group is now working on a draft final report of its findings. Experiential learning is highlighted as one of the ways the partnership could be of benefit.

Professional Development Workshops on EDID

We contracted two University of Toronto Experiential Learning staff with expertise in EDID to deliver a workshop on Inclusive Curriculum Design. During the session there was unlearning and relearning of how to deliver our programming with an EDID lens. In addition, there was practical application where we looked at some of the resources we were using and reimagined them with our new learning. Additionally, we invited Marium Tolson-Murty to speak to our entire unit on the topic of becoming an Anti-Racism Practitioner in June of 2022. These are small but important steps toward our continued evolution to ensure we keep EDID top of mind as we deliver programming and services.

Communications Coordinator hired

Communicating our story has been a significant challenge for us for many years as documented in previous annual reports. In March 2022, we hired a communication coordinator who is able to help share how EL contributes positively to the student's university experience and how our career-ready students and alumni can bring value to virtually any organization that hires them. The first projects include an overdue revamp of all three of our unit's websites, brochures, and an intentional social media strategy.

Strategic Priorities kept us focused

As we wait for the institution's strategic plan, our leadership team put together, with input from the entire team, strategic priorities that would allow us to stay focused and not take on project work that does not fit within our mandate and priorities. Despite a busy year we were able to use our identified priorities as a guidepost and make headway on many of them.

Secured SWPP funding in 2021-22 for experiential learning opportunities across campus

Our office led the campus-wide organization, coordination and reporting of Work-Integrated-Learning opportunities that were eligible for federal funding through the Student Work Placement program. \$6,530,636.31 was secured through Magnet for almost 3,000 on-campus placements spanning almost every unit and department. In addition, \$155,385.29 was secured through Technations' Career Ready program for co-op student placements across campus which helped an additional eight university departments, plus our own co-op department, to subsidize the hiring of 22 co-op students on campus. This was the last eligible term that post-secondary institutions could be considered an employer of record as part of the pandemic exception. In total \$ 6,686,021.60 of funding was received for the 2021-22 academic year which has had a tremendous impact on both students and departments.

Career Development and Experiential Learning

Launch of WECAP for FAHSS students

The Windsor-Essex Career Apprenticeship Program (WECAP) is a partnership between the University of Windsor and Invest WindsorEssex, made possible by funding support from the Canadian Career Apprenticeship Initiative. The program is open to students graduating from the Faculty of Arts, Humanities and Social Sciences (FAHSS) undergraduate disciplines who are ready to enter the workforce in the spring/summer after they finish classes. Candidates participate in a competitive application and interview process with support from CDEL. Successful students who receive a job offer to become an apprentice with a participating WECAP employer embark on a one-year paid, professional experience that provides mentorship, skill development, and the ability to contribute to the growth and development of a local organization. Participating employers were reimbursed for the first two and last two months of the apprentice's first year of salary to a maximum of \$16,000. In its first offering in 2021-22, three apprentices were placed with two local employers and are expected to complete their apprenticeships in April, 2023.

The learning and feedback from participating employers, students, and alumni as well as the experiences and observations of the staff involved will be applied to developing a second iteration of the program for 2022-23 with apprenticeships to begin in May or June of 2023. The overarching goal of any changes to processes developed in 2021-

22 would be to increase participation levels and ensure that both the employers and student applicants have a clearer understanding of the program's goals and how FAHSS graduates can and do add valuable skills and perspectives to the workplace in all sectors.

Overall Engagement in CDEL Programs and Services

The CDEL team and its variety of programs and services engage a significant portion of the UWindsor student population. Highlights from the 2021-22 reporting year include:

- The 3,940 attendances at CDEL workshops (2,613) and appointments (1,327) were completed by 2,033 unique students, suggesting that many students engage with CDEL core career services multiple times.
- 1,722 jobs, 1,348 of which were unique job, were posted by CDEL on the Career Job Board (excluding Co-op, Ignite, VIP-CSL, and Odette-exclusive postings). These job posting were on behalf of over 400 organizations, and received 53,200 unique views.
- Estimated number of attendances at presentations delivered in classes or at special events reached over 4,000.
- Facilitated 756 co-curricular placements in CDEL program offerings (70 VIP-CSL, 88 Job Shadow, and 567 Ignite students) and provided support to the process and/or development of an additional 68 curricular placements within FAHSS part-time internship and field experience courses.

Workshop Engagement

With 2,613 attendances by 1,451 unique attendees at 157 workshops delivered by CDEL, we had a record-breaking year for workshops! This was a 41% increase over last year and we outpaced our previous record (2019-20) by 74 attendances with 15 fewer workshops. The most engaged students tend to be international students and graduate students, which combined represent approximately 2/3 of attendees. Approximately 2/3 of the attendances are by students or recent alumni from programs in the Faculty of Engineering or Faculty of Science. That said, this high level of engagement and significant increase over last year, when workshops were also entirely online, can be attributed to the increased local presence among international students, the online workshop format, and no restriction on registration based on the number of seats available in a physical space.

Appointment Engagement

1,327 career advising appointments were delivered to 753 unique students or alumni, representing a 16% increase in appointment attendance over 2020-21. This increase can be almost entirely attributed to the 242 peer-delivered appointments. If we only count scheduled appointments with professional staff, appointment attendance was almost the same as the previous reporting year. However, if we compare this same subset of appointments to the 2019-20 data (1,321 appointments), this represents a decrease of approximately 18%. This may be partially a result of being short one career advisor for several months but may also be a signal that engagement in 1:1 career advising appointments has not yet returned to pre-pandemic levels.

Appointment Survey Results

Throughout 2021-22, there were 145 feedback surveys completed by students that had attended appointments and the results were overwhelmingly positive.

- 100% strongly agree that the person they met with was respectful and professional.
- 96.5% extremely satisfied and 2.7% somewhat satisfied with the appointment.
- 95.7% said there were extremely likely to recommend this service to a friend seeking similar assistance and another 3.6% said they were somewhat likely to do the same.
- 96.5% of students that met with a professional advisor strongly agreed with the statement "I felt that my questions or concerns were understood" and 95.7% strongly agreed that "My career advisor was knowledgeable about the career/employment topics we discussed."
- 94% of the students that attended an appointment related to application documents (resume, cover letter, CV, personal statements) strongly agreed with the statement "I feel more confident that I can improve my application documents"

- 93.4% of those that met with a professional advisor for an application-focused appointment topic answered “yes” when asked if they feel they could more effectively recognize and articulate skills they have developed through their academic program that will allow them to gain meaningful employment in the future.
- Students that attend a scheduled appointment with a professional advisor are also asked to choose from a list of 11 words to pick one that best describes how they were feeling before and then after the appointment. They also have the option to choose Unsure/Don’t Know or Other and write in another word not on the list. See word cloud to display results.

Before Appointment



After Appointment



PASS Program Involvement – FAHSS

Pathway to Academic and Student Success (PASS) is a 12-week support and retention program coordinated by the FAHSS Academic and Student Success office. PASS is designed to help undergraduate students, who have been deemed at risk or are on academic probation, achieve academic success through weekly skill building workshops and activities. As part of the program, CDEL developed a series of skill- and career-focused activities, including career and degree exploration workshops, one-on-one career assessment appointments, and a culminating career roundtable discussion to assist in the development of short- and long-term academic/career goals and action plans. Students commented on the value of the career portion of the program, indicating that it would be greatly beneficial for all students to engage in the career exploration series to better assess their academic and career objectives.

Co-operative Education & Workplace Partnerships

High student satisfaction for students on work term

In the last reporting period, we launched a work term satisfaction survey. We are now collecting information each term as to how our co-op and internship students feel their work term experience went and have them rate it from Completely Dissatisfied to Completely Satisfied on a 10-point likert scale. Students also have the opportunity to share relevant details that help inform our staff about the organizations where the students work. The average satisfaction score for this reporting period was 9.16 out of 10. This is a testament to our employer partners and the work they put in to help mentor and train our students as well as our staff for ensuring a strong work term experience which includes work term assessments and monitoring.

Hired a new team member dedicated to our STEM students unique career needs

In the Winter 2022 term, we hired a Work-Integrated Learning Coordinator with a focus on STEM (Science, Technology, Engineering and Math). Ensuring our STEM students were competitive within the recruitment process required a new set of skills our existing complement of staff did not have. By having a dedicated coordinator for STEM, we were able to add programming dedicated to our STEM students on subjects such as technical interviewing and how to highlight technical skills on a resume as a junior, intermediate, and senior student.

Awarded 3 Rising Star Student of the Year Awards

Our Rising Star award recipients included Amilio Acampora, a B.Comm student who worked for Libro Credit Union, Gabriela Peralta Milla, a computer science student who worked as a Junior Software Developer at MiTek Canada, and finally Sandra Guido, a mechanical engineering student who completed her work term at Flex-N-Gate. Each year we award one student in co-operative education or a paid internship a Rising Star Award. The award gives recognition to one or more co-op or internship students each year/term who have made a unique contribution in the workplace and who have done an exemplary job of representing the Cooperative Education and Workplace Partnerships department within the broader community.

Pictured below our Rising Star Award Recipients



Employer Appreciation & Recognition

We once again recognized employer partners with our 2021 employer award. The recipients were as follows:

New Co-op/Internship Employer Partners of the Year 2021

Loblaw Companies Limited
Ceridian

Co-op/Internship Employer Partners of the Year 2021

WDBA (Windsor-Detroit Bridge Authority) (4th year in a row)
Nokia (2nd year in a row)
Active Body Physical Therapy
City of Windsor
GeoTab Canada
SAP
Valiant TMS

Unsung Hero of 2021 Award

Centre for Teaching & Learning



The partnerships we hold with employers allow us to be successful and we enjoy celebrating those important relationships and to give recognition and appreciation for the mentorship and dedication they provide to our students.

We also bestowed supervisors with awards. Students are able to nominate their supervisor each term. The committee narrowed down the three selected recipients from hundreds of nominations. Winners for 2021 includes supervisors from Schlegel Villages, Centerline Ltd and Flex-N-Gate.

D. Challenges

Office of Experiential Learning

Putting a pin in expansion within the GTA

Our hope to establish an “Employer Engagement Team” in both Windsor-Essex region and the Greater Toronto Area with a focus of generating new high-quality partnerships with employers had to be put on pause during the pandemic. With many offices stretched for time, for inbound sales calls and their staff working from home, we are holding off on re-introducing this concept until we better assess how we would engage with new potential employers post-COVID.

mySuccess

The mySuccess database (based on the Orbis Outcome platform) we use for much of our work is a robust tool with a lot of potential, but it has grown and evolved by leaps and bounds since we first launched it in 2009 and our ability to resource it and use it to its full potential has not kept up with the pace. Time, people, and expertise are required to evaluate the current state, identify gaps and possible system improvements, and then address them. In its current state, mySuccess is not supporting our workflows or creating as many efficiencies as it could.

Career Development & Experiential Learning

Jobs/Employers

Our staff are struggling to keep up and respond to the demands of employer engagement in a post-COVID world. Online options have increased engagement by employers, especially those outside the region, that normally would not have dedicated resources to a recruitment campaign at UWindsor. This can be seen by the 38% increase in number of jobs posted and the 210% increase in the number of employer networking events that we advertised on the career events calendar but did not host ourselves. However, this increased demand is stretching our limited resources and the process needs to be rethought so we can ensure that there is sufficient quality and diversity in the opportunities being advertised or coordinated by our team. Besides the Unifor member that posts the incoming jobs, CDEL has no staff entirely dedicated to employer engagement or developing new relationships and opportunities. We have always relied on the Co-operative Education & Workplace Partnerships employer-facing team to refer their contacts to us when their need can't be met by Co-op and for referrals to come from other campus areas. This is beneficial but given that Co-op programs only exist in a limited number of faculties and programs, it also means that there is minimal active and intentional employer engagement happening with students studying in non-Co-op streams, and CDEL's employer activity is limited to inbound inquiries and existing relationships.

Physical Space

As we look to re-evaluate and adapt our service model and programming to the current state, access to space on campus for large group in-person activities has become a challenge. Our training room has a capacity of approximately 20 people, but our workshop attendance numbers often exceed that and any employer networking event we aimed to host on campus could not be accommodated in our space. As we look to provide more opportunities for students and employers to network, the lack of space for large gatherings is a limiting factor.

Identity and Communication

It's often a challenge to get the word out to students about CDEL and the programs and services it offers. Our engagement numbers are impressive, but not balanced across campus. They are heavily concentrated on international and graduate students in Science and Engineering disciplines, as those are the groups that tend to seek out our services. It is difficult to find outlets to reach out to new students that have yet to engage and inform them of the value they will find. Another related challenge is when employers are looking to recruit or connect with students from specific demographic groups (e.g., Black students or students with disabilities). We are limited in the ways we can get the word out to all students, let alone those from specific groups.

Canada Summer Jobs

We claimed \$135,174 in funding for 42 positions through the 2021 Canada Summer Jobs program. COVID-19 flexibilities were still in place and supervisors were able to have students work part-time hours and/or extend the placement beyond the summer period. In 2022, flexibilities were removed, and positions were required to be full-time hours (30+ hours per week) and limited to the summer. We were awarded \$82,725 in funding for 40 positions included in the application submitted in January 2022 for Summer 2022 Canada Summer Jobs. Ultimately, we only hired for 30 (75%) of the roles and claimed \$56,698 (69%) of the funding. The required compliance, paperwork and payroll reporting has been challenging to navigate with supervisors. If CDEL is to continue to own this process for 2023 program, we are looking at implementing mandatory sessions to understand compliance requirements prior to applying, and require a second session/appointment if approved to understand the processes for required paperwork and payroll reporting.

Co-operative Education & Workplace Partnerships

Procedures, tools, and resources available from Registrars and Cashiers office

We continue to face challenges with our inability to directly access accurate and customized reports of students' Academic Standing, Financial Eligibility, and registration into courses through UWinsite. Despite working steadily in

collaboration with Registrars and the Cashier's office, we need to manually track and audit data which is extremely labour-intensive and leaves room for error. Not being able to self-serve, as we were able to in the past with Crystal Reports, also puts a strain on the human resources within Registrars as there is a fluidity to what we do that requires a lot of back and forth with their staff that can't always be timely due to lack of staff available in Registrars. In addition, our fee schedule for co-operative education students does not fit into the product's existing framework, so the collection of fees is completed through a manual process between our office and the Cashier's office. UWinsite has been our greatest challenge to date, and we would like to advocate for more resources for both departments (Registrars and Cashiers) to be able to better handle the competing demands they are often faced with which makes it hard for them to always prioritize our unique issues as quickly as we are faced with them.

Employer-facing systems, outreach, and engagement

As we are back in person, more employers are excited to come to campus to put on networking, informational or branding sessions as part of their recruitment strategy. As we have an increased volume of students and many with high needs, our team is stretched to meet the new demands of employers post COVID. We need more systems and tools to automate the employer interactions, outreach, and engagement. Exploration of what tools and resources needed will also become a future initiative to try to overcome this challenge and ensure our UWindsor co-op and internship students have access to employer partners.

Large Increase in enrolment for international course-based Master of Applied Computing program

Due to COVID-19 deferrals and high demand for the program, the Master of Applied Computing program enrolment increased at a dramatic rate during this reporting period. Part of the program is a final term on internship or a campus project. The expectation is that all students (or almost all) try to obtain an internship, and if not, they default to a campus project to graduate. International students require an increased service level which has made each element of programming for this group stretched. Fortunately, the students have done well in Transform and have been in demand in industry, so we have seen amazing placement results, however, monitoring the numerous additional placements with the same number of staff has been challenging. During each work term our staff complete a mid-term check in with students and their employers to ensure there are no issues. Completing this many work term assessments will require us to re-think how they are conducted and how many must be done electronically rather than in-person which was previously our preference.

Classroom/workshop availability for our programming

During our mandatory job readiness course, as well as prior to students competing for jobs, we have workshops which students need to attend as part of the curriculum. This includes important elements of co-op such as resume and cover letter writing, interviewing and rules of the job competition. Each term we struggle to find space to fit the size of our growing program and space is confirmed very late because classrooms have to be set prior to any open bookings. This leaves little time for back up plans if the rooms don't come to fruition for us and often requires our staff to offer double the number of workshops with the size of the leftover classrooms being too small. This time could be used in better ways to help students individually. Dedicated space for programming seems like a lot to ask but is what is required for us to put on quality programming for our students who have paid fees for service. Virtual workshops during COVID were tried but we find the in-person element for these topics to be most effective.

2. Report

A. Area's Goals and Objectives and the University's Strategic Plan

All five UWindsor strategic priorities guide our goals, objectives, services, and programming:

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.

Goals	2021-22 Highlights	UWindsor Priorities
<p>Provide opportunities to both graduate and undergraduate students to engage in meaningful career exploration and prepare for entry into the job market (part-time, co-op or post-grad) or their next step in continuing their education to pursue their goals.</p>	<p>OEL</p> <ul style="list-style-type: none"> Led coordination of UWindsor’s 2021-22 Student Work Placement Program submission (\$6.68M funded) for over 3000 placements across the university campus <p>CDEL</p> <ul style="list-style-type: none"> Offered a series of career and degree navigation workshops, assessments, and appointments to at risk/AP students through the FAHSS PASS Program to assist with career exploration and retention. 	<p>1, 4</p>
<p>Support students to increase their career-readiness and build their skill set and competitiveness in the post-graduate job market by identifying and participating in a wide range of co-curricular and curricular experiential learning opportunities.</p>	<p>OEL</p> <ul style="list-style-type: none"> Supported faculty submissions to CEWIL for iHub funding <p>CDEL</p> <ul style="list-style-type: none"> Launched a pilot of the Ignite program for Summer 2021 hiring Launched WECAP for FAHSS graduates which provides paid, professional experience, mentorship, and skill development with a local employer. Coordinated two wage subsidy applications resulting in increased funding 96.5% of students who completed our post appointment survey were extremely satisfied and 2.7% somewhat satisfied with the appointment. Continued to support curricular EL <p>CEWP</p> <ul style="list-style-type: none"> Launched VMock AI software for competitive resume and LinkedIn profiles for co-op students Hired Work-Integrated Learning Coordinator who specializes in STEM to assist with technical interview prep and career-readiness for students in STEM fields 	<p>1, 2, 4</p>
<p>Increase visibility of UWindsor as a talent pipeline for local, national, and international employers looking to hire our students and alumni as well as foster connections between students and potential employers.</p>	<p>CDEL</p> <ul style="list-style-type: none"> 38% increase in number of jobs posted and the 210% increase in the number of employer networking events that we advertised on the career events calendar CEWP Retained new graduate talent in the Windsor-Essex regional labour market through three full-time career apprenticeship placements as part of WECAP. <p>CEWP</p> <ul style="list-style-type: none"> Highlighted 10 employer partners by recognizing them with Employer of the Year Awards for 2021 which included social media posts and a DailyNews article Averaged above a score of ‘9’ for our work term satisfaction survey which was completed by students at the end of their industry experience each term 	<p>1, 2, 4, 5</p>

<p>Act as a resource and lend expertise to UWindsor faculty and staff who provide, or would like to provide, students with experiential learning (EL) opportunities or support their career development inside and outside of the classroom.</p>	<p>OEL</p> <ul style="list-style-type: none"> Ongoing communication with faculty and staff of new EL funding opportunities (SWPP, iHub) <p>CDEL</p> <ul style="list-style-type: none"> Increased funding available to faculty and staff to hire through Ignite and federal and provincial wage subsidy programs <p>CEWP</p> <ul style="list-style-type: none"> Worked closely with the School of Computer Science on an action plan for the large increase in Master of Applied Computing students due to COVID deferrals and new summer intake of students 	<p>1, 2, 3</p>
<p>Support and encourage our staff to engage in their own professional development and contribute to related initiatives on the UWindsor campus and beyond.</p>	<p>Unit Wide Initiative</p> <ul style="list-style-type: none"> Co-op and CDEL staff attended multiple workshops focused on EDIDA OEL, Co-op and CDEL staff volunteer to serve on numerous committees within the university, provincially and nationally.) 	<p>3, 4</p>

B. Future Actions/Initiatives

Moving forward with intention

There continues to be many funding opportunities and university-wide initiatives ongoing, as well as a demand for experiential learning, leaving no shortage of incoming projects and tight deadlines. We established key priorities for our area that serve our core purpose so we can be more intentional with the time spent and to help guide us to develop better boundaries and bring us back to working toward best serving our students. We look forward to our university’s strategic plan which will allow us to re-examine our priorities and ensure they align with the new strategic direction.

EDIDA focus

We have identified the need for more resources and programing to ensure we are inclusive. We started this work during this reporting period with PD for all staff including two workshops. We have also taken steps to begin to update our resources throughout both departments and continue to look at how to offer differentiated services.

Co-op entrance scholarships with EDIDA in mind

Co-op can be seen as a systemic barrier whereby only students who have funds to pay fees or have been in a privileged position to earn higher entrance grades based on socio-economic status, are able to enroll. To help break this barrier we are looking to start a scholarship fund that will allow students who might not have participated in co-op due to finances or grades to participate. We have begun preliminary discussions with finance and the awards office and are working on creating an endowment that will fund the scholarships.

SWPP to Fund Summer Ignite

Approximately \$475K of the 2021-22 SWPP funding reimbursement was for positions that were part of Ignite Work Study. Prior to 2021, Ignite was only offered in Fall and Winter. We piloted a successful Ignite Summer in 2021 and decided that the \$475,000 reimbursement shall be placed in a trust account and earmarked to offer approximately \$150K in Ignite funding for a Summer Ignite cycle in 2022, 2023, and 2024. This will help to provide additional experiential learning opportunities to students studying on campus in the summer and/or planning to return to studies in the fall.

Hybrid service delivery and assessment of services and programs

With increased on-campus presence by both staff and students, CDEL will be focusing on updating and evaluating our service models and offerings for 2022-23. We do not plan to go back to the way things were always done pre-pandemic

nor do we plan to keep everything offered only in online/remote formats. The challenge and goal will be to strike a balance that will offer high-quality and impactful engagement opportunities while at the same time offering flexibility for the staff, students, alumni, and employers they serve. Ensuring that decisions and changes are informed and based on data will be paramount, so a future focus for 2022-23 will be to review processes and coordinate touchpoints for collecting data and feedback from our stakeholders.

Enhancing support for co-op/internship students while on work term

In addition to the learning objectives students must complete in the first two weeks on work term, the mid-term check-in and final evaluation that we conduct, we are looking to further enhance how we support co-op and internship students while on work term. Data from a large employee experience survey found that one of the strongest drivers of employee engagement was sense of belonging (2021 Employee Experience Trends). NSSE data also reported that sense of belonging positively related to engagement and student development (Kinzie, McCormick, & Gonyea, 2022). Knowing that our students seek a sense of belonging, we want to nurture that while they are experiencing the workforce, for some of them, for the first time. We are looking to add a work term launch event prior to their departure, where they can learn where other students will be living and working, in the hope of creating some supportive networks. In addition, we are looking to offer lunch time sessions on professional development topics that would be useful to their development at the organizations where they will be working.

Launch of in-house Pre-Transform workshop series on Communication Skills

For many years the co-op office has outsourced a workshop series on communication skills that is taught to internship students in the Master of Applied Computing (MAC) program in their first term of study. The extra programming allows for the international students to be stronger in necessary skills to be successful in our job readiness program and when competing against other students in the job market when seeking an internship. With the increase of MAC students, and the facilitator working on a sliding scale based on enrolment, it has become too expensive to move forward in the same way. We are looking to move this to an offering that our in-house team can provide which would allow for more control over program elements and how they connect to our job readiness program as well as decrease costs.

Collaborating with FAHSS on a new co-op option for one or more FAHSS programs

Co-operative education is a huge driver of enrolment. It would be ideal for our Faculty of Arts, Humanities and Social Sciences to have one or more of their programs to have a co-op option to stay competitive with what other schools in Ontario and Canada offer. We have begun dialogue with FAHSS to identify a program where there is industry demand. We hope to be able to move forward with a new program that allows students to gain experience through work-integrated learning while they obtain their degree.

C. Recommendations for Senate consideration (if any) – N/A

APPENDIX A: CDEL Figures and Tables

Experiential Learning Programming

Table 1.1: Ignite - Work Study

Ignite - Work Study	2018-19	2019-20	2020-21	Summer 2021*	Fall 2021-Winter 22
Students Hired	447	507	463	219	567
Positions Requested (full year or one-	880	608	664	291	664
Positions Approved (full year or one-	386	471	484	215	505
Dollars Awarded	\$900,000	\$892,000	\$822,000	\$430,000	\$954,000
Supervisors	119	132	120	89	142
Departments	50	62	53	47	53
Unique Jobs Posted	196	219	242	128	265
Dollars Reimbursed to Hiring Budgets	\$773,758	\$795,874	\$667,675	\$346,387	\$822,934

*Summer 2021 was a pilot with the first ever Summer Ignite funding being offered

Table 1.2: Breakdown of Hired Ignite Students by Visa Status and Degree Category

Degree Category	2018-2019	2019-20	2020-2021	Summer	Fall 2021-
Undergraduate (International)	30	52	48	22	47
Graduate (International)	51	38	54	11	84
Undergraduate (Domestic)	299	368	307	143	377
Graduate (Domestic)	67	49	54	40	60
Total Hires	447	507	463	216	568

Table 1.3: VIP - Community Service Learning

VIP - Community Service Learning	2017*	2018-19**	2019-20	2020-	2021-
# of Placements	301	53	111	75	70
# of Unique Organizations	109	29	38	22	40
# of Students that Completed Program	245	49	95	62	67
Complete Rate	81%	92%	86%	83%	96%
Min. Hours Contributed (40	9800	1960	3800	2480	2680
Actual Hours Contributed****	N/A	N/A	3894*****	3059	2813

* Program was called Volunteer Internship Program and there was no requirement for students to apply their academic knowledge in the community placement. **Old model in W18, program on hiatus S18, and amended model and new name launched for F18.***Program did not run in S20. Lack of student interest and available online roles (no in-person due to COVID-19). ****In W22, requirement for students to apply their academic knowledge in the community placement was removed to increase enrollment in response to impact of COVID-19. *****In W20 students were not able to finish all placement hours due to the stay-at-home order in late March 2020.

Table 1.4: Curricular Internships Developed or Coordinated

	2018-	2019-20	2020-21*	2021-22
DRAM-3980/DRAM-3990. Internship I/II: Arts Management	10	5	4	0*****
CMAF-3990. Internship I / CMAF-4990. Internship II	18	19	5***	20
SACR-4670. Criminology Professional Development Practicum	12	N/A**	0*****	15
EDUC-8930. Educational Research Internship	26	25	27	0****
VSAR-3800. Visual Art Internship	22	5	4	5
Total Placements	88	54	40	40
Unique Organizations	43	35	24	36

* No placements in S20 due to COVID-19 **Professor on sabbatical, course not offered. ***CMF department did not offer these courses in F20. **** CDEL support no longer required to secure placements. *****Course was not offered in W21 due to lack of online placements available *****Departments did not offer these courses S21-W22.

Table 1.5: Additional Direct Supports Provided to Curricular Internships

	F18 for W19	F19 for	F20 for W21	F21 for W22
PSYC-4280. Practicum in Developmental	6**	13	12	9
PSYC-4290. Practicum in Psychology ***	19	35	19	12
History-4810. Public History Practicum****	6	4	0	7
Total	25	52	31	28

*Support by conducting interviews and recommending students and placement matches to professor. Supports placement development upon request. Number of placements confirmed by professor unknown. Number above = interviews conducted. **Professor on sabbatical, course ultimately cancelled while interviews in progress ***Support by conducting interviews and recommending student candidates and placement matches to professor. Numbers indicate the number of interviews conducted. Number of placements confirmed by professor unknown. **** Supports by coordinating MCU insurance process. Numbers indicate number of placements insured.

Table 1.6: Job Shadow Experience

	2019-20	2020-21	2021-22
Number of individuals that offered to host	44	44 (17 F + 27 W)	88 (34 F + 54 W)
Number of organizations represented	24	33 (16 F + 20 W, some	30 (12 F + 18 W,
Number of matches made	55	75 (31 F + 44 W)	125 (48 F + 77
Number of placements	50	68 (29 F + 39 W)	119 (48 F + 71

Career Development Workshops, Presentations, and Appointments

Table 2.1: Summary of Workshop Attendance by Delivery Type and Topic

	Offered	Attendanc	Average
CD&EL Core Workshops			
Resume, Cover Letter (intro, advanced, combo)	50	971	19.42
Interview Skills (intro, advanced, combo)	30	450	15.00
Interview Skills (Professional School)	3	26	8.67
Job Search (intro, advanced, combo)	33	426	12.91
Preparing for the Job Fair	0	0	N/A
Social Media	15	171	11.40
Personal Statements (for Grad and Prof School Apps)	4	34	8.50
Core Workshop Subtotals	135	2078	15.39
Targeted Workshops			
Propel Grad PD Sessions (various topics)	12	266	22.17
ISC - Canadian Workplace Expectations	2	35	17.50
ISC – Part-time Jobs in Canada	2	92	46.00
Are You Ready For Your First Nursing Job?	2	78	39
Faculty of Ed – Resume & Interview Prep for Career Fair	1	39	39
Faculty of Science – USci Careers in Science Week	3	25	8.33
Targeted Workshop Subtotals	22	535	24.32
Grand Total (All Workshop Types)	157	2613	16.64

Table 2.2: Workshop Attendance by Faculty and Degree Type

Faculty	Total	% of Total	# Unique	# Unique	# Unique
Faculty of Education	98	3.75%	71	29	42
Faculty of Engineering	1268	48.53%	643	455	188
Faculty of Human Kinetics	32	1.22%	26	10	16
Faculty of Nursing	94	3.60%	80	9	71
Faculty of Science	502	19.21%	279	145	134
FAHSS	257	9.84%	173	41	132
Odette School of Business	345	13.20%	170	138	37
Law	11	0.42%	7	1	6
Unknown	6	0.23%	2	N/A	N/A
Grand Total	2613	100.00%	1451	828 (57%)	621 (43%)

Table 2.3: Summary of Faculty and Club Presentations

Faculty	# Presentations	# Students*
FAHSS	20	488
Engineering	7	2429
Science	1	25
Nursing	4	432
Education	3	111
Medical	1	30
Human Kinetics	0	45
Other (club/department/orientation)	6	690
Total	44	4250

* # of students are estimated attendances based on class enrollment numbers from professor or actual count

Table 2.4: Summary of Appointments Attended by Topic

Topic	2020-21	2021-22	% Change YoY
Career Planning / What Can I Do With My Degree?	108	117	8%
Considering Further Education or Letters of Intent	86	144	67%
Cover Letter, Resume & CV	541	399	-26%
Interest Testing	19	22	16%
Interview Prep (job or professional school)	72	71	-1%
Job Search	36	49	36%
Mock Interviews	172	177	3%
LinkedIn Profile Critique	49	43	-12%
Unspecified or Onsite in Faculty Space	0	63	N/A
Drop In	61	242	297%
Total	1144	1327	16%

Table 2.5: Summary of Appointments Attended by Visa Status and Degree Type

n=1327 appts	% of Total 2020-	# Appts Attended	% of Total 2021-22	YoY Trend
International	46.3%	596	44.9%	Stable
Citizen/PR/Ref	52.3%	713	53.7%	Stable
Unknown	1.4%	18	1.4%	Stable
Grad & Doc	47.7%	592	44.6%	Stable
Undergrad	49.8%	710	53.5%	Stable
Med School	2.4%	25	1.9%	Stable

Table 2.6: Summary of Appointments Attended by Faculty

Faculty	2020-21	2020-21 Ratio	2021-22	2021-22 Ratio	YoY Trend
Engineering	399	34.9%	450	33.9%	Stable
Science	297	26.0%	313	23.6%	Stable
FAHSS	274	24.0%	374	28.2%	Stable
Business	53	4.6%	39	2.9%	Stable
Education	70	6.1%	72	5.4%	Stable
Human Kinetics	12	1.0%	28	2.1%	Stable
Medicine	28	2.4%	25	1.9%	Stable
Nursing	11	1.0%	24	1.8%	Stable
Law	0	0.0%	2	0.2%	Stable
Unknown	0	0.0%	0	0.0%	Stable
Total	1144	100%	1327	100%	

Job Postings and Networking Fairs

Table 3.1: Fair Events Summary

Fair	Timing	Exhibitors	Attendees
Graduate & Professional Schools Fair	Fall 2021	24	34 students at 12 sessions
Faculty of Ed Career Fair	Jan. 2022	39	Unknown
Total		63	

Table 3.2: Summary of mySuccess Job Posting Activity

Type of Employment	2020-21	2021-22	% Change	Unique	Unique	%
Contract	190	174	-8%	165	146	-12%
Full-time	676	1000	48%	542	784	45%
Graduating Student	38	44	16%	37	39	5%
Intern	28	38	36%	28	38	36%
On-Campus (Ignite not)	20	56	180%	20	55	175%
Ongoing or N/A	0	6	N/A	0	6	N/A
Part-time	150	211	41%	89	124	39%
Summer	100	169	69%	84	139	65%
Volunteer	15	24	60%	12	17	42%
Total	1217	1722	41%	977	1348	38%
# Unique organizations				302		36%

Table 3.3: Employer Networking Events

Event Type	2020-21	2021-22	% Change YoY
Off-Campus (advertised only, hosted by employer)	31	96	210%
On Campus (hosted exclusively for UWindsor students)	32	18	-44%
Total	63	114	81%



University
of Windsor

Office of Experiential Learning

Annual Report 2021-22

The Office of Experiential Learning leads the development and promotion of experiential learning opportunities, including work integrated learning across campus. The Office is comprised of two distinct units: Co-operative Education and Workplace Partnerships and Career Development and Experiential Learning.

\$6.68M in SWPP funding secured for paid on-campus experiential learning opportunities

Co-operative Education & Workplace Partnerships

Co-operative Education and Workplace Partnerships includes both co-op and internship paid placements.

2,016 

undergraduate and graduate students enrolled

454,000+

hours of on-the-job learning in industry



921 

students participated in job readiness programming

1,081 

students participated in work terms

112 

new employers hired students

188% 

increase in Computer Science co-op/internship students since 2016



Smitkumar Patel (Master of Applied Computing, 2022) like many of our grads, found employment with his internship employer after graduation.

Smitkumar's supervisor, Greg Presland said: "There's a lot of great talent coming out of the University of Windsor, and we want to capture that talent. The students have been very passionate, very motivated, and great to work with."

HIRED - Rocket Innovation Studio as a full-time Associate Software Developer

24,100+

job applications



5,690+ 

work term opportunities posted

1,900+ 

amount of times students participated in one or multiple interviews

Career Development & Experiential Learning

The Career Development & Experiential Learning (CDEL) office works campus-wide to bring expertise in career exploration, job search strategies, application documents, interview preparation and labour market intelligence. Building bridges between the classroom and the world of work, this team supports students of all disciplines to connect with experiential opportunities and prepare for whatever their goals are during and after their time at the University.




JASMINE KNIGHT


Ignite Program Student, Department of Women's & Gender Studies


Jasmine worked as an Ignite student for the department of Women's and Gender Studies in the position of Student Recruitment and Outreach Assistant.

This is what Jasmine had to say about her experience in the program:

"My experience as an Ignite student was incredibly enjoyable and served as a great stepping stone for professional outreach positions in the future. My experience helped me develop the skills necessary for event organization, student outreach, and exercising my creativity in new ways. Ignite is a great opportunity for students to gain experience while also building professional connections."

567 
students hired into 505
Ignite positions across
53 departments and
units on campus

119 
participants in the Job
Shadow Experience at
30 organizations with
88 individual hosts

54 
curricular placements
coordinated at 36 organizations
for courses in FAHSS and
Faculty of Education

70 
VIP Community Service
Learning students placed in
40 local non-profit & publicly
funded organizations

2,613 
attendances at
workshops

1,327 
career advising
appointments were
conducted

1,300+ 
jobs posted by 411
organizations on our
online job board

2,680 
volunteer hours in the
community through the
VIP-CSL program

63 
exhibitors hosted on
campus across 2 online
fair events

4,250 
attendance at presentations
delivered in-class or at
special events



**University of Windsor
Senate**

5.6: **Report of the Academic Colleague**

Item for: **Information**

Forwarded by: **Dr. Philip J. Dutton**

Academic Colleagues met in a hybrid format on December 13 and 14, 2022.
Evening meeting, Tuesday, December 13, 2022, 6:00 – 8:30 pm

A Land Acknowledgement was provided by Alyson King.

Kim Clark, Ph.D. of Social Work; Professor, Department of Sociostructural Anthropology, Western University
Topic: Conversations on Student Success

Dr. Clark joined the meeting virtually to share preliminary findings of her research on accessibility and the experiences of students with disabilities. The pandemic isolation forced us to reevaluate delivery methods for courses, and highlighted issues around mental health, wellness, and accessibility. Dr. Clark's personal experiences led her to question the delivery of her courses and the accessibility of them and started a project to explore the lived experiences of students. Her research team included three students and two leads with experience dealing with accessibility issues. She ran a survey at Western that had over 80 respondents. Of those, only two had visible disabilities, and 64 had no apparent disabilities. Many of the students were affected by multiple disabilities. One quarter of the respondents had undiagnosed disabilities and one third were not registered with accessibility services. Disabilities in the group ranged across Physical/Functional (19%), Sensory (11%), Mental Health (34%), and Cognitive/Learning (35%).

Disability impacts every aspect of the students experience at the University, not just the classroom experience. Students experience disbelief from their professors who think they are "faking it" and want an "easier time". The delivery of courses during covid was a huge boon to disabled students as it allowed them to access class and assignments with much more flexibility and alternative viewing of course material. Time on task, is a problem for many, who simply cannot concentrate on a course delivery for three straight hours, this was alleviated by recorded lectures. From the survey and the open-ended responses of it several best practices for supporting students with accessibility issues were discussed. These recommendations also support students who do not have accessibility issues as a result of disability but may need or desire various forms of flexibility in their learning. Many of the recommendations are ones we are all aware of. As I write this, I recall having a similar discussion with students I counsel on aspects of problem solving and time management. The solutions are often obvious, and we are all aware of them, but what we need to do is *put them into practice*.

Dr. Clark's recommendations are:

1. *Avoid hidden curriculum issues.* Don't assume students know where things are or where to find them. What is obvious to a professor is not obvious to a student.
2. *Provide information in multiple formats.* Classroom, online notes, recorded information etc.
3. *Provide lecture slides in advance.* This facilitates note taking and preparation for class.
4. *Use accessible formatting for documents and websites.* Many professors have no idea what this is.
5. *Provide a break in a class longer than an hour.* Predictable timing of breaks allows students to plan their focus efforts.

6. *Provide multiple ways for students to demonstrate their learning.*
7. *Allow flexible deadlines.* At the very least, leniency on deadlines.
8. *Use hybrid delivery.* Many students prefer in person, but when various events impact student life, the ability to view a class from home, either synchronously or asynchronously, is a huge benefit . Even students who are *in class* review recorded class material (sometimes at 2x speed)
9. *Asynchronous aspects of a course are desirable.* Again, students like the flexibility.

Colleagues discussed many aspects of accessibility for students with Dr. Clark. In my own class I am happy to see I follow most of these recommendations but recognize where improvements can be made. This would be the recording of the classroom experience for later review.

Colleagues meeting, Wednesday, December 14, 2022, 9:00 am – 12:00 pm

1. Information sharing

Colleagues shared their campuses experiences this term. As usual, many experiences are common to many institutions, but not across the board. Student performance seems to be down in a lot of areas. Not just first year, but at senior levels as well. This is not necessarily across all courses, but there are some apparent problems. Mathematical skills and exam skills seem to have been impacted the most. Budget issues are a concern, particularly in the face of inflation, which has had a negative impact on research (CFI purchasing power for example). The return to campus is not going as well as we might hope. Some institutions report higher than normal faculty-student conflicts and still quiet hallways. With lack of presence on campus by faculty, some health and safety standards are slipping. Illness reporting was described as a “gong show”.

2. COU update

Steve Orsini, President and CEO of the COU provided information to colleagues on current COU activities. Discussion ensued throughout Mr. Orsini’s report.

The Auditor General’s Report

Four Universities were audited, Windsor, Algoma, Nippising, and ONTEC. COU is working with executive heads to consider how to move forward with the results of this report. The COU was not aware of the risk framework the report was being generated under, or that other institutions would be referred to. COU has submitted a revised framework and the ministry changed theirs. This is a good sign.

There is a commitment to open data, financial transparency and accountability, shared governance through bicameral model. Some troubling issues that are apparent are legislation to control university actions and reliance on international students and the decline in the real operating grant. We are no longer publicly supported, we are publicly assisted. We need to realize that the government does not have a vision for the sector, and this is an opportunity to communicate our vision.

3. Committee Reports

- a. Budget and Audit (Jingyu (Jennifer) Li, Brock). COU has healthy cash flow and a very small surplus as of the last report.

4. Other Business

Topics were discussed to focus on for the remainder of the year. Mental health and accessibility were topics of general interest. This is not only from a student perspective, but from a faculty and administration perspective as well. Students are not the only people affected by these concerns.

Respectfully Submitted

P.J. Dutton, Academic Colleague.

**University of Windsor
Senate**

5.8: **Report of the Provost**

Item for: **Information**

Forwarded by: **Patti Weir**

Happy New Year !

1. Turnitin – E. Kustra

The University of Windsor has selected [Turnitin](#) to replace Blackboard's SafeAssign as the University's text similarity, or plagiarism, checker. It is now available as an option integrated within Brightspace's Assignments tool. A recording of Turnitin training will be available (*link likely available tomorrow*), with an overview of settings and how to interpret the similarity report. More training and resources for Turnitin's Originality and Feedback tools will be available during the term.

Turnitin offers a range of features to help support academic integrity and feedback:

- Plagiarism detection which flags potential instances of plagiarism, making it easier to identify and address potential issues.
- Option for students to view reports to self-educate for similarity checking, and basic grammar
- Feedback tools with a range of features, including the ability to leave inline comments, grade with a rubric, and provide general feedback on student work.

2. Sustainability – J. Gagnon/N. Harduar

- As of December 23, the Zero Emission Vehicle Community Engagement Project (ZEVCEP) application has been reviewed by Natural Resources Canada (NRCAN) but applicant selection has not taken place. We hope to hear whether our application was successful early in 2023.

- A Fair-Trade Campus event will be scheduled in partnership with campus partners.

- We will be making a presentation to PDC on January 18, 2023, to discuss the viability of incorporating sustainability language into PDC course and program forms. Having such language incorporated into the forms would assist in tracking and assessing sustainability at the institutional level, which will be critical in assessing how the University of Windsor is performing relative to best practices (e.g., UN Sustainable Development Goals, AASHE STARS self-reporting framework).

- We are working with the UWill Discover team (Time Brunet) to integrate a cross section of sustainability-related research and teaching (particularly UN SDG-related) being conducted by UWindsor faculty. The goal is to amplify not detract from the student-driven agenda. Further details to follow.

- Preliminary conversations have taken place on assessing the viability of adopting the Okanagan Charter, which calls on post-secondary institutions across Canada to embed health (human and environmental) in all aspects of campus culture.

- A transportation survey for campus community members has been prepared and will be circulated early in the Winter term after the internal review is complete.

3. Black Scholars Hiring Initiative

The applications close January 10, 2023. As of the submission of this report, there were 129 completed applications submitted.

The core selection committee meets on January 16, 2023 to grid applications.

4. National Survey of Student Engagement (NSSE) – 2023 – R. Zanutto

The National Survey of Student engagement (NSSE) is administered on a three-year cycle to first and final year students in direct entry program, the last one being done in 2020. As done in the past, we will be offering a \$5 on their UWincard to those who complete the survey. The survey results provide us with information on how undergrads spend their time and what they gain from attending university

The survey mailing starts early in March and more details on the NSSE survey can be found at <https://nsse.indiana.edu/nsse/>

5. Search Updates

a) Dean, Odette School of Business

Working to finalize a list of candidates for interviews and campus visit in late January/early February.

b) AVP, Student Experience

Committee is deliberating. Expected to meet again week of January 16th.

**University of Windsor
Senate**

5.8.1: **Enrolment Management Update**Item for: **Information**Forwarded by: **Chris Busch, AVP Enrolment Management****(a) 1st Year Students (W23)**

	Undergraduate	Masters Non-Research	Masters Research	PhD	Total
Applicants (individuals)	1129	3790	634	63	5616
Admits	787	2233	190	36	3246
Confirmations	503	1786	152	33	2474
Registrants					
W23	289	1091	101	24	1505
W22	247	1104	60	35	1446
W21	275	694	78	26	1073

(b) Returning Students (W23)

	Undergraduate	Masters Non-Research	Masters Research	PhD	Total
Registrants					
W23	9500	3484	566	386	13936
W22	9861	3133	593	412	13999
W21	10939	2335	636	351	14261
Waitlist (W23)					
# on wait list	1560	364	73	12	2009
# on wait list (no classes)	30	3	4		37

* - Winter 2023 – partial undergraduate enrolment (as of January 2, 2023) – many returning students delay registering for the upcoming term because they are awaiting grades or enjoying the holiday break.

(c) Early Leavers:

In collaboration with the faculties, a wide variety of engagement strategies were initiated and continue up to the add/drop deadline to engage one of the three types of “early leavers” categories of learners, including:

At-risk of enrolment melt: New W23 UG admit but not enrolled in the upcoming W23 term

Potential Early Leaver: enrolled in F22 but not enrolled in the upcoming W23 term

True Early Leaver: enrolled in one of the last three academic terms but did not enrol in F22

[1] Educators Day

On December 14, 2022, the University hosted 70+ high school educators from the Windsor-Essex Region to campus for “Educators Day.” Designed by the institution’s “Educator’s Working Group” and Undergraduate and Recruitment Committee, the event featured panel presentations with representatives from each faculty, who brought to life learning at UWindsor, guided mini-tours, and a highlight presentation on critical topics, such as Student Wellness and Mental Health and supports for Black, Indigenous, and international learners.

The day’s sessions were designed to help support the Educator’s work, including how students and parents can overcome concerns about costs, understand the University of Windsor’s value proposition, share information on various majors, identify the supports available to help guide career discernment, learn about our alum, and highlight how experiential learning assists students to thrive.

A copy of the agenda can be found [here](#).

[2] Grade 9 Students / Parent’s Night

It is common for students to start thinking about university in the latter years of high school, typically in grade 11 or grade 12. However, students must start thinking about their post-secondary options as early as possible, even as early as grade 9 or 10. This can help students make informed decisions about their education and career goals and ensure that they take the required courses to make them competitive university applicants.

It is also a good idea for students to start researching universities and their programs early on, so they have a good understanding of the different options available to them so they can make an informed decision about where to apply.

To support these learners and their parents, we once again will be hosting an on-campus event on February 4th, 2023, to provide an opportunity to learn about connecting interests, career planning and study possibilities, maximizing high school course selection, planning for their investment in higher education, and the various admission requirements for undergraduate studies.

[3] Strategic Enrolment Management Planning – Update

A market assessment and environmental scan process is being initiated to help support the collaborative development of the institution’s subsequent strategic enrolment management (SEM) plan.

A market assessment and environmental scan can provide the institution with important information about the external factors that may affect enrolment. This includes information about the local, regional, and national economic environment; demographic trends; and the competitive landscape in which the institution operates. Furthermore, it can help the institution understand the demand for its programs and identify potential target

markets for recruitment. It can also help the institution understand the factors that influence student enrolment and identify opportunities to differentiate itself from other institutions.

The environmental scan can help the institution understand the external challenges and opportunities it may face. This can include economic trends, demographic changes, and technological developments that may affect enrolment. By considering these external factors in the SEM plan, the institution can be better prepared to respond to changes in the market and adapt to new challenges and opportunities.

[4] Applicant Days

There are a variety of problems that high school students may encounter when completing their application to Ontario universities. Some common issues include difficulty understanding the application process, lack of knowledge about the different universities, it can be challenging for students to balance their schoolwork, extracurricular activities, and the application process, and some students may struggle with procrastination and leave the application process to the last minute, which can lead to additional stress and the possibility of missing deadlines.

To ensure prospective students have everything in place to apply, the University of Windsor Student Recruitment offers Applicant Days from December 5, 2022, to January 12, 2023, with includes extended hours and focused online and in-person drop-in support. Offered in alignment with the Ontario Secondary School application deadline of January 12, 2023. . Prospective students who have questions about the University of Windsor's programs, services and supports or need assistance with their application are invited to connect in person or virtually during their extended hours.

[5] Virtual Open Day

Virtual Open Day, the companion to Fall Open House, was held December 8, 2022, and facilitated access for 1,300+ participants worldwide by offering two 3-hour timeslots and including on-demand access and live virtual resources.

Some of the benefits of Virtual Open Day include:

1. Increased accessibility: Virtual open days can be accessed from anywhere with an internet connection, which makes it easier for prospective students and their families to attend and gather information about the institution.
2. Cost savings: Virtual open days can be less expensive to host than in-person events, as there are no costs associated with a venue rental, transportation, or catering.
3. Flexibility: Virtual open days can be more flexible than in-person events, as they can be accessed anytime and from any location. This can be particularly helpful for students who may not be able to attend an in-person event due to distance or other commitments.
4. Increased convenience: Virtual open days can be more convenient for attendees, as they do not need to travel to the event or find accommodations.
5. Environmental benefits: Virtual open days can have a smaller carbon footprint than in-person events, as they do not require transportation to and from the event.
6. Enhanced engagement: Virtual open days can provide interactive elements and opportunities for engagement that may not be possible at in-person events. For example, attendees can ask real-time questions and participate in live polls or surveys.

It was our first formal event using the new Swoogo virtual event platform - as we gain experience with the platform, it will be made available for use by campus partners.

**University of Windsor
Senate**

5.9: **Report of the Vice-President, Equity, Diversity, and Inclusion**

Item for: **Information**

Forwarded by: **Clinton Beckford**

Employee Engagement Survey

University Wide Results

- The Employee Engagement Survey Action Group has completed the identification of recommendations to address the high opportunities for improvement emerging from the Employee Engagement Survey results.
- The recommendations emerged from the review of both the quantitative and qualitative data (aggregate format by emerging themes).
- The recommended actions will be presented to the Executive Leadership Team in January 2023 and will then be shared with faculty and staff along with next steps and timelines for implementation.

Faculty Specific Results – Questions/concerns emerging from the December Senate Meeting

Request for Faculty specific qualitative data:

- The University is not able to release the faculty/department qualitative data given that as part of the REB application, we undertook to only release this information as aggregate data by emerging themes. The thematic analysis is only being done for university wide results.
- This is also highlighted in the [FAQs found on the survey website](#), specifically “The data gathered through open ended questions will be presented to the University in aggregate format by emerging themes. Comments will not be connected to any demographical information.”. Please note that Faculty is one of the demographical information outlined in the FAQs.

Proposed Approach for the Development of Faculty Specific Action Plans:

- A proposed approach for the development of Faculty specific action plans was shared with Provost’s Council on September 26, 2022. [Refer to the PPT slides](#) that highlight the proposed approach and how to interpret Faculty specific results.

Mental Health Strategy for Employees

- The Employee Mental Health Strategy Steering Committee is scheduled to meet with the Centre for Addictions and Mental Health (CAMH) in January to start the strategy development process.
- A Campus Mental Health Advisory Committee is currently being established (comprised of 4 representatives from the Employee Mental Health Steering Committee and 4 representatives from the Student Mental Health Steering Committee). The group will be meeting in January/February to establish the Vision, Mission and Guiding Principles for the Campus Mental Health Strategy.

Equity, Diversity and Inclusion Awards

- Nominations Deadline - **February 10, 2023**
- The University of Windsor's Equity, Diversity, and Inclusion (EDI) Awards honour, celebrate and shine a light on individuals and teams who have made significant contributions towards building a more diverse, equitable and inclusive campus community and who have demonstrated an unwavering commitment to address the systemic barriers, contemporary and historical injustices and inequities experienced by Indigenous peoples, people with disabilities, racialized people, the 2SLGBTQQIA+ community, women and other equity-deserving groups.
- The EDI Awards are an opportunity to recognize:
 - Outstanding achievements in practice, events, applied research, policy, programs, advocacy, and community education, and/or other activities.
 - Both ongoing work and/or an outstanding accomplishment at a point in time.
- For more information and to complete a nomination form, please go to the [EDI Awards website](#)
- Awards will be presented on March 30, 2023.



**University of Windsor
Senate**

5.10: **Report of the Vice-President, Research and Innovation**

Item for: **Information**

Forwarded by: **Chris Houser**

Research, scholarship, and creative activity are critical to the reputation of the University of Windsor and have a significant influence on our ability to recruit and retain undergraduate and graduate students.

CANADA RESEARCH CHAIR (CRC) SEARCHES AND NEW STRATEGIC ALLOCATION MODEL

As previously announced, a new CRC allocation strategy and institutional competition was implemented in Fall 2022. Proposals were due to the OVPRI by December with approval of the Dean of the respective Faculty or Faculties for joint proposals. A total of 29 proposals were received and are being reviewed by the Deans and Executive Leadership.

Title of Proposal	Submitting Faculty
Advanced Protected Agricultural Systems	Engineering
Aquatic Microbial Ecology	Science
Automobility Cybersecurity	Engineering
Black Canada and the Law	Law
Black Health Disparities	FAHSS
Blackness, Criminalization, and Employment	Business
Causal Inference and Data Science	Science
Digital Security and Forensics in Smart Communities	Science
Education, the Public Good and Democracies	Education
Environmental/One Health Genomics	Science
Explainable and Secure Applied Artificial Intelligence	Science
Health Biostatics	HK
Human Factors in Ergonomics	Engineering
Law Innovation and Society	Law
Local Governance for Healthy	Law
Low-net-carbon Energy Carriers	Engineering

Microelectromechanical Systems and Smart Sensors	Engineering
Movement Ecology and Environmental Health	Science
Neutron Applications in Soft Materials and Health Sciences	Science
Privacy Preserving Machine Learning	Science
Quantum Science and Technology	Science
Radiation Oncology/Radiotherapy	Science
Smart Faculty-Tolerant & Cyber-Resilient Grids for Sustainable Communities	Engineering
Smart Materials for Human-centric Wearable Electronics	Science
Social Implications of Public Health and Clinical Care Integration	FAHSS
Soft Electronic and Energy Materials	Science
Sustainable and Affordable Cities	Engineering
Translational Cancer Research	Science
Trauma-Informed Mentally Healthy Schools & Communities	Education

REMINDER: PLANNING FOR NEXT CFI ALLOCATION

The Innovation Fund from the Canada Foundation for Innovation (CFI) is an opportunity for the institution to invest in infrastructure from fundamental research to applied research and technology development. **Deans have been asked to work directly with their Associate Deans of Research and to consult with faculty and aligned research centres and institutes to develop 1-page high-level proposals for use of the future CFI envelope.** In your proposal consider how an invest in new research infrastructure will: 1) enhance research and reputation, 2) support the largest number of faculty across campus, 3) potential to include collaborations and contributions from other institutions (do not contact other institutions at this time), and 4) supports the Windsor-Essex region, Ontario, and Canada. Faculties can submit multiple proposals and cross-Faculty proposals are encouraged. Given that opportunities, inspirations, and needs evolve, proposals and ideas that develop after that deadline will still be accepted on a rolling basis. Please note that the Innovation Fund is different from the CFI-JELF allocation.

Canada First Research Excellence Fund (CFREF)

Unfortunately, the University of Windsor was not selected to move forward in the CFREF competition to establish a national centre devoted to automobility and automotive engineering entitled FuturE🍁Car. While it was not successful, the proposal has generated new industry and academic collaborations/partnerships, will provide a strong foundation for new institutional proposals, and we will be contributing to other proposals that were selected to move forward.

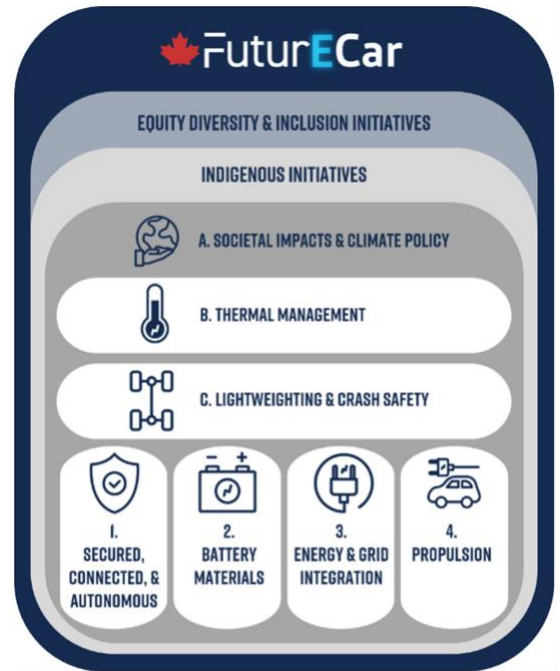


Figure 5: FuturECar program