



NOTICE OF MEETING

There will be a meeting of the Senate on Friday February 10, 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 January 13, 2023 Approval S230113M
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 S230210-5.1.1a-b
(a) English – Minor Program Changes (Form C)
(b) English – New Course Proposal (Form D)
*5.1.2 PDC Reports on University Program Reviews Final Assessment Reports and Implementation Plans and Progress Reports Lionel Walsh-Approval S230210-5.1.2
*5.1.3 Psychology – Course Learning Outcomes Lionel Walsh-Information S230210-5.1.3
5.2 Academic Policy Committee
5.2.1 Centre for Teaching and Learning Annual Report (2021-2022) Isabelle Barrette-Ng-Information S230210-5.2.1
*5.2.2 English Language Proficiency Requirements – Education (Graduate) Isabelle Barrette-Ng-Approval S230210-5.2.2
5.3 Senate Governance Committee
*5.3.1 Senate and Senate Standing Committee Diversity Report (2022-2023) – Updated Rob Gordon-Information S230210-5.3.1
5.3.2 Report of the Review Committee on Employment Equity (RCEE) 2021-2022 Rob Gordon-Information S230210-5.3.2
5.3.3 Senate Meeting Scorecard – Results from Fall 2022 Meetings Rob Gordon-Information S230210-5.3.3

*5.3.4 Senate Standing Committee Membership	Robert Gordon-Approval S230210-5.3.4
5.4 Senate Student Caucus	Dave Andrews-Information
5.5 Report from the Student Presidents	UWSA/GSS/OPUS-Information
5.6 Report of the Academic Colleague	Lisa Porter-Information
5.7 Report of the President	Robert Gordon-Information
5.8 Report of the Provost	Patti Weir-Information S230210-5.8
5.8.1 ChatGPT	Baker-Information
5.8.2 Enrolment Management Update	Chris Busch-Information S230210-5.8.2
5.9 Report of Vice-President, Equity, Diversity, and Inclusion	Clinton Beckford-Information S230210-5.9
5.10 Report of Vice-President, Research, and Innovation	Chris Houser-Information S230210-5.10
5.11 Associate Vice-President, Student Experience – Search Committee Recommendation (<i>In camera</i>)	Patti Weir-Discussion
5.12 Provost and Vice-President, Academic – Search Committee Recommendation (<i>In camera</i>)	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: **English – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for Honours English and Creative Writing 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 Department of English and Creative Writing Council, the Faculty of Arts, Humanities, Social Sciences 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 January 18, 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**

*5.1.1b: **English – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course be approved: ^
ENGL-3520. Advanced Topics in Literature**

Rationale/Approvals

- The new course has been approved by the Department of English and Creative Writing Council, the Faculty of Arts, Humanities, and Social Sciences 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 January 18, 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**

***5.1.2: PDC Reports on University Program Reviews Final Assessment Reports and Implementation Plans and Progress Reports**

Item for: **Information**

Forwarded by: **Program Development Committee**

Background:

- The attached new University Program Review Final Assessment Reports and Implementation Plans (FAR/IPs) – Executive Summary and the Progress Reports have been conducted under the Institutional Quality Assurance Process (IQAP) (combining undergraduate and graduate program reviews) which was developed in accordance with the COU’s Quality Assurance Framework. As of Fall 2011, the Ontario Universities’ Quality Council is responsible for reviewing, auditing and approving all new undergraduate and graduate programs and cyclical program reviews.
- Some of the information contained in the status reports may seem outdated since these reports provide a historical look at the department’s actions over a review cycle, showing a progression of changes over the years.

This package includes the following reports:

5.1.2a	Business UPR/Final Assessment Report and Implementation Plan Progress Report.....	2
5.1.2b	Economics UPR/Final Assessment Report and Implementation Plan Progress Report.....	6
5.1.2c	General Science UPR/Final Assessment Report and Implementation Plan Progress Report.....	12
5.1.2d	Physics UPR/Final Assessment Report and Implementation Plan Progress Report.....	15
5.1.2e	Psychology UPR/Final Assessment Report and Implementation Plan Progress Report.....	21
5.1.2f	Sociology and Criminology UPR/Final Assessment Report and Implementation Plan Progress Report....	27
5.1.2g	Civil and Environmental Engineering University Program Review Final Assessment Report and Implementation Plan – Executive Summary.....	36
5.1.2h	History University Program Review Final Assessment Report and Implementation Plan – Executive Summary.....	40

UNIVERSITY OF WINDSOR
PROGRAM DEVELOPMENT COMMITTEE
UNIVERSITY PROGRAM REVIEW (UPR)/FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN
PROGRESS REPORT ON: BUSINESS
UNDERGRADUATE AND GRADUATE PROGRAMS
 January 2022

Recommendation 1: That the Odette School of Business (OSB) develop a strategy to attract more female applicants to the undergraduate programs so that it is on par with peer Canadian institutions (over 50%). This is the most direct way to increase current enrolment and would not require creating new programs or majors.

Agents: Dean

Completion by: Fall 2020

Actions taken 2019 and 2020:

Odette has made a substantial effort to recruit women at the undergraduate level. Several new initiatives are currently underway. First, the school is establishing an EDI (Equity, Diversity, and Inclusion) Committee. This committee, with representatives from faculty, students, and staff, will analyze all practices in Odette and make recommendations to improve the school with respect to Equity, Diversity, and Inclusion. Second, a new student club/network, The Odette Women's Network is being set up by a faculty liaison. The network is to be made up of female undergraduate and graduate students and faculty. Finally, the school is very aggressive in recruitment of women students. In all social media and advertising campaigns, Odette features female students. As an example, Odette recently participated in an advertising supplement in Maclean's magazine featuring Women, STEM and Business.

PDC-recommended further actions to be taken (2021):

PDC notes the area's efforts with regard to this recommendation and encourages it to continue them. In its next status report, Business is asked 1) to clarify whether the EDI Committee, The Odette Women's Network (student club), and initiatives to recruit female students are ongoing, sustained initiatives and 2) to report on the impact of these initiatives.

Actions taken 2021 and 2022:

An EDII Dean's Advisory committee was established in the 2021-22 academic year and has recently been expanded to serve as a permanent EDII Standing Committee of Faculty Council. Terms of reference for this committee were recently approved by the Odette Faculty Council. The committee will have a chair and membership from faculty, staff, and students. The Odette Women's Network has not been established yet. We had a sudden retirement of the lead faculty member and plan to revive this initiative in the near future. There is an ongoing effort to recruit more women students and faculty. In the last two years, 5 new faculty members out of 6 faculty hires were women. We are featuring women in all our advertising and are sending women faculty, staff, and students on all of our recruitment efforts. Several new EDII scholarships have been created for Black and Indigenous students. The Male-female balance, both in terms of faculty and students, has improved in the last few years. The Odette School of Business Executive Committee has more women members now than at any other time in the past.

PDC Comments:

PDC commends the area on the strategy it developed to attract more female student applicants and faculty to the School. With the submission of data showing that the number of female applicants to the undergraduate programs is greater than 50%, PDC would consider this recommendation satisfied. The area is encouraged to highlight its female recruitment strategy (advertisements, scholarships, female faculty, staff, students at recruitment events, etc.) and other new initiatives in its next self-study.

Status: ahead of target on target behind target recommendation satisfied

Recommendation 2: That OSB review its MoM program and report back on the following:

- ensuring consistency between the stated objective of the program – to attract international students to Odette, where they would experience a “Canadian” approach to various topics in international business, after which the graduates would return to their home countries – and the current employment outcomes.
- providing more “Canadian” content and offering opportunities for structured contact with the business community (projects, work experience in the form of internships, etc.).
- providing more structured opportunities for interactions with Canadian students and business culture.
- improving the services and amenities (for example, equivalent lounge spaces) available to MoM students to reduce the disparity between the MBA and MoM students.

Agents: Dean, OSB Council, MoM program director

Completion by: Fall 2020

Actions taken 2019 and 2020:

1. The current employment outcomes are made more consistent with the stated objective by providing more services for students to obtain Canadian experiences in various industries before they return to their home countries. Obtaining Canadian experiences is one essential component of their learning in the program before they choose to go back or settle down in Canada.
2. More Canadian content has been added to the program with more practitioner instructors hired to use Canadian cases and projects in the classroom. High level courses are required to have projects designed to solve real business problems with faculty supervisors. Field trips and plant visits are regularly arranged. A Student Internship program has also been designed to be implemented soon (delayed due to Covid-19) after an extensive consultation with potential employers across the region.
3. MoM students are facilitated in two aspects to interact with local Canadian culture: 1) Every semester the Student Experience Coordinator organizes local cultural immersion trips, such as apple picking, fireworks watching, Windsor Film Festival celebrating, winery visiting, and participating festival events hosted by local community groups. These events are funded by Odette; 2) the MoM Student Society is also organizing more sightseeing tours and other teambuilding activities on a bi-monthly base, partially funded by the school. In addition, new initiatives have been implemented to facilitate MoM students’ interaction with Canadian students. MoM students are invited to participate in all faculty events, such as funding MoM students to attend the Odette Annual Gala by mixing them with other students, supporting them to attend Detroit Economic Club events with other students, and forming mixed teams (MoM students and student from other programs) to participate in case competitions, leadership symposiums, and other student activities. The Dean and the Director are committed to fostering a big family environment for all students (BCom, MoM, and MBA), and MoM students increasingly feel themselves as an important part of Odette.
4. Significant staff resources have been added and dedicated to the Master of Management program. New services for the MoM program, include a designated full-time Student Employment Coordinator and a full-time Student Experience Coordinator, in addition to its current Program Administrator and Program Director. This has resulted in a strong team to serve all MoM students. More blended study spaces (commonly available for all students) have been added for MoM students to use, and a designated office space for MoM student society is also provided. The Dean has also agreed that more amenities will be added for MoM students when the Odette is allocated more budget for expansion as it has reached its current capacity.

PDC Comments (2021):

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

Recommendation Satisfied (2020-2021).

Recommendation 3: That OSB review its administrative structure to ensure reporting and other administrative tasks (such as grant proposals) have dedicated members of the faculty to oversee them. For example, an

Associate Dean for Research is highly recommended as the size of the School is approaching the point where one is necessary to ensure consistency of research strategy across the school.

Agents: Dean

Completion by: Fall 2020

Actions taken 2019 and 2020:

The process is going well. Sources of funding have been identified. Although the COVID-19 situation has caused some disruption, the process to hire an Associate Dean (Research) is in progress for July 2021.

PDC-recommended further actions to be taken (2021):

PDC looks forward to hearing of the successful hiring of the Associate Dean (Research).

Actions taken 2021 and 2022:

The hiring of an Associate Dean, Research has been postponed, but is still in Odette's Strategic Plan. In lieu of an Associate Dean of research, an Odette Research Chair has recently been appointed. Duties of the ORC include serving as a mentor and coach to new faculty, overseeing grant proposals, publicizing Odette's research accomplishments, and working with faculty to obtain funding. This will ensure that there is consistency in the research strategy for Odette.

PDC Comments:

PDC commends the area on its strategy of appointing an Odette Research Chair, as it awaits the appointment of an Associate Dean, Research, enabling OSB to partially move forward with this recommendation and provide support and mentoring for faculty on their research agendas.

PDC reminds the area that the recommendation is broader than research, which was listed as an example, and encourages OSB to review its entire administrative structure and confirm whether all reporting and other administrative tasks have dedicated members of the faculty to oversee them in its next self-study.

Status: ahead of target on target behind target recommendation satisfied

Recommendation 4: That OSB continue to examine its curriculum and report back on the following:

1. assessing the extent of the alignment between the program and course learning outcomes for each of its graduate and undergraduate programs;
2. adding hybrid learning opportunities (e.g., courses offered partially face-to-face and partially online);
3. moving to the standard 12-week semester cycle for all graduate courses (e.g., MBA/MoM);
4. integrating assessment of learning at various stages of the programs;
5. adding a capstone course to each specialization; and
6. exploring what it would take to launch research-based graduate programming.

[PDC note that the OSB has submitted learning outcomes to Senate for each of its graduate and undergraduate programs and courses, as well as curriculum maps.]

Agents: Dean, Program Area Chairs

Completion by: Fall 2020

Actions taken 2019 and 2020:

1. Odette has assessed the alignment of program and course learning outcomes and submitted program and course learning outcomes as well as curriculum maps for all graduate and undergraduate programs.
2. Considering the COVID-19 situation, all 2020/21 courses have moved to an online/virtual format. This will provide the faculty with a significant experience in online and hybrid teaching for the future.
3. The MBA curriculum has been reviewed and now as of September 2020 it will follow the standard 12-week semester cycle. We are still investigating the feasibility of 12-week semester cycle for the MOM program.

4. Odette continues the assurance of learning process and the results are satisfactory in all graduate and undergraduate programs.
5. Capstone courses now exist for every specialization.
6. We are still exploring the feasibility of launching the research based graduate program.

PDC-recommended further actions to be taken (2021):

PDC thanks the area for its report and notes that *items 1, 3, 4, and 5 have been satisfied*.

PDC looks forward to receiving the area's assessment on the regular offering of blended/hybrid courses (post-COVID), and its assessment of the feasibility of launching a research-based graduate program, in its next annual status report.

Actions taken 2021 and 2022:

Item 2: we plan to conduct a postmortem analysis to discuss lessons learned from the pandemic and how to better incorporate technology and virtual instruction into the curriculum.

Item 6: Exploring the feasibility of launching a research based graduate program is an ongoing process and is still embedded in Odette's Strategic Plan.

PDC Comments:

PDC thanks the area for its update and encourages the area to provide a more detailed report, in its next self-study, on the feasibility of launching a research-based graduate program, current constraints for doing so, and anticipated timelines.

OSB is also urged to complete its postmortem analysis of lessons learned from the pandemic so that it can move forward with any revisions to incorporate technology and virtual instruction into the curriculum, which may prove more attractive to students.

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

UNIVERSITY OF WINDSOR
PROGRAM DEVELOPMENT COMMITTEE
UNIVERSITY PROGRAM REVIEW (UPR)/FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN
PROGRESS REPORT ON: ECONOMICS
UNDERGRADUATE AND GRADUATE PROGRAMS
 January 2023

Recommendation 1: That the Department expand the focus of the MA in Economics from preparing students for a PhD program to preparing students for work in non-academic sectors, while ensuring that students interested in a PhD program can still pursue that option.

Agents: Head, faculty members

Completion by: Fall 2022

Actions taken 2019 and 2020:

Since the 2018 IQAP review, the Department has been offering several courses of applied nature such as ECON-8160 Labour Economics, ECON-8940 Cost-Benefit Analysis (Special Studies in Economics), ECON-8500 Monetary Economics, ECON-8910 Urban Economics and ECON-8100 International Economics. In all of them, applications of the economic theory have been emphasized.

At the same time, we keep delivering core courses (ECON-8010, -8020, -8030, -8040, -8410) as well as some electives (ECON-8420, ECON-8310) with very rigorous theoretical content that helps students prepare for further graduate studies elsewhere.

PDC-recommended further actions to be taken (2021):

PDC encourages the area to continue to offer several applied economics courses at the graduate level. PDC requests that the area report on whether there are other avenues or initiatives for preparing graduate students for work in non-academic sectors.

Actions taken 2021 and 2022:

We added another economics course, Environmental Economics, which will be taught by an Environmental Economist, Dr. Steven Chen, who joined the department in 2022. His main research deals with empirical evaluation of the carbon trading system. He will teach ECON-8940 Environmental Economics (Special Studies in Economics) which has applied components with data handling.

The Department plans to strengthen the connection among the current students and the alumni and to offer opportunities for direct contacts among them through social media and/or in person. One activity would be inviting alumni to meet the current students to share their experiences about preparing for and finding a job, and about working in a non-academic sector.

As mentioned in Recommendation 7, we invited a speaker from the non-academic sector in 2021 for the annual seminars 'What Economists Do.' The seminar and the conversation with the speaker provide students with the opportunity to learn about work in non-academic sectors. We plan to continue and expand such activities.

PDC Comments:

PDC commends the area on its initiatives for preparing graduate students for work in non-academic sectors. With plans to continue and expand upon these activities, PDC notes that this recommendation has been satisfied.

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

Recommendation 2: That the Department allow the students in the MA in Economics program to increase their exposure to applied economics, which can be achieved, for example, 1) by replacing some second semester core courses with applied courses, 2) by allowing MA students to take MAEP courses, or 3) by introducing an MA thesis worth 2 courses and a directed reading course.

Agents: Head, faculty members

Completion by: Fall 2022

Actions taken 2019 and 2020:

The Department is gradually moving in the direction of exposing MA students to more applied content. (1) Some of the steps taken are outlined in the response to Recommendation 1 above. A good example of a new applied course is ECON-8940 Cost-Benefit Analysis. The students in this course learn techniques that they can apply in public sector policies and projects. (2) We try to carefully balance the goal of offering more applied courses with the intent of addressing the needs of more academically inclined students. Our experience indicates that combining MA and MAEP students in the same course results in unsatisfactory outcomes: neither group's needs are properly addressed. (3) The MA program had a thesis requirement in the past. However, as enrolment increased and faculty complement decreased continuing the practice became unfeasible and the Department had to remove it from the program. Unfortunately, the current size of the AAU (9 tenured/tenure-track faculty and 2 LTAs) does not allow us to reintroduce the thesis. We have been offering a directed reading course for many years and intend to do so in the future.

PDC-recommended further actions to be taken (2021):

PDC notes the area's gradual move to providing more applied content to MA students and appreciates the area's report with respect to items (2) and (3). With a report clarifying whether some second semester core courses have been replaced with applied courses, PDC would consider this recommendation satisfied.

Actions taken 2021 and 2022:

The core courses are crucially important for preparing students to be ready for top Ph.D. programs. Among the three second semester core courses, ECON 8420 Econometric Theory II provides applied contents such as data collection, estimation, and prediction.

We offer courses that have a significant amount of applied contents. The list of such courses is shown below.

2021 Fall-8160 Labour Economics I

2021 Winter-8420 (542) Econometric Theory II

2021 Winter-8310 Industrial Organization

2022 Winter-8420 Econometric Theory II

2022 Winter-8820 Selected Topics in Economic Theory (Labour Economics II)

2022 Fall-8160 Labour Economics I

2023 Winter-8820 Selected Topics in Economic Theory (Environmental Economics)

PDC Comments:

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

Status: ahead of target on target behind target recommendation satisfied

Recommendation 3: That the Department increase writing and practical assignments in all undergraduate and graduate courses where this is feasible, and build on the practical emphasis that some of the Econometrics courses in the Department already have.

Agents: Head, faculty members, Centre for Teaching and Learning

Completion by: Fall 2022

Actions taken 2019 and 2020:

We have been introducing writing and practical assignments in an increasing number of courses. For example, ECON-4070 Senior Research Workshop requires students to work in small groups, and each student gets an opportunity to present results. In a growing number of courses (ECON-3850, -4070, -8270 to name a few) students are required to write a term paper (which sometimes includes a group presentation). Other examples: ECON-8940 Cost-Benefit Analysis and ECON-3100 Environmental and Resource Economics the requirements for which include case studies, informal presentations, write-to-learn assignments and policy briefs. In addition to all Econometrics courses, many instructors use software and give hands-on computer assignments (e.g., ECON-3060, -4600, -8020, -8040, -8160).

PDC-recommended further actions to be taken (2021):

PDC notes the areas efforts to introduce writing and practical assignment in a number of 3rd year, 4th year, and graduate courses. As the Department moves forward with the curriculum mapping exercise outlined in recommendation 4, PDC encourages the area to specifically map writing and practical assignments across the curriculum to ensure they build from first-year through to fourth year.

Actions taken 2021 and 2022:

Regarding mapping writing and practical assignments, I'd like to mention that Economics puts an emphasis on building a solid mathematical and analytical foundation for the first and second year students. In addition to Economics courses, they are required to take courses, MATH-1720: Differential Calculus, MATH-1250: Linear Algebra, MATH-1730: Integ. Calculus, STAT-2920: Intro to Probability, ECON-2120: Interm. Stat. Methods. Building a solid analytical foundation is critically important for successfully completing the senior level courses and for deeper understanding of the theories and their applications in the later years.

PDC Comments:

PDC appreciates the need to ensure that students have a solid mathematical and analytical foundation prior to third and fourth year studies, and notes that increasing writing and practical assignments in years 1 and 2 is not antithetical to this. PDC encourages the area to meet with the Centre for Teaching and Learning for assistance in how Economics may integrate writing across the curriculum from year 1 building through to year 4 (e.g., requiring more short-answer questions/projects in first- and second-year courses).

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

Recommendation 4:

- a) That the Department submit course-level learning outcomes for its undergraduate and graduate courses; and its combined honours programs.
- b) That the Department engage in curricular planning and mapping for each of its programs, including submitting assessment methods for each of its courses that clearly correspond to the course-level and program-level learning outcomes.

[The Department has submitted learning outcomes to Senate for each of its standalone graduate and undergraduate programs.]

Agents: Department Council, Head, CTL

Completion by: Fall 2022

Actions taken 2019 and 2020:

- (a) 11 undergraduate courses (out of the total of 39) already have LOs approved by PDC/Senate; we have developed LOs for the remaining 28 courses. The next step is to get them vetted by CTL. The LOs for all MAEP courses have already been approved by PDC/Senate. Although some course-level learning outcomes for the MA program have already been developed, most of the work has not been started yet.

(b) Some of curriculum planning has already been done. For example, all program-level LOs have been approved. We are currently working on curriculum mapping and assessment methods. (Laura Chittle is assisting the Department in this endeavour.)

PDC-recommended further actions to be taken (2021):

PDC looks forward to receiving curriculum maps for each of the area's undergraduate and graduate programs, as well as the remaining undergraduate and graduate course-level learning outcomes.

Actions taken 2021 and 2022:

The LOs for 14 MA and MAEP and 28 Undergraduate courses have been revised and published in CuMA in the spring of 2022.

The course maps for the programs, BA Honours in Economics, BA in Economics and BSc Honours in Economics are published in CuMA in the spring of 2022.

PDC Comments:

PDC notes that this recommendation has been satisfied.

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

Recommendation 5: That the Department maintain admission requirements in all the programs and focus on growing enrolments through greater and more sustained undergraduate and graduate recruitment efforts.

Agents: Head, faculty members

Completion by: Fall 2022

Actions taken 2019 and 2020:

The AAU is proud of the quality of its programs and has maintained the admission requirements in all the programs. We have recently started visits to local high schools to familiarize students with our programs and job market outcomes for our recent graduates. Since most of our graduate students are international, we rely on efforts of UWindsor recruitment agents. However, we have had some success in attracting our domestic undergraduate students to these programs.

PDC-recommended further actions to be taken (2021):

PDC thanks the area for its report on recruitment efforts. PDC notes that the recommendation calls for growing enrolments through greater and more sustained recruitment efforts. With a report outlining the Department's plan for sustained undergraduate and graduate recruitment efforts, PDC would consider this recommendation satisfied.

Actions taken 2021 and 2022:

To recruit the best students, we created the Economics Entrance Scholarship last summer. Two domestic applicants will be selected with the highest admission average and the prize of \$1000 will be given if the winner comes to Windsor Economics.

We are working on starting the Economics (Science) Academy in the summer of 2023 as a part of recruitment activities of the Faculty of Science. We plan to invite local high school students to the campus and introduce them to Windsor Economics. We plan to expand this activity to an independent one from the Faculty of Science as we accumulate the experience and as we build better connections with local high schools and the teachers who teach Economics related courses.

We have established a new Economics Student Association and will work with these undergraduate students in our recruitment activities. Sharing their experiences and opinions, they would help our recruitment efforts greatly.

PDC Comments:

PDC commends the area on its efforts to meet this recommendation and notes that it has been satisfied. PDC encourages the area to continue to build on these current and planned recruitment initiatives.

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

Recommendation 6: That the Department:

- 1) make a case to the Dean of the Faculty for additional tenure-track appointments to reflect the increased number of students enrolled in their programs (including those enrolled in MAEP) and to reduce the reliance on LTA faculty.
- 2) report on how it might support further increases in enrolment by modifying the curriculum.

Agents: Head, faculty members

Completion by: Fall 2022

Actions taken 2019 and 2020:

- (1) The Dean of Science is fully aware of the challenges the Department is facing and of the historical increases in enrolment. He is aware of the Department’s desire to replace all LTA appointments with tenure-track ones. He has also assured the Department that in the 2021-22 academic year it will be in a position to replace two tenure-track positions it has lost since the IQAP review (one retirement and one resignation).
- (2) The Department will try to hire someone with expertise in at least two of the following fields: urban/regional economics, environmental economics, health economics, labour or international economics. Hiring a labour or international economist would spur new research through collaboration with CBI. This hiring would bring excellence in teaching (and student research) by attracting students to a subject so important in our region. Hiring a specialist in urban/regional or labour economics would make Economics/CBI a cluster that can conduct research in viability and cost-benefit analysis of public-private partnerships (such as the new Canada-US bridge in the area), the effects of airports, highways etc. on local employment, GDP, and urban growth. This would bring together the research strengths and interests of the CBI, Engineering, and Economics and make it a very strong research cluster. Hiring an environmental economist or health economist would enable us to establish a strong collaborative link with GLIER and/or WE-SPARK Health Institute.

PDC-recommended further actions to be taken (2021):

PDC thanks the Department for its report and looks forward to an update on this recommendation in the area’s next status report.

Actions taken 2021 and 2022:

- 1) The contracts for the two LTA positions have been renewed for 2 extra years, and they will expire in July 2024. I and the acting Dean of Science are working on these positions.

- 2) Regarding “to modify the curriculum to help increase enrolment,” we recently added in 2021 the Honours Bachelor of Arts in Economics (Applied Economics and Policy Stream) with two pathways,

Computer Science-related CAAT programs: This pathway is tailored to the graduates of a two-year Ontario College Diploma from a computer science-related program from a qualifying Ontario or equivalent College of Applied Arts and Technology (CAAT),

Business CAAT program: This pathway is tailored to the graduates of a two-year Ontario College Diploma from a business-related program from a qualifying Ontario or equivalent College of Applied Arts and Technology (CAAT).

PDC Comments:

PDC notes that the area has, and will continue to make its case to the Dean for additional tenure-track faculty and has introduced a new transfer pathway into its BA in Economics program with the addition of a new stream, to attract more students and increase enrolments. PDC notes that this recommendation is satisfied.

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

Recommendation 7: That the Department increase the data gathered on alumni, their placements and career outcomes, and report on how it is using the data to maintain contact with alumni, increase student recruitment, and improve curriculum. [The Department’s plan to hire an RA to collect these data and to establish/grow a platform (e.g., the Department’s active LinkedIn account) to register and maintain contact with alumni is a good one.]

Agents: Head
Completion by: Fall 2020

Actions taken 2019 and 2020:
 We have recently hired an undergraduate RA who has been gathering data from our Linked-In group account. In addition, he is currently expanding the list of alumni in this new database to include graduates from all Economics program since 2015. Over time, this database may grow further by covering graduation data up to year 2020. We plan to use this database to solicit alumni feedback on our curriculum. We will resume the annual seminars ‘What Economist Do’ and invite selected alumni to visit the campus to strengthen the alumni-faculty-student network that enable us to better place our students and recruit new ones.

PDC-recommended further actions to be taken (2021):
 PDC commends the Department on its efforts with regard to this recommendation and looks forward to an update in the area’s next status report.

Actions taken 2021 and 2022:
 We completed gathering data up to 2020. The data needs to be updated annually and we plan to do so. In 2021 April, Darren Luck, a First Vice-President and Portfolio Manager at CIBC Private Wealth, was invited for the annual seminars ‘What Economist Do,’ and gave a talk to students and professors in a Zoom seminar. We plan to continue such an activity in the future.

PDC Comments:

PDC commends the area on its regular maintenance of an alumni database, which enables Economics to maintain contact with alumni and invite them to offer sessions and talks to students on the practical application of their economics degree. Although PDC notes that this recommendation is satisfied, the area is encourage to continue and build on these efforts and initiatives.

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

UNIVERSITY OF WINDSOR
PROGRAM DEVELOPMENT COMMITTEE
UNIVERSITY PROGRAM REVIEW (UPR)/FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN
PROGRESS REPORT ON: GENERAL SCIENCE
UNDERGRADUATE PROGRAMS
 January 2023

Recommendation 1: That Science engage in curricular planning and mapping for its General Science programs that clearly correspond to the program-level learning outcomes.

[Science has submitted learning outcomes to Senate for each its General Science programs.]

Agents: Associate Dean, CTL

Completion by: Fall 2020

Actions taken 2019 and 2020:

This has not been a priority due to the effort being made to deal with COVID-19 on campus. We are consulting with Dr. Isabelle Barrette-Ng, an expert on curriculum review and planning, on the steps we need to take. We will also observe their process in Integrative Biology which is an integral part of the General Science program.

PDC-recommended further actions to be taken (2021):

PDC thanks the area for its report and looks forward to receiving curriculum maps for the General Science programs prior to the next status report.

Actions taken 2021 and 2022:

No action has been taken on this recommendation due to the continuation of the COVID-19 pandemic. We hope to make progress on this recommendation in the next year.

PDC Comments:

PDC notes that the area is scheduled to undertake its next self-study in 2023-2024. PDC notes that there are small grants available to assist with curriculum initiatives such as these and urges the area to contact the Centre for Teaching and Learning for assistance with this recommendation to ensure that the curriculum maps for General Science programs are in place and included in the upcoming cyclical program review.

Status: ahead of target on target behind target recommendation satisfied

Recommendation 2: That Science make the General Science program learning outcomes more transparent to students (e.g., publish on an appropriate webpage).

Agents: Associate Dean

Completion by: Fall 2020

Actions taken 2019 and 2020:

We are consulting with the Science Communications Officer to improve the General Science web presence. The General Science club is also being consulted on what they would like to see in terms of web-based resources. Learning outcomes and program planning for students would certainly be an available resource.

PDC-recommended further actions to be taken (2021):

With the launch of the CUMA database, which includes all approved program and course learning outcomes, PDC recommends the General Science webpage link to the CUMA website for access to the General Science program learning outcomes.

Actions taken 2021 and 2022:

No action has been taken on this recommendation due to the continuation of the COVID-19 pandemic. We hope to make progress on this recommendation in the next year.

PDC Comments:

PDC notes that the inclusion of the CUMA link on the General Science program webpage would render this recommendation satisfied, as it would provide students with easy access to the program learning outcomes. PDC urges the area to include this link on the General Science website prior to the area’s 2023-2024 cyclical program review.

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

Recommendation 3: That Science:

- a) collect and review more program-specific data (e.g., entry into and progress through the programs; different General Science program sub-cohorts - direct entry; involuntary entry; domestic versus key international cohort data; institutional surveys like NSSE, OUGS and CUSC and program exit survey data); and
- b) establish the recruitment and retention priorities for the General Science and Concurrent General Science/Bachelor of Education programs through greater program-specific data analysis.

Agents: Associate Dean

Completion by: Fall 2020

Actions taken 2019 and 2020:

We are involving the Registrar’s Office, Institutional Analysis, and the Acting Associate Vice-President, Enrolment Management in a conversation on how this data might be collected and analyzed. This has not been a priority due to the covid-19 situation.

PDC-recommended further actions to be taken (2021):

PDC notes the process established for addressing this recommendation and encourages the area to consider recent NSSE data, in addition to other data sources, as it moves forward with this recommendation.

Actions taken 2021 and 2022:

No action has been taken on this recommendation due to the continuation of the COVID-19 pandemic. We hope to make progress on this recommendation in the next year.

PDC Comments:

PDC understands the impact that the pandemic has had on routine activities and new initiatives, including progress on these recommendations. With the full return to campus, PDC urges the area to reinstate discussions with the Registrar’s Office, Institutional Analysis, and the Associate Vice-President, Enrolment Management, and to consider NSSE and other data sources, in order to establish recruitment and retention initiatives and priorities for the General Science and Concurrent General Science/Bachelor of Education programs.

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

Recommendation 4: That Science determine where and how improvements in the General Science student experience can be made, including whether there is widespread interest in program-specific study space, online course offerings, and other appropriate initiatives, subject to departmental capacity. This information may be obtained through, for example, focus groups or exit surveys.

Agents: Associate Dean

Completion by: Fall 2020

Actions taken 2019 and 2020:

No action has been taken on this. COVID-19 has distracted these efforts. The General Science Club is being consulted on this recommendation. Exit surveys will be developed.

PDC-recommended further actions to be taken (2021):

PDC thanks the area for its report, noting the area’s intention to develop exit surveys to determine where and how improvements in the General Science student experience. As it moves forward with this recommendation, the area might also consider conducting focus groups or surveys of current students and reviewing data from the NSSE survey and the NSSE COVID survey. Analyzing enrolment trends may also provide insight into the student experience (realizing that trends may be impacted by COVID).

Actions taken 2021 and 2022:

No action has been taken on this recommendation due to the continuation of the COVID-19 pandemic. We hope to make progress on this recommendation in the next year.

PDC Comments:

With the return to campus and the area’s scheduled cyclical program review in the coming academic year, the PDC urges the area to address where and how improvements in the General Science student experience can be made, including whether there is widespread interest in program-specific study space, online course offerings, and other appropriate initiatives. PDC notes that there are significant existing resources that the area can tap into to assist with program improvements, including applying for curriculum review grant funding and accessing the [Curriculum Services Repository](#) (which provides extensive array of evidence-based resources to support curriculum development at each stage of the process, including [extensive data sources and sample survey templates](#)).

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

UNIVERSITY OF WINDSOR
UNIVERSITY PROGRAM REVIEW (UPR)/FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN
REPORT ON: PHYSICS
UNDERGRADUATE AND GRADUATE PROGRAMS
 January 2023

Recommendation 1:

That the Department:

a. submit program learning outcomes which the thesis and co-op options of its undergraduate programs.

[Program LOs have been submitted for undergraduate and graduate programs but do not differentiate between thesis, co-op, and regular options at the undergraduate level.]

b. submit learning outcomes and assessment methods for each of its undergraduate and graduate courses that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate", through the required university internal approval process.

[Course level learning outcomes were submitted in the Self-Study for all undergraduate courses with the exception of PHYS-2980, PHYS-3980, PHYS-4980, PHYS-4200, PHYS-4600, PHYS-4679 and PHYS-4900, and are included in the February 2021 Senate package. Course-level learning outcomes for graduate courses are still outstanding with the exception of PHYS-8000, PHSY8160 and PHYS-9000.]

c. as part of its curriculum review under recommendation 5, complete and submit revised curriculum maps for each of its undergraduate and graduate programs through the university internal approval process.

[Physics is commended for developing curriculum maps for its current programs which it undertook prior to the launching of the CUMA database. As part of its next curriculum review, Physics is asked to use the CUMA database for curriculum mapping. PDC notes that all approved program and course learning outcomes are uploaded in this database making the mapping exercise more seamless.]

d. ensure that course syllabi make explicit reference to the primary learning outcomes associated with the course.

Agents: Departmental Council, Head, CTL

Completion by: Fall 2022

Actions taken 2021 and 2022:

The Department continues to work on this. Due to a major programmatic change that went into effect in Fall of 2020, many/most course have received updated LO's (and names and numbers). We continue to add to the list of "approved" LO's as courses get revised and added. Program LO's were not worked on. During the next curriculum review the CUMA database will be used which should be easier, as specified. As newer faculty continue to be appointed, they are encouraged to include course LO's in the course syllabi.

PDC Comments:

PDC notes that much progress has been made with regard to this recommendation, though there is still work to do. As the area prepares for its next cyclical program review in two years' time, PDC urges the area to contact the Centre for Teaching and Learning for assistance, to ensure it is able to provide, in its self-study, complete and revised learning outcomes for all of its programs and courses, as well as the associated updated curriculum maps.

Status: ahead of target on target behind target recommendation satisfied

Recommendation 2: That the Department report on its efforts to assign the teaching of first-year classes to regular, full-time faculty.

Agents: Head

Completion by: Fall 2022

Actions taken 2021 and 2022:

The Department has planned for this and will have accomplished this by Fall 2023. In 2022/2023, PHYS1300/1310 are taught by regular, full-time (RFT) faculty. PHYS1400/1410 are taught by one FT LTA and one sessional. PHYS1500 is taught by RFT faculty. In Fall 2023, one section of 1400 will be taught by RFT faculty, and one by FT LTA. PHYS1410 will be taught exclusively by RFT faculty. PHYS1300/1310 will be taught by RFT faculty. PHYS1500 will continue to be taught by RFT faculty. At that point, every major section of first year class will have a regular full-time faculty instructor.

PDC Comments:

PDC commends the area on its plan to have first-year courses taught by regular, full-time faculty and notes that this recommendation has been satisfied.

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

Recommendation 3: That the Department continue to encourage and report on the use of interactive-engagement tools and pedagogies, such as classroom response systems, in large first-year classes to enhance both peer-to-peer engagement and professor-student engagement during classes.

Agents: Head, faculty members, CTL

Completion by: Fall 2022

Actions taken 2021 and 2022:

The Department continues to encourage this (which is all we can do). In addition, all faculty who teach in such courses are encouraged to continue to engage in PD with regards to their teaching pedagogy to stay current with the most recent advances in Physics Education Research. Recently Professor Rangan hosted through PEARL the “Summer Institute on Scientific Teaching” that many of us turned out to attend. Young faculty were particularly encouraged to participate.

PDC Comments:

PDC commends the Department’s participation in the annual “Summer Institutes on Scientific Teaching” (which provide immersive training for faculty in active learning, effective assessment, backward design and inclusive practices), offered through the PEARLS network at UWindsor (Promoters of Experiential, Active, and Research-based Learning in Science), and its active encouragement of faculty professional development pursuits to enhance their teaching pedagogy. PDC concurs that this recommendation has been satisfied and encourages the area to continue with these and other efforts to enhance teaching techniques.

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

Recommendation 4: That the Department report on its efforts to reduce the number of undergraduate low-enrolment sections by restructuring courses and modifying course sequencing and prerequisites.

Agents: Department Council, Head

Completion by: Fall 2022

Actions taken 2021 and 2022:

As described in (1) above, the Department instituted new calendar programs for both of its streams in Fall of 2020. All changes were done in consultation with all the faculty and the students in the Department, and these changes were made to streamline the taking of courses and moved many of the courses to the first three years, which will increase the enrollment in all of them. The pre-requisites for every course taken by a physics major in the 2nd, 3rd, and 4th year were discussed and thoroughly debated. The course sequences that exist now take this necessary

pre-requisite knowledge into consideration. No further reduction in pre-requisites for any of our courses is envisioned.

PDC Comments:

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

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

Recommendation 5: That the Department report on its review and revision of the purpose, content, and delivery of the Graduate Seminar course; continuation of the status quo for the Graduate Seminar course is not advised.

Agents: Department Council, Head

Completion by: Fall 2022

Actions taken 2021 and 2022:

Nothing much has been done about this due to current staffing limitations in the Department. However, in the Winter of 2023, the current graduate program coordinator will be assigned the teaching of one semester of this seminar course. The intention of this assignment is to give the coordinator first-hand knowledge of how the course is offered, and for that person to then make recommendations to the Department on ideas for how that course could be revamped, altered, or perhaps even deleted if it is found to be unnecessary or not useful. Decisions on the fate of seminar will have to wait until the completion of Winter 2023 to get the feedback from this experience.

PDC Comments:

PDC supports the strategy for moving forward with this recommendation. The area should ensure that it complete the review and any revision to the Graduate Seminar course prior to the next cyclical program review, so that it may include a full and final report on this matter in its self-study, in two years' time.

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

Recommendation 6: As the Department moves forward with its planned revisions to its MSc program, that it investigate and report on the feasibility of offering alternative formats for the MSc program, particularly formats involving industrial internships and collaborations.

Agents: Department Council, Head

Completion by: Fall 2022

Actions taken 2021 and 2022:

No such work was conducted at any time during the pandemic lockdown.

PDC Comments:

With the full return to campus, PDC encourages the area to prioritize this recommendation. Physics is directed to report on the results of its investigation on the feasibility of offering alternative formats for the MSc program, particularly formats involving industrial internships and collaborations, in its 2024-2025 self-study. As it conducts its investigation, the area is encouraged to contact the Office of Experiential Learning which may be able to assist in building networks for experiential learning opportunities.

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

Recommendation 7: That the Department develop and report on its plan to ensure that progress of all graduate students is monitored, and that supervisors, students, and supervisory committees work collectively to ensure timely completion of graduate degrees.

Agents: Head, faculty members

Completion by: Fall 2022

Actions taken 2021 and 2022:

This goal has been aided immeasurably by the commitment of the Faculty of Science to providing a full-time graduate secretary. In the intervening years, the Department has had a revolving door of part-time graduate secretaries who, while very competent, did not have the time necessary to commit to the graduate program. Also, as soon as any of them gained any experience in the position, they left for alternate positions in the university or maternity leaves, or etc. As of Fall of 2022, the Department now shares a FT Grad Secretary with GLIER and SOE. This person is focuses on enhancing the graduate experience and has already been specifically tasked with compiling/creating tools to enable the graduate students and their advisors to better track their progress toward timely completion. In addition, all faculty are continually encouraged to pay close attention to the time required for graduate degree completion for their specific students. This secretary will also be able to take a much more direct and active role in each student's career, which is also another way that this can be accomplished.

PDC Comments:

PDC notes the importance of having an effective tool, administered by staff, which would enable consistent reminders and assist graduate students and supervisors to keep on track. However, the tracking tool is an administrative function for the purposes of implementing a policy. PDC urges that the area clearly define and report on its departmental policy relating to graduate student progression (e.g., policy requiring graduate students to meet annually with their graduate supervisory committee with specific progress report criteria to be approved by the committee, etc.)

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

Recommendation 8: That the Department ensure that supervisory committees, with membership drawn from all Departmental faculty, be assigned for each graduate student early in their program, and that they meet with the student at least annually.

Agents: Head

Completion by: Fall 2022

Actions taken 2021 and 2022:

The department, under the guidance of the graduate program coordinator (a regular faculty member), with the assistance of the newly appointed full-time permanent graduate secretary is working to ensure that this recommendation is met. To assist the coordinator and the secretary, the department has developed a new record-keeping system that will inform the students immediately upon entering the Department that such a thing must occur and remind the advisors to assist the students in doing so. A new digital graduate handbook has been prepared with active links to all the relevant Faculty of Graduate Studies pages and forms. These requirements and the appropriate timelines are clearly explained in the graduate handbook. All students will be informed of this handbook as well as their responsibilities by the graduate coordinator at the beginning of the year during the required seminar course (all graduate students are required to be in attendance.)

PDC Comments:

PDC commends the area on its efforts with regard to this recommendation. In addition to ensuring that students and advisors are informed of their responsibilities, faculty members also should be reminded annually of their responsibility to communicate with their students, ensure the supervisory committee is struck by the end of the student's first term, schedule touch points each term, and track their students' progress. With confirmation that the process is in place, and functioning, this recommendation will be complete.

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

- Recommendation 9:** That the Department report on its efforts to renovate and modernize space including:
- a. moving forward with the disposal or sale of the unused machinery in the former department machine shop with proceeds possibly to be directed towards cleaning up other space in the department.
 - b. the development of a student machine shop.
 - c. upgrading of the space allocated to undergraduate teaching labs.

Agents: Head

Completion by: Fall 2024

Actions taken 2021 and 2022:

In Fall of 2022, a renewed interest in the reopening of the machine shop has re-emerged and it is now the opinion of the Department that the facility should be reopened as a centralized resource for all the Faculty, including the ability to train and development student expertise in the shop. The equipment should not be disposed of, as it will prove extremely costly to the unit which tries to accomplish this (there being little to no demand for this type of older equipment in a town that has access to state of the art machining equipment.) The necessity for such a resource exists in all of the AAUs in the Faculty and a significant number of researchers have requested access to such a facility. It is expected that this could occur in the next year. No upgrading of the building space allocated to the UG teaching labs has occurred. However, in the Fall of 2023, a brand new course "Experimental Physics" which is required for all majors will launch and it will be held in a newly refurbished space. Funds for new equipment were generously provided by the Faculty of Science and a former experimental physics research lab will be repurposed for space. The equipment to go in it has already been acquired. This will replace the suboptimal experiments and spaces for three other physics courses. So while this has not happened yet, by Fall 2023 it will be in effect and we are on target to accomplish this.

PDC Comments:

PDC thanks the area on its report clarifying its new direction with regard to the machine shop and notes the new equipment and repurposed space for the new "Experimental Physics" course. With the upgrading of undergraduate teaching lab space and the new course to be offered in Fall 2023, PDC considers this recommendation satisfied.

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

Recommendation 10: That the Department make a case to the Dean of Science and the VP, Research and Innovation for:

- a. a review of the use of the contract research space in Essex Hall that is currently assigned to IDIR, and with the possibility of a negotiated reassignment of the space to the Department of Physics investigated.
- b. a plan to meaningfully compensate the Physics Department for the loss of teaching capacity related to relief provided to faculty members associated with their work in the IDIR, as well as for other costs/impacts it bears as a result of IDIR research contracts.
- c. an investigation into the provision of technical support to the Department by IDIR, ideally leading to a formal agreement/MOU to ensure sustainability of the support.

Agents: Head, Dean of Science, VPRI

Completion by: Fall 2024

Actions taken 2021 and 2022:

Recommendation (a) has been accomplished. The contract research space referred to has been given to physics and we are in the process of occupying it right now (subsequent to cleaning, light renovation, etc.) The case was made repeatedly to the Dean of Science and VPRI for recommendations (b) and (c). No progress on (b) or (c) has been accomplished, and as noted, those were tasks to be accomplished by agents at a level higher than the Head,

UNIVERSITY OF WINDSOR
UNIVERSITY PROGRAM REVIEW (UPR)/FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN
REPORT ON: PSYCHOLOGY
 UNDERGRADUATE AND GRADUATE PROGRAMS
 January 2023

Recommendation 1: That the Program submit learning outcomes and assessment methods for each of its undergraduate and graduate courses that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate"; as well as curriculum maps for each of its undergraduate and graduate programs submitted through the PDC approval process.

[Program LOs have been submitted for each of its undergraduate and graduate programs. Graduate course learning outcomes have been submitted for all courses except "PSYC-8578. Foundations of Positive Psychology: Flourishing in Interpersonal Contexts". Course learning outcomes have only been submitted for four undergraduate courses.]

Agents: Department Council, Head, CTL

Completion by: Fall 2022

Actions taken 2021 and 2022:

The learning outcomes for all undergraduate courses were reviewed and submitted in December 2021. The learning outcomes for graduate courses will be reviewed and updated as part of the IQAP review we are undergoing. The IQAP review was delayed by the security breach we experienced this summer. We have not received all of the necessary data yet.

PDC Comments:

PDC directs the area to provide a complete package of learning outcomes for all of its programs and courses, as well as the associated updated curriculum maps, in the self-study which is currently underway.

Status: ahead of target on target behind target recommendation satisfied

Recommendation 2: That the Department develop a succession plan and document processes to enable the provision of strong (and shared) faculty academic advising and support to undergraduate students, so that a coordinated and consistent process to advise undergraduates across the broad spectrum of programs is maintained.

Agents: Department Council, Head

Completion by: Prior to the retirement of the current faculty advisor

Actions taken 2021 and 2022:

We hired a new academic advisor, Mr. James Hebblethwaite, in August 2022. Mr. Hebblethwaite received extensive training from our previous Academic Advisors, Drs. Shelagh Towson and Kai Hildebrandt. Our Undergraduate Studies Chair (Dr. Ken Cramer) and Undergraduate Studies Secretary (Krista Marion) are working as a team with Mr. Hebblethwaite to provide advising to our students.

PDC Comments:

PDC congratulates the area on the hiring of a new academic advisor. With confirmation that a succession plan and documented processes are now in place, PDC would consider this recommendation satisfied. PDC urges the area to submit the succession plan and documented advising processes in its 2022-2023 self-study.

Status: ahead of target on target behind target recommendation satisfied

Recommendation 3: That the department align its curriculum reviews and potential changes with the next IQAP review in 2022-2023. The advantage of this is to (1) get back into an 8-year cycle and (2) use it as an opportunity to receive feedback from reviewers on the suggested changes to the curriculum. Reviews are an impetus for self-appraisal of current and future curriculum plans and provide an opportunity to receive external feedback.

Agents: Department Council, Head

Completion by: next Self-Study in 2022-2023

Actions taken 2021 and 2022:

As indicated, we are in the process of completing the IQAP review which includes review of our curriculum. As mentioned, due to the system outage we experienced this summer, we have not received necessary data for the review. However, we recently hired two Ignite Work Study students to assist with the review and have begun working on the report.

PDC Comments:

PDC notes that the area has aligned its curriculum review with its 2022-2023 self-study, consistent with the recommendation, and looks forward to receiving any proposed program and course revisions. PDC considers this recommendation satisfied.

Status: ahead of target on target behind target recommendation satisfied

Recommendation 4: As part of the curriculum review, that the Department assess and report on the enrolments in each program and the departmental commitments (e.g., faculty, staff, resources) necessary to administer and manage each program. This would be helpful in determining if it is feasible, and reasonable, to retain this many programs or if it would be prudent to reduce the overall number and focus on maintaining and excelling at those that are more populated and successful.

Agents: Department Council, Head

Completion by: next curriculum review/Self-Study in 2022-2023

Actions taken 2021 and 2022:

This is being conducted as part of our ongoing IQAP review.

PDC Comments:

PDC looks forward to receiving proposals for program and course changes stemming from the curriculum review.

Status: ahead of target on target behind target recommendation satisfied

Recommendation 5: That the Department report on its plan to address the potential threat to the quality of the capstone honour's thesis experience given the dramatic increase, anticipated by the reviewers, in the number of students requesting honours thesis supervision in the next several years. Incentives to support increased undergraduate supervision should be considered or an equitable distribution of supervision amongst all of the faculty.

Agents: Head

Completion by: next Self-Study/IQAP review in 2022-2023

Actions taken 2021 and 2022:

One recent change that has helped this problem is to create a nonthesis undergraduate degree in Behaviour, Cognition, and Neuroscience (BCN). Students who are interested in pursuing medical school do not need to complete an honours thesis. Creating the nonthesis BCN degree will reduce some strain on Biology and Psychology

faculty to provide supervision to such a large number of students. In addition, a separate thesis course offered through Integrative Biology was offered for some BCN students for the first time last year. This reduced the size of the Psychology thesis courses (PSYC-4960 and PSYC-4970). We are still working toward developing incentives to support increased undergraduate supervision and/or methods for providing a more equitable distribution of supervision amongst all faculty members.

PDC Comments:

PDC commends the area on its efforts to address this recommendation and encourages it to report on incentives to support increased undergraduate supervision and/or methods for providing a more equitable distribution of supervision amongst all faculty members in its self-study.

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

Recommendation 6: That the Department consider separating the didactic portion of a graduate clinical course grade, which would remain being graded on the percentage scale, from the clinical portion which would become a Pass/Fail, and report on the results of this consideration.

Agents: Department Council, Head

Completion by: next Self-Study/IQAP review in 2022-2023

Actions taken 2021 and 2022:

We are still working toward meeting this goal.

PDC Comments:

PDC urges the area to report more fully, in its self-study, on its consideration of separating the didactic portion of a graduate clinical course grade, which would remain being graded on the percentage scale, from the clinical portion which would become a Pass/Fail.

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

Recommendation 7: That the Department consider introducing a general Graduate Psychology Degree, within existing resources, which could also serve as a fall back degree option for students in either the Applied Social or Clinical program who later decide they do not want to pursue their respective degrees.

Agents: Department Council, Head, Dean of FAHSS

Completion by: Fall 2022

Actions taken 2021 and 2022:

Although there is still interest in working toward creating a general Graduate Psychology Degree, given the recent pandemic and the extra burden it placed on faculty and faculty workload, it has been decided that we do not have the time and person-power to undertake this objective within the next year.

PDC Comments:

PDC notes the area has considered this recommendation and concluded that it is not feasible at this time. PDC notes that this recommendation has been satisfied.

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

Recommendation 8: Given the time, energy and resources put into the successful undergraduate BCN program, that the Department report on its plan to increase the visibility of the BCN fields at the graduate level within the MSc and PhD in Biology.

Agents: Head

Completion by: Fall 2022

Actions taken 2021 and 2022:

We have been working closely with the Biology Department to enhance and bring attention to the BCN program. A new Director of the BCN program will be joining UWindsor in January 2023. Some initiatives have therefore been postponed until the new director arrives.

PDC Comments:

With the new Director of the BCN program beginning in January 2023, the area is encouraged to report more fully on plans to increase the visibility of the BCN fields at the graduate level within the MSc and PhD in Biology in its current self-study.

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

Recommendation 9: That the Department consider developing a more formal mentorship program wherein highly effective faculty in teaching/research/administration mentor junior faculty, individually or in groups of interested faculty. Mentorship is helpful in the retention of high-quality junior faculty and improving teaching which would translate into higher SET scores from students.

Agents: Head, faculty members

Completion by: update in next Self-Study/IQAP review in 2022-2023

Actions taken 2021 and 2022:

This is being addressed as part of the ongoing IQAP review.

PDC Comments:

PDC looks forward to reviewing the details of a formal mentorship program in the area's self-study. As it develops the mentorship program, the Department is encouraged to contact the Director of the Centre for Teaching and Learning who can direct the area to mentoring literature and resources.

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

Recommendation 10: That the Department develop a plan and report on its efforts to increase graduate student recruitment, which may include, for example:

1. obtaining or providing training for faculty to assist them in their individual or departmental recruitment initiatives.
2. making a case to the Dean of FAHSS and the Dean of Graduate Studies for additional scholarship funds
3. increasing applications for research grants which, if awarded, will result in more RA funding making the Department's offers of admission more attractive and competitive.

Agents: faculty members, Head, Dean of FAHSS, Dean of Graduate Studies, ORIS

Completion by: update in next Self-Study/IQAP review in 2022-2023

Actions taken 2021 and 2022:

The Applied Social Psychology graduate program has recruited larger cohorts in recent years. However, it is more difficult for us to grow our Clinical Psychology Graduate Program given limited clinical practicum placements in the community and predoctoral internships in North America. Receipt of grant funding has increased within the

Department in recent years. In addition, we are in the process of creating a graduate student scholarship for students who identify as Black and/or Indigenous.

PDC Comments:

PDC notes the area's efforts with regard to this recommendation. PDC encourages the area to report on the provision of training for faculty to assist them in their individual or departmental recruitment initiatives, in its self-study.

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

Recommendation 11: That the Department, working with the Dean of FAHSS, develop a plan to obtain resources to address issues that threaten to undermine the high-quality teaching of graduate clinical students, such as:

1. necessary renovations to the Psychological Services and Research Centre (e.g., a new roof) that if not addressed threaten to undermine the hard work put into creating the clinic, and
2. teaching equipment (e.g., cameras) that enhances the quality of teaching for graduate clinical students.

Agents: Head, Dean of FAHSS

Completion by: update in next Self-Study/IQAP review in 2022-2023

Actions taken 2021 and 2022:

Physical improvements have been made to the Psychological Services and Research Centre (e.g., new roof, new air conditioning units). In addition, we are employing digital recording equipment in the PSRC to enhance the quality of teaching for clinical graduate students.

PDC Comments:

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

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

Recommendation 12: That the Department reconsider the job descriptions and nature of the administrative positions to make better use of its existing staff resources, and make a case for a new administrative staff position if warranted following this review and restructuring.

Agents: Head

Completion by: update in next Self-Study/IQAP review in 2022-2023

Actions taken 2021 and 2022:

The job descriptions of two of our support staff are currently being reviewed by Human Resources to see if the positions are set at the correct level. We will continue to evaluate our existing staff resources as part of the ongoing IQAP review.

PDC Comments:

PDC thanks the area for the update on this recommendation and looks forward to full report on staffing resources in its the self-study.

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

Recommendation 13: That the Department better prepare its next IQAP documents and ensure better coordination of the on-site visit as well as clearer information to participants on the purpose of the on-site visit. Specifically, that the Department include in its next Self-Study:

1. more effective reporting on data on graduate student publications, teaching, awards, and employment data after graduation. Understandably, this information is difficult to track but working with the Alumni office or having the Directors of each Program track this information would seem critical in substantiating claims that graduate students are active in research and attaining their desired occupational outcomes.
2. more detailed reports on Student Evaluation of Teaching (SET) data (where possible) to properly measure and track successes and areas for improvement within the department.
3. the results and analysis from the Department's student satisfaction surveys (see pg. 269, Self-Study).

Agents: Head, IQAP office

Completion by: next Self-Study/IQAP review in 2022-2023

Actions taken 2021 and 2022:

A presentation about the IQAP process was given to the faculty during a faculty monthly meeting and regular updates are provided to faculty about the IQAP process. Some faculty have already completed some sections of the report and others will be invited to complete various sections. Information about the importance of the on-site visit will be presented to faculty closer to the time of the visit. In addition, adequate time and attention will be given to the planning of the visit. 1. We are still working toward setting up standard protocols for collecting data on graduate student accomplishments and career outcomes. 2. Dr. Dennis Jackson, a member of our Applied Social Psychology faculty, is chairing a university-wide task-force on SETs. He indicated that they are currently collecting pilot data and hope to have some recommendations by the end of the academic year. 3. A student satisfaction survey was created and has been administered to our undergraduate students yearly since 2019, except for in 2020 due to the pandemic. All three of these issues will be addressed during the ongoing IQAP review.

PDC Comments:

PDC looks forward to receiving the area's self-study, including better documentation relating to alumni, SETs, and student satisfaction surveys. PDC encourages the area to contact the Advancement Office for assistance with alumni tracking.

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

UNIVERSITY OF WINDSOR
PROGRAM DEVELOPMENT COMMITTEE
UNIVERSITY PROGRAM REVIEW (UPR)/FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN
PROGRESS REPORT ON: SOCIOLOGY AND CRIMINOLOGY
UNDERGRADUATE AND GRADUATE PROGRAMS
 January 2023

Recommendation 1: That the Department submit:

- (a) learning outcomes for each of its undergraduate and graduate programs that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate", and
- (b) learning outcomes and assessment methods for each of its courses that clearly correspond to the program-level learning outcomes.

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

Completion by: Fall 2018

Actions Taken 2017 and 2018:

- (a) all undergraduate programs have learning outcomes that have been submitted to PDC
- (b) all undergraduate courses list learning outcomes and the corresponding assessment methods. CTL is still reviewing some learning outcomes.

PDC-recommended further actions to be taken (2019):

PDC appreciates that the area has made significant progress on the development of learning outcomes, noting that program-level learning outcomes are still outstanding for the combined honours programs only. PDC also notes that only 5 of 32 graduate courses have been reviewed and that learning outcomes are still outstanding for 24 of 72 undergraduate courses.

PDC looks forward to receiving learning outcomes for the remaining programs and courses.

Actions taken 2019 and 2020:

All learning outcomes for graduate courses were completed and passed by Grad council Fall 2019/2020

All learning outcomes for undergraduate programs and courses have been satisfied.

PDC-recommended further actions to be taken (2021):

PDC notes that the majority of course learning outcomes have been submitted and thanks the area for this work. PDC notes that there are still 10 undergraduate courses with learning outcomes outstanding and 17 graduate courses requiring learning outcomes. PDC notes that these outstanding course learning outcomes should be completed by the area's next Self-Study which begins in 2021/2022.

Actions taken 2021 and 2022:

There are 2 cross-listed undergrad courses (SACR/WGST) that do not have LOs on CUMA. These two courses will have their LOs brought to department council to begin the PDC process to have them available on CUMA. There are 14 grad courses that do not have LOs on CUMA, however, among these 3 will be brought to our department council to begin the PDC process to have them available on CUMA.

PDC Comments:

PDC directs the area to move forward with this recommendation in order to provide a complete package of learning outcomes for all of its programs and courses, in the self-study which is currently underway.

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

Recommendation 2: That the Department establish and report on its plan to monitor the progress of students in first year courses to ensure that they gain the skills needed to succeed in their university careers.

Agents: Department Council, Head

Completion by: Fall 2018

Actions Taken 2017 and 2018:

The Department receives a list of the students “at risk” from the office of the the Associate Dean, student affairs. The Departmental Counsellor then contacts students to remind them of the support and services that are available to them and invites them to meet with her. Instructors have also been asked to list available resources on their course blackboard sites.

PDC Comments (2019):

PDC thanks the area for outlining its monitoring and outreach to “at risk” students and notes that this recommendation has been satisfied.

Recommendation Satisfied (2018-2019)

Recommendation 3: That the Department consider whether it is able to support the re-establishment of a major in Anthropology with its existing resources.

Agents: Department Head, Dean of FAHSS

Completion by: Fall 2018

Actions Taken 2017 and 2018:

The Department does not consider an Anthropology degree to be viable given existing resources. This has been confirmed by the Dean and Provost.

PDC Comments (2019):

PDC notes the area’s assessment that an anthropology degree is not feasible at this time, and concurs that this recommendation has been satisfied.

Recommendation Satisfied (2018-2019)

Recommendation 4: In order to further enhance the competitiveness of its graduate students in the job market and for further graduate studies, that the Department:

- (a) consider offering a for-credit professional development seminar where students can be mentored about issues like scholarship applications, publishing, and grant writing.
- (b) report on whether and how it might provide training to MA and PhD students who do not necessarily pursue academic career trajectories. The area is encouraged to contact the Dean of Graduate Studies for information on MITACs and opportunities it provides for practical training.

Agents: Department Head, Departmental Council, FAHSS Assistant Dean of Graduate Studies, Dean of Graduate Studies

Completion by: Fall 2018

Actions Taken 2017 and 2018:

Two PhD students are currently supported by Mitacs; discussion on revising the graduate curriculum are ongoing; Professional workshops and seminars are considered an alternative – using alumni networks.

PDC-recommended further actions to be taken (2019):

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

Actions taken 2019 and 2020:

The Dept received moneys to pursue interest in a certificate in methods including a community market

assessment as well as focus groups with current MA students. The results were that there was limited interests from current students. Community assessment results leaned toward flexible and bridging model rather than graduate model – while worth pursuing we do not have the faculty resources to pursue this at this point in time

Mitacs opportunities have limited potential because they require financial support from a corresponding partner and this is difficult to find in the context of the social science research conducted in our department. We will continue to pursue whatever options emerge.

PDC-recommended further actions to be taken (2021):

PDC notes that the intention of the recommendation is to increase the competitiveness of graduate students for alternative careers or further graduate studies. PDC requests that the area specifically report on whether a *for-credit* professional development seminar (where students can be mentored about issues like scholarship applications, publishing, and grant writing) was considered and is appropriate. PDC also directs the area to report on how it might provide training to MA and PhD students who do not necessarily wish to pursue academic career trajectories, outside of Mitacs.

Actions taken 2021 and 2022:

Our departmental graduate committee has been investigating professional develop training. However, due to retirements and re-structuring of the department by the previous Dean we have lost three faculty members without replacement since 2021, in addition to the previous retirements without replacement. Once some of these faculty members are replaced, we will be happy to provide a *for-credit* professional development seminar and further increase the competitiveness of our graduate students. Given this limitation, our graduate supervisors have been instrumental in helping graduate students with publications and graduate grant writing. Graduate faculty have applied and received funding for graduate students to do grant research on their research based on their grants, MITACS funding is also being utilized for post-doctoral student, and on how to create training for grad students to learn how to write SSHRC and other research and grant applications. In addition, as of 2021, graduate students have been receiving sessional postings for teaching sessional courses. There has been a vast number of students applying and a handful of students that are teaching sessional courses.

PDC Comments:

PDC notes the area’s efforts in support of graduate student research, publications, and grant application training and on its hiring of graduate student for sessional instruction. PDC once again directs the area to report on whether and how it might provide training to MA and PhD students who do not necessarily wish to pursue academic career trajectories. This should be clearly addressed in the current self-study.

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

Recommendation 5: That the Department investigate the unit reading requirements for its comprehensive examinations against those of other comparable PhD programs to ensure that its requirements are not inconsistent with those of other programs, and that it report on its findings.

Agents: Department Head, Departmental Council

Completion by: Fall 2018

Actions Taken 2017 and 2018:

The Graduate Committee undertook a comparative study of comprehensive exam (in 2016-2017) requirements in other sociology and social science programs across Canada and select research intensive universities in the United States. The unit totals in SAC’s program were updated as a result to be similar to patterns observed.

The Department undertook an extensive revision of comprehensive areas and established set lists of readings (to be updated as necessary), for the comprehensive examinations, consistent with the practice of many other programs.

The timing and organization of comprehensive exams were updated by the Department to increase clarity and

consistency - 3 set dates across the year.

The new comprehensive exams have been instituted with the with PhD intake from 2017 September.

PDC Comments (2019):

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

Recommendation Satisfied (2018-2019)

Recommendation 6: That the Department find ways to increase the opportunities for faculty and students to interact intellectually beyond those that already exist in classroom settings and comprehensive exams. In particular, it should:

- a) consider developing a faculty-student seminar series, or perhaps organizing a yearly half or full-day mini-conference where faculty and students present the results of their research.
- b) find ways to bring in guest speakers to further enhance opportunities for collective intellectual exchanges.

Agents: Department Head, Departmental Council

Completion by: Fall 2018

Actions Taken 2017 and 2018:

A reading group that invites graduate students and Faculty to read and too discuss influential texts was started In the Winter of 2018 at the initiative of a Faculty and graduate student. It meets 4 to 5 times a term and has continued in the Fall of 2018.

A guest speaker series, whose aim is to invite international scholars who will give a guest lecture AND meet with graduate students has been active since the Fall of 2016, also funded with the help of an alumnus contribution. So far, we have had 6 speakers.

A brown-bag workshop for graduate students Departmental speakers has been organized in 2018-2019.

PDC Comments (2019):

PDC commends the area on its efforts to provide sustained, ongoing opportunities for faculty and students to interact intellectually beyond the classroom, and encourages to continue them. PDC notes that this recommendation has been satisfied.

Recommendation satisfied (2018-2019).

Recommendation 7: That the Department develop a plan for how it proposes to rebalance intakes between Criminology, Sociology, Family and Social Relations, and Anthropology.

Agents: Department Head, Departmental Council

Completion by: Fall 2018

Actions Taken 2017 and 2018:

To address the imbalance, we have added a Combined Sociology and Criminology Degree. To gain this degree, students are required to take 18 courses split equally between sociology and criminology. Many students have switched from Criminology to this Combined degree, and we have noticed an increase in new students choosing this option.

PDC-recommended further actions to be taken (2019):

PDC requests that the area report on whether the creation of a Combined Sociology and Criminology degree has addressed the needed rebalancing of enrolments between all programs in the Department: Criminology, Sociology, and Family and Social Relations. In light of the update under recommendation 3, PDC notes that this recommendation does not apply to the anthropology programs.

Actions taken 2019 and 2020:

Enrollments in the Combined Sociology-Criminology degree have been rising. Currently there are 52 students who have decided to take this degree, compared to 386 students who are taking Criminology only. Many other students combine Criminology with other degrees, such as Psychology or Forensic Science.

Furthermore, in 2019-20, the Department introduced a GPA requirement for criminology students: only students who attain an average grade of 70% in Introduction to Criminology and Introduction to the Criminal Justice System will remain in Criminology. Those whose GPA is lower will be moved to Sociology. This measure is likely to further balance enrolments in Sociology and Criminology.

PDC-recommended further actions to be taken (2021):

PDC thanks the area for its report on how it is balancing enrolment in Sociology and Criminology, and request that it also report on the balancing of enrolments with the Family and Social Relations program in its next status report.

Actions taken 2021 and 2022:

No report at this time.

PDC Comments:

PDC notes that the area has yet to report on the balancing of enrolments with the Family and Social Relations program. This should be included in the its current self-study.

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

Recommendation 8: In order to develop a more systematic understanding of student perceptions and experiences of the various programs, that the Department, with the assistance of the Faculty of Arts, Humanities and Social Sciences and the University's Quality Assurance office, develop ways to measure undergraduate student experiences, both for in course students and alumni. This need not necessarily be done on a yearly basis. Polling of student and alumni experiences could conceivably be conducted in conjunction with quality assurance cyclical program reviews.

Agents: Department Head, Dean of FAHSS, Quality Assurance Office

Completion by: Fall 2020

Actions Taken 2017 and 2018:

We are in the process of designing surveys to assess satisfaction with the programs among our students. These surveys will be distributed on Qualtrics.

PDC-recommended further actions to be taken (2019):

PDC looks forward to hearing of the successful administration of the surveys.

Actions taken 2019 and 2020:

A survey was developed in 2018-19 and distributed to students in February of 2019. Thirty-two students completed the survey. Their responses were analyzed, using SPSS, and a report was circulated to Council. We learned that job preparation was an important reason why as many as 2/3 of the survey participants enrolled in our programs. The majority of the students reported having learned such valuable skills such as searching for data, developing evidence-based arguments, interpreting results, assessing ethical implications, and working with diverse people. Over 80% of the surveyed students were either very satisfied or somewhat satisfied (split equally between the two answers) with our programs. An equal number of surveyed students stated that the program met their expectations or required some changes (43% in each group). We intend to survey our students every two-three years to monitor changes in student satisfaction and relate them changing conditions within our Department (e.g. new hires, curriculum changes, loss of faculty and/or courses, etc.).

PDC Comments (2021):

PDC thanks the area for its report, noting that the Department has a plan for the ongoing administration of the survey and the analysis of results, and considers this recommendation has been satisfied.

Recommendation Satisfied (2020-2021).

Recommendation 9: That the Department continue to monitor withdrawal rates from its PhD program to ensure that program admission requirements are appropriate, and that the program structure meets the needs and expectations of students; and that it report on its findings.

Agents: Department Head, Departmental Council

Completion by: Fall 2020

Actions Taken 2017 and 2018:

We are constantly monitoring the progress of our PhDs. The revision of the comprehensive exams and the establishment of clear and set timelines, reading lists, and themes we expect will help address this issue.

PDC-recommended further actions to be taken (2019):

PDC commends the area on its initiatives and progress with regard to this recommendation. PDC requests that the area report on, and provide an assessment of, PhD completion and withdrawal rates, including whether program admission requirements are appropriate, and whether the program structure meets the needs and expectations of students.

Actions taken 2019 and 2020:

The department continues to review and evaluate its program structure. Based on feedback and withdrawals, however it does point to issues beyond the program such as the challenges students face in funding, in getting teaching experience and in moving forward with their proposals as this is the point in which students seem to withdraw. The shift towards proposal themes in the 2nd comp is an attempt to improve the flow from course to proposal and we will continue to monitor this as it is a fairly recent improvement to our program structure.

From 2016-2020, seven students have graduated from the PhD program, with a completion rate of 6.2 years. There are currently 15 doctoral students, who entered the program between 2014 to the present, and 1 withdrawal (in 2020).

PDC Comments (2021):

Although PDC considers this recommendation satisfied, it encourages the area to continue to monitor withdrawal rates from its PhD program and build on retention initiatives as necessary.

Recommendation Satisfied (2020-2021).

Recommendation 10: That the Department report on whether and how it might provide opportunities to graduate students to teach, for example guest lecturer or sessional instructor experience, in order to make them more competitive in the job market.

Agents: Department Head

Completion by: Fall 2018

Actions Taken 2017 and 2018:

Faculty in SAC have been encouraged to organize opportunities in their undergraduate courses for graduate students to teach – guest lectures, tutorials, seminars. In 2017-2018, this was done in a number of classes.

We will continue to monitor models worked out in each of the classes and encourage colleagues to create these opportunities.

The Appointments committee has also managed to appoint a graduate student to an upper level specialized course because the PhD candidate fit the expertise. That said, the CBA makes this extremely difficult.

PDC Comments (2019):

PDC notes the area's continuing efforts to provide opportunities for graduate students to teach. PDC notes that this recommendation has been satisfied.

Recommendation Satisfied (2018-2019)

Recommendation 11: That the Department find ways to increase its yearly intake of PhD students to the 3-5 range rather than the current 2-4 range.

Agents: Department Head, Departmental Council

Completion by: Fall 2018

Actions Taken 2017 and 2018:

The online application system – eGas – helped with our recruitment in 2017-2018, when we enrolled 4; in 2018-2019, we accepted 5, but 3 deferred. We will continue to monitor this.

Recruitment at conferences and through networks is being encouraged of all faculty.

PDC Comments (2019):

PDC notes that the area has increased its intake of PhD students to 3-5 and encourages it to continue to monitor recruitment to maintain this range. PDC notes that this recommendation has been satisfied.

Recommendation Satisfied (2018-2019)

Recommendation 12: In order to clarify expectations about the comprehensive examination process and questions about the nature of funding packages offered to incoming students, that the department organize a formal orientation session for incoming students, which would go beyond the usual 'meet and greet' social events organized by the department in the Fall semester.

Agents: Department Head

Completion by: Fall 2018

Actions Taken 2017 and 2018:

Formal orientation events are organized each Fall for graduate students.

A brown-bag workshop for graduate students Departmental speakers has been organized in 2018-2019.

PDC Comments (2019):

PDC notes that this recommendation has been satisfied.

Recommendation Satisfied (2018-2019)

Recommendation 13: That the Department report on the feasibility of rejuvenating a revised version of the Master of Arts in Social Data Analysis (MASDA) program, having first developed a plan, in consultation of the Dean of FAHSS and the Budget Office, to make the program financially viable.

Agents: Department Head, Dean of FAHSS, Budget Office

Completion by: Fall 2018

Actions Taken 2017 and 2018:

A curriculum development fund market research report has been initiated to analyze the attractiveness of methods in social sciences MA.

In addition, preliminary discussions with the Dean about a potential Diploma in social data analysis have begun and raised in Council for discussion and assess interest.

A new criminology hire to start in July 2019 will have the ability to teach statistics as a preferred skill.

Currently our only Faculty capable of teaching the older MASDA are beyond retirement age.

PDC-recommended further actions to be taken (2019):

PDC commends the area on the process established to consider the feasibility of rejuvenating a revised version of the Master of Arts in Social Data Analysis (MASDA) program. PDC looks forward to a final report on this recommendation in the area's next status report.

Actions taken 2019 and 2020:

The department drew on university funds to conduct focus groups with graduate students and a community-based assessment to see if there was interest in this type of program (methods related to what MASDA offered).

The results were mixed – with limited interest in the current type of student we attract and a request for more graduate-undergraduate programming that would have a lot of flexibility including part-time opportunities. At this point we do not have even close to the faculty resources to mount such a program. We explored some options with psych and nursing and were told that they do not have the capacity to provide complementary or supportive courses to supplement what we could offer at this time.

PDC Comments (2021):

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

Recommendation Satisfied (2020-2021).

Recommendation 14: That the Department identify the kinds of professional development opportunities that staff members are looking for and advocate on their behalf with the Dean of FAHSS and the Department of Human Resources.

Agents: Department Head, Dean of FAHSS, Department of Human Resources

Completion by: Fall 2018

Actions Taken 2017 and 2018:

As Head I have indicated that professional development opportunities for our professional staff should be taken and will be strongly encouraged.

PDC-recommended further actions to be taken (2019):

PDC thanks the area for encouraging staff to pursue professional development opportunities. PDC requests that the area identify the kinds of professional development opportunities that staff are seeking and, if not already offered by Human Resources, that the area advocate on behalf of the staff with the Dean and Human Resources to develop and offer such opportunities.

Actions taken 2019 and 2020:

The Head consulted with administrative staff and they indicated HR is now offering a wide range of skill upgrading opportunities. It has been made clear they are encouraged to take the courses if they are interested.

PDC Comments (2021):

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

Recommendation Satisfied (2020-2021).

Recommendation 15: That the Department continue its effort to enhance its presence on the web.

Agents: Department Head, ITS

Completion by: Fall 2020

Actions Taken 2017 and 2018:

The University has undertaken a reinvention of our overall websites. Initially this led to some delay with our own. That said, we have focused on insuring up-to-date web presence. This has been challenged by a high turnover in our Professional staff who have some of the Drupal skills. We are on target but it requires constant monitoring.

PDC-recommended further actions to be taken (2019):

PDC looks forward to an update on completed enhancements to the area's website.

Actions taken 2019 and 2020:

The website was updated in keeping with the University's overall design changes and now has a more current design and information for students, Faculty and our publics. Furthermore, our Department faculty contribute often to the 'Conversation' and other news outlets, which we now post in a special section on the our webpage called 'Social Commentary'. We also announce alumni sponsored public talks via the site. The website in addition to a Facebook and FAHSS app outlet is a valuable and ongoing tool for communicating our work.

PDC Comments (2021):

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

Recommendation Satisfied (2020-2021).

Recommendation 16: That the Department develop a plan, in consultation with the Dean, about how it can achieve a 2-2 teaching load without jeopardizing the requirements of the undergraduate and graduate curriculum.

Agents: Department Head, Deans of FAHSS

Completion by: Fall 2018

Actions Taken 2017 and 2018:

This has been discussed extensively with the Dean and Faculty. Under current budget constraints a 'real' 2-2 does not seem feasible.

An alternative model which would assign points for MA and PhD dissertation completions to principle supervisors that would lead to one course release over time was met with no enthusiasm by academic colleagues in SAC. The issue was also raised with the Provost when he visited Departmental Council since he indicated we were a 'Research Intensive' university. It was pointed out by faculty present that 'Research Intensive' universities have 2-2 loads.

PDC Comments (2019):

PDC appreciates the constraints under which the area, and the University as a whole is operating. PDC thanks the area for its efforts with regard to this recommendation, including proposing a plan for achieving a 2-2 teaching load based on an alternative points model.

PDC notes that this recommendation has been satisfied.

Recommendation Satisfied (2018-2019)

Recommendation 17: That the Department, in consultation with the Dean of FAHSS, find ways to provide more adequate work and social space for graduate students.

Agents: Department Head, Dean of FAHSS

Completion by: Fall 2020

Actions Taken 2017 and 2018:

The Anthropological Museum was extensively renovated into a lounge, called the 'Graduate Muse' in the department to be used for informal gatherings of graduate students and Faculty, as well as quiet study space (2016-2017). The PhD student room was also updated with new desks, chairs and work areas (2017-2018)

PDC Comments (2019):

PDC commends the area on its new Graduate Muse lounge, quiet study space, and renovated PhD student room. PDC notes that this recommendation has been satisfied.

Recommendation Satisfied (2018-2019)

UNIVERSITY OF WINDSOR
UNIVERSITY PROGRAM REVIEW (UPR)
FINAL ASSESSMENT REPORT ON: Civil and Environmental Engineering
UNDERGRADUATE AND GRADUATE PROGRAMS
 January 2023

Executive Summary of the Cyclical Program Review of the Department of Civil and Environmental Engineering's Programs

In accordance with the University's Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external review and the internal responses of the undergraduate and graduate programs in the Department of Civil and Environmental Engineering.

In addition to identifying the significant strengths of the programs, together with opportunities for program improvement and enhancement, the report prioritizes the recommendations that have been selected for implementation and sets out a plan (including the agent(s) responsible for addressing the recommendations and deadline dates) for follow-through. Timelines for monitoring the implementation of the recommendations are built into the process, with areas reporting mid-cycle on their progress to the Senate Program Development Committee, or earlier where there are significant concerns requiring urgent follow-up.

The Department of Civil and Environmental Engineering's 2019-2020 Self-Study, submitted to the Office of Quality Assurance on February 17, 2022, included: 1) descriptions and an analysis of the programs, their learning outcomes, curriculum structure, and student experience; 2) information on enrolments as well as financial, physical and human resources; and 3) the program data including the standard data package provided by the Office of Quality Assurance. Appended to the Self-Study were faculty member CVs, undergraduate curriculum maps, course descriptions and syllabi, the articulation agreement with St. Clair College, and the prior cyclical program review report.

The Department of Civil and Environmental Engineering programs were reviewed by Dr. Gopal Achari, Schulich School of Engineering, of Calgary; Dr. Michael Bartlett, Department of Civil and Environmental Engineering, Western University; and Dr. Joel Gagnon, School of the Environment, University of Windsor. In addition to assessing the Self-Study, the Review Team conducted a two-day virtual site visit on June 14-15, 2022, which included meeting with faculty, students, administrative support staff, technical staff, the Graduate Civil Engineering and Environmental Engineering Coordinators, the Undergraduate Civil Engineering Advisor, the appointments and renewal, tenure, and promotion committees, the Head of the Department of Civil and Environmental Engineering, the Dean of the Faculty of Engineering, and the Associate Vice-President, Academic.

In their report (June 27, 2022), the Review Team noted that the programs meet the IQAP evaluation criteria and are consistent with the University of Windsor's mission statement. Specifically, the Review Team noted that the program requirements are clear and that the basic assessment methods are conventional and based on CEAB-mandated procedures to assess student progress towards learning outcomes, both of which are consistent with those at other Canadian engineering programs. The programs are delivered by dedicated faculty, with strong research profiles, committed to educating undergraduate and graduate students and to providing an exceptional and supportive student experience. The Review Team noted that interactions between both the faculty and staff, and the students were described by all parties as positive and exceptional.

It was also noted that admission requirements are adequate and appropriately aligned with learning outcomes. However, the reviewers did note that, while graduate programs had University program and course learning outcomes, the undergraduate programs confused University program and course learning outcomes with the CEAB Graduate Attribute Indicators. This was identified as an area requiring clarification; though the Review Team did confirm that the Department regularly collects data on the Graduate Attribute Indicators and has created and implemented a continuous improvement process, consistent with CEAB requirements.

Overall, the Review Team noted that they were impressed with the quality of leadership at the Department and Faculty level, and concluded that the Department offers basic, broad, solid programs in civil and environmental engineering, but that curriculum review and renewal was past due. The Review Team were pleased to learn that the Department has launched an undergraduate curriculum review with the intent of overhauling its programs, which have not changed significantly in some time. As part of this review, the Department should investigate and address the causes of undergraduate attrition rates, particularly at the end of first year, which the reviewers noted seem high. The reviewers also noted that the Department should also reassess its projected enrolment numbers for the undergraduate programs to ensure program viability and sustainability, as intakes of 40 and 10 for civil and environmental engineering undergraduate programs, respectively, were identified as quite low. The graduate curriculum should also be reviewed as reviewers noted that it had not changed appreciably in the past few years. The Review Team also raised concerns around clarity of criteria and provision of funding for graduate students.

The Head of the Department of Civil and Environmental Engineering and Dean of the Faculty of Engineering submitted their responses to the External Reviewers' Report (June 2022), addressing the recommendations, identifying follow-up actions, and providing clarification or corrections, as appropriate. The Senate Program Development Committee (PDC) Final Assessment Report and Implementation Plan (January 2023) considered all the above documentation. The Executive Summary and Implementation Plan, along with any response from the area on the final recommendations, were submitted to Senate in February 2023.

Final Recommendations and Implementation Plan (in priority order within each category)

Final recommendations were arrived at by the Program Development Committee, following a review and assessment of the External Reviewers report, the response from the Department of Civil and Environmental Engineering, and the Dean's response.

General

Recommendation 1: That the Department report on the initiative to renew its standards for Renewal, Tenure, and Promotion in collaboration with the other units in the Faculty. (Section 2.6) [ER Recommendation 1]

Agents: Head, Department Council, Dean of the Faculty

Completion by: Fall 2023

Recommendation 2: That the Department follow Senate Bylaw 22 and the terms of the Faculty Collective Agreement concerning triennial reviews of tenured faculty members. This will require revising the RTP Standards to include metrics for such reviews. (Section 2.6) [ER Recommendation 2]

Agents: Head, Department Council

Completion by: Fall 2023

Recommendation 3: That the Department develop a structured mentoring program so that younger tenure-track faculty have the guidance that they need to succeed. While a mentor-mentee relationship can develop organically, a formal recognition of the role of mentor would encourage more senior faculty to take on the role. (Section 2.6) [ER Recommendation 3]

Agents: Head, Department Council

Completion by: Fall 2023

Undergraduate Programs

Recommendation 4: That the Department prepare curriculum maps for both the BAsC in Civil Engineering and the BAsC in Environmental Engineering programs to look for gaps, redundancies, and opportunities for improvement, including articulating the alignment with the CEAB graduate attributes. (Section 2.1) [ER Recommendation 4]

Agents: Head, Department Council

Completion by: Fall 2024

Recommendation 5: That the Department report on 1) its collection of data on the 33 CEAB Graduate Attributes and 2) its progress in implementing a Continuous Improvement Process in accordance with CEAB Accreditation criteria. This will inform activities under recommendation 6. (Section 2.8) [ER Recommendation 5c]

Agents: Head

Completion by: Fall 2024

Recommendation 6: That the Department report on efforts to review and revise the undergraduate curriculum in the Civil and Environmental Engineering programs, including: (Section 2.3) [ER Recommendation 5a]

- a) developing new, relevant courses (e.g., Smart Cities, BIM, or other new, dynamic areas), which would attract more students to both programs. (Section 2.3) [ER Recommendation 5b]
- b) eliminating the 8-month Environmental Engineering co-op work term and replacing it with two four-month work terms, aligned with those of the other undergraduate engineering programs. (Section 2.3) [ER Recommendation 5d]

Agents: Head, Department Council, Centre for Teaching and Learning, Office of Experiential Learning

Completion by: Fall 2024

Recommendation 7: That the Department work with industrial contacts to increase the number of capstone design projects available, in order to better accommodate the students' individual aspirations. Surveying the students in the Year 3 Summer term to determine their capstone design project preferences may help identify and focus industrial partners and projects. (Section 2.3) [ER Recommendation 5e]

Agents: Head, Dean of the Faculty, Office of Experiential Learning

Completion by: Winter 2024

Recommendation 8: That the Department use existing industrial contacts to develop more environmental engineering co-op placement opportunities. The use of an Industrial Advisory Board for the program may also lead to more co-op opportunities. (Section 2.4) [ER Recommendation 5f]

Agents: Head, Dean of the Faculty, Office of Experiential Learning

Completion by: Winter 2024

Recommendation 9: That the Department report on the ongoing process for advising undergraduate classes earlier about the opportunities to continue to pursue graduate studies at Windsor so that they may have more time to interact with potential research advisors and apply for external and internal scholarship funding (Section 2.6).

[ER Recommendation 6]

Agents: Head

Completion by: Fall 2023

Graduate Programs

Recommendation 10: That the Department review the MEng program enrolments and admission requirements with a focus on improving the quality and consistency of incoming students. (Section 2.2) [ER Recommendation 7a]

- (a) As part of the review of admission criteria, that the Department consider the institutions that prospective students have attended during their BSc degrees before granting admission to the MEng program. [ER Recommendation 7b Pt1]

Agents: Head, Department Council, Dean of the Faculty, Registrar, AVP Enrolment Management

Completion by: Fall 2024

Recommendation 11: That the Department streamline the MEng courses and revisit the number of courses that are being taught by sessional instructors (Section 2.5). [ER Recommendation 7d]

Agents: Head, Dean of the Faculty, Department Council

Completion by: Fall 2024

Recommendation 12: That the Department generate a program map, identifying the five technical courses for MEng students with limited flexibility to accommodate students with varying backgrounds. The program map for Civil Engineering students should be distinct from the one for Environmental Engineering students. (Section 2.3) [ER Recommendation 7e]

Agents: Head, Department Council

Completion by: Fall 2024

Recommendation 13: That the Department develop a plan to increase research funding from traditional and non-traditional (non-Tri-Council or government-funded research organization) sources to fund MASc and PhD students, with a view to eventually developing a policy of minimum guaranteed funding for 2 years for all MASc and 4 years for all PhD students. (Section 2.2) [ER Recommendation 8a]

Agents: Head, faculty members, Dean of the Faculty, Vice-President, Research and Innovation, Office of Research and Innovation Services

Completion by: Fall 2023

Recommendation 14: That the Department report on:

- a) plans to increase the number of entrance scholarships for MASc and PhD students, and
 - b) the cause of delays in the distribution of entrance scholarships and possible solutions to eliminating these delays.
- (Section 2.2)

[ER Recommendation 8b]

Agents: Head,

Completion by: Fall 2025

Recommendation 15: That the Department be transparent about the criteria by which it determines total funding for a student, with a view to providing equal funding amounts to students in the same program regardless of whether they are domestic or international students. (Section 2.7) [ER Recommendation 8c]

Agents: Head, Dean of the Faculty

Completion by: Fall 2024

Recommendation 16: That the Department develop a core course for all thesis-based graduate students that teaches students how to conduct critical literature reviews, avoid plagiarism, develop research questions and proposal, understand research methods, and conduct statistical data analysis. (Section 2.1) [ER Recommendation 9]

Agents: Head, Department Council

Completion by: Spring 2024

Recommendation 17: That the Department report on efforts to develop thesis-based graduate student's knowledge and training in areas of engineering leadership, innovation and entrepreneurship, and prepare them for careers in which they seek to advance and market their innovations. (E.g., use/promotion of Mitacs professional development opportunities <https://www.mitacs.ca/en/programs/training/program-details>) (Section 2.3) [ER Recommendation 10]

Agents: Head, Associate Dean, Research, Vice-President, Research and Innovation, Office of Research and Innovation Services

Completion by: Fall 2024

Recommendation 18: That the Department establish a best practice whereby instructors meet with their GAs within the first week of term to complete the required Form 1, which sets out the duties and expectations (including time commitment) of the GA position for the term, and that instructors continue meeting regularly with their GAs throughout the term to ensure duties and expectations met. (Section 2.5) [ER Recommendation 11b]

Agents: Head, Dean of the Faculty

Completion by: Fall 2024

UNIVERSITY OF WINDSOR
UNIVERSITY PROGRAM REVIEW (UPR)
FINAL ASSESSMENT REPORT ON: History
UNDERGRADUATE AND GRADUATE PROGRAMS
 January 2023

Executive Summary of the Cyclical Program Review of the Department of History's Programs

In accordance with the University's Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external review and the internal responses of the undergraduate and graduate programs in the Department of History.

In addition to identifying the significant strengths of the programs, together with opportunities for program improvement and enhancement, the report prioritizes the recommendations that have been selected for implementation and sets out a plan (including the agent(s) responsible for addressing the recommendations and deadline dates) for follow-through. Timelines for monitoring the implementation of the recommendations are built into the process, with areas reporting mid-cycle on their progress to the Senate Program Development Committee, or earlier where there are significant concerns requiring urgent follow-up.

The Department of History's 2020-2021 Self-Study, submitted to the Office of Quality Assurance on February 16, 2022, included: 1) descriptions and an analysis of the programs, their learning outcomes, curriculum structure, and student experience; 2) information on enrolments as well as financial, physical and human resources; and 3) the program data including the standard data package provided by the Office of Quality Assurance. Appended to the Self-Study were faculty member CVs, the Leddy Library report, course descriptions and syllabi, student satisfaction survey data (NSSE 2020), sample undergraduate student publications, and the prior cyclical program review report.

The Department of History's programs were reviewed by Dr. Jane Nicholas, Department of History, St. Jerome's/University of Waterloo; Dr. Nora Jaffary, Department of History, Concordia University; and Dr. Finney Cherian, Faculty of Education, University of Windsor. In addition to assessing the Self-Study, the Review Team conducted a two-day virtual site visit on April 25-26, 2022, which included viewing a short documentary film by Dr. Palmer which provided a sense of building and classroom space, meeting with faculty, students, administrative and support staff, the Undergraduate and Graduate Committee Chairs, the Head of the Department of History, the Associate Dean of Research and Graduate Studies in the Faculty, the Dean of the Faculty of Arts, Humanities, and Social Sciences, and the Associate Vice-President, Academic.

In their report (April 29, 2022), the Review Team noted that the program review met the IQAP evaluation criteria and that the programs are consistent with the University of Windsor mission statement and its strategic priority to provide an exceptional and supportive student experience, as evidenced by the quality of faculty teaching and mentorship, the active History Students' Association, the offering of innovative thematic undergraduate courses, the positive and engaging culture within the Department, and the opportunity for producing and publishing undergraduate research in the student-produced journal, *The Great Lakes Journal of Undergraduate History*, which is edited by graduate students. The reviewers confirmed that the admissions are adequate, the program requirements are consistent with the current state of the discipline, and that the teaching and assessment methods (which include compelling and creative assignments) ensure students' attainment of the course learning outcomes and their successful progression through the program. Nevertheless, the Review Team also noted that undergraduate program requirements should be reviewed for greater cohesiveness or to provide a clearer pedagogical rationale for the mix of requirements, to consider greater differentiation between the General and Honours programs beyond completing an additional year of study; and to consider cross-listing fourth-year undergraduate courses with graduate courses to provide more choices to students.

The Review Team noted that the program-level learning outcomes were clear for both the undergraduate and graduate programs, but expressed that they should be reviewed and revised to ensure greater differentiation

between General, Honours, and Masters, in order to distinguish the extra skills and experiences that honours students achieve from those in the general program and to reflect the higher-order thinking expected of graduate students.

The programs are delivered by faculty deeply engaged in teaching, research, and service, and supported by dedicated and collegial staff; all of whom are committed to providing an exceptional student experience. The reviewers recommended reviewing workload distribution and building strong support and mentorship for junior faculty and mid-career faculty to ensure continued active research programs. While the Department was commended for maintaining undergraduate enrolments at a time when others have experienced severe declines, faculty renewal and recruitment support were identified by the Review Team as areas requiring attention, in order to sustain and grow enrolments.

The Head of the Department of History and Dean of the Faculty of Art, Humanities, and Social Sciences submitted their responses to the External Reviewers' Report (April 2022), addressing the recommendations, identifying follow-up actions, and providing clarification or corrections, as appropriate. The Senate Program Development Committee (PDC) Final Assessment Report and Implementation Plan (January 2023) considered all the above documentation. The Executive Summary and Implementation Plan, along with any response from the area on the final recommendations, were submitted to Senate in February 2023.

Final Recommendations and Implementation Plan (in priority order)

Final recommendations were arrived at by the Program Development Committee, following a review and assessment of the External Reviewers report, the response from the Department of History, and the Dean's response.

Recommendation 1: That the Department, in consultation with the Faculty of Graduate Studies, explore and report on:

- a) the possibility and implications of cross-listing some or all of its Honours seminar courses with all of its Masters courses, with the exception of the Capstone Thesis course (HIST 4990) and the required theory and methodology core courses (HIST 8030 and HIST 8040). (While this may increase the seminar offerings at both levels and potentially increase Honours enrolment and, with it, recruitment into the MA program, it may also result in undergraduate students completing the courses required for the graduate degree, making them unable to pursue an MA at UWindsor.) Where 4th-year undergraduate and graduate courses are cross-listed, the learning outcomes and related assessments should clearly distinguish what is expected from the undergraduate and graduate students. [ER Recommendation 2]
- b) the possibility of developing an integrated BA/MA program pathway, which would allow two graduate courses to apply to both the Honours and MA degrees.

Agents: Head, History Council, Faculty of Graduate Studies

Completion by: Fall 2023

Recommendation 2: That the Department undertake a curriculum review to better distinguish the Honours program from the General History BA, including reviewing:

- a) the calendar descriptions, objectives, and learning outcomes for HIST 1030 and HIST 2030, and
- b) the selection of electives required to fulfill program requirements, with a view to streamlining them.

[ER Recommendation 4]

Agents: Head, History Council

Completion by: Fall 2024

Recommendation 3: That the Department, in consultation with the Centre for Teaching and Learning, revise and update the graduate program learning outcomes so that they clearly align with each component of the GDLEs and better reflect the higher-order thinking expected from a graduate degree candidate. [ER Recommendation 12]

Agents: Head, History Council, Centre for Teaching and Learning

Completion by: Fall 2024

Recommendation 4: That the Department work with the Faculty of Education to:

- (a) investigate and report on the feasibility of a concurrent education model focused on four-year honours programs, and whether and how this would differ from the current model where students combine a general degree with the two-year Education degree (5-year program) with the stated option for students to add their fourth-year honours courses in year 6, should they wish to graduate with a Concurrent four-year honours/Education degree, and
- (b) to better advertise the existing option of students adding their fourth-year honours courses in year 6, should they wish to graduate with a Concurrent Honours Program in History/Education. [ER Recommendation 3]

Agents: Head, Dean of the Faculty of Education, History Council, Education Council

Completion by: Fall 2023

Recommendation 5: That the Department and the Dean work on a plan for faculty renewal, following the streamlining of its courses and program offerings to maximize efficiencies and complement existing expertise in the AAU. [ER Recommendation 1]

Agents: Head, Dean of the Faculty, History Council

Completion by: Fall 2024 (following completion of curriculum review/streamlining)

Recommendation 6: That the Department review and report on the graduate program's funding and structure measured against comparable programs in Ontario, with a view to:

- (a) improving time-to-completion rates. This may be accomplished, in part, through the development of a one-year course-based Masters program as suggested by the Department.
- (b) maximizing student funding to support students' research and ensure consistent progress towards the completion of the degree. To address this recommendation, the Department is encouraged to work with administration to see if existing funding can be delivered to the students to lighten their GA workload. Faculty members are also encouraged to apply for tri-council grant funding to support student research and learning as an additional funding source for graduate students.

If the Department is satisfied with their current program's structure and funding, that it clearly articulate its perceived benefits to attract internal and external students. [ER Recommendation 5]

Agents: Head, Dean of the Faculty

Completion by: Fall 2024

Recommendation 7: That the Department report on its efforts to:

- (a) encourage and support the re-activation of the research programs of faculty, especially those at mid-career, and
- (b) ensure that there has been careful consideration of workloads, especially for junior faculty, to ensure they do not burnout.[ER Recommendation 8]

Agents: Head, Dean of the Faculty, Associate Dean, Research, Vice-President, Research and Innovation, Office of Research and Innovation Services

Completion by: Winter 2024

Recommendation 8: That the Department investigate and report on the gender imbalance in the undergraduate and graduate programs, with an eye to bringing them more in line with provincial and national ratios.[ER Recommendation 9]

Agents: Head, History Council

Completion by: Fall 2024

Recommendation 9: That the Department update and refresh the website, which is critical for recruitment as well as to provide information to current students. [ER Recommendation 11]

Agents: Head

Completion by: Fall 2023

**University of Windsor
Senate**

***5.1.3: Psychology – Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

COURSE #AND TITLE: PSYC-3100. Tutorial Learning Outcomes <i>This is a sentence completion exercise.</i> <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Describe the concepts and practices that underlie psychological theories and/or methods	A. the acquisition, application and integration of knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Summarize and provide a critique of the limitations and challenges of the field of psychology under consideration	C. critical thinking and problem-solving skills
D. Compare and explain variations in the major perspectives for the topic under consideration	D. literacy and numeracy skills
E. Consider potential ethical implications associated with the topic	E. responsible behaviour to self, others and society
F. Appropriately seek and incorporate feedback in reports	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

University of Windsor
Senate

5.2.1: **Centre for Teaching and Learning Annual Report (2021-2022)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.

To view the full Centre for Teaching and Learning Annual Report, go to:
(<https://www.uwindsor.ca/ctl/300/annual-reports>)

CENTRE FOR TEACHING AND LEARNING ANNUAL REPORT TO THE ACADEMIC POLICY COMMITTEE 2021-22

1. Executive Summary

Please refer to the full 2021-22 report: uwindsor.ca/ctl/300/annual-reports for additional details, figures, and images.

A. Introduction

The Centre for Teaching and Learning (CTL) has been essential to the University of Windsor's teaching and learning mission during the pandemic, return to campus, and in the current provincial context and Strategic Mandate Agreements (SMA). The CTL's [mandate](#) is to enhance teaching and learning on campus, and it does so through programming that is intentionally designed to engage instructors at all stages of their career, and to build a network of faculty, students and staff across units. Made up of just 10 full-time employees, the Centre launched numerous campus-wide, regional, and national initiatives, and contributed to policies and procedures impacting teaching and learning at the University.

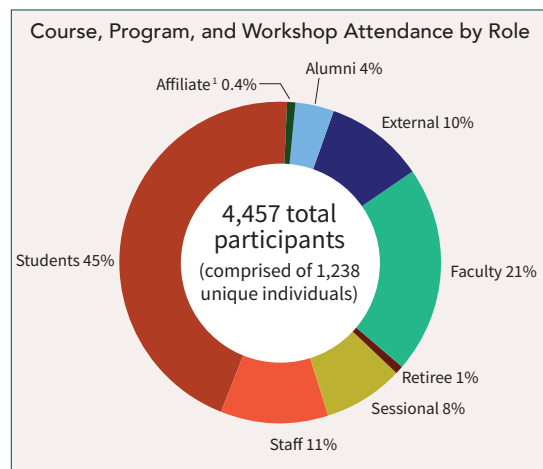


B. Goals and Objectives of Reporting Year: Strategic Priorities

1. Provide an exceptional undergraduate experience.
2. Pursue strengths in research and graduate education.
3. Recruit and retain the best faculty and staff.
4. Engage and build the Windsor and Essex County community through partnerships.
5. Promote international engagement.

C. Successes

- Hosted 4,457 instructors, staff, students and teaching assistants at 170 courses, programs, and workshops, with 1,238 unique participants
- Provided key support during the cyberattack to move instructors to alternative platforms
- Played a central role for instructors during the continued COVID pandemic and return to work through workshops, mentorship, and technology support: BB Café had over 1,298 visits, Blackboard workshops hosted 249 total participants, and Centre staff resolved 1,703 tickets with high satisfaction
- Completed the LMS Review with the Office of Open Learning (OOL) and IT Services (ITS) with strong campus engagement
- Partnered with 61 students to support campus, and recognized for working with students through the Co-op Unsung Hero award
- Integrated principles of equity, diversity, inclusivity, and accessibility throughout CTL activities
- Contributed to anti-Racism initiatives through the review of the Anti-Black Racism Teaching and Learning Grants; hosting a book study; collaborating with the Anti-Racism Pedagogies Teaching Leadership Chair, Dr. Andrew Allen; and partnering with the Office of Human Rights, Equity and Accessibility (OHREA) and Windsor University Faculty Association (WUFA) to host a workshop series with 277 participants
- Supported Indigenization through hosting 18 workshops for 478 participants, partnering with the Aboriginal Education Centre (AEC), providing guest lectures to departments, units, courses, Senate and Board of Governors, discussing PDC forms and pedagogy, and developing an [e-book and videos](#) with OOL
- Disseminated findings from a research grant to understand the role of educational development in Indigenization of curricula with a team of nine researchers from six Canadian universities; the peer-reviewed article was among the top read articles in *AlterNative* over a six month period, and the Windsor research team partnered with USaskatchewan and UBC on a successful SSHRC Partnership Development Grant
- Developed the Curriculum Project Engagement (CoPE) grant scheme for release in 2022-23
- Launched the Graduate Teaching and Learning Fellowship Program to expand and distribute the GATA Network within Faculties, beginning with Engineering in Fall 2022
- Recognized Chitra Rangan, through the University of Windsor Educational Leadership Award
- Enhanced national and international reputation of the Centre and University through 17 publications, 15 conference presentations, 6 grants, and membership on 21 external committees or boards; grants totaled \$1,015,366, including SSHRC Partnership Development, eCampus, and CIHR grants



D. Challenges

- Implementing the new LMS, Brightspace, on an unusually tight timeline
- Managing substantial personnel changes during the year
- Managing sustainable workloads and employee health
- Clarifying mandate and branding with a growing scope and within the new Strategic Plan
- Finding sufficient space for employees and activities
- Securing financial support from external sources to help address fiscal constraints

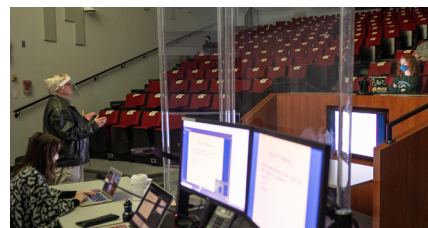
2. Report

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

The CTL's mandate is consistent with the educational goals and objectives identified in the University's current Strategic Plan, the Strategic Mandate Agreement, and the themes emerging from the new Aspire Strategic Plan, with particular focus on the undergraduate experience, research-based practice, graduate teaching development, and supporting faculty and staff. This year, the CTL has also worked within the community. During the reporting period, there were several changes to the CTL's organizational structure, including a maternity leave and secondment.

1. Provide an exceptional undergraduate experience:

- a. Supported instructors and students during the campus-wide cyberattack
 - As Blackboard and associated systems were no longer available, aided instructors in transitioning from Collaborate to MS Teams to host online courses in collaboration with ITS and OOL
 - In less than 24 hours, created MS Teams virtual drop-ins, information emails, emergency webpages, and replacement documentation for resources no longer accessible
- b. Supported the campus during the ongoing pandemic and return to campus
 - Hosted a Return to Campus Panel and shared recommendations through the [Teach & Learn Blog](#)
 - Supported HyFlex teaching with workshops, resources, a survey, and MS Teams site with OOL and ITS
 - Provided consultations on return to campus
 - Liaised with Facilities, ITS and OOL about classroom renovations
 - Hired 31 co-op, Ignite, and part-time students, to increase support for instructors
 - Provided virtual support initiatives:
 - BB Café virtual one-on-one drop-in support: 1,298 visits, and 97% were extremely satisfied
 - Online training videos, workshops, sprint sessions
 - Virtual consultations with instructors
 - Resource pages, including the one-stop resource [Teaching Online](#) website, FAQ's, videos, and emails
- c. Encouraged the effective use of technology to enhance learning
 - Supported courses from every academic unit with an active Blackboard site
 - Hosted campus-wide and department specific workshops on Blackboard with 249 total faculty, students and staff
 - Resolved 1,703 help tickets focused on BlackBoard system administration, the virtual classroom, and student assessment tools with high user satisfaction
 - Upgraded Blackboard to manage file uploading more effectively
 - Supported integrations, including managing integrations with Pearson and zyBooks, and collaborating with OOL to test and integrate Yuja video platform and Better Examinations
 - Worked on data analysis and visualization projects, partnering with computer science students
 - Published article on learning analytics, working with McGill university
- d. Completed the LMS Review with IT Services and OOL
 - Initiated an LMS review when the current LMS Vendor announced they will no longer support self-hosting
 - Launched a representative governance and review committee
 - Conducted extensive campus consultation with over 2,000 survey responses from faculty, students and staff; feedback from 99 people on the three vendor demonstrations; and 750 requested test sites
 - With advisory committees, reviewed the platform for accessibility, integrations, equity, diversity, inclusion, Indigeneity, privacy, and security
- e. Fostered exceptional teaching, directly impacting student learning and retention across the institution
 - Hosted more than 4,400 participants (1,238 unique individuals) in 170 courses, programs, and workshops



- Maintained strong CTL representation across campus with staff sitting on 71 campus committees
- Consulted on institutional policies impacting teaching and learning, such as COVID academic changes, timing of assessments for asynchronous online courses (APC Subcommittee), and LMS archive and retention

f. **Partnered with students to engage them in teaching, research and educational development**

- Directly worked with over 61 students (Ignite work-study program, research and project assistants, GATA Coordinators, and workshop facilitators), as well as over 100 student volunteers to foster agency and voice; student projects included: LMS, anti-racism initiatives, tenure stressors, evaluation of educational development

g. **Initiated Anti-Black Racism projects**

- Worked with the OHREA to implement the multi-phased Anti-Black Racism Training and Education Framework developed in 2020
- Offered a workshop series in collaboration with OHREA and WUFA to 277 participants
- Hosted a book study on *Courageous Conversations About Race* with Kaye Johnson
- Published a blog post by Dr. Wanda Thomas Bernard [Challenging Anti-Black Racism by building inclusive classrooms](#)
- Reviewed Anti-Black Racism Teaching and learning Grants with the Office of the President, ORIS, and Office of the Vice-President, Equity, Diversity and Inclusion (EDI)
- Supported the inaugural Anti-Racism Pedagogies Teaching Leadership Chair, Dr. Andrew Allen
- Continued the Resisting Pedagogies Community of Practice
- Provided one-on-one consultations
- Partnered with OHREA to hire an Ignite Student for an environmental scan of University of Windsor anti-racism and anti-oppression practices
- Participated in designing and facilitating Aspire Strategic Planning group focused on EDI and anti-racism



Dr. Joy De Gruy,
Invited Speaker

h. **Indigenization of curriculum and pedagogy**

- Hosted 478 total participants in 18 campus-wide workshops plus an additional 58 through training through GATA training and Intersections series resulting in 536 total participants in formal CTL workshops, often partnering with the Aboriginal Education Centre
- Provided invited guest lectures for departments, units, and courses in addition to the CTL sessions
- Refined resources for Indigenization of curriculum and pedagogy including co-developing an [e-book and videos](#) as part of an e-Campus grant
- Indigenized the CTL course, *Learning-Centred Teaching in Higher Education*
- Co-chaired (Jaimie Kehego) the Aboriginal Education Council
- Provided consultations on PDC forms and information presentations for PDC, Senate and the Board of Governors
- Built relationships with Indigenous community partners as speakers and community committees
- Published research in *AlterNative* and presented findings from the national research project exploring educational developers engaged in Indigenization of curriculum and pedagogy
- Received a SSHRC Partnership Development grant with the University of British Columbia and the University of Saskatchewan to explore Indigenization
- Built provincial and national networks through Council of Educational Developers of Ontario, Educational Developers of Canada, and the national Indigenous Curriculum Specialist Network
- Confirmed a permanent full-time AAS-Learning Specialist position focused on Indigenization
- Expanded a comprehensive collection of [online resources](#)

i. **Supported accessible learning environments**

- Hosted six workshops for 91 total participants from across campus on accessibility and inclusion and facilitated a session on universal design as part of the Accessibility Awareness Days series
- Participated in university-wide committees exploring accessibility, inclusivity, and diversity
- Consulted on accessibility and Universal Design for Learning and developed web resources and blog posts
- Integrated accessibility as a requirement for all software purchased including the LMS
- Collaborated with OOL to test Panorama as an accessibility tool in the LMS
- Collaborated with partners including OHREA, Faculty of Human Kinetics, and Facility Services to submit grants, including one focused on creating accessible building spaces

2. Pursue strengths in research and graduate education:

a. **Through the GATA Network, a collaboration with CTL and Graduate Studies, two coordinators supported graduate and undergraduate teaching assistants (GA/TA)**

- Launched the Graduate Teaching and Learning Fellowship Program to expand and distribute the GATA Network

within Faculties, beginning with Engineering in Fall 2022

- Coordinated awards for GATA educational practice and leadership
- Supported GA/TAs during the pandemic through consultations, resource development and virtual office hours
- Acted as graduate student representatives on campus-wide teaching and learning committees
- Shared information with thousands of students through Blackboard and social media accounts

b. Coordinated GA/TA teaching professional development

- Hosted over 2,000 graduate and undergraduate student participations in CTL courses and workshops targeted for GAs and TAs (over 560 unique students)
- Held GATAcademy orientations online (226 unique participants Fall, 117 unique participants in Winter)
- Held five campus-wide workshops which welcomed 149 unique participants, and offered department specific workshops (e.g., Computer Science and Human Kinetics)
- Collaborated with the Faculty of Graduate Studies, Office of Career Development and Experiential Learning, and New Faculty Orientation to offer additional workshops

c. Engaged in scholarship related to graduate education

- GATA Network graduate student coordinators facilitated peer-reviewed sessions at conferences, and secured grants on topics such as student partnerships and teaching dossiers

d. Encouraged and supported faculty as they developed a scholarly approach to teaching and evidence-based decision-making, and engaged in the scholarship of teaching and learning (SoTL)

- Partnered and consulted with faculty across units on teaching and learning research
- Invited 17 article submissions to the CTL's Teach and Learn blog receiving 3,606 unique page views

e. Offered grants to support scholarship related to teaching and learning

- Funded three Centred on Learning Innovation Grants to ten faculty, and five CTL Travel Grants to share teaching and learning initiatives and research
- Reviewed and supported two Anti-Black Racism Teaching and Learning Grants with Office of the President, ORIS and Office of the VP EDI
- Reviewed and supported the Undergraduate Research Experience Grants with ORIS awarding 11 grants
- Continued to support the Nanadagikenim: Seek to Know Grants

f. CTL Members engaged in research to contribute to the enhancement of teaching and learning

- CTL staff partnered on six grants, totaling \$1,015,366 including a SSHRC Partnership Development Grant and eCampus grants, and collaborating on a CIHR grant
- CTL members researched major themes such as: Indigenization; curriculum development, SoTL, institutional teaching culture, centre for teaching and learning impact, and ethical use of learning analytics
- Published 17 articles and chapters and presented 15 peer-reviewed conference presentations
- Supervised PhD students, two undergraduate theses and practicums, and acted as committee members or external readers on over 10 doctoral and master's committees, particularly those related to teaching and learning in higher education

3. Recruit and retain the best faculty and staff:

a. Engaged in regular outreach to campus

- Shared information about teaching and learning with instructors and staff through a monthly newsletter with 1,462 subscribers, a Teach-Learn Blog with monthly articles, website with 36,452 unique page views in the reporting period, and regular Daily News articles and mass emails

b. Offered core programming in different formats and lengths for faculty, sessional instructors, students, staff

- Hosted workshops, programs, courses, consultations, departmental retreats, guest lectures and webinars ranging from introductory level, one-time workshops to semester-long programming, designed to address the needs of different roles and different career stages
- Worked with participants from all Faculties, with greatest number of unique participants from Science and FAHSS (see [figure 4 in full 2021-2022 report](#)), approximately 41% of full-time faculty attended formally registered CTL workshops in 2021-2022 in addition to those in department specific events or consultations
- Offered the extended program, [University Teaching Certificate \(UTC\)](#), with waitlists each year

"When I started my teaching career, I was insecure and felt like an imposter. The CTL courses and all of their instructors were pivotal in the development of my identity as a teacher. I have gained confidence in my teaching abilities, and I am now willing to take risks in the classroom to promote student-centered learning opportunities. I continue to develop my skills and my teaching dossier through participation in courses, learning seminars, and ongoing consultation with my UTC mentor."

UTC Participant, School of Social Work

- c. Supported curriculum development, revision, and mapping of new and existing programs
 - Co-authored a national guide on curriculum development
 - Developed the Curriculum Project Engagement (CoPE) Grant
 - Received funding and approval for a new CUPE curriculum project coordinator position
 - Provided program and departmental consultations, workshops, or retreats in 14 academic units
 - Reviewed outcomes for 280 courses and 60 programs successfully approved by Senate
 - Expanded the [Curriculum Services repository](#), providing information and example materials for each stage of the curriculum development process
 - Supported increased use of [Curriculum Mapping Aid](#) (CuMA), with the first curriculum maps passed in Senate
 - d. Provided Early Career Faculty Support
 - Coordinated the New Faculty Orientation in an online format in collaboration with the Office of the Provost
 - Hosted the Early Career Faculty Mentoring online to 28 new faculty members
 - Coordinated eight workshops as part of the Early Career Faculty Support program
 - Hosted nearly all full-time faculty hired in the last year in at least one CTL-facilitated workshop; and 100% received resources and information
 - e. Enhanced leadership and networks for mid- to late-career instructors and administrator
 - Worked with seven mid-career and retired faculty to become mentors for early career faculty, and 23 mid-to-late career members to act as workshop facilitators
 - Supported mid-to late-career faculty through mentoring, educational leadership opportunities, and workshops for senior administrators
 - Recognized Chitra Rangan with the Educational Leadership Award
 - Continued the Teaching and Learning Senior Scholars Program, a fellowship for retired faculty members: Veronika Mogyorody (VABE) and Erica Stevens Abbitt (Dramatic Art)
 - Began planning for the Teaching Leadership Chair focused on educational leadership
 - Provided support for external teaching award nominations
 - f. Continued support for sessional instructors who face unique challenges
 - Offered Blackboard workshops on evenings and weekends for sessional instructors
 - Created targeted information emails
 - Supervised a PhD thesis on the professional development needs of UWindsor sessionals
 - g. Examined effective approaches to evaluating teaching integrated with hiring, tenure, and promotion
 - Promoted a multi-faceted approach to teaching evaluation through teaching dossiers, course observations, student evaluations of teaching, and student feedback on teaching
 - Engaged in a multi-institution eCampus Ontario project to develop four online modules intended to support graduate students in developing a teaching dossier released province-wide
 - Continued work on the Student Evaluations of Teaching Task Force chaired by Dennis Jackson, Psychology
 - Worked with over 50 people on teaching dossiers, and hosted the Teaching Dossier Academy
 - Hosted department specific workshops on teaching dossiers
 - h. Celebrated teaching excellence, rewarding and valuing teaching
 - Hosted the 16th Annual Celebration of Teaching Excellence: 160 people joined online to celebrate 50 awards
 - Acted as members of five Faculty or institutional teaching award committees on campus and one externally
- 4. Engage and build the Windsor and Essex County community through partnerships:**
- a. Fostered relationships with Indigenous communities
 - Consulted with alumni, Elders, and Indigenous Knowledge Holders within the community as part of the consultation process
 - Acted as a member of Can Am Indian Friendship Centre, and the First Nations, Metis, and Inuit Education Group
 - Supported the Nanadagikenim Seek to Know Grants which included collaborators from Indigenous communities
 - Invited Indigenous Knowledge Holders to share their expertise through workshops in the CTL and provided connections for departments with local community members
 - Consulted with the Windsor-Essex Art Gallery and the Canadian Brain Research Strategy Group on land acknowledgements and Indigenous perspectives, and designed an Indigenous Instructional Skills Workshop for the Chippewa of the Thames
 - Partnered with AEC, Office of Student Experience, and other campus



units and as part of the Orange Shirt Committee for events on September 30 with the community and University of Windsor, including the Orange Shirt Day Community Walk along Riverside

b. Supported connections through the Anti-Black Racism Teaching and Learning Grants with the Office of VP EDI

5. Promote international engagement:

a. Fostered international relationships and global perspectives

- Staff were members of 21 external committees and boards, 21 national and international societies, and took leadership positions:

- Erika Kustra as a member of the International Consortium of Educational Developers Global Advisory Group and invited session chair during the ICED conference in May 2022
- Laura Chittle as a member of the Teaching Assistant and Graduate Student Advancement Group
- Jaimie Kehego as a member of the EDC Indigenous Knowledges Community of Practice and Indigenous Curriculum Specialists Network
- Jessica Raffoul as Associate Editor of the Canadian Journal for the Scholarship of Teaching and Learning as well as a member of the EDC Action Group on Evaluating Educational Development
- Allyson Skene as a member of the EDC Action Group on Curriculum Mapping

b. Fostered research and project partnerships with Elon University, Brown University, Kennesaw State University, Rollins College, the University of Saskatchewan, University of British Columbia, McMaster University, Wilfred Laurier University, University of Guelph, Western University, Queens University, Toronto Metropolitan University, University of Calgary, and more

c. Consulted worldwide with educational developers and administrators on topics including Indigenization, teaching awards, support for online learning, scholarship of teaching and learning, educational leadership, and CTL programs, and provided mentorship for new teaching and learning directors

B. Future Actions/Initiatives for 2021-22

1. **Brightspace Implementation:** Focus on enhancing learning and teaching for students, faculty and staff – with added elements (Turnitin, etc.)

2. **Visioning:** Review the Centre's mandate and vision in addition to the development of an institutional Teaching and Learning Plan aligned with the new Strategic Plan

3. **Indigenization:** Continue to facilitate increased awareness and support for Indigenization of curriculum; build local community relationships and national networks

4. **Anti-Black Racism and Equity, Diversity, Inclusion & Accessibility (EDIA):** Support curriculum development, revision, and mapping for new programs and existing programs

5. **Curriculum and Program Development:** Enhance curriculum development, revision, and mapping for new programs and existing programs, with the new grant system

6. **Evaluation of Teaching:** Support teaching dossiers, student perceptions, and feedback

7. **Provide Essential Support and foster Leadership in Teaching through Sustainable Core Programming:** (i.e., experiential learning, reflection, HIPs, authentic assessments, etc.) through coherent programming for all stages

- Early career faculty
- Mid-to-late career and educational leaders
- Sessional instructors
- GA/TAs

8. **Student Partnerships:** Work to enhance student partnerships within the CTL and across the institution

- Students as Partners funding and initiatives
- GATA Network, and mentoring new Graduate Teaching and Learning Fellows
- Certification of extended programs: Creating formal opportunities for instructors and graduate students for accreditation (e.g., UTC)

9. **Data informed approaches:** Promote the scholarship of teaching, as well as a scholarly approach to effective teaching through the use of data

10. **Employee Engagement:** Respond to the Employee Engagement Survey by working towards sustainable workloads and healthy teams

11. **Scholarship:** Promote the scholarship of teaching, as well as a scholarly approach to effective teaching

C. Recommendations for Senate Consideration

Review of remaining policies instituted during the pandemic for options that will be helpful for continued use.

D. Actions Identified in 2020-21, and Completed in 2021-22

In the previous 2020-21 Annual Report, the CTL identified future goals, actions, and initiatives. Please refer to Appendix C in the [2021-2022 full report](#) for a summary of the actions completed related to these goals.

**University of Windsor
Senate**

*5.2.2: **Revisions to English Language Proficiency Requirements – Education (Graduate)**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

**MOTION: That the English Language Proficiency Requirements for the Master of Education be revised as follows:
A minimum score of 7.0 on the International English Language Testing Systems (IELTS) – Academic or
Online – with no more than a single band below 7. That one band will have a minimum of 6.5.**

Rationale/Approval:

- The Faculty of Education is proposing that the IELTS requirements for the Master of Education program exceed the minimum IELTS requirements of the Policy.
- The Senate Policy on English Language Requirement scores represent the minimum institutional requirement (i.e., minimum score is 6.5 on IELTS). However, specific graduate programs may require a higher overall score or specific component scores beyond the minimum stated.
- This proposed change reflects the current practice in the Faculty of Education, but there is no record of the change being formally approved.
- This change will be reflected in the University of Windsor’s Academic Graduate Calendar.
- The proposal has been approved by the Faculty of Education Council (October 20, 2022) and the Faculty of Graduate Studies Council.

**University of Windsor
Senate**

*5.3.1: **Senate and Senate Standing Committee Diversity Report (2022-2023) – Updated**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

In light of the low response rate as presented at the October 7, 2022 Senate meeting, the request for member self-identification was circulated for a fourth and final time. The updated diversity report shows a slightly improved response rate, though the response rate for Senate is still low.

	Current Voting Members	Survey Responses	# Self-Identified	50/30 Challenge	
				50% Women-identified Persons	30% other designated group members
Senate	85	62 ¹	45	38.9%	32.9%
Academic Policy Committee	17	14 ²	9	41.2%	23.5%
Program Development Committee	19	15	13	47.3%	52.6%
Senate Governance Committee	18	14	12	44.4%	44.4%
Senate Student Caucus	18	17	14	66.7%	27.8%

Updated: as of November 30, 2022

¹ four stated that they did not wish to self-identify.

² two stated that they did not wish to self-identify.

NB: # of designated group members may not equal the number of individuals who self-identified, as individuals may have self-identified under more than one category.

It is difficult to know or be able to report that the University is meeting the federal 50/30 challenge (of which it is a signatory), without active participation by members. The initial request to complete the self-identification survey was sent in July 2022 to all Senators and Senate Committee members, with two reminders sent in August 2022, and one final reminder in mid-October 2022. If members choose not to participate, they should indicate this in the survey.

**University of Windsor
Senate**

5.3.2: **Report of the Review Committee on Employment Equity (RCEE) 2021-2022**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

See attached.

Report of the Review Committee on Employment Equity (RCEE) September 2022

1 BACKGROUND

The RCEE was formed in 1987. The committee's terms of reference (ToR) are as contained in Article 30 of the Windsor University Faculty Association (WUFA) Collective Agreement. Specifically:

- 30:04 The Review Committee provided for in clause 30:03 shall be responsible for:
- (i) identifying where there is a serious under-representation of members of the designated groups in any AAU and/or Library;
 - (ii) recommending reasonable goals and timetables for hiring by any AAU and/or Library where serious under-representation of members of the designated groups exists. "Serious under-representation" occurs when members of a designated group are fewer than sixty percent (60%) of the agreed-upon pool data for AAUs and Library;
 - (iii) reviewing action taken within the University to achieve the hiring goals recommended under (ii).

The RCEE would like to convey appreciation for the data provided for this report and throughout the year by the Employment Equity (EE) Manager. In addition, the manager carries out the central work for the implementation of the Diversity & Equity Assessment & Planning (DEAP) Tool Project and provides the required support to the units. The DEAP Tool provides a means for units to develop, monitor, and report on goals and timelines. Information on the DEAP Tool can be found at <http://www.uwindsor.ca/ohrea/95/deap-tool>.

In many units that have created Equity, Diversity, and Inclusion (EDI) type committees, there has been greater use of the DEAP Tool to help inform their related goals. Some have had the DEAP Tool as an ongoing agenda item for the meetings. As a result, there has been a significant increase in its use for such things as storing ideas, goal development, action plans, identifying stakeholders and task leads.

RCEE obtains the new hires data from OHREA in the July 1 through September timeline in order to access the latest Human Resources Information System (HRIS) data available. This allows for the inclusion of the new hires in the system as per their start date. Thus, the data are up to September 30 of the given year.

2 ACTIVITIES AND KEY ISSUES FOR 2021-2022

The RCEE activities and key issues are centered on 3 main areas. Firstly, the committee focused on *data*; specifically, acquiring and analyzing the data. Secondly, the committee explored possibilities for *enhancing equity* both campus wide and throughout the various AAUs. Lastly, RCEE examined options for *enhancing the equity infrastructure* of the University. RCEE discussed several issues which, although not part of its mandate, were considered to have an influence on the equity profile of the University community and ultimately on recruiting/attracting and hiring. The recommendations of this report are organized according to the three categories.

Agenda items addressed in committee meetings included:

- 1) Terms of Reference as Contained in WUFA CA, Article 30
- 2) Review 2021 EE Data on Faculty Members
- 3) Retirement & Termination Data
- 4) Retention Data Tracking Possibilities
- 5) Progression Charts for Designated Groups
- 6) New Faculty Hires
- 7) Review Graphs Based on Gender & Rank Data from CAUT
- 8) The DEAP Tool (Diversity & Equity Assessment & Planning) Updates
- 9) Outstanding Recommendations from Past RCEE Reports
- 10) Equity Assessor Service

The RCEE identified six new recommendations in order to contribute to the momentum towards enhanced employment equity. This year, the report has an added section (section 5), which contains a summary of the recommendations from 2015-2021, along with corresponding updates.

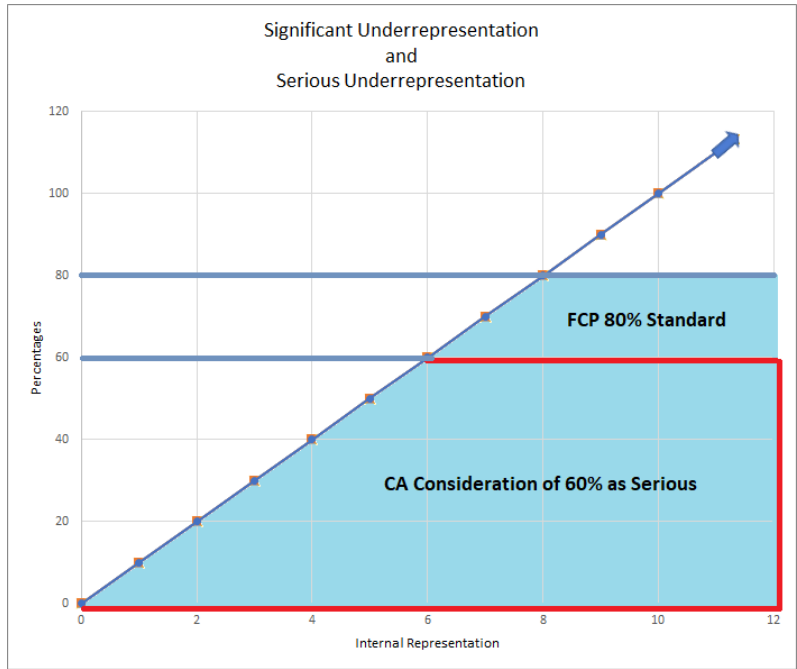
The DEAP Tool continues to grow in its usage. The Employment Equity Manager reported that 23 out of 30 academic units have used the DEAP Tool. The change of heads and deans often results in challenges for continuity.

RCEE recommends that OHREA sets up a cyclical practice to connect with the units on an annual basis to assist with updating and reporting with the DEAP Tool.

The RCEE discussed the importance of examining retention rates within the University. This is important to determine if further research is required to identify trends and possible barriers. In addition, recruitment without retention would be an indication of the need to understand where the break lies.

RCEE recommends that the University undertakes an analysis pairing recruitment with retention rates of designated groups, to identify potential trends and possible barriers.

The RCEE noted that there have been different interpretations of the thresholds for underrepresentation. The WUFA Collective Agreement has identified a threshold for RCEE to consider as being “serious underrepresentation” when the uptake is below 60%. The Federal Contractors Program (FCP) under the Employment Equity Act (EEA) identifies 80% uptake of the external availability pool as being where underrepresentation is “significant” and where action must be taken to address it. Focusing on severity as being 60% has the unintended effect of lowering the employment equity underrepresentation standard for RCEE consideration. While RCEE reviews “serious underrepresentation,” the threshold that both RCEE and the University continue to highlight as requiring action is 80%.



RCEE recommends that, notwithstanding the added consideration of 60% for the RCEE as being "serious underrepresentation," the University not lose sight of its FCP obligations to address underrepresentation when it reaches the level of "significant," which is 80% or less.

The RCEE noted the Thriving on Campus research and work being done regarding supporting 2SLGBTQIA+ students on university campuses in Ontario (https://lgbtq2sthrivingoncampus.ca/en_ca/). Many of the identified climate-related issues on campuses also impact the professional and personal experiences of 2SLGBTQIA+ faculty, which has an impact on recruiting and retention.

RCEE recommends that the University reviews the material contained in the Thriving on Campus initiative with the intention of identifying possibilities in which it can be expanded for improving the climate on campus for 2SLGBTQIA+ faculty.

RCEE recommends that the University works with the AAUs to identify areas where workplace climate and inclusivity for 2SLGBTQIA+ faculty can be improved, while seeking ways to improve recruiting and retention.

RCEE discussed the concerns regarding fraudulent or misleading equity-related self-identification, including the implications for recruiting. This has been identified by many in Indigenous and other communities as a long-standing issue, and is also of increasing relevance in a variety of targeted hiring initiatives. There have been high profile cases across Canada with subsequent discussions and/or recommendations for addressing the issue.

RCEE recommends that the University reviews reports, policies, procedures, and documents from other institutions that have been created to address the possibility of fraudulent or misleading equity-related self-identification, which may be adapted for use in recruiting practices

3 PROMISING PRACTICES FEATURE – CENTRE FOR TEACHING AND LEARNING (CTL)

In this section of the annual report, an academic unit or initiative is featured for equity-related promising practices, particularly as connected to recruiting and retention. This provides an opportunity to recognize the efforts that are being undertaken, for units to serve as a resource for others, and to share ideas that may be adopted or adapted in other areas in the University. The unit that is being featured here is the Centre for Teaching and Learning.

The Centre for Teaching and Learning (CTL) supports and leads initiatives for teaching and learning. Equity-related initiatives that have been a focus over the years include accessibility, anti-racism, anti-oppression, and initiatives for Indigenization and decolonization. Additionally, staff within the CTL strive to work in a way that is consistent with these approaches - working to embed initiatives as a sustained part of regular practice.

INTERNAL PROFESSIONAL DEVELOPMENT FOR CTL EMPLOYEES

Professional Development during staff meetings

- The [Anti-Racism Pedagogies Teaching Leadership Chair](#) led several sessions, including more formal presentations, and organized discussions, exploring “What does this mean for the work we do?”.
- The Indigenous Curriculum and Pedagogy Project Coordinator offered workshops and led discussions about areas such as Land Acknowledgements. Members of the CTL developed and volunteered their own land acknowledgements at future meetings.

GENERAL SUPPORT FOR UWINDSOR CAMPUS

The mandate for the CTL is to support teaching and learning on campus. This includes the general support of all stages of careers. The CTL has provided increasing support, such as in the examples highlighted below:

New Faculty Orientation (NFO)

The New Faculty Orientation includes diversity and equity as part of the annual NFO for newly hired faculty members. Since 2016, the focus has been expanding to include information about student diversity at the University, booths representing different offices that support EDI, Indigenization, and student accessibility to support networking. Additionally, EDI has been formally embedded as a core part of the programming through workshops during NFO.

Supporting the Whole Person during COVID-19

During COVID-19, the CTL was part of a larger team working to create an environment where students and instructors felt welcomed and connected online, by providing strategies, structures, and supports for people during a period that was very stressful. Initiatives included virtual drop-ins, wellness sessions, and online Early Career Faculty Mentoring Groups.

Effective Teaching Methods across Identities

The primary focus here is in the interest of encouraging a variety of teaching practices to engage instructors and to address challenges of exclusion, while integrating comments or concerns into the professional development opportunities. With that in mind, the CTL offers the [Intersections Teaching and Learning Series](#) (6 workshops) addressing topics like Accessibility, Inclusive Teaching for Queer and Trans Students, Inclusive Teaching for Economically Diverse Students, Subtle Acts of Inclusion, Intersectionality, Decolonization, and Equity in Teaching and Learning.

Support for Accessible Learning Environments

The Centre has been working for years on accessible instruction and Universal Design for Learning (UDL). COVID in 2020 dramatically increased the development of the required online infrastructure, making possible a great deal of progress in accessibility. Initiatives have included:

- Hosting workshops and holding consultations with instructors on UDL, accessibility, and inclusive teaching and course design, while partnering with the Accessibility Manager and members of the Accessible Built Environment Committee (ABEC).
- Serving as members of University-wide committees related to accessibility, and providing supports such as facilitating sessions for Accessibility Awareness Days.
- Hosting blog posts on CTL's [Teach & Learn blog](#) fostering an inclusive and accessible teaching and learning environment.
- Keeping accessibility a central consideration in the selection of educational technology such as the Learning Management System, Brightspace, and the approval of third-party vendors in partnership with IT Services, the Office of Open Learning (OOL), and OHREA.
- Collaborating on a successful [UDL eCampus Ontario Virtual Learning Strategy Grant](#), led by OOL, and in partnership with 10 Ontario institutions. This project is to create a micro-credentialed mini course on designing technology mediated learning environments in support of access and inclusion in higher education in Ontario.

Anti-Black Racism Support and Initiatives

The activity regarding anti-racism and anti-Black racism has been a growing focus for the CTL, especially since 2019, in close collaboration with the Office of Human Rights, Equity, and Accessibility (OHREA). Examples include the following:

- The CTL worked with OHREA and a committee to develop and implement the multi-phase framework "[Anti-Black Racism Training and Education Framework](#)" (Dec 2020) for raising awareness and understanding of anti-Black racism and building capacity and competency at both the individual and organizational levels.
- Partnerships with OHREA and the Windsor University Faculty Association (WUFA) to offer various workshops with invited facilitators as part of the Anti-Black Racism Teaching and Learning Workshop Series, which included participation from every Faculty.
- Courageous Conversations About Race: Book Study, co-facilitated with OHREA, had 15 participants over several weeks to read and discuss the implications of the book in the UWindsor context.
- Blog post created from workshop offered by Dr. Wanda Thomas Bernard: [Challenging Anti-Black Racism by Building Inclusive Classrooms](#).
- Assistance provided in the design and review of the [Anti-Black Racism Teaching and Learning Grants](#) offered by the Office of the President, the Office of Research and Innovation Services, and the new Office of the Vice-President, Equity, Diversity and Inclusivity (VPEDI).
- Members of the CTL partnered with faculty members to host "Resisting Pedagogies" a Community of Practice examining the intersection of anti-racist, Black liberational, anti-ableist, feminist, Indigenous, queer identities and experiences. The community shared ideas, resources, and strategies for progressive curriculum and practice: 20 members participated monthly.
- The [Anti-Racism Pedagogies Teaching Leadership Chair](#) met within the CTL and as part of the position hosted initiatives such as departmental workshops, individual consultations, and The Scholar Series—sponsored by the Office of the VPEDI.

Indigenizing Curriculum and Pedagogy

The CTL has led several initiatives in support of the Indigenization of curriculum and teaching practices, both on campus and nationally. These have ranged from professional development opportunities for faculty and staff to national research on the progress of Indigenization. To help facilitate this work, a new part-time position Indigenous

Curriculum and Pedagogy Project Coordinator was hired in 2019, and in 2022 the process for hiring a full-time position is almost complete. Highlights in this area include the following:

- Workshops: In 2020-21, the Centre hosted 461 faculty, staff, and students at workshops focused on bringing Indigenous knowledges, approaches, and healing practices into classrooms and curricula. The CTL staff partnered with the Aboriginal Education Centre on a series of modules to provide culturally appropriate, person-centred health care.
- Guest Lectures: The Indigenous Curriculum and Pedagogy Project Coordinator has been invited to classes and departmental meetings to provide workshops and presentations.
- Online Resources: The CTL launched a comprehensive collection of [online resources](#) for those interested in learning more about Indigenization. The site includes content focused on developing land acknowledgements, building relationships with Indigenous communities, Indigenous pedagogies, and creating an Indigenized syllabus.
- Curriculum and Course Grants: [Nanadagikenim: Seek to Know Grants](#) were run in 2020 to help support course and curriculum development. Nine proposals were successful, and 27 members were part of the projects.
- Program Development: The Centre participated in systemic progress toward Indigenizing curricula. The Program Development Committee (PDC) struck a subcommittee to examine the forms, asking *how* faculty have considered Indigenous content, perspectives, or material. The subcommittee undertook a review of resources and engaged in consultations with the Aboriginal Education Council, Turtle Island/Aboriginal Education Centre, the President's Indigenous Peoples Scholars, and additional faculty, staff, students, alumni, Elders, and Indigenous Knowledge Holders. From this work, the group was able to modify the forms for new courses and programs, identify relevant support structures and resources that might assist instructors, and present a series of recommendations for Indigenizing curriculum.
- External Relationships: The CTL staff continue to build connections with external communities. The Indigenous Curriculum Pedagogy Project Coordinator consulted with the Treaties, Lands, and Environments Department located in Chippewa of the Thames First Nation, and the Anishnaabek Education Institute, in addition to joining provincial and national groups to build networks.
- Research and Dissemination: The CTL worked toward Indigenization of curricula on a national scale. In March 2020, staff led a research project with six universities on the experiences of educational developers hired into positions with a focus on Indigenization, assessing the challenges, perceived needs, and strategies. The results were shared through a webinar, the Waawayaatanong Gathering: Educational Developers and Indigenizing Curriculum, which welcomed 116 participants from 32 post-secondary institutions, in addition to an article "[Institutional structures and individual stories: experiences from the front lines of Indigenous educational development in higher education.](#)"

The CTL continues to partner with various units and contribute to initiatives and committee work both throughout the University community and beyond. For more information on the various services, events, courses, resources, and opportunities, visit the website: <https://www.uwindsor.ca/ctl/>.

4 DATA

RCEE has been focusing on data relating to the faculty and librarian representation of designated groups over the years. Although the committee examines the available progression data for other faculty-related groups (i.e., LTA, AAS, Sessional Lecturers, and Sessional Instructors), the focus of this report is on tenured/tenure-track professors and librarians. Data for the other faculty-related groups are contained in the University's Annual Employment Equity reports.

The tables and charts in this section were created for RCEE by the EE Manager. RCEE has reviewed unit-specific data, and individual AAUs are provided with such data; however, the AAU data are not released to the wider University community. This is necessary due to the small numbers, which would present confidentiality and privacy concerns. The 2SLGBTQIA+ data for individual Faculties are similarly not released. In addition, because the designated group sexual/gender minorities is not one of the federally designated groups, the government does not generate the external workforce data required to determine the availability pool/comparators.

In the last Canada Census, what was included under disabilities was made clearer. For example, three questions were added: one asking if there is any "difficulty learning, remembering or concentrating"; another if there are any "emotional, psychological or mental health conditions (e.g., anxiety, depression, bipolar disorder, substance abuse, anorexia, etc.)"; and a third asking if there was an "other health problem or long-term condition that has lasted or is expected to last for six months or more." As a result of this (and the added availability of online reporting) the number of people identifying as having a disability rose significantly. This in turn impacted the percentages within the external availability pool, resulting in a higher target and an increase in under-representation. This explains the dramatic increase in the external availability pool from 3.8% in 2017 to 8.9% in 2018 in this designated group, as noted under "External Representation" in the applicable charts.

As has been done for the past few years, there is the addition of the three graphs related to Women, Internal Representation compared to CAUT Full-Time Teachers, specific to rank. The external data are obtained from the CAUT Underpaid and Overworked Report¹. Currently there are no external data availability by academic rank for the other designated groups. In addition to new charts that have been added on disaggregated data for visible minorities and on women and intersectionality, a chart has also been added on Indigenous/racialized people and intersectionality. The new graphs have been included on pages 28-30.

OVERVIEW

The following charts provide information on the University of Windsor's internal representation within the academic ranks of: Assistant Professors, Associate Professors, Full Professors, and Librarians. The exception is in the data for the New Hires and Termination information, which include AAS and Sessional Lecturers. (NB: Assistant and Associate Deans and Deans are not included in these data.)

The data include information from the UWindsor's Employment Equity Census 2006 and 2013, as well as updated information from the self-identification information up to and including December 2019.

The external data information for Women, Aboriginal Peoples, and Visible Minorities are from Statistic Canada's 2006 and 2017 National Censuses and the 2011 National Household Survey. The external information for Persons with Disabilities is from the 2006 Participation and Activity Limitation Survey (PALS) and from Statistics Canada's Canadian Survey on Disability (CSD) (2012 and 2017).

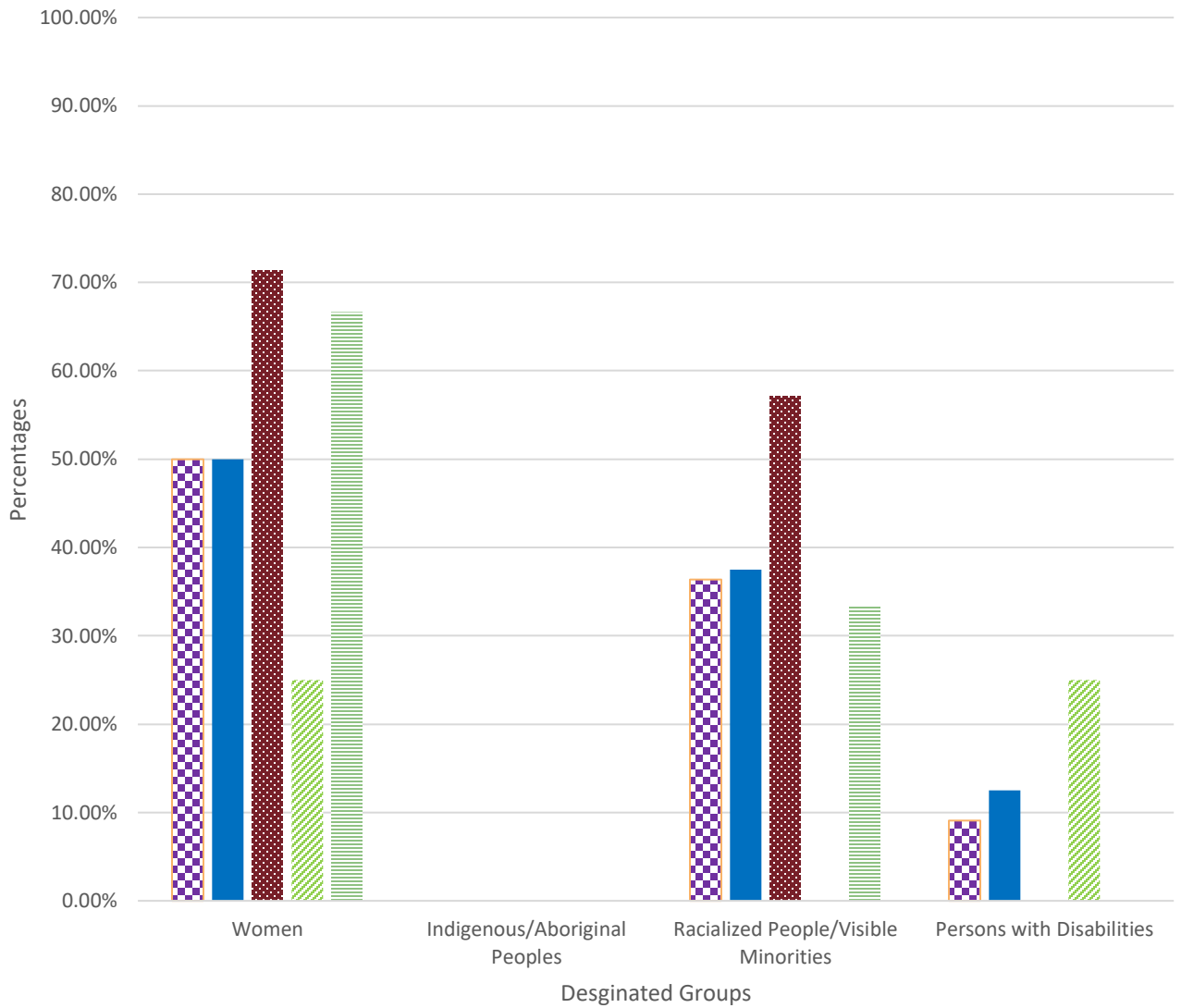
The University recognizes sexual/gender minorities as a fifth designated group. However, there are no available external data for comparison purposes.

¹ https://www.caut.ca/sites/default/files/caut_equity_report_2018-04final.pdf
Report of the RCEE, September 2022

New Hires - Faculty (January 01 2022 to September 30 2022)

(Tenured, Tenure-Track, and Limited-Term Appointments rank of: Assistant Professors, Lecturers, Ancillary Academic Staff, and Sessional Lecturers) (new hires from January 01 2022 to September 30 2022)					
Rank	Total	Women	Indigenous/Aboriginal Peoples	Racialized People/Visible Minorities	Persons with Disabilities
All: Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Lecturers, Ancillary Academic Staff, and Sessional Lecturers	22	50.00%	0.00%	36.36%	9.09%
Tenured and Tenure-Track Assistant Professors and Lecturers only	8	50.00%	0.00%	37.50%	12.50%
Limited-Term Appointment Assistant Professors only	7	71.43%	0.00%	57.14%	0.00%
Ancillary Academic Staff only	4	25.00%	0.00%	0.00%	25.00%
Sessional Lecturers only	3	66.67%	0.00%	33.33%	0.00%
Librarians	0	N/A	N/A	N/A	N/A

New Hires
 Employment Equity Data Profile
 (Tenured, Tenure-Track, Limited-Term Appointment ranks of: Assistant Professors, Lecturers, Ancillary Academic Staff and Sessional Lecturers)
 (January 01 2022 to September 30 2022)

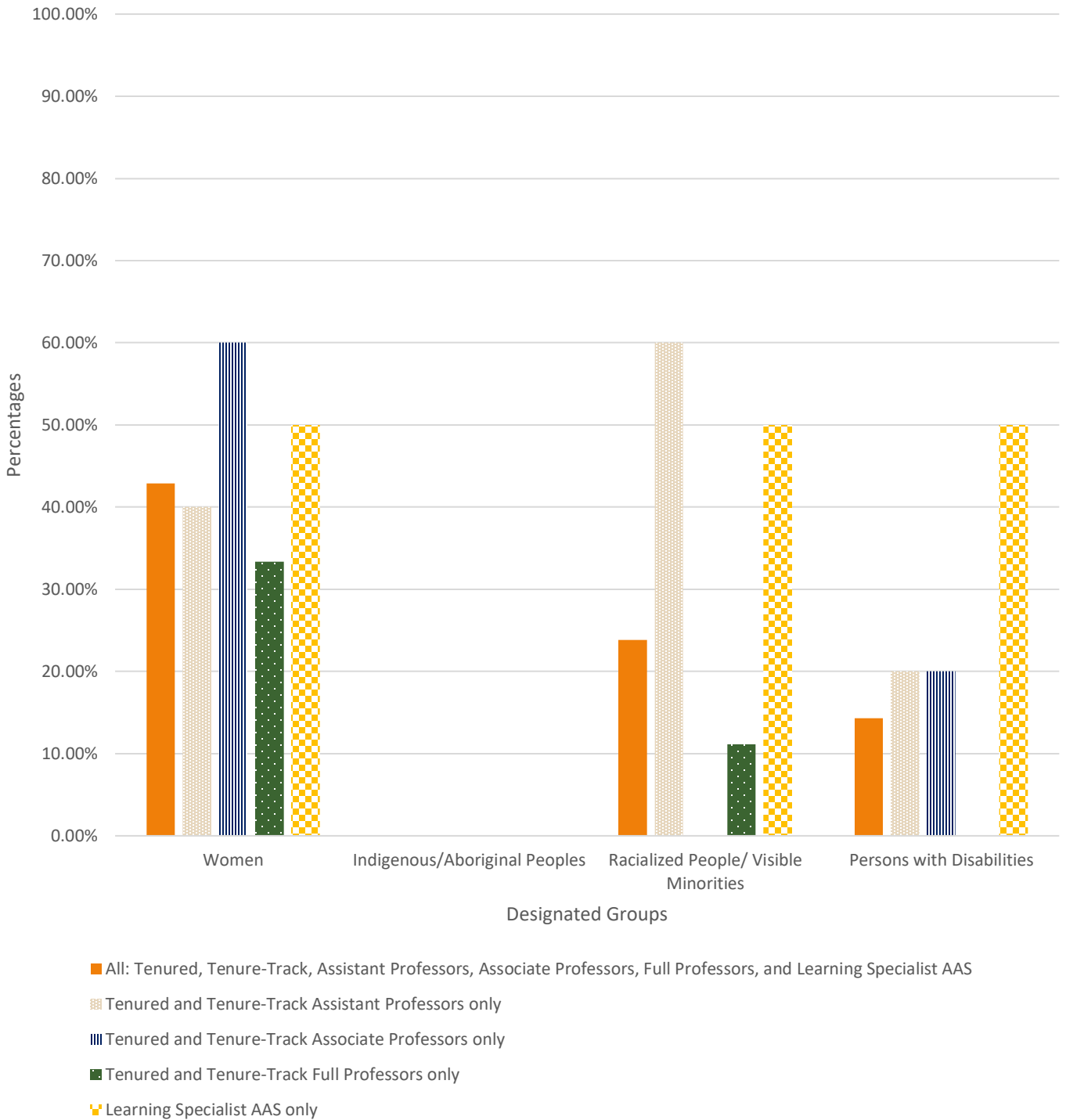


- All: Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Lecturers, Ancillary Academic Staff, and Sessional Lecturers
- Tenured and Tenure-Track Assistant Professors and Lecturers only
- Limited-Term Appointment Assistant Professors only
- Ancillary Academic Staff only
- Sessional Lecturers only

Terminations
Employment Equity Data Profile
Tenured, Tenure-Track ranks of: Assistant Professors, Associate Professors,
Full Professors, and Learning Specialist AAS
Terminations (resignations, retirements, and deceased)
January 01 2022 to November 30 2022

Rank	Total	Women	Indigenous/Aboriginal Peoples	Racialized People/ Visible Minorities	Persons with Disabilities
All: Tenured, Tenure-Track, Assistant Professors, Associate Professors, Full Professors, and Learning Specialist AAS	21	42.86%	0.00%	23.81%	14.29%
Assistant Professors only	5	40.00%	0.00%	60.00%	20.00%
Associate Professors only	5	60.00%	0.00%	0.00%	20.00%
Full Professors only	9	33.33%	0.00%	11.11%	0.00%
Learning Specialist AAS only	2	50.00%	0.00%	50.00%	50.00%
Librarians	0	N/A	N/A	N/A	N/A
Sessional Lecturers	0	N/A	N/A	N/A	N/A

Terminations
Employment Equity Data Profile
 Tenured, Tenure-Track ranks of: Assistant Professors, Associate Professors, Full Professors, and Learning Specialist AAS
 Terminations (resignations, retirements, and deceased)
 January 01 2022 to November 30 2022

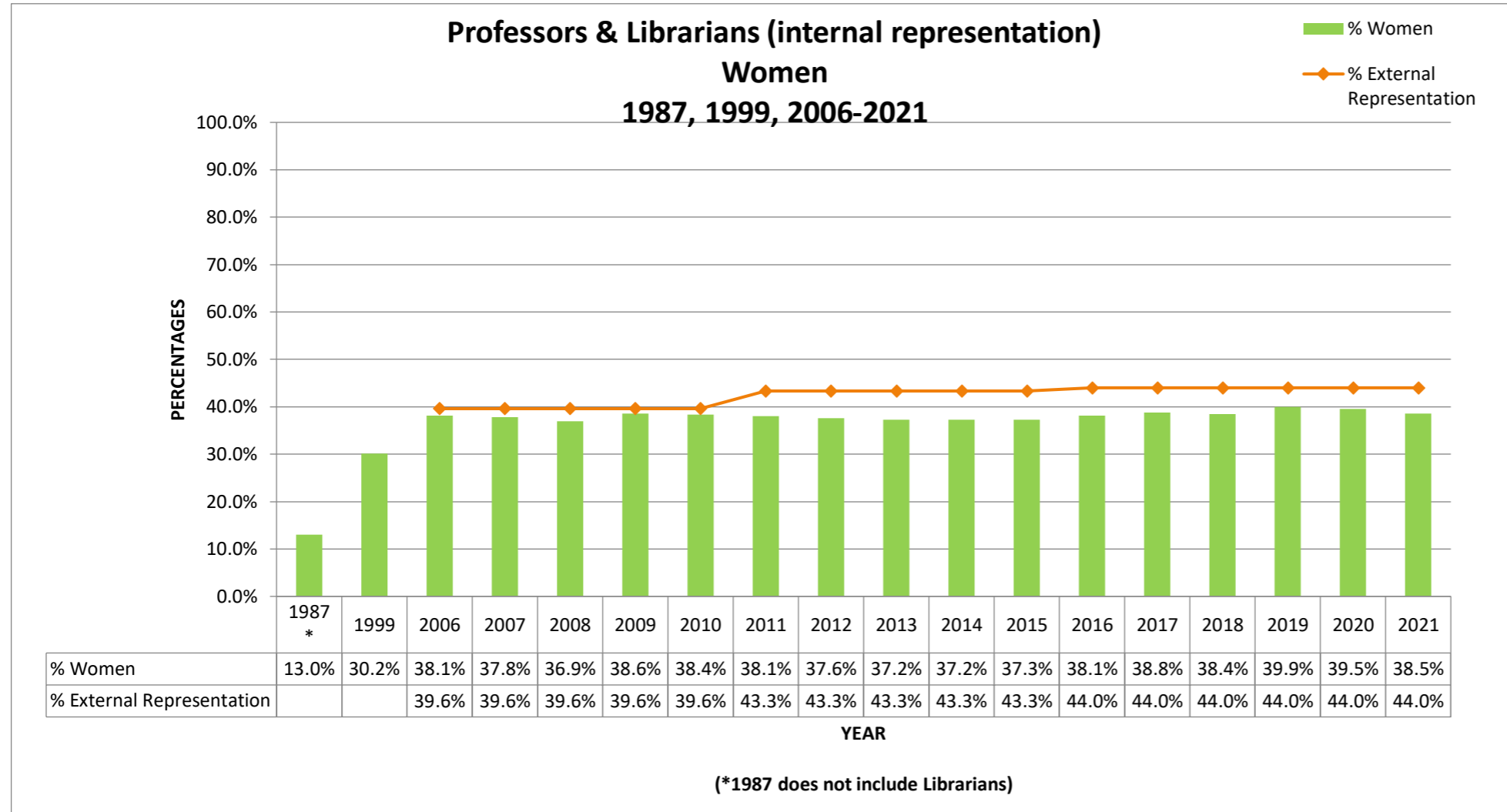


Progression Charts Updated with 2021 Data

(created on February 8, 2022

last updated as of September 21, 2022)

Prepared by: Diane Luu-Hoang (EEM)



Data includes academic ranks of: Assistant Professors, Associate Professors, Full Professors, and Librarians. (NB: Assistant and Associate Deans and Deans are not included in these data.)

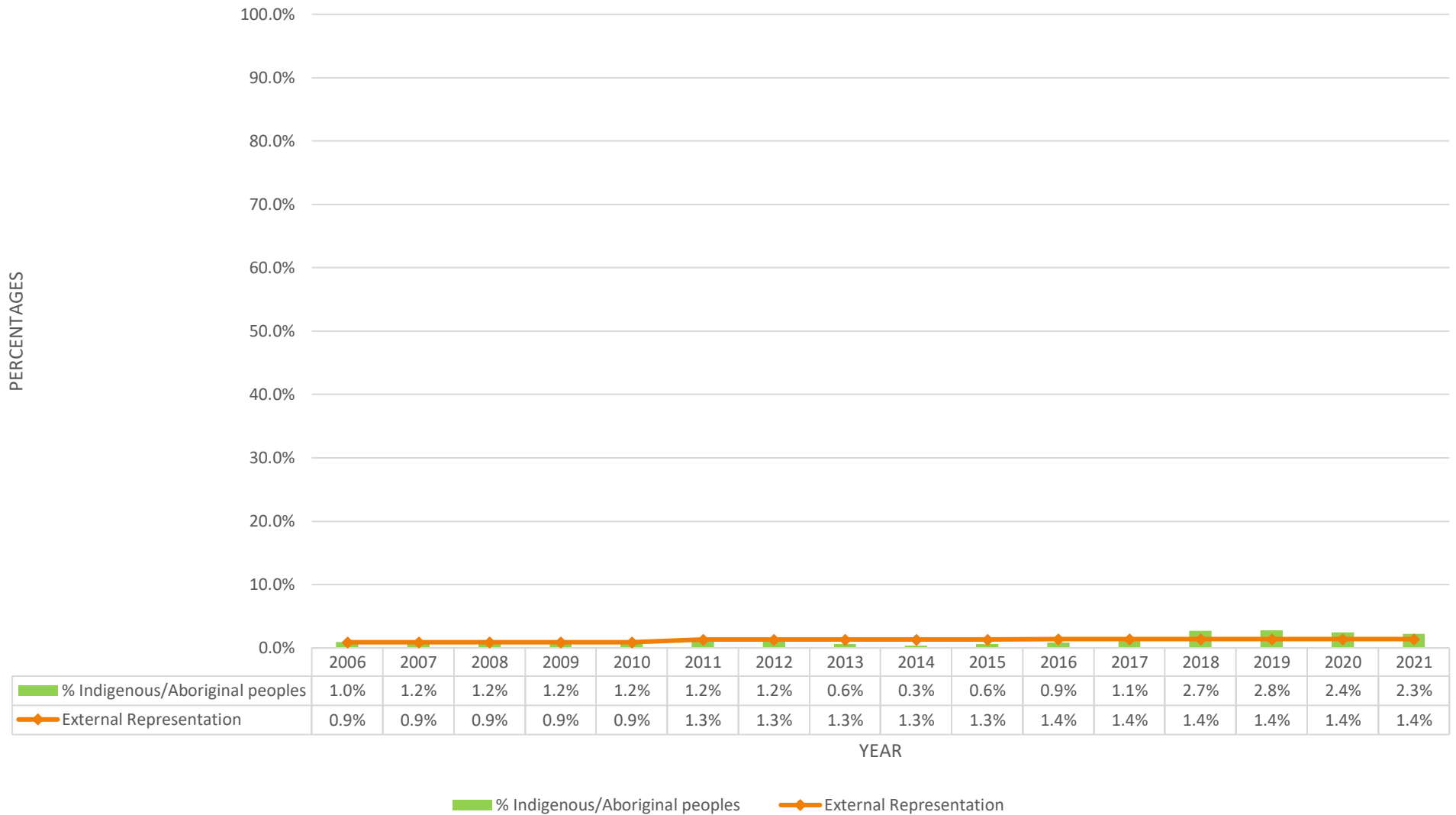
Professors and Librarians																		
	1987*	1999	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	484	431	514	508	515	503	498	486	481	470	454	483	462	464	484	506	496	488
Men	421	301	318	316	325	309	307	301	300	295	285	303	286	284	298	304	300	300
Women	63	130	196	192	190	194	191	185	181	175	169	180	176	180	186	202	196	188
% Women	13.0%	30.2%	38.1%	37.8%	36.9%	38.6%	38.4%	38.1%	37.6%	37.2%	37.2%	37.3%	38.1%	38.8%	38.4%	39.9%	39.5%	38.5%
* 1987 data does not include librarians																		

Professors and Librarians																		
	1987*	1999	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total	484	431	514	508	515	503	498	486	481	470	454	483	462	464	484	506	496	488
Men	421	301	318	316	325	309	307	301	300	295	285	303	286	284	298	304	300	300
Women	63	130	196	192	190	194	191	185	181	175	169	180	176	180	186	202	196	188
% Women	13.0%	30.2%	38.1%	37.8%	36.9%	38.6%	38.4%	38.1%	37.6%	37.2%	37.2%	37.3%	38.1%	38.8%	38.4%	39.9%	39.5%	38.5%
* 1987 data does not include librarians																		

Data includes academic ranks of: Assistant Professors, Associate Professors, Full Professors, and Librarians. (NB: Assistant and Associate Deans and Deans are not included in these data.)

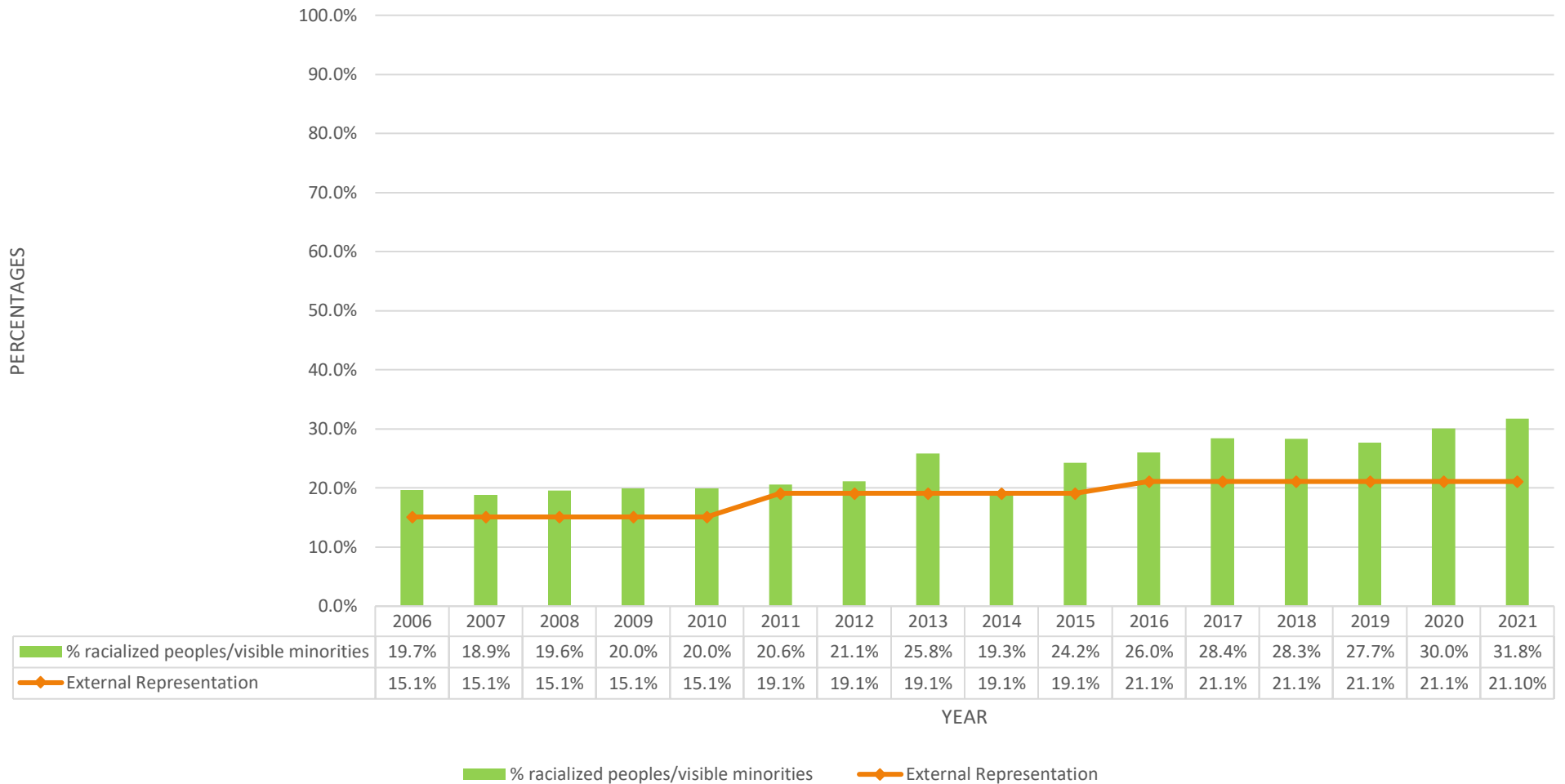
Note: In this data Assistant Deans, Associate Deans, and Deans are not included in these figures, therefore numbers in designated groups may decrease once designated group members assume these types of roles.

Professors & Librarians (Internal Representation) Indigenous/Aboriginal Peoples 2006-2021



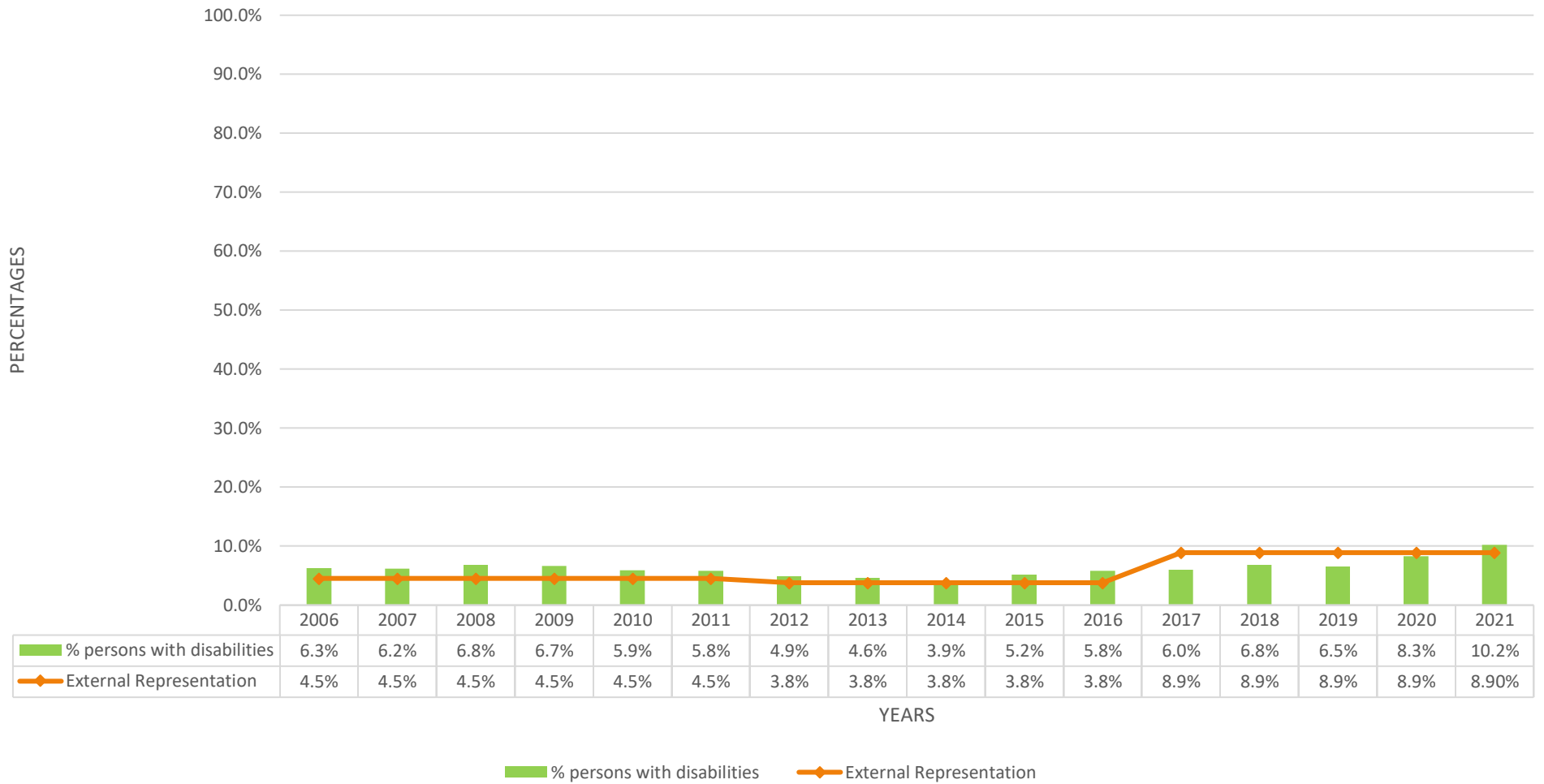
Data includes academic ranks of: Assistant Professors, Associate Professors, Full Professors, and Librarians. (NB: Assistant and Associate Deans and Deans are not included in these data.)

Professors & Librarians (internal representation) Racialized Peoples/Visible Minorities 2006-2021



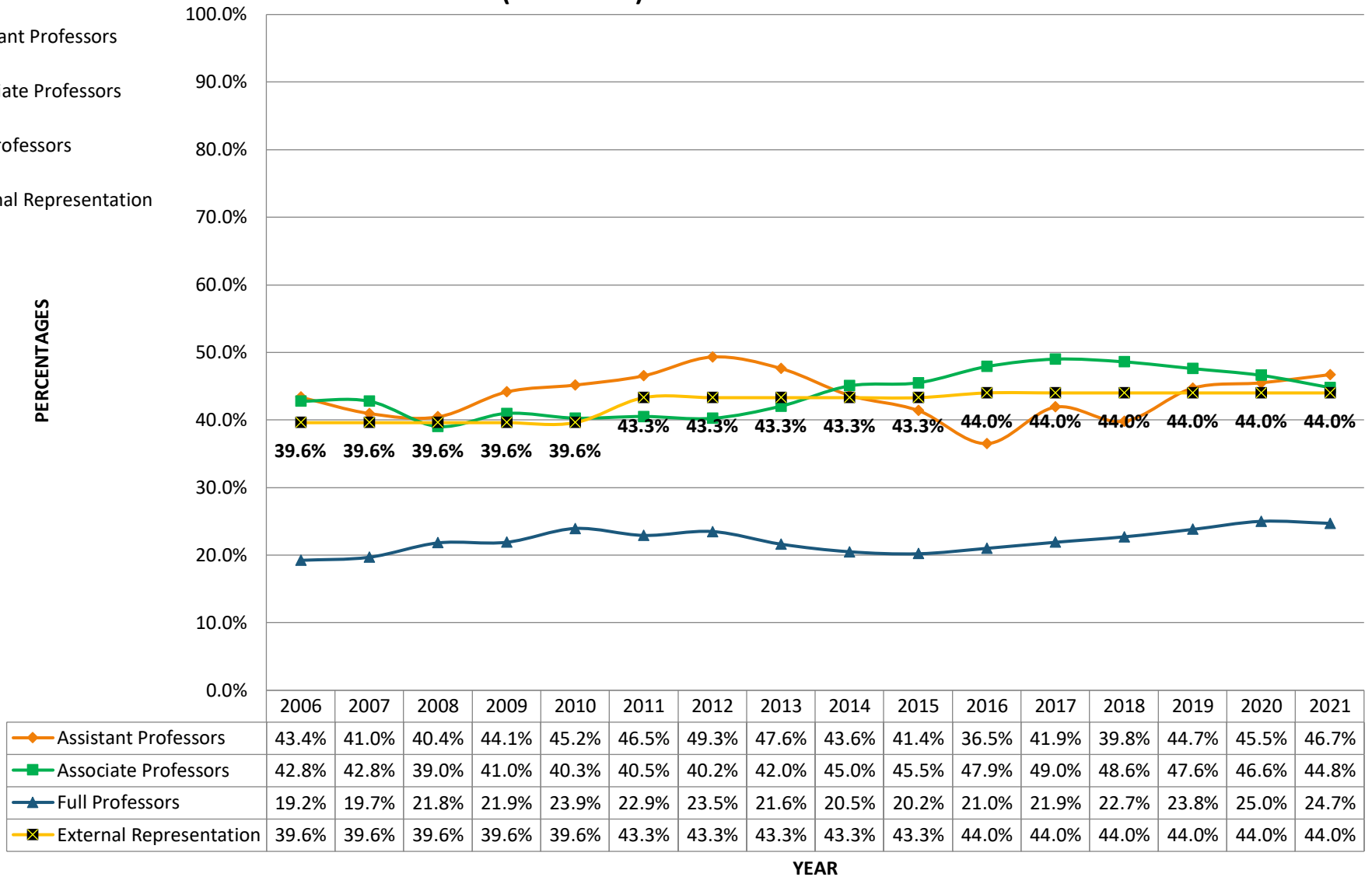
Data includes academic ranks of: Assistant Professors, Associate Professors, Full Professors, and Librarians. (NB: Assistant and Associate Deans and Deans are not included in these data.)

Professors & Librarians (internal representation) Persons with Disabilities 2006-2021



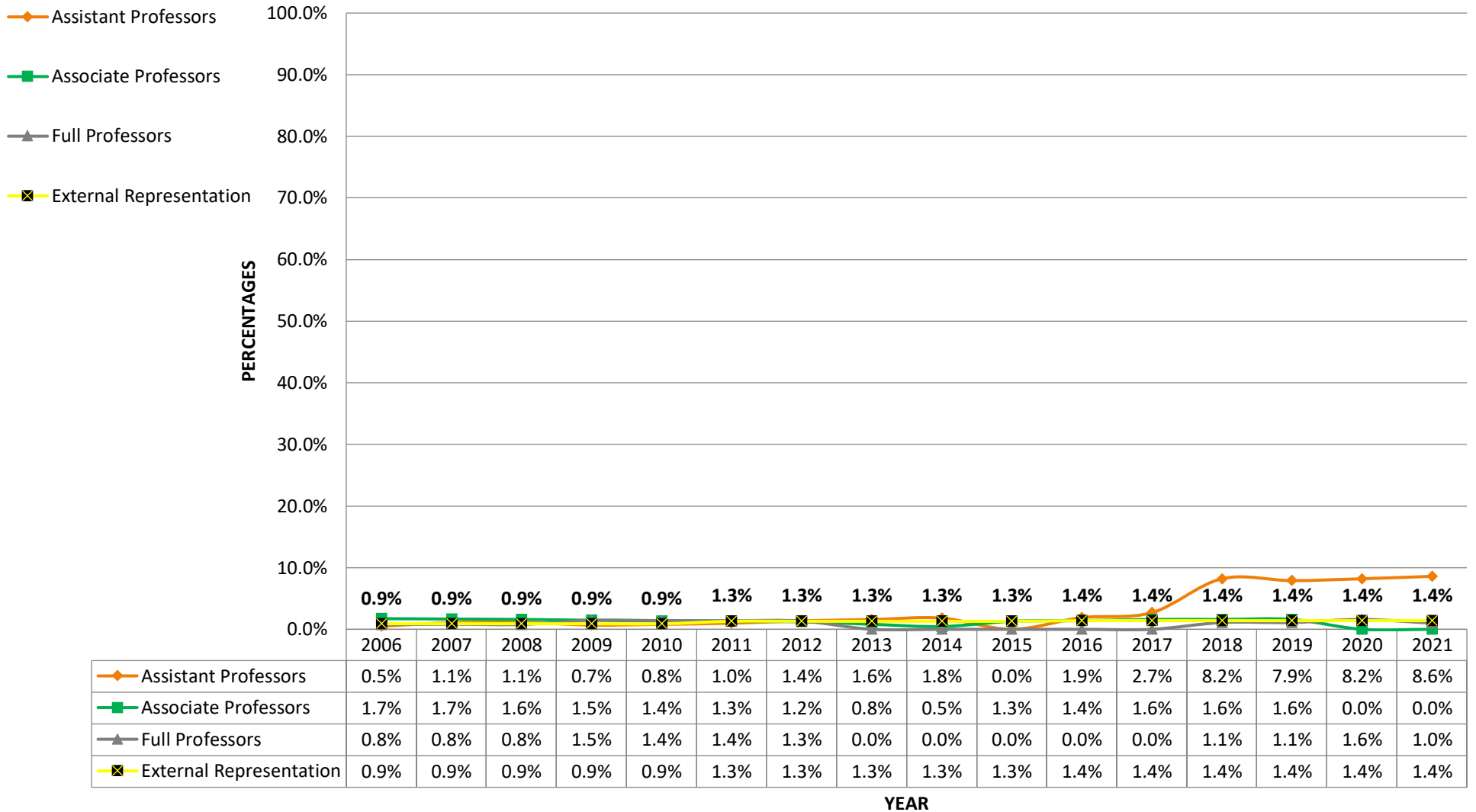
Data includes academic ranks of: Assistant Professors, Associate Professors, Full Professors, and Librarians. (NB: Assistant and Associate Deans and Deans are not included in these data.)

Professors (Tenured or Tenure-Track) by rank - Women (2006-2021)



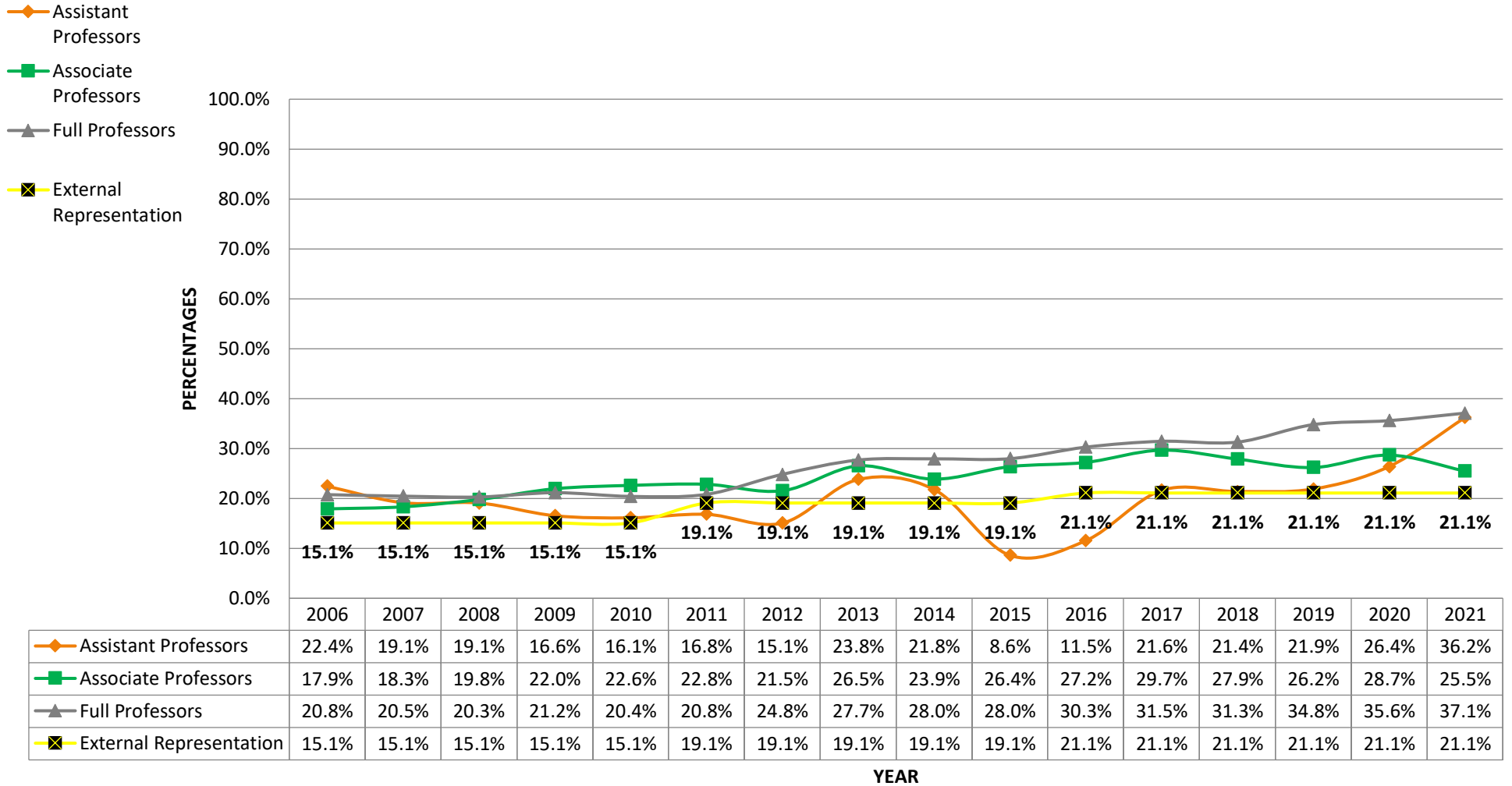
*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
 2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.
 2016-2021 external representation is based on Statistics Canada's 2016 National Census data.

Professors (Tenured or Tenure-Track) by Rank - Indigenous/Aboriginal Peoples (2006-2021)



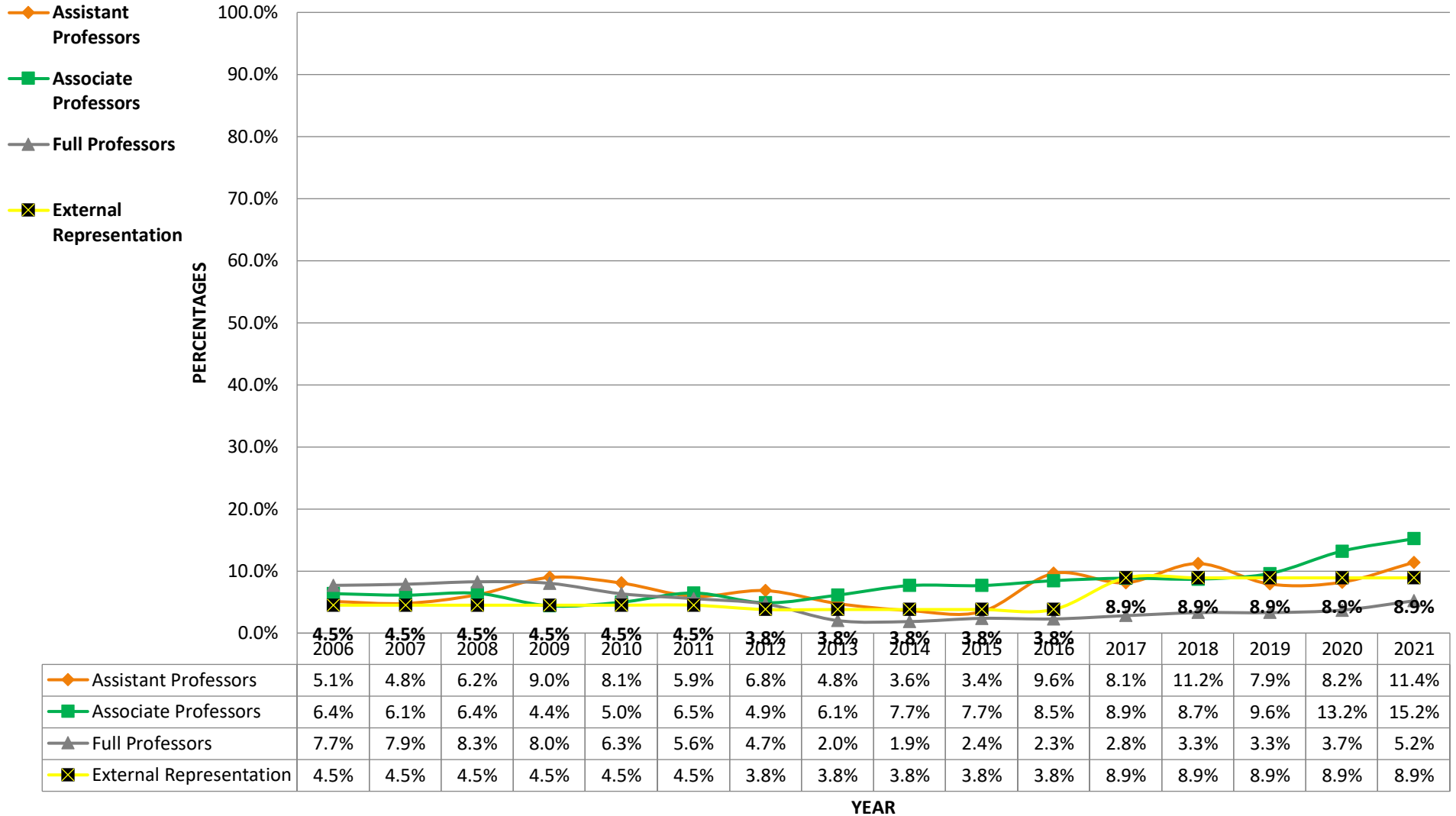
*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
 2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.
 2016-2021 external representation is based on Statistics Canada's 2016 National Census data.

Professors (Tenured or Tenure-Track) by Rank - Racialized Peoples/Visible Minorities (2006-2021)



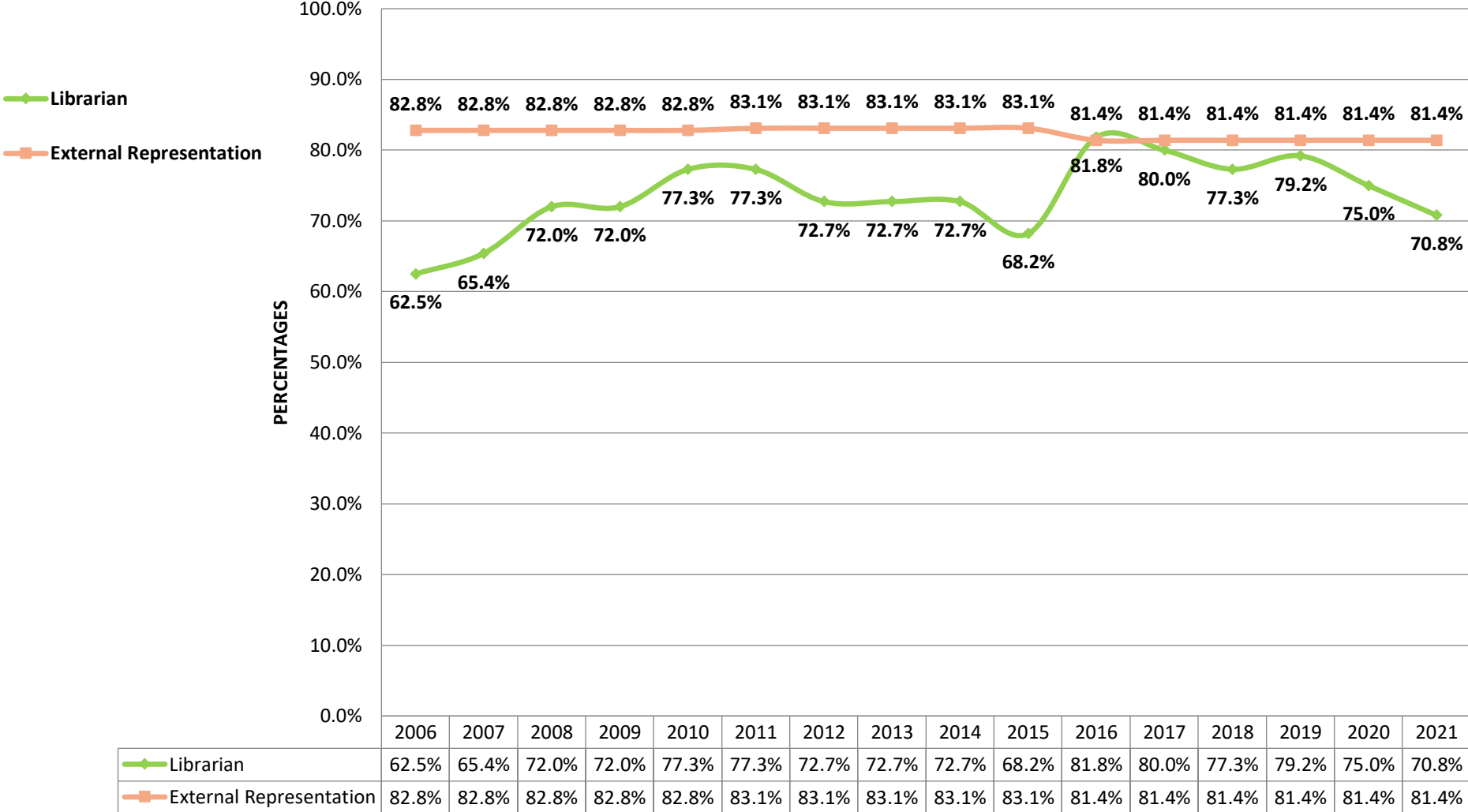
*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
 2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.
 2016-2021 external representation is based on Statistics Canada's 2016 National Census data.

Professors (Tenured and Tenure-Track) by Rank - Persons with Disabilities (2006-2021)



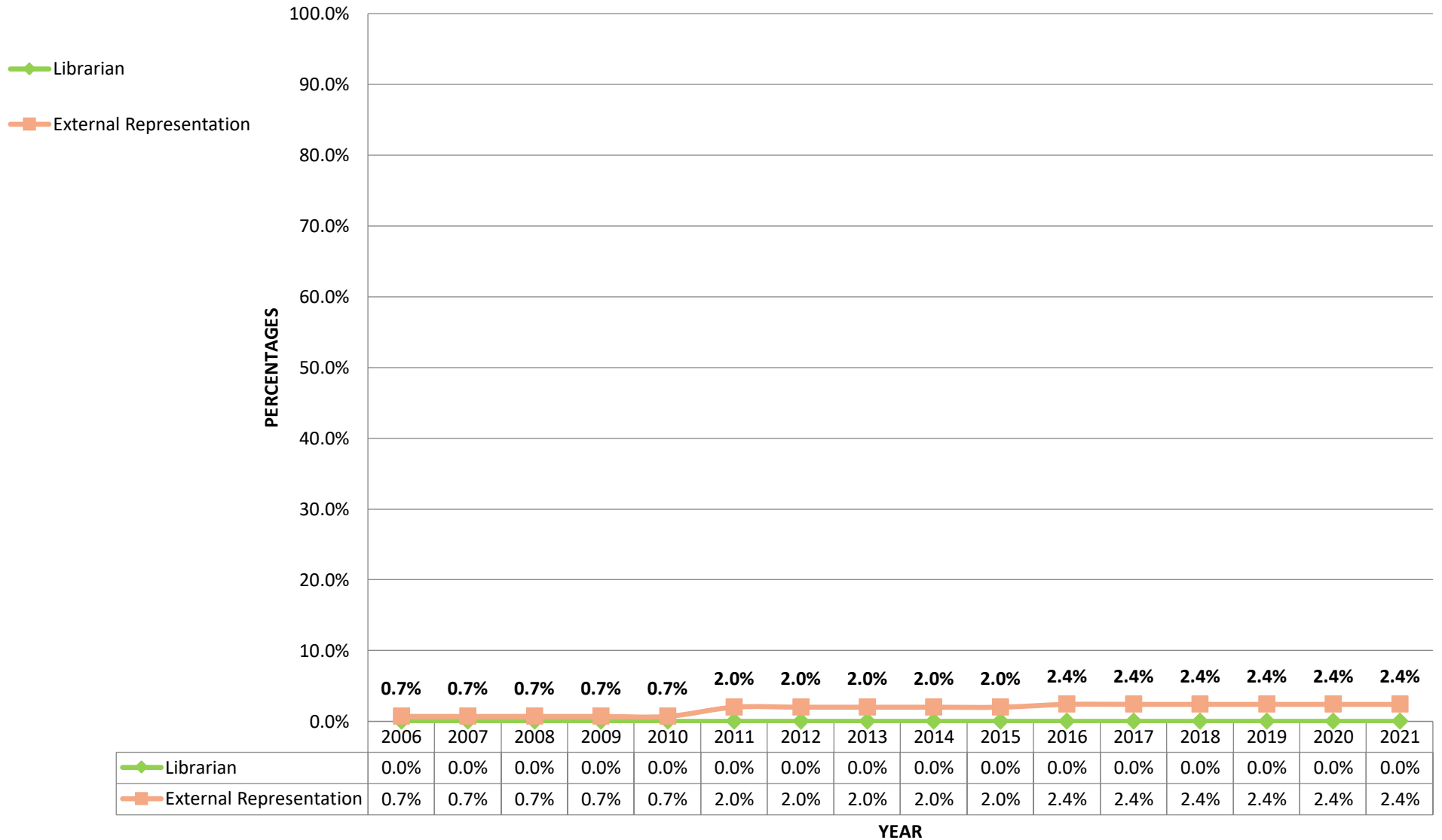
*2006-2011 external representation is based on the 2006 Participation and Limitation Survey (PALS) data.
 2012-2016 external representation is based on Statistic Canada's 2012 Canadian Survey on Disability (CSD) data.
 2017-2021 external representation is based on Statistic Canada's 2017 Canadian Survey on Disability (CSD) data.

Librarians - Women (2006-2021)



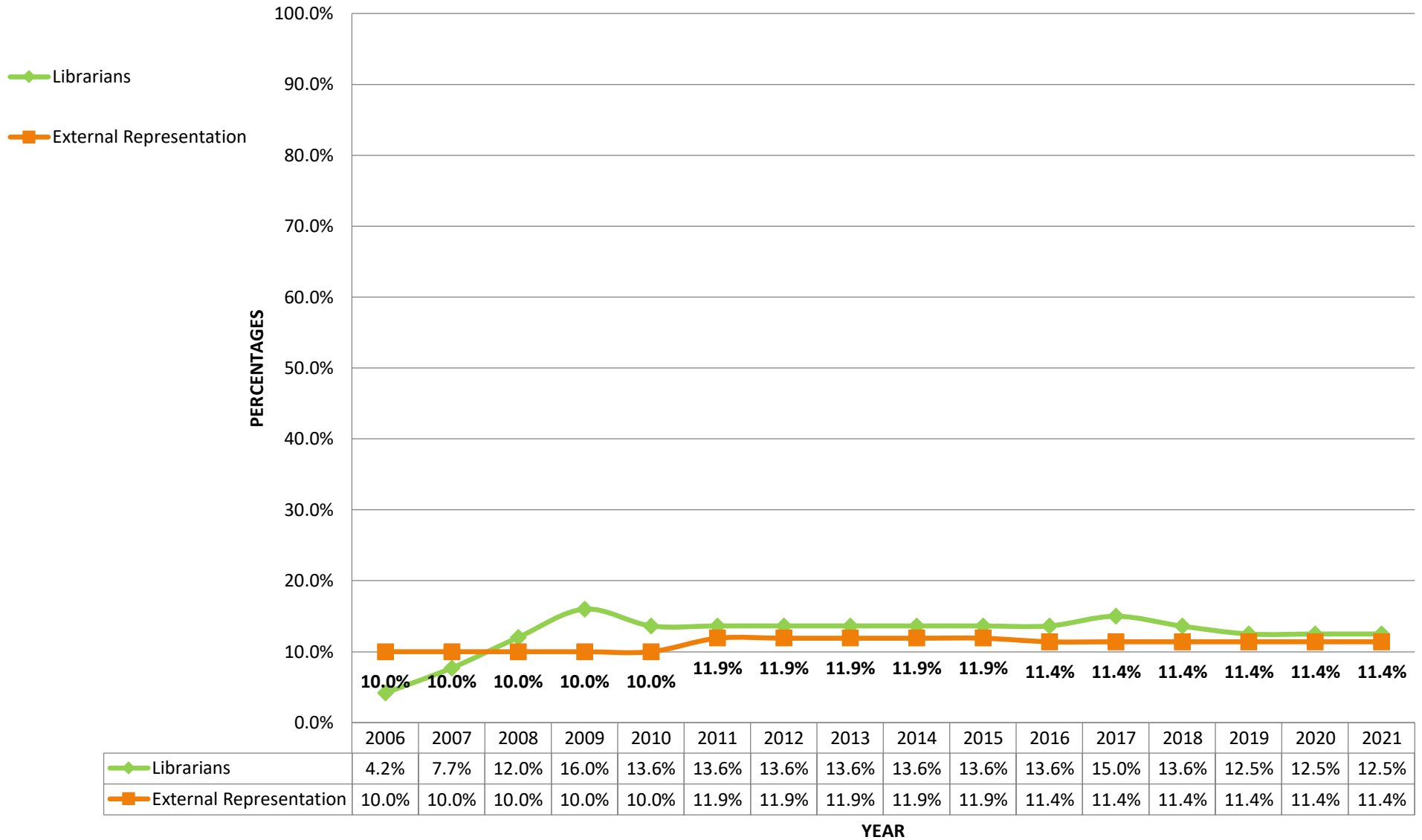
*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
 2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.
 2016-2021 external representation is based on Statistics Canada's 2016 National Census data.

Librarians - Indigenous/Aboriginal Peoples (2006-2021)



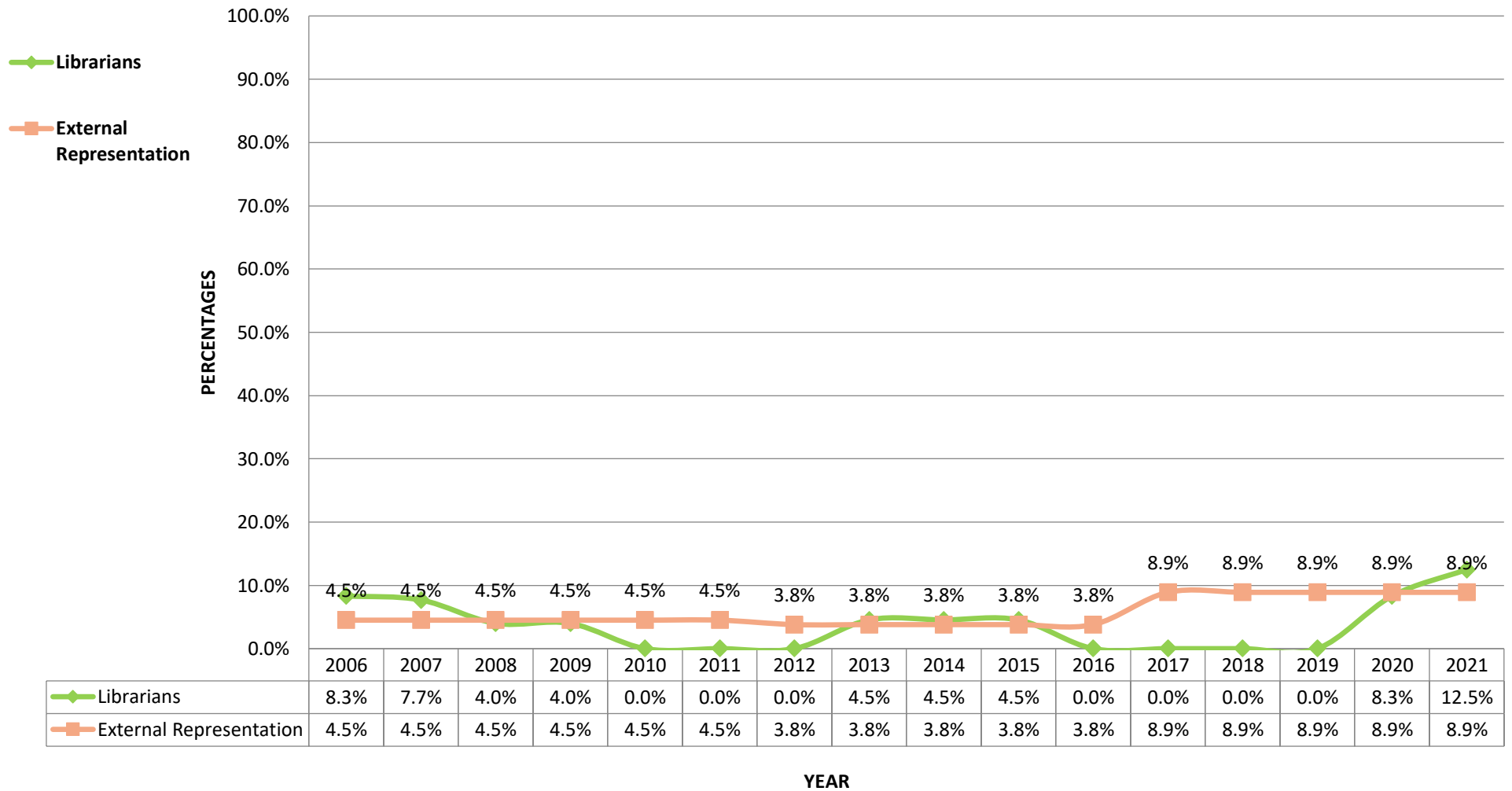
*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
 2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.
 2016-2021 external representation is based on Statistics Canada's 2016 National Census data.

Librarians - Racialized Peoples/Visible Minorities (2006-2021)



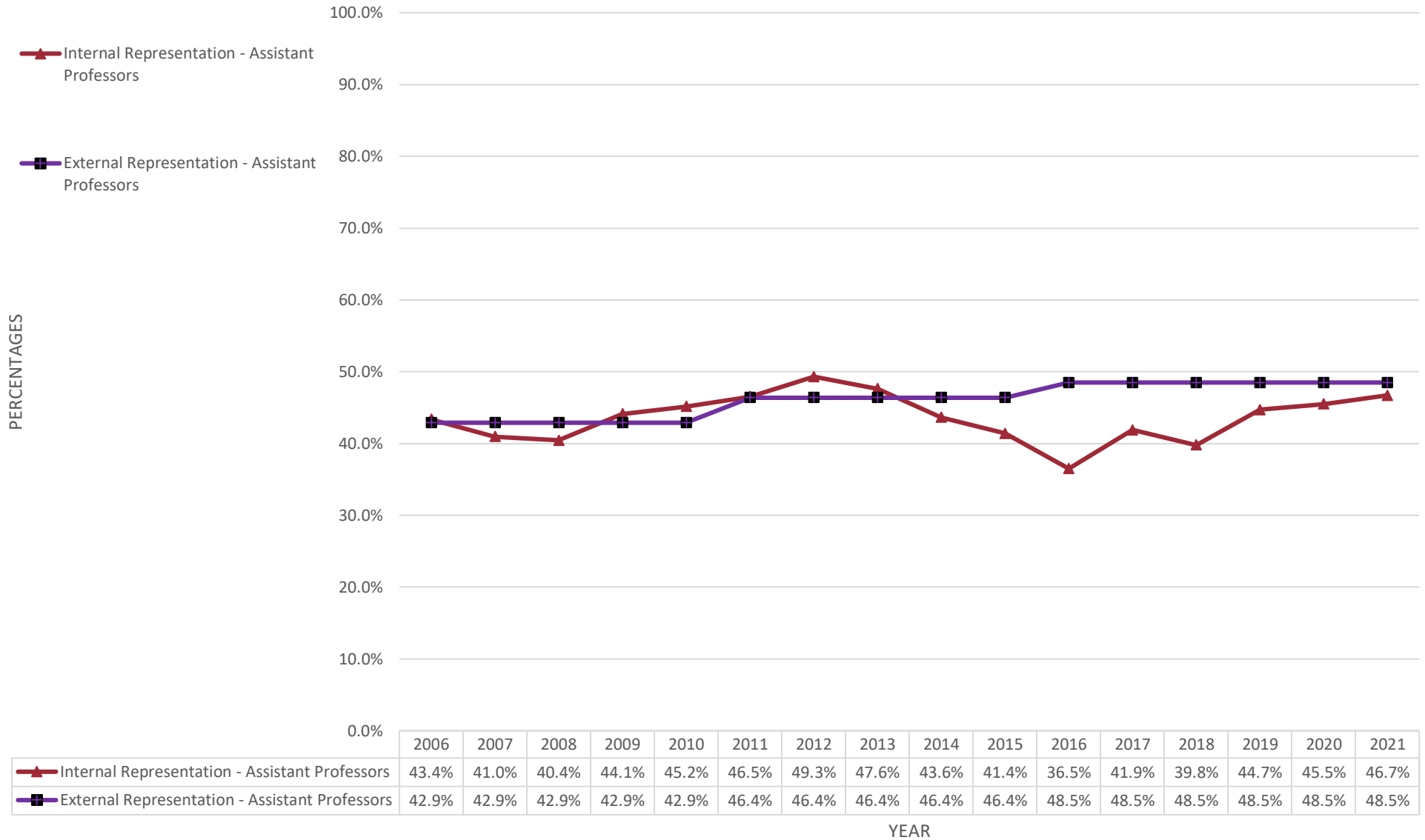
*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
 2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.
 2016-2021 external representation is based on Statistics Canada's 2016 National Census data.

Librarians - Persons with Disabilities (2006-2021)



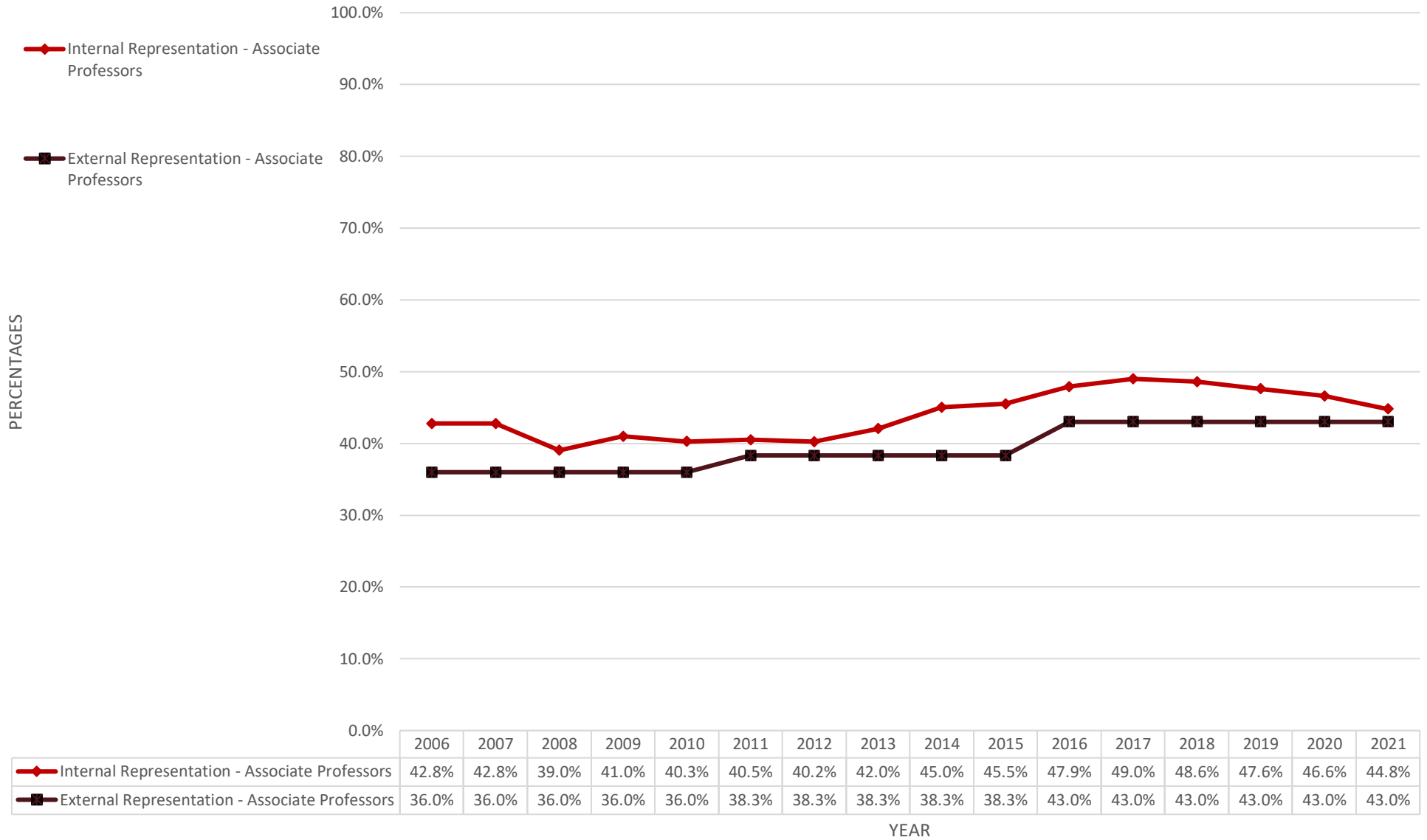
*2006-2011 external representation is based on the 2006 Participation and Limitation Survey (PALS) data.
 2012-2016 external representation is based on Statistic Canada's 2012 Canadian Survey on Disability (CSD) data.
 2017-2021 external representation is based on Statistic Canada's 2017 Canadian Survey on Disability (CSD) data.

Assistant Professors (Tenured or Tenure-Track) - Women Internal Representation compared to CAUT Full-time University Teachers (2006-2021)



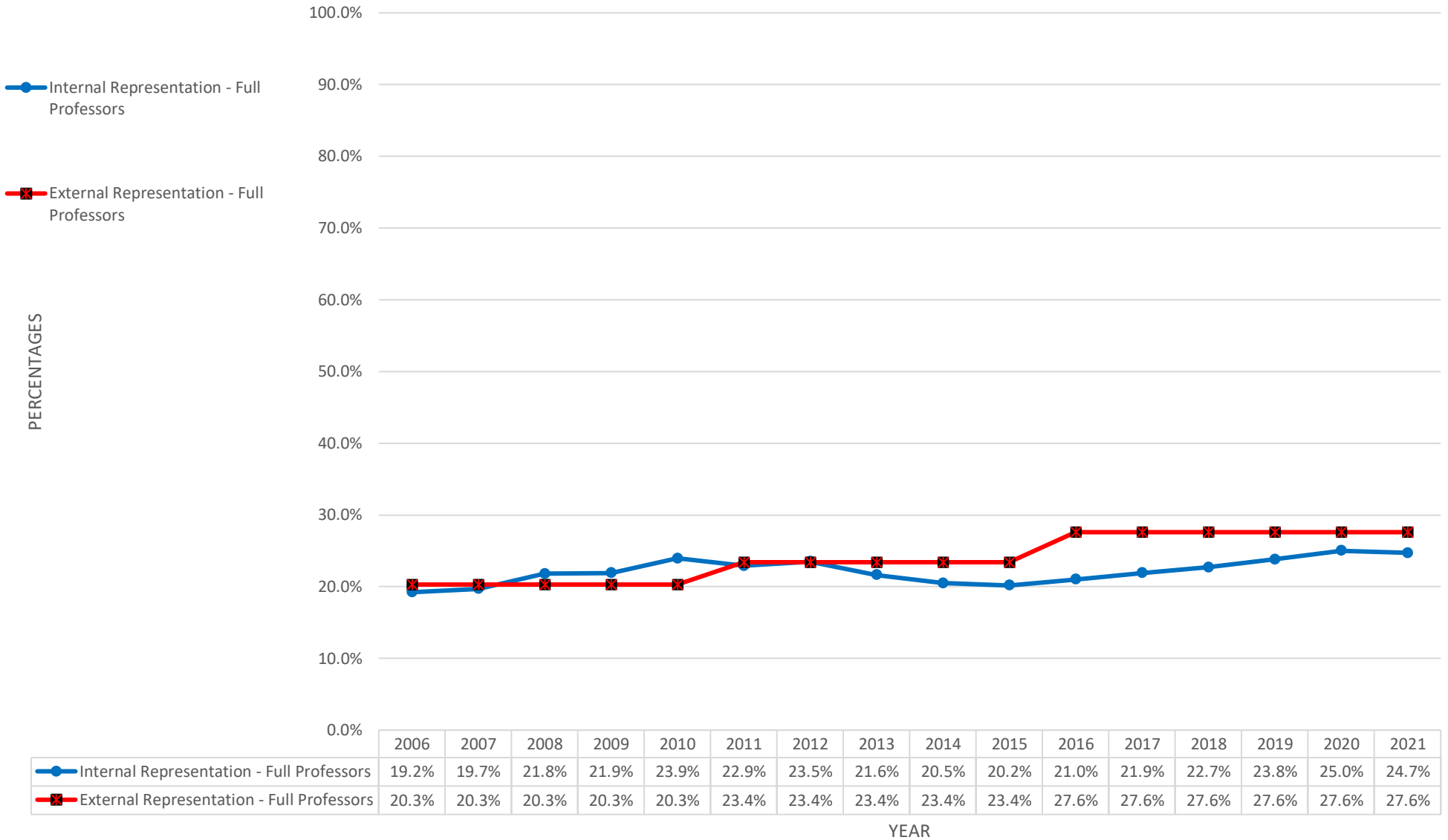
The external representation data on full-time University teachers by rank and gender are obtained from the CAUT Underpaid and Overworked Report

Associate Professors (Tenured or Tenure-Track) - Women Internal Representation compared to CAUT Full-time University Teachers (2006-2021)



The external representation data on full-time University teachers by rank and gender are obtained from the CAUT Underpaid and Overworked Report

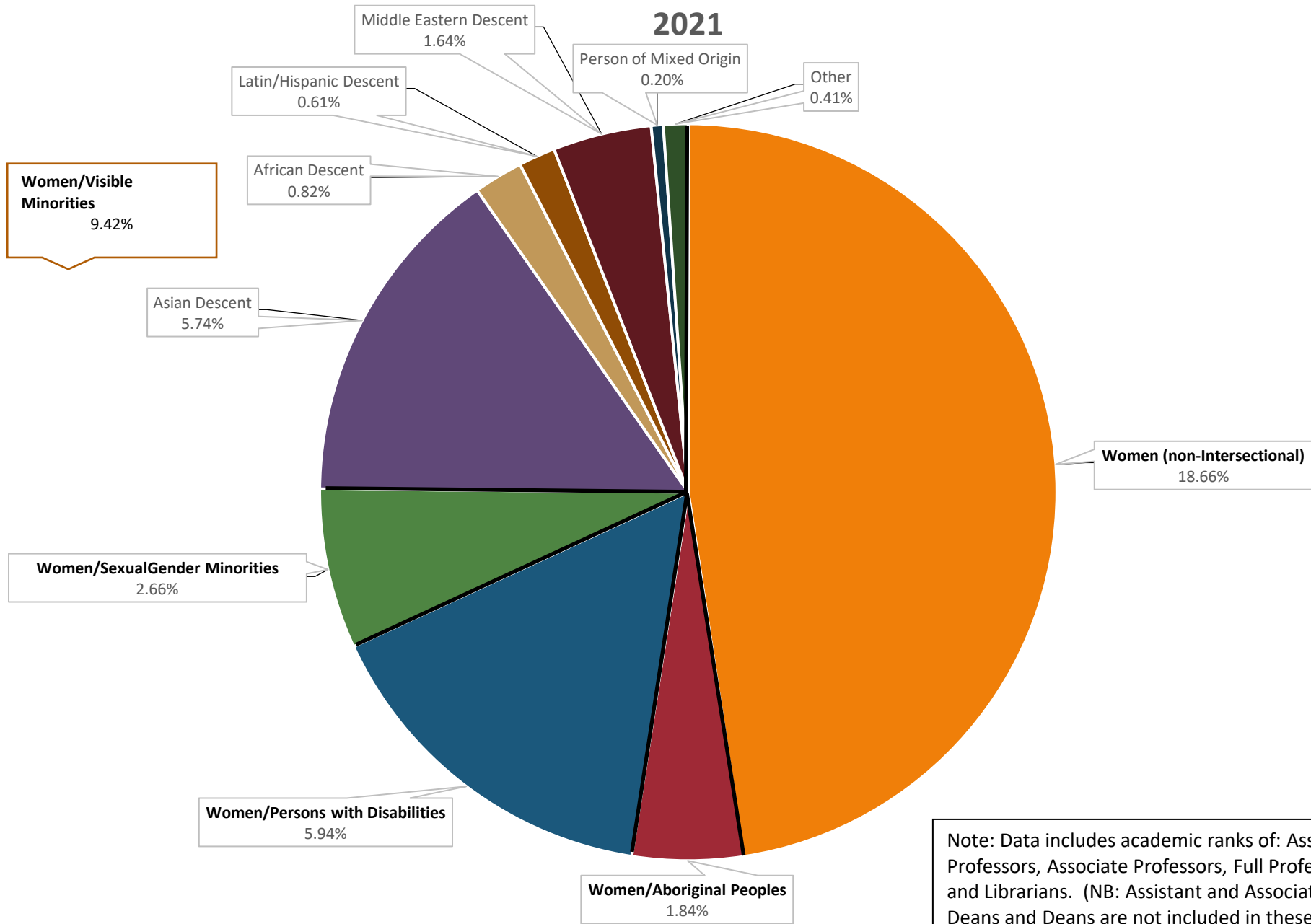
Full Professors (Tenured or Tenure-Track) - Women
Internal Representation compared to CAUT Full-time University Teachers
(2006-2021)



The external representation data on full-time University teachers by rank and gender are obtained from the CAUT Underpaid and Overworked Report

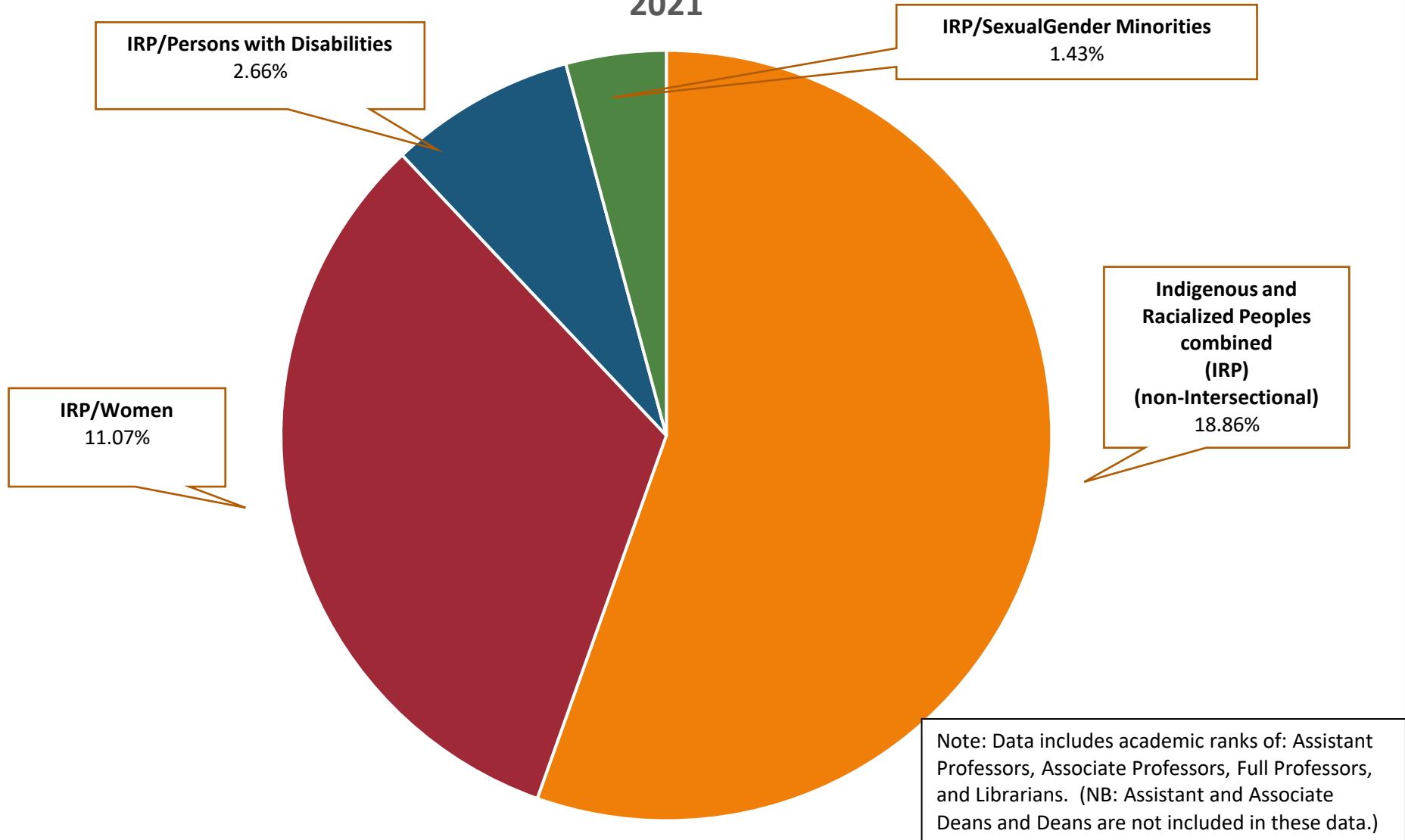
Professors and Librarians (Internal Representation) - Women Intersectionality

2021

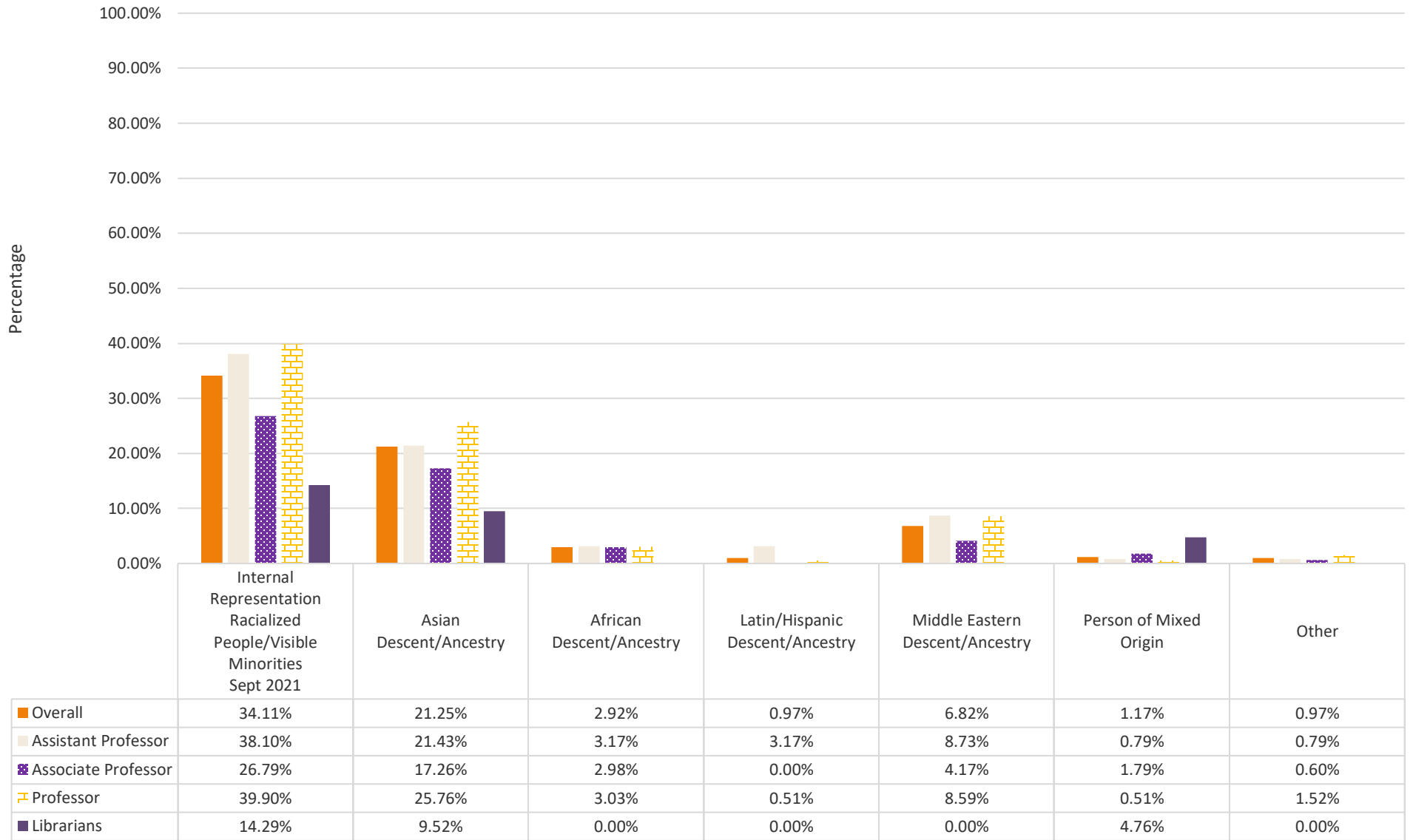


Note: Data includes academic ranks of: Assistant Professors, Associate Professors, Full Professors, and Librarians. (NB: Assistant and Associate Deans and Deans are not included in these data.)

Professors and Librarians (Internal Representation) Indigenous and Racialized Peoples (IRP) Combined Intersectionality 2021



Visible Minorities - Disaggregated Groups
As of September 2021
 (includes assistant professors, associate professors, full professors and librarians)



Visible Minorities - Disaggregated Groups

5 SUMMARY OF *NEXT STEPS* AND RECOMMENDATIONS 2015-2021

This section of the RCEE Report provides an update on the *next steps* and recommendations from the 2015-2021 reports. Within the various reports, they have been organized into 5 possible categories: Data, Enhancing Equity, Enhancing the Equity Infrastructure, Equity Items Actioned at Time of Report, and Equity Items Outside Our Mandate. Next steps are included for information purposes.

The status column provides an update as to the status of the recommendations at the time of this report. Items marked *For Consideration* are those that were considered to be fully or somewhat outside the RCEE mandate yet important to building a climate that facilitates advancement in equity, ultimately impacting recruiting. These recommendations had been put forward to be widely considered and not necessarily followed up by RCEE. The recommendations marked *Pending* are waiting for a particular action. *In Progress* indicates that, while not yet completed, action and activity are ongoing. Items marked as *Completed* does not indicate that the work in the particular area no longer needs to be continued nor that related recommendations would not appear in later reports. Rather, completed items refer to actions and steps taken to address specific recommendations within a given year. Refer to the original reports for more information on the specific context for a particular recommendation.

5.1 UPDATE ON 2015 REPORT *NEXT STEPS* AND RECOMMENDATIONS

Item	2015 Report <i>Next Steps</i> and Recommendations	Status
Data		
1a.	<i>Next Steps:</i> University of Windsor workforce data disaggregated by sex to identify women within the other designated groups.	Completed
1b.	<i>Next Steps:</i> University of Windsor data disaggregated by race to identify specific racial groups that may be absent within units. (Note: Ongoing item, as OHREA is working to create more definitive groups.)	Completed
1c.	<i>Next Steps:</i> Discipline-specific data on the external available applicant pool to each AAU, for use in the hiring process. (Note: Ongoing item, as discipline-specific data has been provided by OHREA to units receiving SPF 50 positions, and will be provided to other AAUs hiring in 2017.)	Completed
Enhancing Equity		
2a.	<i>Next Steps:</i> RCEE to follow up with OHREA regarding progress in providing assistance to units in developing and monitoring equity goals and timetables.	Ongoing
2b.	<i>Next Steps:</i> The University's employment equity expertise (e.g., OHREA, HR, Office of the Provost) be made available to AAUs in working to meet their goals, particularly units recruiting from a small availability pool.	Ongoing
3a.	Recommendation: Equity goals of units be included in applications for new positions. Additional weight be given to applications that include a strategy for improving an AAU's current equity profile.	No Longer Applicable (was part of the 50 New Faculty Hires initiative)
3b.	Recommendation: Inclusion of a sentence in all job ads stating the expectation of candidates to have a level of proficiency and/or commitment to equity in their practice. Such proficiency and/or commitment would be considered and weighted in all grids.	Completed in 2021

	<u>Note</u> : A basic sentence is in ads of the University's commitment. Over the years, individual units followed suit with specific statements, using more prominent and clearly defined language.	
	Enhancing the Equity Infrastructure	
4.	PCEE return to the practice of reviewing and approving pre (or short listing) and post (post-interview) grids prior to use by appointments committees. Once committee approval has been granted, if no changes have been made, a grid that has been approved would merely be filed with PCEE, and not require further review.	Completed
	Equity Items Actioned at time of Report	
	The University administration explore specific initiatives such as the Academic Career Award to address extreme under-representation, particularly as found with Aboriginal faculty members and librarians.	Completed
	The University establish procedures to provide on-going equity training for all members of hiring committees.	Completed
	PCEE return to the practice of reviewing and approving job advertisements.	Completed
	Equity Items Outside RCEE Mandate	
	The University explore creating celebration of Service Excellence Awards for academic employees. Equity Assessors would be one of the required categories to be recognized, with a minimum of one award. Other service awards may include: community service, community-university partnerships, University service, AAU service.	For Consideration
	The Office of the Provost analyze the University data on time to promotion for designated groups as this is a potential factor contributing to under-representation at specific career stages.	For Consideration
	University of Windsor administration and WUFA collaborate on exploring strategies to maximize retention and advancement of faculty and librarians who are members of designated groups.	For Consideration-- Completed 2021 and Ongoing

5.2 UPDATE ON 2016 REPORT *NEXT STEPS* AND RECOMMENDATIONS

Item	2016 Report <i>Next Steps</i> and Recommendations	Status
	Data	
1.	<i>Next Steps</i> : RCEE will annually obtain from OHREA the data regarding new hires in July through September in order to review the impact of the year's new hires.	Completed
	Enhancing Equity	
2.	RCEE recommends that Deans and Heads work collaboratively and proactively with Equity Assessors from their units to ensure the EAs are meeting their commitments to actively serve on a committee. An example of a proactive approach might be for EAs to report annually their EA service as part of workload considerations.	Not Yet Completed
3.	<i>Next Steps</i> : RCEE undertakes a practice of collecting employment equity recruiting/hiring promising practices to feature in reports.	Completed
	Enhancing the Equity Infrastructure	
	<i>Follow-up items from 2015 for RCEE were contained here</i>	

5.3 UPDATE ON RECOMMENDATIONS FROM THE 2017 REPORT

Item	2017 Report Recommendations	Status
	Data	
	<i>No new recommendations in this area</i>	
	Enhancing Equity	
1.	<p>RCEE recommends that the University declares the valuing of equity/diversity more prominently and clearly in job advertisements such as in the example on the website for the SPF 50 positions.</p> <p><u>Note:</u> This refers to the candidate’s knowledge and commitment to equity, and is not regarding self-identification in a designated group.</p>	Completed in 2021-22
2.	RCEE recommends that the University ensures equity is weighted on all hiring grids.	Mostly Completed
	Enhancing the Equity Infrastructure	
	<i>No new recommendations in this area</i>	

5.4 UPDATE ON RECOMMENDATIONS FROM THE 2018 REPORT

Item	2018 Report <i>Next Steps</i> and Recommendations	Status
	Data	
	<i>No new recommendations in this area</i>	
	Enhancing Equity	
1.	<p>RCEE recommends that the University explores the application of another program similar to PIPS or the Academic Career Award to address other areas of serious under-representation of certain designated groups in specific units, particularly women in units such as in the STEM fields.</p>	For Consideration
	Enhancing the Equity Infrastructure	
2.	RCEE recommends under Next Steps that OHREA provide the Deans and Heads a list of individual Equity Assessor activities at the end of each academic year.	Pending
	Equity Items Outside RCEE Mandate	
3.	RCEE recommends that the University explores the addition of academic service awards. Included would be recognition of service of Equity Assessors.	For Consideration
4.	RCEE recommends that as part of its commitment to equity, the University examines the composition of its committees in order to identify patterns of inequity. For example, which faculty members are serving and where, including on high profile committees or on committees with low impact for advancement, et cetera.	For Consideration

5.5 UPDATE ON RECOMMENDATIONS FROM THE 2019 REPORT

Item	2019 Report Recommendations	Status
	Data	
1.	RCEE recommends that the University expands the data in the report on the Search Committee for the President and Vice-Chancellor to include the	Completed

	other 3 federally designated groups, namely Aboriginal peoples, persons with disabilities, and visible minorities.	
2.	RCEE recommends that the data [as per item #1] are retained in the University Secretariat and OHREA offices in order to assess progress.	Completed
	Enhancing Equity	
	No new recommendations in this area	
	Enhancing the Equity Infrastructure	
3.	RCEE recommends that equity is weighted in the pre-interview grids as well as in the post-interview grids, both in the sense of self-identification in a designated group and the knowledge of and commitment to equity. Correction: RCEE recommends that equity is valued in the pre-interview, as well as, in the post-interview grids by giving due consideration to those individuals that self-identify as a member of a designated group(s). At the same time, the category of ‘knowledge of and commitment to equity’ should be duly considered and valued in both the pre- and post-interview grids in the sense that it is a weighted category.	Completed and Ongoing
4.	RCEE recommends that the University continues to work with stakeholders, such as SWDEAC, on creative outreach to recruit and retain active Equity Assessors.	Ongoing
	Equity Items Outside RCEE Mandate	
5.	RCEE recommends that the University similarly tracks and reports this data [as per item #1] for other senior administration positions (e.g., VPs, AVPs, etc.) to effectively assess the progress at all levels.	Completed—for all positions governed by bylaw.

5.6 UPDATE ON RECOMMENDATIONS FROM THE 2020 REPORT

Item	2020 Report Recommendations	Status
	Data	
1.	RCEE recommends that the University ensures that the disaggregated data are used in the various searches/appointments.	Completed
	Enhancing Equity	
2.	RCEE recommends that New Faculty Orientation regularly includes at least one section on anti-racism, anti-oppression, unconscious bias, et cetera.	Completed
3.	RCEE recommends that the University explores the impact of the pandemic on the recruiting and hiring processes.	For Consideration
4.	RCEE recommends the University continues to recognize the unique pressures on junior faculty, and RCEE supports steps they are initiating, such as enabling the requests for consideration for extensions of the tenure or permanence probationary period.	Completed
	Enhancing the Equity Infrastructure	
5.	RCEE recommends that the University follows up on research and action regarding pay equity to ensure any discrepancies are identified and rectified.	Completed
6.	RCEE recommends that the University identifies best practices to prevent equity-based anomalies in compensation.	For Consideration
7.	RCEE recommends that incoming faculty and librarians are made aware of the negotiating range of salary, and that faculties are consistent in offers	For Consideration

Equity Items Outside RCEE Mandate		
8.	RCEE recommends that the University works with stakeholders, such as WUFA/SWDEAC, to explore options or best practices to proactively address racism and other forms of oppression.	In Progress
9.	RCEE recommends that the University and stakeholders build professional development relationships and engage in capacity building for cultural competency, anti-bias training, et cetera.	Completed and Ongoing

5.7 UPDATE ON RECOMMENDATIONS FROM THE 2021 REPORT

Item	2021 Report <i>Next Steps</i> and Recommendations	Status
Data		
1.	RCEE recommends that the University provides disaggregated data on the designated group women on an ongoing basis.	Completed
2.	RCEE recommends that the University enhances the definition of persons with disabilities in the University's employment equity self-identification survey and census to better align with the newly refined federal wording.	Completed
Enhancing Equity		
3.	RCEE recommends that the University develops a plan to identify and rectify the systemic issues that create pay inequities.	For Consideration
4.	RCEE recommends that the University builds upon the 2020 recommendation of identifying best practices, and takes steps to ensure equity is built into the structures so as to proactively prevent equity-based anomalies in compensation.	Not Yet Completed
5.	RCEE recommends that the University works with the AAUs to engage in a process to review and identify areas with significant underrepresentation of women, and develop/implement a targeted recruiting process.	In Progress
6.	RCEE recommends that the University builds on the successes of the Indigenous Scholars hiring, in order to strengthen the presence and engagement of Indigenous peoples.	For Consideration
Enhancing the Equity Infrastructure		
7.	RCEE recommends that a review of employment equity standard training and best practices (e.g., EE/PAs and hiring committees) be carried out to produce an updated cohesive and coordinated process in keeping with the mandates of the Office of the Provost, the Office of Human Rights, Equity and Accessibility, and any new changes to the WUFA Collective Agreement.	Not Yet Completed
8.	RCEE recommends that service is included as a component in job ads and that the hiring committee gives it due consideration in the hiring process, i.e., included in the pre- and post-interview grid with rating attached.	Pending
Equity Items Outside RCEE Mandate		
9.	RCEE recommends that the University ensures the Office of EDI is properly resourced in order to support the University community's ability to support current effective practices and to make necessary changes.	For Consideration

6 SUMMARY OF CURRENT *NEXT STEPS* AND RECOMMENDATIONS

This section of the RCEE Report includes *next steps* and recommendations towards enhancing equity on campus. The *next steps* and recommendations are organized within 4 categories: Data, Enhancing Equity, Enhancing the Equity Infrastructure, and Equity Items Outside RCEE Mandate.

Data

- 1) **RCEE recommends** that OHREA sets up a cyclical practice to connect with the units on an annual basis to assist with updating and reporting with the DEAP Tool.
- 2) **RCEE recommends** that, notwithstanding the added consideration of 60% for the RCEE as being "serious underrepresentation," the University not lose sight of its FCP obligations to address underrepresentation when it reaches the level of "significant," which is 80% or less.

Enhancing Equity

- 3) **RCEE recommends** that the University reviews reports, policies, procedures, and documents from other institutions that have been created to address the possibility of fraudulent or misleading equity-related self-identification, which may be adapted for use in recruiting practices.

Enhancing the Equity Infrastructure

- 4) **RCEE recommends** that the University undertakes an analysis pairing recruitment with retention rates of designated groups, to identify potential trends and possible barriers.

Equity Items Outside RCEE Mandate

The following items deal with issues outside RCEE's mandate, but have an impact on enhancing the equity practices of the University community, including its hiring practices. As such, the following is suggested for further exploration:

- 5) **RCEE recommends** that the University reviews the material contained in the Thriving on Campus initiative with the intention of identifying possibilities in which it can be expanded for improving the climate on campus for 2SLGBTQIA+ faculty.
- 6) **RCEE recommends** that the University works with the AAUs to identify areas where workplace climate and inclusivity for 2SLGBTQIA+ faculty can be improved, while seeking ways to improve recruiting and retention.

The RCEE noted the University's challenges with the return to campus. There were many new technological advances developed for online learning and meeting that ultimately created a more accessible and inclusive environment. It is important that these gains and options for flexibility not be lost in the push to return to pre-pandemic times.

Another technological resource that continues to advance equity is the DEAP Tool. As the University reaches its full use, it provides better ability for goal setting and reporting, which benefits each unit and the institution as a whole.

RCEE Committee Members:

Kaye Johnson
Daniella Beaulieu
Pardeep K. Jasra
Vicki Jay Leung

**University of Windsor
Senate**

5.3.3: **Senate Meeting Scorecard – Results from Fall 2022 Meetings**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

Summary of Feedback:

47 of 86 Senators completed the Fall 2022 Senate Meetings Scorecard. Overall scoring increased from last years' scorecards, respondents commending the respectful and transparent leadership of the meetings and noting that in-person meetings generally have improved the tone and engagement of Senate members. Senate Information Sessions were once again identified as a positive introduction in enhancing transparency and helping to ensure more succinct discussions at Senate.

Although respondents did note an improvement as noted above, the majority once again raised concerns around the focus on operational rather than governance matters, and the tone and length of discussion by a few Senators. Respondents stressed the importance of respectful tone, succinct statements, a focus on governance oversight (rather than operational matters), limiting speakers to new comments or questions, and imposing speaking rules per Robert's Rules of Order as appropriate. While improved, the length of meetings continues to be a concern.

SGC Recommendations for improvements:

1. Continue to begin each meeting requesting that members be respectful in tone. It is important to be able to ask challenging questions and to hold everyone accountable; transparency and accountability are hallmarks of good governance. Not everyone will have the same opinion on issues and it is therefore important that we create an environment where people are provided an opportunity to feel safe and comfortable in participating in the discussion on issues.
2. Continue to begin each meeting requesting that members be respectful of each other's time. The Chair should continue to limit the number of times members can speak to twice per item. When speaking to an item, members should be succinct and to the point, and are to limit themselves to new comments (not already made).

Senate Scorecard - Summary



**UWINDSOR
TOGETHER**

Return to campus life and community

S230210-5.3.3a

- 55% of Senators completed the Fall 2022 scorecard survey
- Overall scoring increased from last years' scorecards
- SIS's and the respectful and transparent leadership of the meetings were commended
- While noting that in-person meetings generally have improved the tone and engagement of Senate, the majority once again raised concerns around the focus on operational rather than governance matters, and the tone and length of discussion by a few

SGC Recommendations for continued improvements:

1. Continue to begin meetings requesting that members be respectful in the tone to create an environment where people are provided an opportunity to feel safe and comfortable in participating in the discussion on issues.
2. Continue to begin each meeting requesting that members be respectful of each other's time. When speaking to an item, members should be succinct and to the point, and limit themselves to new comments, with the Chair imposing speaking limits under Robert's Rules of Order, as needed.

**University of Windsor
Senate**

***5.3.4: Senate Standing Committee Membership**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: That the following Senate Standing Committee membership be approved:

**Linda Rohr, Faculty of Human Kinetics – Program Development Committee
Maggie Liddle, Faculty of Law – Program Development Committee
Debbie Kane, Faculty of Graduate Studies – Senate Governance Committee
Andrew Swan, Faculty of Science – Senate Governance Committee**

**University of Windsor
Senate**

5.8: **Report of the Provost**

Item for: **Information**

Forwarded by: **Patti Weir**

1. Winter 2023

17,289 student registered for Winter (excluding those studying US – VABE, Dual JD)

- 10,000 students registered in all face-to-face courses (58%)
- 6,960 students registered in both face-to-face and online courses (40%)
- 329 students registered in all online courses (2%)

This is very consistent with Winter 2022.

2. Student Experience

a) UWILL Discover

Tim Brunet, Coordinator Outstanding Scholars and Student Leadership Student Success received a SSHRC Connection Grant valued at \$35,585.00 for his project entitled “UWill Discover Sustainable Futures 2023” - The project team included: Dr. C. Houser, P. Calarco, F. Duarte with support from N. Wiebe. The funding will support conference equipment, workshops, and student awards.

b) Gordie Howe International Bridge: Community Benefits Plan Announcement

The Community Benefits Plan initiative funds projects on both sides of the border that will bring positive social and economic change to our region.

Turtle Island – Indigenous Education Centre received funding to host two Pow Wow events and March Break/Summer Camps that will engage local Indigenous and non-Indigenous secondary school students. The project team included: Turtle Island with support from the Indigenous Education Council Executive, Beverly Jacobs, and Vincent Georgie

3. CTL/OOL Appointments

Russell Nahdee has been appointed as an AAS Indigenous Learning Designer in the Office of Open Learning and will work on helping faculty Indigenize digital learning spaces (online and hybrid courses for example), incorporating Indigenous pedagogies in digital learning, providing Indigenous and decolonial perspectives on technology, working with Indigenous partners in the community to collect, share, and appropriately protect Indigenous knowledges in digital forms, and a range of other initiatives.

Jaimie Kechego has been appointed as a Learning Specialist, Indigenization in the Centre for Teaching and Learning. She is Anishnaabwekwe from Deshkaan Ziibing (the Chippewa of the Thames First Nation reserve) located near London, Ontario. Jaimie will provide a space to have conversations about how Indigenous knowledges would look in

courses and programs and then help put those conversations into action, assisting in the development and implementation of programs, research, and initiatives for Indigenization. This will involve an honest and ongoing relationship building.

4. Black Scholars Hiring Initiative

The applications closed January 10, 2023. 425 applications are in circulation across the academic Faculties for adjudication. The core areas of strength have emerged: Black Studies, Sustainable Development and Public Health. Thank you to the Core selection committee for their efforts in the first round of reviews.

**University of Windsor
Senate**

5.8.2: **Enrolment Management Update**

Item for: **Information**

Forwarded by: **Chris Busch, AVP Enrolment Management**

[1] Winter 2023 Enrolment

Undergraduate and Second Entry:

Faculty	W2019	W2020	W2021	W2022	W2023
Arts, Humanities, Soc Science	4,180	4,192	4,111	3,816	3,679
Science	2,142	2,317	2,562	2,637	2,760
Engineering	1,483	1,400	1,342	1,197	1,165
Business	1,195	1,142	1,149	1,104	1,163
Nursing	811	828	816	794	882
Law	710	736	716	702	710
Human Kinetics	717	709	712	706	713
Education	440	534	648	686	720
Total Undergraduate Enrolment	11,678	11,858	12,056	11,642	11,792

Graduate Enrolment:

Faculty	W2019	W2020	W2021	W2022	W2023
Engineering	1,847	2,048	1,954	2,552	2,764
Science	736	842	750	1,061	1,163
Arts, Humanities, Soc Science	592	656	670	762	715
Business	364	427	433	651	841
Education	132	148	149	189	217
Nursing	110	111	93	97	99
Human Kinetics	66	74	69	74	75
Law	4	5	10	6	4
Total Graduate Enrolment	3,851	4,311	4,128	5,392	5,879

Source: PowerBI – Enrolment Module Headcount Dashboard (W19 – 22) + Office of the Registrar (UW_RO_Student_Enrolled_01182023; >0 classes)

[2] Early Leavers – Update

Early intervention and engagement efforts undertaken by the Faculties, student support services, and recruitment resulted in over 520 identified potential “leavers” ultimately enrolling in the Winter 2023 term; however, despite these efforts, 245 students enrolled in the Fall 2022 term elected not to continue their academic journey in the subsequent term, making them “*new leavers*.”

As we attempt to understand better why students elect not to re-enrol, we continue our Early Leaver's research (with Academica), including analysis of the Fall 2022 data collected and surveying these *new leavers* in early February. We are also collaborating with Central Advising on a pilot project to connect with Fall 22 leavers interested in re-enrolling.

We have also hired a Graduate Research Assistant to conduct individual semi-structured interviews with up to 100 undergraduate students who were enrolled in Fall 21, Winter 22, or Summer 22 and elected not to re-enrol.

[3] Strategic Enrolment Management Planning – Update

An advisory committee has been established to help guide the development of the institution’s next Strategic Enrolment Management Plan (SEMP). Membership represents a broad cross-section of academic, decanal, graduate, financial, student services, recruitment, and institutional research leaders.

Work has started to collect data and insights from strategy leaders to assist with evaluating the performance of our previous SEMP, including achievement of enrolment goals and performance of implemented strategies.

The first of multiple in-person engagements to support the creation of the next SEMP is scheduled to be held during the week of February 27th. A total of 25 sessions will be scheduled involving 169 distinct individuals, including representation from academic leadership, AAU Heads, Associate Deans, Academic Advisors, and individuals involved in recruitment, student affairs, and marketing, to name a few.

[4] Fall 2023 UG Enrolment – Preliminary

The Ontario Secondary School Application deadline (January 12, 2023) is a significant milestone in the recruitment/admissions cycle, as it sheds light on the behaviour of our largest UG applicant group. While there is some variation in how applications were distributed across Faculties, programs, and market segments, the overall picture for UWindsor at this cycle stage is promising.

In comparison to this time in 2022, UWindsor experienced increases in domestic 101 applications (9%), applicants (6.5%), and increases in first (6.5%) and second choice applications (10.1%), indicating that UWindsor is increasingly becoming a destination of choice. UWindsor also saw a 10% increase in applications from the GTA, a primary focus region for the institution. While the overall system saw gains of 2.9% in applications, the applicant volume was flat compared to 2022 – UWindsor performed well above the system averages. An aggressive strategy is underway in collaboration with Faculty and campus partners to move this applicant pool through the admission, confirmation, and registration processes and will continue through the summer.

The COVID-19 pandemic added new challenges and uncertainties for students considering attending university, making the decision-making process more complex, often causing students to delay enrolment. For Fall 2023, we now see the return of pre-pandemic applicant levels across most Faculties and the University.

Faculty	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Arts, Humanities, Soc Science	4,462	4,040	3,293	3,355	3,210
Faculty of Engineering	1,519	1,311	1,048	1,101	1,291
Faculty of Human Kinetics	791	1,010	751	911	889
Faculty of Nursing	639	651	653	735	732
Faculty of Science	2,941	2,841	2,608	3,050	3,152
Odette School of Business	1,465	1,356	1,211	1,203	1,276
Total UG Applicants	9,246	8,659	7,716	8,457	8,931

Source: Enrolment Management, Power BI – Funnel Report; as of January 24, 2019 – 2023.

[5] Spring Open House

Future UWindsor students and their families are invited to join us at the University of Windsor's Spring Open House on Saturday, April 1, from 9:00 am – 4:00 pm.

Kicking off from the Toldo Lancer Centre, guests can take a campus tour, attend the information fair and program presentations, and meet with UWindsor faculty, staff, and students, and learn why the University of Windsor is an exceptional choice for academic opportunities, undergraduate research, experiential learning, campus life, and student support.

Registration is now live at: <https://uwindsor.swoogo.com/springopenhouse>

**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 recommended actions will be presented to the Executive Leadership Team the second week in February.
- The Action Group will now review the medium priority recommendations to determine if further recommendations need to be brought forward to the Executive Leadership Team.

Mental Health Strategy for Employees

- The Employee Mental Health Strategy Steering Committee has been established to lead the development of the strategy by providing insight and area expertise during all phases of the project.
- The University has engaged the Centre for Addictions and Mental Health (CAMH) to provide guidance and research-informed subject matter expertise during all phases of the Employee Mental Health Strategy development process.
- Given the University's obligations as an employer, the Employee Mental Health Strategy will be grounded on the 13 factors for addressing mental health in the workplace (National Standard of Canada for Psychological Health & Safety in the Workplace – Mental Health Commission of Canada).
- The Employee Mental Health Strategy will lead to the development of a campus-wide mental health strategy. An Advisory Committee has been established comprised of representatives from both the student and employee mental health strategy committees.

Equity, Diversity, and Inclusion Awards

- **Reminder - Nomination Deadline - February 10, 2023**
For more information and to complete a nomination form, please go to the [EDI Awards website](#)
- The awards will be presented on March 30, 2023 at 3:30 pm at Alumni Auditorium.



Office of Human Rights, Equity, and Accessibility (OHREA)

- 2021-2022 Accessibility Report and Multi-Year Plan is complete and will be posted online soon.
- The Employment Equity Annual Report 2021 is completed as is posted online: https://www.uwindsor.ca/ohrea/sites/uwindsor.ca.ohrea/files/employment_equity_annual_report_2021_final.pdf.

Director of Anti-Racism Organization Change

- Black History Black Futures Working Group initiated the first flag-raising ceremony at UWindsor on Wednesday, February 1st. The campus community and media were invited. This was a successful event that was very well attended by members of the University and wider community.
- Working with campus and community partners to develop robust Black History Month programming, including partnerships with the Essex County Black Historical Research Society, The Black Council of Windsor Essex County, and UWindsor's Afrofest Coordinator, just to name a few.
- Administrative Assistant hired. Helping with research and helping to propel our efforts pertaining to dismantling anti-racism and oppression on campus.
- Preliminary work with the Black Studies Institute to build an anti-racism education framework.
- AROC annual report to be submitted by February 3, 2023.
- Initiatives Against Anti-Asian Hate Working Group met: The WG will be working on organizing consultations with students to document any concerns they have pertaining to their experience at UWindsor. Workshop, information, and campaigns to address anti-Asian hate will be revealed in the coming weeks.

Office of Student rights and Responsibilities

Establishment of the Office of Student Rights and Responsibilities (OSRR) on December 1, 2022

Select Highlights

- More than 10+ active non-academic cases currently being addressed by the Office – Manager in consultation with the Executive Director
- Executive Director and Manager have conducted an internal survey of process and procedures at Canadian and select US post-secondary institutions regarding non-academic student 'misconduct'
- The Executive Director has commenced full-time duties in the past two-weeks and is focusing on strategic implementation of recommendations of the Independent Consultant (Charles C. Smith) Report and the UWindsor Anti-Black Racism Task Force report as related to the OSRR which will include the following (non-exhaustive) activities, which at each stage will be undertaken and assessed using a lens of racial equity, anti-racism and anti-oppression:

Phase 1

- Review of existing policies and procedures at UWindsor relating to student 'misconduct' and report to VPEDI with recommendations for next steps
- Outreach and Consultation with student groups, faculty, and wider University stakeholders input and feedback on existing policies and procedures. Stakeholders include, but are not limited to, UWindsor Students Associations (including UW Student Alliance, Black Law Student Association, Indigenous students' associations, BIDE among others), Student Counselling Services, Residence Services, Athletics Services, CLA, LAW, Sexual Violence Prevention, ACT, UWindsor Black Studies Institute, Special Advisor to the President Indigenous Relations and Outreach, Associate Deans, OHREA, and others
- Build relationships and professional expertise and insights into best practices in other select CDN and US institutions, through interviews, consultations, and ongoing review of current literature and academic scholarship and advocacy
- Draft and circulate expectations and behavioural standards to stakeholders based upon outreach, consultation, and incorporation of best practices based upon above

[Phases 2, 3, and 4 of 2023 will follow the recommendations of the CCS Report and ABR Task Force Report, and knowledge distilled from above steps in Phase 1.

**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.

Trudeau Visit to Campus: Prime Minister Trudeau and MP Irek Kusmierczyk visited the Faculty of Engineering Charge Lab on January 17th, 2023, to meet with students and learn more about our research and training related to EVs. It was an opportunity highlight the FuturEcar program and the industry support for the University of Windsor, a national lead in EV-related research and teaching. The tour resulted in additional meetings to discuss ways to support and grow the FuturEcar program.



Telus: The University of Windsor and TELUS announced the launch of a 5G connected campus and commercial lab to support advanced research with 5G technology and establish the University as a go-to centre for innovation. The collaboration will not only support multidisciplinary research in the agriculture, advanced manufacturing, and connected and autonomous vehicles (CAVs) sectors, but will transform UWindsor campuses to enhance teaching, innovation, and collaboration. The agreement represents a \$5 million investment to support the development of new applications for 5G technology.

Updated Publication Statistics: In November, we presented preliminary publication data for 2022. In the last part of the year, there was a large surge in the number of publications (papers, books, monographs, proceedings, etc.) and we ended with a record 1234 publications!

Publication Type	2020	2021	2022
Article	737	900	1010
Book	8	7	4
Chapter	72	66	43
Conference Paper	205	142	112
Review	53	59	65
Grand Total	1075	1174	1234

As previously noted, this may not be a complete record of all publications (op-eds, opinions, etc.) and it does not recognize creative works and displays. A small working group of faculty from different areas of campus are now working with the Office of Institutional Analysis to determine how to include those other important research products.

The Conversation: We have renewed our membership to The Conversation that publishes news stories written by academics and researchers under a Creative Commons license, allowing reuse without modification. Publishing in The Conversation is an effective means to increase the impact of your research, creative, and scholarly activity and it is effectively used by several faculty from across campus. In 2022, a total of 24 articles by 22 faculty and students were published in The Conversation leading to 494,592 reads around the world. A list of the top 10 articles by University of Windsor faculty and staff is provided in the adjacent table.

Type to filter results		Authors	Published	Reads	Comments	Engagements
1	What's next with face masks? Keep wearing them in public, wear the best mask available and pay attention to fit	Catherine Clase, Charles-Francois de Lannoy, Ken G. Drouillard, Scott Laengert	March 29, 2022	119,242	6	0
2	Drivers of self-driving cars can rely too much on autopilot, and that's a recipe for disaster	Francesco Biondi	June 16, 2022	54,939	1	0
3	The art of the con: 'Inventing Anna,' 'The Tinder Swindler' and gender	Kimberly Hillier, Christopher J. Greig	March 10, 2022	49,220	1	0
4	With COVID, flu and RSV circulating, it's time to follow the evidence: Return to mask mandates	Catherine Clase, Charles-Francois de Lannoy, Ken G. Drouillard	November 20, 2022	38,438	4	0
5	The 'freedom convoy' protests point to a bigger problem with Canada's democracy	Jeff Berryman	March 6, 2022	27,901	12	0
6	Why employees hesitate to speak up at work — and how to encourage them	Kyle Brykman, Jana Raver	February 25, 2021	14,595	0	0
7	Smart devices can now read your mood and mind, leading to a new set of concerns about technology and consent	Francesco Biondi	January 18, 2022	11,782	0	0
8	The finale of 'Better Call Saul': A psychologist explains how Jimmy McGill became Saul Goodman	Laszlo Erdodi	August 16, 2022	11,197	4	0
9	An Ontario crackdown on massage parlours continues Canada's legacy of anti-Asian racism	Vincent Wong	September 14, 2022	10,253	0	0
10	In defence of the notwithstanding clause: Why Canada should hold onto it	Geoff Callaghan	July 6, 2022	8,776	3	0

The Editor for The Conversation, Scott White, will be on campus in early March and will be giving a series of talks and workshops to help faculty and students understand the importance of publishing articles related to their research through The Conversation.

Lean Audit of Research: This spring, we are conducting a Lean Audit of research services, to ensure that our research process, from the announcement of a grant to the closure of a research account is effective and supports research, creative, and scholarly activity. Faculty from across campus with different levels and types of research have been invited to participate in a workshop to determine how we can further support research and ensure that our processes are effective. A summary of findings from those workshops will be presented in a future Senate report.

Reviews of EpiCentre: As noted in September, we are conducting a review of the EpiCentre, which will celebrate its 10th anniversary in 2024. The following faculty have agreed to lead the review:

- Nick Vukotic (Chair), Industrial Research Chair, Department of Chemistry and Biochemistry
- Judy Bornais, Executive Director of the Office of Experiential Learning, Faculty of Nursing
- Kent Walker, Professor, Strategy and Entrepreneurship, Odette School of Business
- Kevin Milne, Associate Dean of Academic Affairs, Faculty of Human Kinetics

The primary goal of the review is to assess whether the EpiCentre has met its purpose of “*fostering an entrepreneurial culture among students, alumni, faculty, and the larger community, and supporting them with services and resources as they pursue their entrepreneurial aspirations.*”

Review of Research Centers and Institutes: The [Senate Policy on the Establishment, Management, and Renewal of University Research Centres and Institutes](#) mandates that all institutes be reviewed at least once every five years. A formal review of the Cross-Border Institute (CBI) and the Institute for Diagnostic Imaging Research (IDIR) has been initiated, and following the Senate Policy on Institutes and Centers, the review is being chaired by Dr. Marcello Guarini, former Dean of the Faculty of Arts, Humanities, and Social Sciences. Reviews also need to be completed this year for

the Fluid Dynamics Research Institute and the Great Lakes Institute for Environmental Research. A review of WE-SPARK (initiated 2019) will be completed in 2024.

OVPRI Institutional Outreach: To improve communication and connection between the OVPRI and the rest of campus, new (monthly) standing meetings have been initiated with the Associate Deans of Research (ADR) and the Major Gift Officers (MGOs). A semi-annual meeting with postdoctoral fellows has also been established to ensure that we are supporting this group that is essential to the impact of our research, creative, and scholarly activity.

Queens Park Event: On Wednesday March 1st, delegates from the University of Windsor will be at Queens Park to highlight the impact and importance of our research, creative, and scholarly activity. The focus of this event will be FuturEcar, Ag@UWin, CANS (Compact Accelerator Neutron Source), and Health research (WE-SPARK and Nursing).

