



NOTICE OF MEETING

There will be a meeting of the Senate on Friday, March 8, 2024, at 2:30pm Location: Toldo Room 203

AGENDA

Land Acknowledgement

- 1 Approval of Agenda (Unstarring agenda items)
2 Minutes of the meeting of February 9, 2024 Approval S240209M
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 S240308-5.1.1a-d
(a) Business Concentrations – Minor Program Changes (Form C)
(b) Nursing – Minor Program Changes (Form C)
(c) Biological Conservation Certificate – Minor Program Changes (Form C)
(d) Business – Minor Program Changes (Form C)
5.1.2 Bachelor of Music – Major Program Changes (Form B) Lionel Walsh-Approval S240308-5.1.2
5.1.3 Bachelor of Arts in Music – Major Program Changes (Form B) Lionel Walsh-Approval S240308-5.1.3
5.1.4 Combined BA in Music – Major Program Changes (Form B) Lionel Walsh-Approval S240308-5.1.4
5.1.5 Concurrent Bachelor of Music (Music Education)/Bachelor of Education – Major Program Changes (Form B) Lionel Walsh-Approval S240308-5.1.5
\*5.1.6 Mathematics and Statistics – Course Learning Outcomes Lionel Walsh-Information S240308-5.1.6
\*5.1.7 PDC Reports on University Cyclical Program Reviews: Final Assessment Reports and Implementation Plans, and Progress Reports Lionel Walsh-Information S240308-5.1.7

- 5.2 Academic Policy Committee
  - 5.2.1 Leddy Library Annual Report (2022-2023) Isabelle Barrette-Ng-Information  
S240308-5.2.1
  - \*5.2.2 Bachelor of Human Kinetics (Honours Kinesiology -  
Movement Science) – Revision to Admission Requirements Isabelle Barrette-Ng-Approval  
S240308-5.2.2
  - \*5.2.3 Kinesiology (Graduate) – Revisions to English Language  
Proficiency Requirements Isabelle Barrette-Ng-Approval  
S240308-5.2.3
- 5.3 Senate Governance Committee
  - 5.3.1 Senate Emergency Academic Plan Robert Gordon-Approval  
S240308-5.3.1
- 5.4 Senate Student Caucus Natalie Atkin
- 5.5 Report from the Student Presidents
  - 5.5.1 UWSA President Ghallia Hashem-Information
  - 5.5.2 GSS President Brahmjot Singh-Information  
S240308-5.5.2
  - 5.5.3 OPUS President Christopher Baillargeon-Information  
S240308-5.5.3
- 5.6 Report of the Academic Colleague Philip Dutton-Information  
S240308-5.6
- 5.7 Report of the President
  - 5.7.1 2020-2025 Strategic Mandate Agreement (SMA3)  
Annual Report: Evaluation Year 4 Robert Gordon-Information  
Rose Zanutto-Information  
S240308-5.7.1
- 5.8 Report of the Provost Robert Aguirre-Information  
S240308-5.8
  - 5.8.1 Enrolment Management Update Chris Busch-Information  
S240308-5.8.1
  - 5.8.2 Questions Arising from Senate Information Session:  
Strategic Enrolment Plan ([click to view recording](#)) Chris Busch-Information
- 5.9 Report of Vice-President, People, Equity, and Inclusion Clinton Beckford-Information  
S240308-5.9
- 5.10 Report of Vice-President, Research, and Innovation Shanthi Johnson-Information  
S240209-5.10

## 6 Question Period/Other Business

## 7 Adjournment

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

**University of Windsor  
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\*5.1.1a: **Business Concentrations – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the Concentrations for the Honours Bachelor of Commerce Business Administration programs be discontinued.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The concentrations in Business have been replaced by specializations.
- The changes have been approved by the Odette School of Business 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 February 14, 2024 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.5.

**University of Windsor  
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\*5.1.1b: **Nursing – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION:** **That the BScN Program for Graduates of Lambton College’s and St. Clair College’s Practical Nursing Programs Degree Completion Pathway be changed in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The pathway is being expanded to other Ontario colleges. In the past, RPNs could enter the collaborative program via admission to Lambton College or St. Clair College. As of September 2023, Lambton College no longer admits any students to this program (due to dissolution of the collaborative partnership).
- The changes have been approved the Faculty of Nursing 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 February 14, 2024 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.6.

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\*5.1.1c: **Biological Conservation Certificate – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION:** **That the requirements for the Biological Conservation Certificate be changed in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- This proposal has been approved by the Department of Integrative Biology Council, the Science Program Development Committee (SPDC) (as delegated by the Faculty of Science 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 February 14, 2024 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.7.

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\*5.1.1d: **Business – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION:** **That the Honours Business Administration with Specialization in Finance (with/without Co-op and with/without Thesis) and degree completion programs be changed in accordance with the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The changes have been approved by the Odette School of Business Council 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 February 14, 2024 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 5.8.

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5.1.2: **Bachelor of Music – Major Program Changes (Form B)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION:** **That the major program changes to Honours Bachelor of Music be approved.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The major program change has been approved by the School of Creative Arts, the Faculty of Arts, Humanities, and Social Sciences Coordinating Council, the Provost (January 22, 2024), and the Program Development Committee.
- *See attached.*

**PROGRAM DEVELOPMENT COMMITTEE  
MAJOR PROGRAM CHANGES  
FORM B**

**ALL SECTIONS OF THIS FORM *MUST* BE COMPLETED. PDC FORMS WITH SECTIONS THAT HAVE NOT BEEN COMPLETED WILL BE SENT BACK.**

**A. Basic Program Information**

<b>Faculty(ies)</b>	FAHSS
<b>Department(s)/School(s)</b>	School of Creative Arts
<b>Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)</b>	Honours Bachelor of Music
<b>Proposed Year of Offering*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2024
<b>Mode of Delivery:</b>	In person, in residence
<b>Planned steady-state Student Enrolment (per section B.4.2)</b>	48
<b>Normal Duration for Completion:</b>	Four years
<b>Will the program run on a cost-recovery basis?</b>	Some classes may have fees, but not program wide

**B. Major Program Changes - Overall Plan**

**B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.2.1; Ministry section 3)**

*Please provide a rationale for the proposed change, including a brief statement about the direction, relevance and importance of the revised program.*

*Describe the overall aim and intended impact of the revised program.*

*Describe the consistency of the revised program with the institution's mission, goals and objectives as defined in its strategic plan. (to view the strategic plan go to: [www.uwindsor.ca/president](http://www.uwindsor.ca/president))*

These changes are being proposed for a number of reasons:

- The need to find flexibility within the program for students to study non-Western musical idioms, including more jazz/pop, indigenous topics, and other international genres.
- To correct course weighting and topics within the program as recommended in recent IQAP reviews.
- To streamline our program core to account for budgeting, enrolments, and faculty numbers

**B.2 Changes to Program Content (QAF Section 2.1.2.2)**

*Evidence that the revised curriculum is consistent with the current state of the discipline or area of study.*

The primary changes involve amalgamating our music theory and musical skills courses into a four course Music Theory and Musicianship sequence that will integrate written work, sight singing, musical dictation, and some keyboard assessments. This will eliminate four 1.5 credit courses that create issues with course overloads and faculty teaching loads. This change recognizes that students entering university are getting less preparatory training in the area of Music Theory. MUSC-1120, in particular, will be dedicated to reinforcing and mastering musical rudiments. Select analysis and contemporary music techniques currently covered in MUSC 2130 can be addressed in 3000 or 4000 level music theory courses or special topics courses, which is more pedagogically appropriate.

The other change will be weighting the Ensemble courses at 3 units instead of 1.5 units. This will eliminate all 1.5-unit courses that create issues with course overloads and faculty teaching loads. The contact hours of these courses already justify a full course weight. However, we will be also adding assessments related to score study/analysis and ensemble leadership to the courses.



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The proposed structure is listed under section C1&2 below.

**B.2.1 Unique or Innovative Curriculum, Program Delivery, or Assessment Practices (QAF Section 2.1.1)**

*State the unique or innovative curriculum, program delivery, or assessment practices distinguishing the revised program from existing programs elsewhere, **as appropriate.***

SoCA's Bachelor of Music contains lesson streams in jazz/pop as well as classical music and students can engage in both mediums during their degree to find their path in terms of aptitude and artistic passion. These two streams are separate in other Canadian music programs where intersecting across musical genres is often discouraged. This set of changes reduces the Music Theory core by four courses (eliminating the 1.5-unit courses) The MUSC 1120, 1130, 2120, 2130 course will now entail musicianship skills and a strong emphasis on rudiments and musical workforce skills. Some of the topics found in the 2000 level theory courses will appear in 3000 level courses (using Special Topics course codes or eventually permanent courses that rotate less frequently. These changes also include changing the courser weight of our Ensembles to 3 units. These changes will better facilitate Arts credit options for non-Music majors at the University of Windsor.

**B.2.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material**

*The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the Truth and Reconciliation Report (2015) (page 1), the unique legal requirements of the Constitution Act 1982 (Sections 25, 35), the provincial legal requirements of the Ontario Human Rights Code, 1990, and provincial legislation Bill Pr36 (1967).*

*In revising this program, **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

*Please consider these prompt questions and additional Resources including disciplinary examples:*

- *What **process** has your department/Faculty used to consider Indigenization?*
- ***How** have you considered the importance or relevance to the course/program?*
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
- *What do the TRC and University Principles documents suggest relevant to your course?*
- *What have other similar courses/programs done that might be relevant to your course/program?*
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- *Which literatures, sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?*

The School of Creative Arts is in the process of reviewing its practices and curriculum across our disciplines to ensure that our programs include Indigenous content and are inclusive to Indigenous participants. This process includes reviewing internal factors of our courses such as readings, listening lists, performance repertoire, and artistic mediums as well as retaining our high standards of respectful/inclusive verbal/written communication within the school.

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SoCA is cognisant to the fact that fine arts programs built on a European centric model and have been consistently working with non-European subject matter as well as artistic work whose thematic actively engage diverse practices and cultures. We believe our current programming promotes strong personal artistic fundamentals combined with cohort cohesion among our student population; with this foundation and vigilant examination of our curriculum materials, we are confident that the environment and programming at SoCA will be a welcoming home for Indigenous content (eg., musical study of Indigenous rhythm, melody, and musical practice) and community.

SoCA has developed land acknowledgement statements that are stated at all public events and AAU meetings. SoCA created its 2023-2024 major program changes initiative to allow more space within the forty-course curriculum for Indigenous content within existing courses and/or Indigenous themed courses. In addition to seeking more Indigenous material within extant courses, the program has streamlined the core curriculum to allow flexibility for new Indigenous Special Topics programming and/or allows for coursework flexibility so students can take more cross-campus courses with Indigenous themes.

**B.3 Changes to Program Name and Degree Designation/Nomenclature (QAF Section 2.1.2.1; Ministry section 1)**

*Explanation of the appropriateness of the proposed new name and degree designation for the program content and current usage in the discipline*

The Bachelor of Music contained a number of streams over the years (Individualized, Music Education, Performance, Comprehensive, etc.). We are de-streaming the BMus program to reflect faculty complement and need for more flexible and diverse programming. We are simply removing 'Comprehensive' from the degree title.

**B.4 DEMAND FOR THE MODIFIED PROGRAM**

**B.4.1 Student and Market Demand/Societal Need (Ministry section 1)**

*Describe the tools and methodology used to conduct the market assessment and/or societal need assessment in support of the proposed program revisions, where appropriate.*

*Provide quantitative evidence of student and market demand for the revisions to the program, both within and outside the local region (e.g., responses/statistics from surveys, etc.), where appropriate.*

*Provide evidence of societal need for graduates of the revised program, including expert input. Proposers should consider, where appropriate, the:*

- 1) dimensions of the societal need (e.g., socio-cultural, economic, scientific, or technological),*
- 2) the geographic scope of the societal need (e.g., local, regional, provincial, or national), and/or*
- 3) the anticipated duration of, and trends in societal need.*

*Append any comments or letters solicited from potential employers and/or relevant professional associations regarding the need for graduates of the revised program within their organization and field of endeavour.*

The societal need for music training, musical culture, musical enrichment, and professional musicians is stronger than it has ever been in spite of conservative and neoliberal policies affecting funding for Arts programs in Ontario.

Graduates from our current Bachelor of Music programs and current students provide a large share of cultural core activities in Windsor/Essex and beyond. They teach music and other fields in the school boards or privately. They enrich and fortify the resumes of future doctors, lawyers, and other professionals who require artistic experience in their university applications. Our local music and theatre cultural base (both performance, education, and administration) greatly features graduates from our program.

Music is an essential aspect of all human civilizations and has the power to emotionally, morally, and culturally affect society. When people from one culture exchange music with each other, they gain valuable insight into another way of life. Learning how music and social bonding are tied is especially crucial in times of conflict when other lines of communication prove to be challenging. Music, as a cultural right, may aid in the promotion and

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protection of other human rights. It can help in the healing process, dismantling walls and boundaries, reconciliation, and education. Around the world, music is being used as a vehicle for social change and bringing communities together.

At the core of our everyday experience with music, we use it to relax, express ourselves, come to terms with our emotions, and generally improve our well-being. It has evolved into a tool for healing and self-expression, often dictating how we, as individuals, take steps to impact society.

**B.4.2 Estimated Enrolments (Senate Co-op Policy)**

*Provide details on projected enrolments for the first five years of operation of the revised program in the following table.  
(If the program is in operation, use actual and projected data.)*

*For Co-op programs: normally an annual intake of a minimum of 20 students is required for new co-op programs or programs with other experiential learning component.*

	First Year of Operation		Second Year of Operation		Third Year of Operation		Fourth Year of Operation		Fifth Year of Operation/Steady-state enrolment overall)	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
<i>In the regular program (non-co-op)</i>	10	2	20	4	30	6	40	8	40	8
<i>In the co-op/experiential learning stream (if applicable)</i>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**B.4.3 Duplication (Ministry section 3)**

*Indicate whether the revised program is in a new area of study or delivery for the institution.*

*List similar programs at the same credential level offered by other institutions in the Ontario university system. Resources to identify similar programs offered in Ontario include <https://www.ontariouniversitiesinfo.ca/programs> and <https://www.universitystudy.ca/search-programs/>. Also, list similar programs in the geographically contiguous area, e.g., Michigan/Detroit.*

*If the revised program is similar to others in the Ontario university system, demonstrate that societal need and student demand justify the duplication. Identify innovative and distinguishing features of the revised program in comparison to similar programs*

Most comprehensive universities in Ontario have Music programming whether it be a conservatory model, options for major/minor concentration, or service-oriented courses. Our new Music programming initiative features inter-genre study and concurrent education options that are unique within Ontario. The new programming has potential for more diverse music genres and topics and will also be more accessible for non-majors to participate in SoCA operations.

**B.5 RESOURCES**

*[The resource impact of a proposal is almost never neutral. Note: Proposers must also complete and submit the attached **Budget Summary** (Appendix A) with the revised program proposal.]*

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**B.5.1.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)**

*Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the revised program. Please do not name specific individuals in this section.*

*Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university.*

*Provide an assessment of the reliance of the revised program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. Consider, for example: faculty resources (within and outside the unit), existing courses (within and outside the unit), equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources, staff support, library, teaching and learning support, information technology support, laboratory access, student support services, space, equipment, facilities, GA/TA.*

The current resources for these revisions are all in place with two exceptions: SoCA is greatly saddened to have lost a faculty member to cancer and one of the School's LTA positions has expired. The new program is flexible with existing resources, but the programming will flourish with additional faculty mentorship. The revised program will require fewer resources in the core of year 1 and 2 allowing for more program variety later in the program.

**B.5.1.1a Faculty Expertise Available and Committed to Supporting the Revised Program (QAF section 2.1.2.6; 2.1.2.7; 2.1.2.8)**

*Assess faculty expertise available and actively committed to supporting the revised program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in and achieve the goals of the revised program and foster the appropriate academic environment, and of the appropriateness of this collective faculty expertise to contribute substantially to the revised program including student mentoring.*

*Include:*

- *evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record)*
- *evidence that faculty have the recent research or professional/clinical expertise needed to sustain the revised program, promote innovation, and foster an appropriate intellectual climate*
- *any other evidence that the revised program and faculty will ensure the intellectual quality of the student experience*

All current SoCA Music faculty (3 tenured faculty with collective expertise in musicology, performance, conducting, education/pedagogy, and theory/composition) are teaching and administrating the current program. The revisions are a streamlining of the program which will allow the faculty greater reach to majors and non-majors at the University of Windsor eCVs of faculty are available on request.

**B.5.1.1b Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)**

*Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.*

SoCA | Music relies on 2-4 Sessional instructors | per term for a variety of courses. The program also employs Special Instructors for applied music courses, though these contracts often require only 1-4 hours weekly.

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**B.5.1.1c Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)**

*Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.*

N/A

**B.5.1.1d Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)**

*Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.*

N/A

**B.5.1.2 Anticipated New Resources (QAF sections 2.1.2.6)**

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revised program.*

SoCA Anticipates no new resources but would greatly welcome replacement resources for the two positions lost in 2022-2023.

**B.5.1.3 Planned Reallocation of Resources and Cost-Savings**

*Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the revised program. (e.g., streamlining existing programs and courses, deleting courses, etc.)*

This is the category that is most relevant to this round of major changes. This revision will combine the Music Theory and Aural Skills studies into a 4 semester Theory and Musicianship core. This will eliminate four 1.5-unit courses. The more advanced theory or skills topics will be included in 2000 or 3000 level theory programming providing more upper division options.

The Ensembles courses provide excellent opportunities for non-major Arts credits but have been hampered by the 1.5 Unit weighting. The 3.0-unit ensembles will be bolstered by studies in ensemble conducting and score study.

These two initiatives will provide both cost-savings, but also eliminate administrative difficulties relates to course overloading.

**B.5.1.4a Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)**

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

<b>Faculty:</b>	N/A, but SoCA would welcome 1-2 positions to replace the positions lost in 2022-23
<b>Staff:</b>	N/A
<b>GA/TAs:</b>	N/A

**B.5.1.4b Additional Institutional Resources and Services Required by all Affected Areas or Departments (QAF section 2.1.2.6f)**

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance. If not applicable, write n/a.*

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<b>Library Resources and Services:</b>	N/A
<b>Teaching and Learning Support:</b>	N/A
<b>Student Support Services:</b>	N/A
<b>Space and Facilities:</b>	N/A
<b>Equipment (and Maintenance):</b>	N/A

**C. Program Details**

**C.1 Admission Requirements (QAF section 2.1.2.5)**

*Describe new or changes to*

- *program-specific admission requirements,*
- *selection criteria,*
- *credit transfer,*
- *arrangements for exemptions or special entry, and*
- *alternative admission requirements, if any, for admission into the program, such as minimum average, additional language requirements or portfolios, recognition of prior work or learning experience (and how this will be assessed), etc.*

No changes to admissions. SoCA still holds auditions live or by video for BMus programs. The undergraduate calendar erroneously lists a music theory evaluation requirement, which we no longer do. SoCA has re-included this change in the new calendar language.

**Admission Requirements**

In addition to meeting the regular requirements for admission to the University, admission to Bachelor of Music programs is conditional upon a successful audition evaluated by faculty members in Music. The audition will consist of:

- ~~(a) a theory evaluation test designed to show the nature and extent of the student's aptitude in music theory;~~
- ~~(b) a performance of at least ten minutes' length on the student's major instrument, showing a grasp of **basic proficiency in a variety musical of styles and historical time periods.**~~

Candidates should contact a program advisor in Music for specific requirements in the various performance media. If an accompanist from Music is required, four weeks' prior notice must be given to the Music office, and an accompanist's fee will be charged. Candidates auditioning in Voice or Orchestral Instruments must perform at least one selection with accompaniment. Candidates should apply for an audition on-line at [www.uwindsor.ca/music/audition-requirements](http://www.uwindsor.ca/music/audition-requirements).

**C.1.1 Admission Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.5)**

*Demonstrate that admission requirements for the revised program are sufficient to prepare students for successful attainment of the intended learning outcomes (degree level expectations) established for completion of the program.*

Admission requirements include an audition to ensure students have a sufficient musical and technical abilities to successfully pass the courses.

Music's learning outcomes can be broken down into the following categories.

Applied music outcomes (performance, technical skills, ear training, musical interpretation)

Such outcomes are most strongly addressed in the private lessons and ensembles courses, but also in some music education and music theory courses. Students take courses in this area almost every term.

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Cultural/historical analysis, research skills, and critical thinking

These outcomes are most strongly addressed in Musicology/Music History courses. Music student take a minimum of four courses in this area.

Rudiments, analysis, creation of musical materials

These outcomes are most strongly addressed in Theory/Composition courses. Music student take a minimum of four courses in this area.

Outcomes related to music education and musical pedagogy

These outcomes are most strongly addressed in Music Education and Methods/Techniques courses. Most music students take four to six of these courses in their program at a minimum.

**C.2 Program Curriculum Structure/Program of Study (QAF sections 2.1.2.3 and 2.1.10)**

*NB: For graduate programs, provide evidence that each graduate student in the revised program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses. Include course requirements with course numbers and course names. Identify in **BOLD** and **STRIKETHROUGH** the changes to program requirements.*

**Honours Bachelor of Music (~~Comprehensive Stream~~)**

**Other Regulations**

1) Music courses whose ~~second middle~~ digit is 0 may not count toward the B.Mus. degree.

**Degree requirements:**

**Total courses:** forty

(a) History and Literature (Musicology/Ethnomusicology): four courses, consisting of MUSC-1260, MUSC- 1270; and 2 additional History and Literature courses.

(b) Theory and Composition: ~~four~~ **six** courses, consisting of MUSC-1120, MUSC-1130, MUSC-2120, **and** MUSC-2130; ~~and the 1.50 credit hour courses MUSC 2220 and 2230.~~

(c) Performance Studies: six courses, consisting of one course from the series MUSP-3470 to MUSP-3690, or MUSP-3710 (taken six times). ~~(Four corresponding 1.50 credit hour courses from the series MUSP-3170 to MUSP-3390, or MUSP-3410 may be substituted for two 3.0 credit hour courses.~~

(d) Ensembles: ~~Six~~ **four** courses ~~from~~, consisting of eight 1.50 credit hour courses (one in each of eight terms) of MUSP-2100, MUSP-2200, MUSP-2400, or MUSP-3100 (**Ensemble courses are repeatable for credit**). ~~(With the consent of the Director of the School students enrolled in MUSP-3710 or MUSP-3410 may substitute MUSP-2400.)~~

(e) ~~Music Education: one course, MUSC-2850.~~ **Conducting: one course, MUSC 2480**

(f) three additional courses in History and Literature (Musicology), Theory and Composition or Music Education plus ~~four~~ **four** additional Music courses

(g) GART-1500, GART-1510;

(h) six courses from any area of study, excluding Music.

(i) ~~four~~ **two** courses from any area of study, including Music.

In addition to a common core of Music courses, B Mus. (~~Comprehensive~~) students may pursue one of a number of different concentrations including Performance, Musicology/~~Ethnomusicology~~, **and** Theory/~~and~~ Composition (including Technology). Other concentrations may be pursued, within the limit of faculty resources. Recommended Programs of Study with Suggested Course Sequences for these concentrations are available through Music.

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**Courses used to calculate the major average are:**

Courses used to calculate the major average are: courses listed under requirements (a) to (f), and any courses taken in the major area(s) of study.

**Description of thesis option (if applicable):** N/A

**C.2.1 Co-op/Experiential Learning Component (if applicable)**

*Provide requirements for the co-op/experiential learning component, including length of co-op/experiential learning component and credit weight, and explain how they differ for students who complete the experiential learning option and those who opt not to. \*Ensure that learning outcomes for the co-op/experiential learning component have been included in the learning outcomes table. (C.4)*

N/A

**Is the completion of the experiential learning/co-op component a requirement of the revised program?**

N/A

**C.2.2 Suggested Sequencing for Revised Program (Optional)**

*Provide suggested program sequencing for each year of the revised program (including any work/study/placement sequencing), ensuring that all pre-requisites are met in the sequencing.*

*For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).*

**Honours Bachelor of Music - Suggested course sequencing**

**Year 1**

<u>Fall Term</u>	<u>Winter Term</u>
MUSC 1120	MUSC 1130
MUSC 1260	MUSC 1270
MUSP Lessons	MUSP Lessons
MUSP Ensemble	MUSP Ensemble
GART 1500	GART 1510

**Year 2**

<u>Fall Term</u>	<u>Winter Term</u>
MUSC2120	MUSC 2130
MUSP Lessons	MUSP Lessons
MUSP Ensemble	MUSP Ensemble
MUSC 2480	Music History Option
Non-Music Elective	Non-Music Elective

**Year 3**

<u>Fall Term</u>	<u>Winter Term</u>
MUSP Lessons	MUSP Ensemble
Non-Music Elective	Non-Music Elective
Any Area of Study	Any Area of Study
Music History Option	Academic Music Option
Music Option	Music Option



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**Year 4**

<u>Fall Term</u>	<u>Winter Term</u>
MUSP Lessons	MUSP Ensemble
Non-Music Elective	Non-Music Elective
Any Area of Study	Any Area of Study
Academic Music Option	Academic Music Option
Music Option	Music Option

**C.2.3 Program Structure/Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.6)**

*Describe how the structure and requirements of the revised program are sufficient to prepare students for successful attainment of the intended program-level learning outcomes and the associated undergraduate or graduate degree level expectations.*

There are no changes here from the previous program, but the new structure will allow for a larger variety of upper division studies after the streamlined core courses are completed.

**C.3.1 For Graduate Program ONLY (QAF sections 2.1.2.3; Senate Co-op Policy)**

**C.3.1.1 Normal Duration for Completion**

*Provide a clear rationale for program length that ensures that the revised program requirements can be reasonably completed within the proposed time period.*

N/A

**C.3.1.2 Program Research Requirements**

*For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for completion of the revised program.*

N/A

**C.3.1.3 New or Changes to Fields in a Graduate Program (optional)**

*Where fields are contemplated, provide the following information:  
The master's program comprises the following fields: ...[list, as applicable]  
The PhD program comprises the following fields: ...[list, as applicable]*

N/A

**C.3.2 For All Program Proposals**

**C.3.2.1 New or Changes to Standing Required for Continuation in Program**

*Minimum average requirements for continuation in the program.  
Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.  
  
Specify new or changes to standing required for continuation in the experiential learning option or co-op option of the revised program, where applicable.*

No changes.

**C.3.2.2 New or Changes to Standing Required for Graduation**

*Minimum average requirement to graduate in the program.  
Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.*

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*Specify new or changes to standing required for graduation in the experiential learning option or co-op option of the revised program, where applicable.*

No changes.

**C.4 NEW OR CHANGES TO LEARNING OUTCOMES (Degree Level Expectations)(QAF section 2)**

**COMPLETE THIS TABLE FOR UNDERGRADUATE PROGRAMS**

*In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate” by listing them in the appropriate rows.*

*A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework.*

*Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes (degree level expectations).*

***For Combined Programs and Concurrent Offerings:*** *The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.]*

***For programs with an Experiential Learning or Co-op Option:*** *Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.*

**Bachelor of Arts in Music** (Learning Outcomes were last updated April 21, 2021.)

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i>  <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
A. Recognize, describe, and apply a range of melodic, harmonic, formal, and rhythmic structures/concepts in diverse music styles and time periods.	A. the acquisition, application and integration of knowledge	1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge

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<p><b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<p>B. Demonstrate ability to access, retrieve, and evaluate information through written analysis and criticism as well as through independent, collaborative work and presentations.</p> <p>Define technical and analytical problems in musical culture, performances, ensemble rehearsals, private lessons, and practice settings.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>C. Employ critical thinking through speech, writing, research, and discourse in both historical, cultural, and philosophical work.</p> <p>Demonstrate problem-solving in the practice, rehearsal, and performance of music in individual and collaborative settings.</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>D. Develop musical literacy/ numeracy skills in the study and application of music theory/musical skills and music history/literature.</p> <p>Employ applied musical literacy/numeracy skills in individual and collaborative performance settings.</p> <p>Identify and apply models of professional responsibility in rehearsal, performance, and academic settings.</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. Proficiently engage in group activities such as music ensembles and collaborative research projects to cultivate team building and experiential learning for professional music career settings.</p> <p>Identify and value a substantial repertoire of music's from diverse settings, time periods, and intents of expression.</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>

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<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i>  <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
Identify and apply models of professional responsibility in rehearsal, performance, and academic settings.		
F. Effectively communicate both verbally and musically in ensemble, chamber music, and accompanied solo settings.  Demonstrate success in independent collaborative research and group presentations.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. Effectively communicate both verbally, non-verbally, and musically in ensemble, chamber music, and accompanied solo settings.  Successfully complete independent and collaborative research.  Demonstrate musicianship and technical proficiency as well as interpretive and understanding through performance and academic research.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Develop the ability to learn independently through performance and research to meet individual professional goals.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Demonstrate the ability to learn independently through performance and research.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

**C.4.3 Mode of Delivery (QAF section 2.1.2.2)**

*Demonstrate that the proposed modes of delivery are appropriate to facilitate students' successful attainment of the new or revised program learning outcomes. Discuss online vs. face-to-face (e.g., lecture, seminar, tutorial, lab) modes of delivery, as well as specialized approaches intended to facilitate the acquisition of specific skills, knowledge, and attitudes.*

No changes.

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**D. MONITORING AND EVALUATION (QAF section 2.1.2.4)**

*Describe and explain the appropriateness of the proposed methods of assessing student achievement given the new or revised intended learning outcomes and degree level expectations.*

There are no significant changes here from the existing program, though the Music faculty will monitor student success in aural and keyboard skills in the new core sequencing to see if these topics should be reinforced in upper level special topics programming.

**D.1 Plan for Documenting and Demonstrating Program Quality and Student Performance (QAF section 2.1.2.4)**

*Describe the appropriateness of the plans to monitor and assess:*

- *the overall quality of the revised program;*
- *whether the revised program is achieving in practice its proposed objectives;*
- *whether its students are achieving the program-level learning outcomes;*
- *the perceived student workload and student experience; and*
- *how the resulting information will be documented and subsequently used to inform continuous program improvement.*

There are no significant changes here from the existing program, though the Music faculty will monitor student success in aural and keyboard skills in the new core sequencing to see if these topics should be reinforced in upper level special topics programming.

**E. NEW OR REVISIONS TO EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Co-op Policy)**

*[Complete this section ONLY if the program change includes new or revisions to the experiential learning/co-op component involving paid or unpaid placements.]*

N/A

Noted at PDC: Appendix A, Budget Summary Sheet, was not necessary as this is an existing program with predominantly cost savings-oriented changes.

University of Windsor  
Senate

5.1.3: **Bachelor of Arts in Music – Major Program Changes (Form B)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION:** **That the major program changes to Honours Bachelor of Arts in Music be approved.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- This major program change has been approved by the School of Creative Arts, the Faculty of Arts, Humanities, and Social Sciences Coordinating Council, the Provost (January 22, 2022), and the Program Development Committee.
- *See attached.*

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**A. Basic Program Information**

<b>Faculty(ies)</b>	FAHSS
<b>Department(s)/School(s)</b>	School of Creative Arts
<b>Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)</b>	Honours Bachelor of Arts in Music
<b>Proposed Year of Offering*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2024
<b>Mode of Delivery:</b>	In person, in residence
<b>Planned steady-state Student Enrolment (per section B.4.2)</b>	40
<b>Normal Duration for Completion:</b>	Four Years
<b>Will the program run on a cost-recovery basis?</b>	Some classes may have fees, but no program wide

**B. Major Program Changes - Overall Plan**

**B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.2.1; Ministry section 3)**

*Please provide a rationale for the proposed change, including a brief statement about the direction, relevance and importance of the revised program.*

*Describe the overall aim and intended impact of the revised program.*

*Describe the consistency of the revised program with the institution's mission, goals and objectives as defined in its strategic plan. (to view the strategic plan go to: [www.uwindsor.ca/president](http://www.uwindsor.ca/president))*

These changes are being proposed for a number of reasons:

- The need to find flexibility within the program for students to study non-Western musical idioms, including more jazz/pop, indigenous topics, and other international genres.
- To correct course weighting and topics within the program as recommended in recent IQAP reviews.
- To streamline our program core to account for budgeting, enrolments, and faculty numbers.

**B.2 Changes to Program Content (QAF Section 2.1.2.2)**

*Evidence that the revised curriculum is consistent with the current state of the discipline or area of study.*

The primary changes involve amalgamating our music theory and musical skills courses into a four course Music Theory and Musicianship sequence that will integrate written work, sight singing, musical dictation, and some keyboard skills. This will eliminate four 1.5 credit courses that create issues with course overloads and faculty teaching loads. This change recognizes that students entering university are getting less preparatory training in the area of Music Theory. Select analysis and contemporary music techniques can be addressed in 3000 or 4000 level music theory courses or special topics courses as needed.

The other change will be weighting the Ensemble courses at 3 units instead of 1.5 units. This will eliminate all 1.5-unit courses that create issues with course overloads and faculty teaching loads. The contact hours of these courses already justify a full course weight. However, we will be also adding assessments related to score study/analysis and ensemble leadership to the courses.

The proposed structure is listed under C1 and C2 below.

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**B.2.1 Unique or Innovative Curriculum, Program Delivery, or Assessment Practices (QAF Section 2.1.1)**

*State the unique or innovative curriculum, program delivery, or assessment practices distinguishing the revised program from existing programs elsewhere, as appropriate.*

SoCA's Bachelor of Music contains lesson streams in jazz/pop as well as classical music and students can engage in both mediums during their degree to find their path in terms of aptitude and artistic passion. These two streams are separate in other Canadian music programs where intersecting across musical genres is often discouraged. This set of changes reduces the Music Theory core by four courses (eliminating the 1.5-unit courses) The MUSC 1120, 1130, 2120, 2130 course will now entail musicianship skills and a strong emphasis on rudiments and musical workforce skills. Some of the topics found in the 2000 level theory courses will appear in 3000 level courses (using Special Topics course codes or eventually permanent courses that rotate less frequently. These changes also reweight our Ensembles courses to 3 units. These changes will better facilitate Arts credit options for non-Music majors at the University of Windsor.

**B.2.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material**

*The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the Truth and Reconciliation Report (2015) (page 1), the unique legal requirements of the Constitution Act 1982 (Sections 25, 35), the provincial legal requirements of the Ontario Human Rights Code, 1990, and provincial legislation Bill Pr36 (1967).*

*In revising this program, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

*Please consider these prompt questions and additional Resources including disciplinary examples:*

- *What **process** has your department/Faculty used to consider Indigenization?*
- ***How** have you considered the importance or relevance to the course/program?*
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
- *What do the TRC and University Principles documents suggest relevant to your course?*
- *What have other similar courses/programs done that might be relevant to your course/program?*
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- *Which literatures, sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?*

The School of Creative Arts is in the process of reviewing its practices and curriculum across our disciplines to ensure that our programs include Indigenous content and are inclusive to Indigenous participants. This process includes reviewing internal factors of our courses such as readings, listening lists, performance repertoire, and artistic mediums as well as retaining our high standards of respectful/inclusive verbal/written communication within the school.

SoCA is cognisant to the fact that fine arts programs built on a European centric model and have been consistently working with non-European subject matter as well as artistic work whose thematic actively engage diverse practices and cultures. We believe our current programming promotes strong personal artistic fundamentals combined with



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cohort cohesion among our student population; with this foundation and vigilant examination of our curriculum materials, we are confident that the environment and programming at SoCA will be a welcoming home for Indigenous content (eg., musical study of Indigenous rhythm, melody, and musical practice) and community.

SoCA has developed land acknowledgement statements that are stated at all public events and AAU meetings. SoCA created its 2023-2024 major program changes initiative to allow more space within the forty-course curriculum for Indigenous content within existing courses and/or Indigenous themed courses. In addition to seeking more Indigenous material within extant courses, the program has streamlined the core curriculum to allow flexibility for new Indigenous Special Topics programming and/or allows for coursework flexibility so students can take more cross-campus courses with Indigenous themes.

**B.3 Changes to Program Name and Degree Designation/Nomenclature (QAF Section 2.1.2.1; Ministry section 1)**

*Explanation of the appropriateness of the proposed new name and degree designation for the program content and current usage in the discipline*

No changes.

**B.4 DEMAND FOR THE MODIFIED PROGRAM**

**B.4.1 Student and Market Demand/Societal Need (Ministry section 1)**

*Describe the tools and methodology used to conduct the market assessment and/or societal need assessment in support of the proposed program revisions, where appropriate.*

*Provide quantitative evidence of student and market demand for the revisions to the program, both within and outside the local region (e.g., responses/statistics from surveys, etc.), where appropriate.*

*Provide evidence of societal need for graduates of the revised program, including expert input. Proposers should consider, where appropriate, the:*

- 1) dimensions of the societal need (e.g., socio-cultural, economic, scientific, or technological),*
- 2) the geographic scope of the societal need (e.g., local, regional, provincial, or national), and/or*
- 3) the anticipated duration of, and trends in societal need.*

*Append any comments or letters solicited from potential employers and/or relevant professional associations regarding the need for graduates of the revised program within their organization and field of endeavour.*

The societal need for music training, musical culture, musical enrichment, and professional musicians is stronger than it has ever been in spite of conservative and neoliberal policies affecting funding for Arts programs in Ontario.

Graduates from our current Bachelor of Music programs and current students provide a large share of cultural core activities in Windsor/Essex and beyond. They teach music and other fields in the school boards or privately. They enrich and fortify the resumes of future doctors, lawyers, and other professionals who require artistic experience in their university applications. Our local music and theatre cultural base (both performance, education, and administration) greatly features graduates from our program.

Music is an essential aspect of all human civilizations and has the power to emotionally, morally, and culturally affect society. When people from one culture exchange music with each other, they gain valuable insight into another way of life. Learning how music and social bonding are tied is especially crucial in times of conflict when other lines of communication prove to be challenging. Music, as a cultural right, may aid in the promotion and protection of other human rights. It can help in the healing process, dismantling walls and boundaries, reconciliation, and education. Around the world, music is being used as a vehicle for social change and bringing communities together.

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At the core of our everyday experience with music, we use it to relax, express ourselves, come to terms with our emotions, and generally improve our well-being. It has evolved into a tool for healing and self-expression, often dictating how we, as individuals, take steps to impact society.

**B.4.2 Estimated Enrolments (Senate Co-op Policy)**

*Provide details on projected enrolments for the first five years of operation of the revised program in the following table.*

*(If the program is in operation, use actual and projected data.)*

*For Co-op programs: normally an annual intake of a minimum of 20 students is required for new co-op programs or programs with other experiential learning component.*

	First Year of Operation		Second Year of Operation		Third Year of Operation		Fourth Year of Operation		Fifth Year of Operation/Steady-state enrolment overall)	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
<i>In the regular program (non-co-op)</i>	8	2	16	4	24	6	32	8	32	8
<i>In the co-op/experiential learning stream (if applicable)</i>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**B.4.3 Duplication (Ministry section 3)**

*Indicate whether the revised program is in a new area of study or delivery for the institution.*

*List similar programs at the same credential level offered by other institutions in the Ontario university system.*

*Resources to identify similar programs offered in Ontario include*

*<https://www.ontariouniversitiesinfo.ca/programs> and*

*<https://www.universitystudy.ca/search-programs/>. Also, list similar programs in the geographically contiguous area, e.g., Michigan/Detroit.*

*If the revised program is similar to others in the Ontario university system, demonstrate that societal need and student demand justify the duplication. Identify innovative and distinguishing features of the revised program in comparison to similar programs*

Most comprehensive universities in Ontario have Music programming whether it be a conservatory model, options for major/minor concentration, or service-oriented courses. Our new Music programming initiative features inter-genre study and concurrent education options that are unique within Ontario. The new programming has potential for more diverse music genres and topics and will also be more accessible for non-majors to participate in SoCA operations.

**B.5 RESOURCES**

*[The resource impact of a proposal is almost never neutral. Note: Proposers must also complete and submit the attached **Budget Summary** (Appendix A) with the revised program proposal.]*

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**B.5.1 Resources Available**

**B.5.1.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)**

*Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the revised program. Please do not name specific individuals in this section.*

*Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university.*

*Provide an assessment of the reliance of the revised program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. Consider, for example:*

- *faculty resources (within and outside the unit),*
- *existing courses (within and outside the unit),*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*
- *staff support,*
- *library,*
- *teaching and learning support,*
- *information technology support,*
- *laboratory access,*
- *student support services,*
- *space,*
- *equipment,*
- *facilities*
- *GA/TA*

The current resources for these revisions are all in place with two exceptions: SoCA is greatly saddened to have lost a faculty member to cancer and one of the schools LTA positions has expired. The new program is flexible with existing resources, but the programming will flourish with additional faculty mentorship. The revised program will require fewer resources in the core of year 1 and 2 allowing for more program variety later in the program.

**B.5.1.1a Faculty Expertise Available and Committed to Supporting the Revised Program (QAF section 2.1.2.6; 2.1.2.7; 2.1.2.8)**

*Assess faculty expertise available and actively committed to supporting the revised program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in and achieve the goals of the revised program and foster the appropriate academic environment, and of the appropriateness of this collective faculty expertise to contribute substantially to the revised program including student mentoring.*

*Include:*

- *evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record)*
- *evidence that faculty have the recent research or professional/clinical expertise needed to sustain the revised program, promote innovation, and foster an appropriate intellectual climate*
- *any other evidence that the revised program and faculty will ensure the intellectual quality of the student experience*

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All current SoCA Music faculty (3 tenured faculty with collective expertise in musicology, performance, conducting, education/pedagogy, and theory/composition) are teaching and administrating the current program. The revisions are a streamlining of the program which will allow the faculty greater reach to majors and non-majors at the University of Windsor. eCVs of faculty are available on request.

**B.5.1.1b Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)**

*Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.*

SoCA | Music relies on 2-4 Sessional instructors | per terms for a variety of courses. The program also employs Special Instructors for applied music courses, though these contracts often require only 1-4 hours weekly.

**B.5.1.1c Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)**

*Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.*

N/A

**B.5.1.1d Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)**

*Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.*

N/A

**B.5.1.2 Anticipated New Resources (QAF sections 2.1.2.6)**

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revised program.*

SoCA Anticipates no new resources but would greatly welcome replacement resources for the two positions lost in 2022-2023.

**B.5.1.3 Planned Reallocation of Resources and Cost-Savings**

*Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the revised program. (e.g., streamlining existing programs and courses, deleting courses, etc.)*

This is the category that is most relevant to this round of major changes. This revision will combine the Music Theory and Aural Skills studies into a 4 semester Theory and Musicianship core. This will eliminate four 1.5-unit courses. The more advanced theory or skills topics will be included in 2000 or 3000 level theory programming providing more upper division options.

The Ensembles courses provide excellent opportunities for non-major Arts credits, but have been hampered by the 1.5 Unit weighting. The 3.0-unit ensembles will be bolstered by studies in ensemble conducting and score study.

These two initiatives will provide both cost-savings, but also eliminate administrative difficulties relates to course overloading.

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**B.5.1.4a Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)**

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program.*

*If not applicable, write n/a.*

<b>Faculty:</b>	n/a, but SoCA would welcome 1-2 positions to replace the positions lost in 2022-23
<b>Staff:</b>	n/a
<b>GA/TAs:</b>	n/a

**B.5.1.4b Additional Institutional Resources and Services Required by all Affected Areas or Departments (QAF section 2.1.2.6f)**

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

*If not applicable, write n/a.*

<b>Library Resources and Services:</b>	n/a
<b>Teaching and Learning Support:</b>	n/a
<b>Student Support Services:</b>	n/a
<b>Space and Facilities:</b>	n/a
<b>Equipment (and Maintenance):</b>	n/a

**C. Program Details**

**C.1 Admission Requirements (QAF section 2.1.2.5)**

*Describe new or changes to*

- *program-specific admission requirements,*
- *selection criteria,*
- *credit transfer,*
- *arrangements for exemptions or special entry, and*
- *alternative admission requirements, if any, for admission into the program, such as minimum average, additional language requirements or portfolios, recognition of prior work or learning experience (and how this will be assessed), etc.*

There are no changes here, but SoCA does not require the entrance examinations listed in the current Undergraduate Calendar. The entrance requirements should be as follows:

**Admission Requirements**

No audition is required to enrol in this degree **though students may require an audition/faculty screening for performance courses such as ensembles and private lessons.** ; however, it is necessary to pass the entrance examinations for MUSC 1120 and MUSC 2220; and to audition for most ensemble courses for students who elect to enrol in them.

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**C.1.1 Admission Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.5)**

*Demonstrate that admission requirements for the revised program are sufficient to prepare students for successful attainment of the intended learning outcomes (degree level expectations) established for completion of the program.*

Music's learning outcomes can be broken down into the following categories.

Applied music outcomes (performance, technical skills, ear training, musical interpretation)

Such outcomes are most strongly addressed in the private lessons and ensembles courses, but also in some music education and music theory courses. Students take courses in this area almost every term.

Cultural/historical analysis, research skills, and critical thinking

These outcomes are most strongly addressed in Musicology/Music History courses. Music student take a minimum of four courses in this area.

Rudiments, analysis, creation of musical materials

These outcomes are most strongly addressed in Theory/Composition courses. Music student take a minimum of four courses in this area.

Outcomes related to music education and musical pedagogy

These outcomes are most strongly addressed in Music Education and Methods/Techniques courses. Most music students take four to six of these courses in their program at a minimum.

**C.2 Program Curriculum Structure/Program of Study (QAF sections 2.1.2.3 and 2.1.10)**

*NB: For graduate programs, provide evidence that each graduate student in the revised program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses. Include course requirements with course numbers and course names.*

*Identify in BOLD and STRIKETHROUGH the changes to program requirements.*

**Honours Bachelor of Arts in Music**

**Degree requirements:**

**Other Regulations**

1) Music courses whose ~~second middle~~ digit is 0 may not count towards this degree.

**Total courses: forty**

(a) twenty courses, consisting of MUSC-1120, MUSC-1130, MUSC-2120, MUSC-2130, MUSC-1260, MUSC-1270, **MUSC 2480**; ~~the 1.50 courses MUSC-2220, MUSC-2230~~; **four two Ensemble** courses in Performance Studies or Ensemble; **two courses in Applied Music (lessons)**; ~~eleven seven~~ additional Music courses, including six at the 2000-level or above from History and Literature (Musicology) ~~and/or~~ Theory and Composition **and/or Music Education**.

(b) two courses from Social Sciences;

(c) two courses from Languages or Science;

(d) two courses from any area of study, excluding Arts.

(e) GART-1500, GART-1510;

(f) ~~six four~~ courses from any area of study, including Music.

(g) ~~six eight~~ courses from any area of study, excluding Music (GART-2100 is strongly recommended).

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**Courses used to calculate the major average are:**

Courses used to calculate the major average are: courses listed under requirement (a) and any courses taken in the major area(s) of study.

**Description of thesis option (if applicable):**

N/A

**C.2.1 Co-op/Experiential Learning Component (if applicable)**

*Provide requirements for the co-op/experiential learning component, including length of co-op/experiential learning component and credit weight, and explain how they differ for students who complete the experiential learning option and those who opt not to.*

*\*Ensure that learning outcomes for the co-op/experiential learning component have been included in the learning outcomes table. (C.4)*

N/A

**Is the completion of the experiential learning/co-op component a requirement of the revised program?**

N/A

**C.2.2 Suggested Sequencing for Revised Program (Optional)**

*Provide suggested program sequencing for each year of the revised program (including any work/study/placement sequencing), ensuring that all pre-requisites are met in the sequencing.*

*For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).*

**Honours Bachelor of Arts in Music – Suggested Course Sequence**

**Year 1**

<u>Fall Term</u>	<u>Winter Term</u>
GART 1500	GART 1510
MUSC 1120	MUSC 1130
MUSC 1260	MUSC 1270
MUSP Lessons	Non-Music Elective
MUSP Ensemble	Option Including Music

**Year 2**

<u>Fall Term</u>	<u>Winter Term</u>
Elective (Social S. or Lang/Sci.)	Elective (Social S. or Lang/Sci.)
MUSC 2480	Option Including Music
Non-Music Elective	MUSP Ensemble
MUSC 2120	Option Excluding Arts
MUSP Lessons	MUSC 2130

**Year 3**

<u>Fall Term</u>	<u>Winter Term</u>
Elective (Social S. or Lang/Sci.)	Elective (Social S. or Lang/Sci.)

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Option Including Music	MUSP Ensembles
Music Option	Academic Music Option
Academic Music Option	Non-Music Elective
Non-Music Elective	Option Including Music

**Year 4**

<u>Fall Term</u>	<u>Winter Term</u>
Theory or History Option	Academic Music Option
Option Including Music	Option Excluding Arts
Academic Music Option	MUSP Ensembles
Non-Music Elective	Academic Music Option
Non-Music Elective	Option Including Music

**C.2.3 Program Structure/Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.6)**

*Describe how the structure and requirements of the revised program are sufficient to prepare students for successful attainment of the intended program-level learning outcomes and the associated undergraduate or graduate degree level expectations.*

There are no changes here from the previous program, but the new structure will allow for a larger variety of upper division studies after the streamlined core courses are completed.

**C.3.1 For Graduate Program ONLY (QAF sections 2.1.2.3; Senate Co-op Policy)**

**C.3.1.1 Normal Duration for Completion**

*Provide a clear rationale for program length that ensures that the revised program requirements can be reasonably completed within the proposed time period.*

N/A

**C.3.1.2 Program Research Requirements**

*For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for completion of the revised program.*

N/A

**C.3.1.3 New or Changes to Fields in a Graduate Program (optional)**

*Where fields are contemplated, provide the following information:  
The master's program comprises the following fields: ...[list, as applicable]  
The PhD program comprises the following fields: ...[list, as applicable]*

N/A

**C.3.2 For All Program Proposals**

**C.3.2.1 New or Changes to Standing Required for Continuation in Program**

*Minimum average requirements for continuation in the program.  
Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.  
  
Specify new or changes to standing required for continuation in the experiential learning option or co-op option of the revised program, where applicable.*

No changes.



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**C.3.2.2 New or Changes to Standing Required for Graduation**

*Minimum average requirement to graduate in the program.  
Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.*

*Specify new or changes to standing required for graduation in the experiential learning option or co-op option of the revised program, where applicable.*

No changes.

**C.4 NEW OR CHANGES TO LEARNING OUTCOMES (Degree Level Expectations)(QAF section 2)**

**COMPLETE THIS TABLE FOR UNDERGRADUATE PROGRAMS**

*In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate” by listing them in the appropriate rows.*

*A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework.*

*Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes (degree level expectations).*

***For Combined Programs and Concurrent Offerings:*** *The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.]*

***For programs with an Experiential Learning or Co-op Option:*** *Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.*

**Honours Bachelor of Arts in Music** (Learning outcomes were last updated April 9, 2021)

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i>	<b>Characteristics of a University of Windsor Graduate</b>	<b>COU-approved Undergraduate Degree Level Expectations</b>
<u>At the end of this program, the successful student will know and be able to:</u>	<u>A UWindsor graduate will have the ability to demonstrate:</u>	
A. Recognize and describe a wide range of melodic, harmonic, rhythmic and formal structures in diverse music styles and time periods (Also E)	A. the acquisition, application and integration of knowledge	1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge

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<p><b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<p>B. Access, retrieve, and evaluate information through written analysis and criticism as well as through independent, collaborative work and presentations</p> <p>Define technical and analytical problems in musical culture, performances and ensemble rehearsals settings</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>C. Integrate musical theory, historical, and philosophical approaches to articulate technical and analytical components of culture as seen through a musical lens and musical performances</p> <p>Practice individually and rehearse in an ensemble setting to identify techniques and approaches to improve performance</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>D. Analyze musical texts and scores using integral and theoretical methodologies.</p> <p>Employ applied musical literacy/numeracy skills to their voice/instrument to develop performance practice in an independent and ensemble setting</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. Proficiently engage in group activities such as music ensembles and collaborative research projects to cultivate team building and experiential learning for professional music career settings</p> <p>Identify and apply models of professional responsibility in rehearsal, performance, and academic settings</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>
<p>F. Effectively communicate both verbally and musically in ensemble settings and academic musical environments (also G)</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>G. Develop leadership and mentoring skills through in-course settings such as conducting and ensemble sectionals</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>

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<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i>  <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
H. Demonstrate musicianship, technical proficiency, and understanding in performance and academic research	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Set and achieve professional goals related to performance and research.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

**C.4.3 Mode of Delivery (QAF section 2.1.2.2)**

*Demonstrate that the proposed modes of delivery are appropriate to facilitate students' successful attainment of the new or revised program learning outcomes. Discuss online vs. face-to-face (e.g., lecture, seminar, tutorial, lab) modes of delivery, as well as specialized approaches intended to facilitate the acquisition of specific skills, knowledge, and attitudes.*

No changes.

**D. MONITORING AND EVALUATION (QAF section 2.1.2.4)**

*Describe and explain the appropriateness of the proposed methods of assessing student achievement given the new or revised intended learning outcomes and degree level expectations.*

There are no significant changes here from the existing program, though the Music faculty will monitor student success in aural and keyboard skills in the new core sequencing to see if these topics should be reinforced in upper level special topics programming.

**D.1 Plan for Documenting and Demonstrating Program Quality and Student Performance (QAF section 2.1.2.4)**

*Describe the appropriateness of the plans to monitor and assess:*

- *the overall quality of the revised program;*
- *whether the revised program is achieving in practice its proposed objectives;*
- *whether its students are achieving the program-level learning outcomes;*
- *the perceived student workload and student experience; and*
- *how the resulting information will be documented and subsequently used to inform continuous program improvement.*

There are no significant changes here from the existing program, though the Music faculty will monitor student success in aural and keyboard skills in the new core sequencing to see if these topics should be reinforced in upper level special topics programming.

**E. NEW OR REVISIONS TO EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Co-op Policy)**

N/A

Noted at PDC: Appendix A, Budget Summary Sheet, was not necessary as this is an existing program with predominantly cost savings-oriented changes.

University of Windsor  
Senate

5.1.4: **Combined BA in Music – Major Program Changes (Form B)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION:** **That the major program changes to Combined BA Honours in Music be approved.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- This major program change has been approved by the School of Creative Arts, the Faculty of Arts, Humanities, and Social Sciences Coordinating Council, the Provost (January 22, 2024), and the Program Development Committee.
- See attached.

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**A. Basic Program Information**

<b>Faculty(ies)</b>	FAHSS
<b>Department(s)/School(s)</b>	School of Creative Arts
<b>Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)</b>	Combined BA Honours in Music (and other major)
<b>Proposed Year of Offering*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2024
<b>Mode of Delivery:</b>	In person, in residence
<b>Planned steady-state Student Enrolment (per section B.4.2)</b>	56
<b>Normal Duration for Completion:</b>	Four years
<b>Will the program run on a cost-recovery basis?</b>	Some classes may have fees, but not program wide

**B. Major Program Changes - Overall Plan**

**B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.2.1; Ministry section 3)**

*Please provide a rationale for the proposed change, including a brief statement about the direction, relevance and importance of the revised program.*

*Describe the overall aim and intended impact of the revised program.*

*Describe the consistency of the revised program with the institution's mission, goals and objectives as defined in its strategic plan. (to view the strategic plan go to: [www.uwindsor.ca/president](http://www.uwindsor.ca/president))*

These major changes are being proposed for a number of reasons:

- The need to find flexibility with the program for students to study non-Western musical idioms, including indigenous topics
- To correct course weighting and topics within the program as recommended in IQAP reviews
- To streamlining our programs to account for budgeting, enrolments, and faculty numbers

**B.2 Changes to Program Content (QAF Section 2.1.2.2)**

*Evidence that the revised curriculum is consistent with the current state of the discipline or area of study.*

The primary changes involve melding our music theory and musical skills courses into a four course Music Theory and Musicianship sequence that will integrate written work, sight singing, musical dictation, and some keyboard skills. This will eliminate four 1.5 credit courses that create issues with course overloads and faculty teaching loads. This change recognizes that students entering university are getting less preparatory training in the area of Music Theory. Select analysis and contemporary music techniques can be addressed in 3000 or 4000 level music theory courses or special topics courses as needed.

The other change will be weighting the Ensemble courses at 3 units instead of 1.5 units. This will eliminate all 1.5-unit courses that create issues with course overloads and faculty teaching loads. The contact hours of these courses already justify a full course weight. However, we will be also adding assessments related to score study/analysis and ensemble leadership to the courses.

The proposed structure is listed under C1 and C2 below.

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**B.2.1 Unique or Innovative Curriculum, Program Delivery, or Assessment Practices (QAF Section 2.1.1)**

*State the unique or innovative curriculum, program delivery, or assessment practices distinguishing the revised program from existing programs elsewhere, as appropriate.*

SoCA's Bachelor of Music contains lesson streams in jazz/pop as well as classical music and students can engage in both mediums during their degree to find their path in terms of aptitude and artistic passion. These two streams are separate in other Canadian music programs where intersecting across musical genres is often discouraged. This set of changes reduces the Music Theory core by four courses (eliminating the 1.5-unit courses) The MUSC 1120, 1130, 2120, 2130 course will now entail musicianship skills and a strong emphasis on rudiments and musical workforce skills. Some of the topics found in the 2000 level theory courses will appear in 3000 level courses (using Special Topics course codes or eventually permanent courses that rotate less frequently. These changes also reweight our Ensembles courses to 3 units. These changes will better facilitate Arts credit options for non-Music majors at the University of Windsor.

**B.2.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material**

*The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the Truth and Reconciliation Report (2015) (page 1), the unique legal requirements of the Constitution Act 1982 (Sections 25, 35), the provincial legal requirements of the Ontario Human Rights Code, 1990, and provincial legislation Bill Pr36 (1967).*

*In revising this program, how has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

*Please consider these prompt questions and additional Resources including disciplinary examples:*

- *What **process** has your department/Faculty used to consider Indigenization?*
- ***How** have you considered the importance or relevance to the course/program?*
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
- *What do the TRC and University Principles documents suggest relevant to your course?*
- *What have other similar courses/programs done that might be relevant to your course/program?*
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- *Which literatures, sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?*

The School of Creative Arts is in the process of reviewing its practices and curriculum across our disciplines to ensure that our programs include Indigenous content and are inclusive to Indigenous participants. This process includes reviewing internal factors of our courses such as readings, listening lists, performance repertoire, and artistic mediums as well as retaining our high standards of respectful/inclusive verbal/written communication within the school.

SoCA is cognisant to the fact that fine arts programs built on a European centric model and have been consistently working with non-European subject matter as well as artistic work whose thematic actively engage diverse practices and cultures. We believe our current programming promotes strong personal artistic fundamentals combined with cohort cohesion among our student population; with this foundation and vigilant examination of our curriculum

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materials, we are confident that the environment and programming at SoCA will be a welcoming home for Indigenous content (eg., musical study of Indigenous rhythm, melody, and musical practice) and community.

SoCA has developed land acknowledgement statements that are stated at all public events and AAU meetings. SoCA created its 2023-2024 major program changes initiative to allow more space within the forty-course curriculum for Indigenous content within existing courses and/or Indigenous themed courses. In addition to seeking more Indigenous material within extant courses, the program has streamlined the core curriculum to allow flexibility for new Indigenous Special Topics programming and/or allows for coursework flexibility so students can take more cross-campus courses with Indigenous themes

**B.3 Changes to Program Name and Degree Designation/Nomenclature (QAF Section 2.1.2.1; Ministry section 1)**

*Explanation of the appropriateness of the proposed new name and degree designation for the program content and current usage in the discipline*

No changes with regard to name and degree designation.

**B.4 DEMAND FOR THE MODIFIED PROGRAM**

**B.4.1 Student and Market Demand/Societal Need (Ministry section 1)**

*Describe the tools and methodology used to conduct the market assessment and/or societal need assessment in support of the proposed program revisions, where appropriate.*

*Provide quantitative evidence of student and market demand for the revisions to the program, both within and outside the local region (e.g., responses/statistics from surveys, etc.), where appropriate.*

*Provide evidence of societal need for graduates of the revised program, including expert input. Proposers should consider, where appropriate, the:*

- 1) dimensions of the societal need (e.g., socio-cultural, economic, scientific, or technological),*
- 2) the geographic scope of the societal need (e.g., local, regional, provincial, or national), and/or*
- 3) the anticipated duration of, and trends in societal need.*

*Append any comments or letters solicited from potential employers and/or relevant professional associations regarding the need for graduates of the revised program within their organization and field of endeavour.*

The societal need for music training, musical culture, musical enrichment, and professional musicians is stronger than it has ever been in spite of conservative and neoliberal policies affecting funding for Arts programs in Ontario.

Graduates from our current Bachelor of Music programs and current students provide a large share of cultural core activities in Windsor/Essex and beyond. They teach music and other fields in the school boards or privately. They enrich and fortify the resumes of future doctors, lawyers, and other professionals who require artistic experience in their university applications. Our local music and theatre cultural base (both performance, education, and administration) greatly features graduates from our program.

Music is an essential aspect of all human civilizations and has the power to emotionally, morally, and culturally affect society. When people from one culture exchange music with each other, they gain valuable insight into another way of life. Learning how music and social bonding are tied is especially crucial in times of conflict when other lines of communication prove to be challenging. Music, as a cultural right, may aid in the promotion and protection of other human rights. It can help in the healing process, dismantling walls and boundaries, reconciliation, and education. Around the world, music is being used as a vehicle for social change and bringing communities together.

At the core of our everyday experience with music, we use it to relax, express ourselves, come to terms with our emotions, and generally improve our well-being. It has evolved into a tool for healing and self-expression, often dictating how we, as individuals, take steps to impact society.

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**B.4.2 Estimated Enrolments (Senate Co-op Policy)**

*Provide details on projected enrolments for the first five years of operation of the revised program in the following table. (If the program is in operation, use actual and projected data.)*

*For Co-op programs: normally an annual intake of a minimum of 20 students is required for new co-op programs or programs with other experiential learning component.*

	First Year of Operation		Second Year of Operation		Third Year of Operation		Fourth Year of Operation		Fifth Year of Operation/Steady-state enrolment overall)	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
<i>In the regular program (non-co-op)</i>	12	2	24	4	36	6	48	8	48	8
<i>In the co-op/ experiential learning stream (if applicable)</i>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**B.4.3 Duplication (Ministry section 3)**

*Indicate whether the revised program is in a new area of study or delivery for the institution.*

*List similar programs at the same credential level offered by other institutions in the Ontario university system.*

*Resources to identify similar programs offered in Ontario include*

*<https://www.ontariouniversitiesinfo.ca/programs> and*

*<https://www.universitystudy.ca/search-programs/>. Also, list similar programs in the geographically contiguous area, e.g., Michigan/Detroit.*

*If the revised program is similar to others in the Ontario university system, demonstrate that societal need and student demand justify the duplication. Identify innovative and distinguishing features of the revised program in comparison to similar programs*

Most comprehensive universities in Ontario have Music programming whether it be a conservatory model, options for major/minor concentration, or service-oriented courses. Our new Music programming initiative features inter-genre study and concurrent education options that are unique within Ontario. The new programming has potential for more diverse music genres and topics and will also be more accessible for non-majors to participate in SoCA operations.

**B.5 RESOURCES**

*[The resource impact of a proposal is almost never neutral. Note: Proposers must also complete and submit the attached **Budget Summary** (Appendix A) with the revised program proposal.]*

**B.5.1 Resources Available**

**B.5.1.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)**

*Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the revised program. Please do not name specific individuals in this section.*



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*Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university.*

*Provide an assessment of the reliance of the revised program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. Consider, for example: faculty resources (within and outside the unit), existing courses (within and outside the unit), equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources, staff support, library, teaching and learning support, information technology support, laboratory access, student support services, space, equipment, facilities, GA/TA.*

The current resources for these revisions are all in place with two exceptions: SoCA is greatly saddened to have lost a faculty member to cancer and one of the schools LTA positions has expired. The new program is flexible with existing resources, but the programming will flourish with additional faculty mentorship. The revised program will require fewer resources in the core of year 1 and 2 allowing for more program variety later in the program.

**B.5.1.1a Faculty Expertise Available and Committed to Supporting the Revised Program (QAF section 2.1.2.6; 2.1.2.7; 2.1.2.8)**

*Assess faculty expertise available and actively committed to supporting the revised program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in and achieve the goals of the revised program and foster the appropriate academic environment, and of the appropriateness of this collective faculty expertise to contribute substantially to the revised program including student mentoring. Include:*

- *evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record)*
- *evidence that faculty have the recent research or professional/clinical expertise needed to sustain the revised program, promote innovation, and foster an appropriate intellectual climate*
- *any other evidence that the revised program and faculty will ensure the intellectual quality of the student experience*

All current SoCA Music faculty (3 tenured faculty with collective expertise in musicology, performance, conducting, education/pedagogy, and theory/composition) are teaching and administrating the current program. The revisions are a streamlining of the program which will allow the faculty greater reach to majors and non-majors at the University of Windsor. eCVs of faculty are available on request.

**B.5.1.1b Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)**

*Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.*

SoCA | Music relies on 2-4 Sessional instructors per terms for a variety of courses. The program also employs Special Instructors for applied music courses, though these contracts often require only 1-4 hours weekly.

**B.5.1.1c Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)**

*Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.*

N/A

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**B.5.1.1d Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)**

*Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.*

N/A

**B.5.1.2 Anticipated New Resources (QAF sections 2.1.2.6)**

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revised program.*

SoCA Anticipates no new resources but would greatly welcome replacement resources for the two positions lost in 2022-2023.

**B.5.1.3 Planned Reallocation of Resources and Cost-Savings**

*Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the revised program. (e.g., streamlining existing programs and courses, deleting courses, etc.)*

This is the category that is most relevant to this round of major changes. This revision will combine the Music Theory and Aural Skills studies into a 4 semester Theory and Musicianship core. This will eliminate four 1.5-unit courses. The more advanced theory or skills topics will be included in 2000 or 3000 level theory programming providing more upper division options.

The Ensembles courses provide excellent opportunities for non-major Arts credits, but have been hampered by the 1.5 Unit weighting. The 3.0-unit ensembles will be bolstered by studies in ensemble conducting and score study.

These two initiatives will provide both cost-savings, but also eliminate administrative difficulties relates to course overloading.

**B.5.1.4a Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)**

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

<b>Faculty:</b>	n/a, but SoCA would welcome 1-2 positions to replace the positions lost in 2022-23
<b>Staff:</b>	n/a
<b>GA/TAs:</b>	n/a

**B.5.1.4b Additional Institutional Resources and Services Required by all Affected Areas or Departments (QAF section 2.1.2.6f)**

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

*If not applicable, write n/a.*

<b>Library Resources and Services:</b>	n/a
<b>Teaching and Learning Support:</b>	n/a
<b>Student Support Services:</b>	n/a
<b>Space and Facilities:</b>	n/a
<b>Equipment (and Maintenance):</b>	n/a

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**C. Program Details**

**C.1 Admission Requirements (QAF section 2.1.2.5)**

*Describe new or changes to*

- *program-specific admission requirements,*
- *selection criteria,*
- *credit transfer,*
- *arrangements for exemptions or special entry, and*
- *alternative admission requirements, if any, for admission into the program, such as minimum average, additional language requirements or portfolios, recognition of prior work or learning experience (and how this will be assessed), etc.*

There are no changes here from the existing degree, but the following language could be added that appears in the Honours BA in Music.

**Admission Requirements**

~~Permission from both Music and the second area of study is required to enroll in this degree program. No audition is required to enrol in this for the degree~~ **though students may require an audition/faculty screening for performance courses such as ensembles and private lessons.** ; however, it is necessary to audition for the required ensemble courses and to pass the examinations for MUSC-1120 and MUSC-2220.

**C.1.1 Admission Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.5)**

*Demonstrate that admission requirements for the revised program are sufficient to prepare students for successful attainment of the intended learning outcomes (degree level expectations) established for completion of the program.*

Music's learning outcomes can be broken down into the following categories.

Applied music outcomes (performance, technical skills, ear training, musical interpretation)

Such outcomes are most strongly addressed in the private lessons and ensembles courses, but also in some music education and music theory courses. Students take courses in this area almost every term.

Cultural/historical analysis, research skills, and critical thinking

These outcomes are most strongly addressed in Musicology/Music History courses. Music student take a minimum of four courses in this area.

Rudiments, analysis, creation of musical materials

These outcomes are most strongly addressed in Theory/Composition courses. Music student take a minimum of four courses in this area.

Outcomes related to music education and musical pedagogy

These outcomes are most strongly addressed in Music Education and Methods/Techniques courses. Most music students take four to six of these courses in their program at a minimum.

**C.2 Program Curriculum Structure/Program of Study (QAF sections 2.1.2.3 and 2.1.10)**

*NB: For graduate programs, provide evidence that each graduate student in the revised program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses. Include course requirements with course numbers and course names.*

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*Identify in BOLD and STRIKETHROUGH the changes to program requirements.*

**Combined BA in Music**

**Total courses:** forty

**Other Regulations**

1) Music courses whose **second** ~~middle~~ digit is 0 may not count towards this degree.

**Degree requirements:**

- (a) Music: seventeen courses consisting of MUSC-1120, MUSC-1130, MUSC-1260, MUSC-1270, MUSC- 2120, MUSC-2130; ~~plus two 1.50 credit hour courses, MUSC-2220 and MUSC-2230; a minimum of four semesters of e-Ensemble courses up to a maximum of eight 1.5 credit courses;~~ **four Academic Music courses (History & Literature, Music Theory/Composition, and/or Music Education);** plus **three** additional Music courses. ~~to a total of seventeen.~~
- (b) Course requirements-Other Subject: courses used to calculate the major average in the other subject area, as prescribed by that area of study.
- (c) GART-1500 and GART-1510
- (d) Other courses, as required, from any area of study to a total of forty courses.

**Courses used to calculate the major average are:**

Courses used to calculate the major average are: courses listed under requirements (a) to (b), and any courses taken in the major area(s) of study.

**Description of thesis option (if applicable):** N/A

**C.2.1 Co-op/Experiential Learning Component (if applicable)**

*Provide requirements for the co-op/experiential learning component, including length of co-op/experiential learning component and credit weight, and explain how they differ for students who complete the experiential learning option and those who opt not to.*

*\*Ensure that learning outcomes for the co-op/experiential learning component have been included in the learning outcomes table. (C.4)*

N/A

**Is the completion of the experiential learning/co-op component a requirement of the revised program?**

N/A

**C.2.2 Suggested Sequencing for Revised Program (Optional)**

*Provide suggested program sequencing for each year of the revised program (including any work/study/placement sequencing), ensuring that all pre-requisites are met in the sequencing.*

*For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).*

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**Combined BA Honours Music Programs - Example course flow chart**

**Year 1**

Fall Term

MUSC 1120

MUSC 1260

GART 1500

Other major concentration course\*

Other major concentration course\*

Winter Term

MUSC 1130

MUSC 1270

GART 1510

MUSP Ensemble

Other major concentration course\*

**Year 2**

Fall Term

MUSC 2120

Music Option

Other major concentration course\*

Other major concentration course\*

Other major concentration course\*

Winter Term

MUSC 2130

MUSP Ensemble

Other major concentration course\*

Other major concentration course\*

Other major concentration course\*

**Year 3**

Fall Term

Music Option (Academic)

Music Option

Other major concentration course\*

Other major concentration course\*

Other major concentration course\*

Winter Term

MUSP Ensemble

Music Option (Academic)

Other major concentration course\*

Other major concentration course\*

Other major concentration course\*

**Year 4**

Fall Term

Music Option (Academic)

Music Option

Other major concentration course\*

Other major concentration course\*

Other major concentration course\*

Winter Term

MUSP Ensemble

Music Option (Academic)

Other major concentration course\*

Other major concentration course\*

Other major concentration course\*

\* = If other major concentration courses are satisfied, remaining courses may be in any area of study including additional courses in Music.

**C.2.3 Program Structure/Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.6)**

*Describe how the structure and requirements of the revised program are sufficient to prepare students for successful attainment of the intended program-level learning outcomes and the associated undergraduate or graduate degree level expectations.*

There are no changes here from the previous program, but the new structure will allow for a larger variety of upper division studies after the streamlined core courses are completed.

**C.3.1 For Graduate Program ONLY (QAF sections 2.1.2.3; Senate Co-op Policy)**

**C.3.1.1 Normal Duration for Completion**

*Provide a clear rationale for program length that ensures that the revised program requirements can be reasonably completed within the proposed time period.*

N/A

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**C.3.1.2 Program Research Requirements**

*For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for completion of the revised program.*

N/A

**C.3.1.3 New or Changes to Fields in a Graduate Program (optional)**

*Where fields are contemplated, provide the following information:  
The master's program comprises the following fields: ...[list, as applicable]  
The PhD program comprises the following fields: ...[list, as applicable]*

N/A

**C.3.2 For All Program Proposals**

**C.3.2.1 New or Changes to Standing Required for Continuation in Program**

*Minimum average requirements for continuation in the program.  
Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.  
  
Specify new or changes to standing required for continuation in the experiential learning option or co-op option of the revised program, where applicable.*

No changes.

**C.3.2.2 New or Changes to Standing Required for Graduation**

*Minimum average requirement to graduate in the program.  
Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.  
Specify new or changes to standing required for graduation in the experiential learning option or co-op option of the revised program, where applicable.*

No changes.

**C.4 NEW OR CHANGES TO LEARNING OUTCOMES (Degree Level Expectations)(QAF section 2)**

**COMPLETE THIS TABLE FOR UNDERGRADUATE PROGRAMS**

*In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate" by listing them in the appropriate rows.*

*A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework.*

*Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes (degree level expectations).*

***For Combined Programs and Concurrent Offerings:*** *The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two*

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*disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.]*

**For programs with an Experiential Learning or Co-op Option:** *Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.*

**Combined BA in Music**

<p><b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<p>A. Recognize and describe a range of melodic, harmonic, rhythmic and formal structures in diverse music styles and time periods (also E).</p> <p>Assess formal and conceptual materials from Music and another discipline.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>B. Access, retrieve, and evaluate information through written analysis and criticism in Music and their other field of concentration.</p> <p>Define technical and analytical problems in musical culture, performances and ensemble rehearsals settings.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>C. Critically evaluate and apply relevant theory in Music and another field of study.</p> <p>Demonstrate problem-solving in the practice, rehearsal, and performance of music in collaborative settings.</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>
<p>D. Apply relevant vocabulary, techniques, and methods from both Music and another discipline.</p> <p>Employ applied musical literacy/numeracy skills to their voice/instrument to develop performance practice in an independent and ensemble setting.</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. Proficiently engage in group activities such as music ensembles and collaborative research projects to</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>

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<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i>  <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
cultivate team building and experiential learning for professional music career settings.  Identify and apply models of professional responsibility in rehearsal, performance, and academic settings.		
F. Demonstrate interpersonal, communication, research, and presentation skills in music and another area of study. (Also applies to G).	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. Effectively communicate both verbally, non-verbally, and musically in ensemble settings.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Demonstrate musicianship, technical proficiency, interpretation and understanding in performance and academic research.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Learn independently through performance and study/research to meet individual professional goals in music and another major study concentration.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

**C.4.3 Mode of Delivery (QAF section 2.1.2.2)**

*Demonstrate that the proposed modes of delivery are appropriate to facilitate students' successful attainment of the new or revised program learning outcomes. Discuss online vs. face-to-face (e.g., lecture, seminar, tutorial, lab) modes of delivery, as well as specialized approaches intended to facilitate the acquisition of specific skills, knowledge, and attitudes.*

No changes.

**D. MONITORING AND EVALUATION (QAF section 2.1.2.4)**

*Describe and explain the appropriateness of the proposed methods of assessing student achievement given the new or revised intended learning outcomes and degree level expectations.*

There are no significant changes here from the existing program, though the Music faculty will monitor student success in aural and keyboard skills in the new core sequencing to see if these topics should be reinforced in upper level special topics programming.

**D.1 Plan for Documenting and Demonstrating Program Quality and Student Performance (QAF section 2.1.2.4)**

*Describe the appropriateness of the plans to monitor and assess:*

- the overall quality of the revised program;



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- *whether the revised program is achieving in practice its proposed objectives;*
- *whether its students are achieving the program-level learning outcomes;*
- *the perceived student workload and student experience; and*
- *how the resulting information will be documented and subsequently used to inform continuous program improvement.*

There are no significant changes here from the existing program, though the Music faculty will monitor student success in aural and keyboard skills in the new core sequencing to see if these topics should be reinforced in upper level special topics programming.

**E. NEW OR REVISIONS TO EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Co-op Policy)**

*[Complete this section ONLY if the program change includes new or revisions to the experiential learning/co-op component involving paid or unpaid placements.]*

N/A

Noted at PDC: Appendix A, Budget Summary Sheet, was not necessary as this is an existing program with predominantly cost savings-oriented changes.

**University of Windsor  
Senate**

5.1.5: **Concurrent Bachelor of Music (Music Education)/Bachelor of Education – Major Program Changes (Form B)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the major program changes to Concurrent Bachelor of Music (Music Education)/Bachelor of Education be approved.^\***

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- This major program change has been approved by the School of Creative Arts, the Faculty of Arts, Humanities, and Social Sciences Coordinating Council, the Faculty of Education, the Provost (January 22, 2024), and the Program Development Committee.
- *See attached.*

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**A. Basic Program Information**

<b>Faculty(ies)</b>	FAHSS/Faculty of Education
<b>Department(s)/School(s)</b>	School of Creative Arts
<b>Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)</b>	Concurrent Bachelor of Music Education/Bachelor of Education
<b>Proposed Year of Offering*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2024
<b>Mode of Delivery:</b>	In person, In Residence
<b>Planned steady-state Student Enrolment (per section B.4.2)</b>	48
<b>Normal Duration for Completion:</b>	Five Years
<b>Will the program run on a cost-recovery basis?</b>	Some classes may have fees, but not program wide

**B. Major Program Changes - Overall Plan**

**B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.2.1; Ministry section 3)**

*Please provide a rationale for the proposed change, including a brief statement about the direction, relevance and importance of the revised program.*

*Describe the overall aim and intended impact of the revised program.*

*Describe the consistency of the revised program with the institution's mission, goals and objectives as defined in its strategic plan. (to view the strategic plan go to: [www.uwindsor.ca/president](http://www.uwindsor.ca/president))*

This is the most complex set of major changes among SoCA Music Programs. This primary goal is to make the Concurrent music education program consistent with other concurrent programs by reducing the number of courses required and renaming the Honours Bachelor of Music (Music Education) stream to Bachelor of Music Education. The music module of the concurrent program will be 30 courses which will allow the student to complete the program in a timely manner and eliminating excessive course overloading and out of residence coursework. Students completing the concurrent program are welcome to return to SoCA to complete the Honours Bachelor of Music program in year 6 or at a later date.

In addition to the restructuring of the concurrent degree, SoCA seeks to find flexibility within the programs for students to study non-Western musical idioms, including indigenous topics. SoCA will also be streamlining its core courses and course weighting as recommended in recent IQAP reviews.

**B.2 Changes to Program Content (QAF Section 2.1.2.2)**

*Evidence that the revised curriculum is consistent with the current state of the discipline or area of study.*

The primary changes involve amalgamating our music theory and musical skills courses into a four course Music Theory and Musicianship sequence that will integrate written work, sight singing, musical dictation, and some keyboard skills. This will eliminate four 1.5-credit courses that create issues with course overloads and faculty teaching loads. This change recognizes that students entering university are getting less preparatory training in the area of Music Theory. Select analysis and contemporary music techniques can be addressed in 3000 or 4000 level music theory courses or special topics courses as needed.

The other change will be weighting the Ensemble courses at 3 units instead of 1.5 units. This will eliminate all 1.5-unit courses that create issues with course overloads and faculty teaching loads. The contact hours of these courses already justify a full course weight. However, we will be also adding assessments related to score study/analysis and ensemble leadership to the courses.

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The proposed structure is below under C1 and C2 below.

**B.2.1 Unique or Innovative Curriculum, Program Delivery, or Assessment Practices (QAF Section 2.1.1)**

*State the unique or innovative curriculum, program delivery, or assessment practices distinguishing the revised program from existing programs elsewhere, **as appropriate.***

This program is one of only 2 concurrent music programs in Ontario. Moreover, SoCA's music programs contains lesson streams in jazz/pop as well as classical music and students can engage in both mediums during their degree to find their path in terms of aptitude and artistic passion. These two streams are separate in other Canadian music programs where intersecting across musical genres is often discouraged. This set of changes reduces the Music Theory core by four courses (eliminating the 1.5-unit courses) The MUSC 1120, 1130, 2120, 2130 course will now entail musicianship skills and a strong emphasis on rudiments and musical workforce skills. Some of the topics found in the 2000 level theory courses will appear in 3000 level courses (using Special Topics course codes or eventually permanent courses that rotate less frequently. These changes also reweight our Ensembles courses to 3 units. These changes will better facilitate Arts credit options for non-Music majors at the University of Windsor.

**B.2.2 Indigenous (First Nations, Métis, or Inuit) Content, Perspectives, or Material**

*The University of Windsor is committed to building and sustaining stronger, more meaningful inclusive partnerships with Indigenous students, scholars, and communities. Indigenization of curriculum takes place in a larger context, including a requirement to respond to the four Calls to Action in education of the [Truth and Reconciliation Report](#) (2015) (page 1), the unique legal requirements of the [Constitution Act 1982](#) (Sections 25, 35), the provincial legal requirements of the [Ontario Human Rights Code](#), 1990, and provincial legislation [Bill Pr36](#) (1967).*

*In revising this program, **how** has consideration been given to incorporating Indigenous (First Nations, Métis, or Inuit) content, perspectives, or material into the curriculum?*

*Please consider these prompt questions and [additional Resources](#) including disciplinary examples:*

- *What **process** has your department/Faculty used to consider Indigenization?*
- ***How** have you considered the importance or relevance to the course/program?*
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
- *What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?*
- *What have other similar courses/programs done that might be relevant to your course/program?*
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- *Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form such as learning outcomes and/or in the syllabus where appropriate?*

The School of Creative Arts is in the process of reviewing its practices and curriculum across our disciplines to ensure that our programs include Indigenous content and are inclusive to Indigenous participants. This process includes reviewing internal factors of our courses such as readings, listening lists, performance repertoire, and artistic mediums as well as retaining our high standards of respectful/inclusive verbal/written communication within the school.

# PROGRAM DEVELOPMENT COMMITTEE

## MAJOR PROGRAM CHANGES

### FORM B

SoCA is cognisant to the fact that fine arts programs built on a European centric model and have been consistently working with non-European subject matter as well as artistic work whose thematic actively engage diverse practices and cultures. We believe our current programming promotes strong personal artistic fundamentals combined with cohort cohesion among our student population; with this foundation and vigilant examination of our curriculum materials, we are confident that the environment and programming at SoCA will be a welcoming home for Indigenous content (eg., musical study of Indigenous rhythm, melody, and musical practice) and community.

SoCA has developed land acknowledgement statements that are stated at all public events and AAU meetings. SoCA created its 2023-2024 major program changes initiative to allow more space within the forty-course curriculum for Indigenous content within existing courses and/or Indigenous themed courses. In addition to seeking more Indigenous material within extant courses, the program has streamlined the core curriculum to allow flexibility for new Indigenous Special Topics programming and/or allows for coursework flexibility so students can take more cross-campus courses with Indigenous themes.

#### **B.3 Changes to Program Name and Degree Designation/Nomenclature (QAF Section 2.1.2.1; Ministry section 1)**

*Explanation of the appropriateness of the proposed new name and degree designation for the program content and current usage in the discipline*

The new title reflects the change in degree designation. The music component of the concurrent program will be a general degree instead of an honours degree to maintain a more attainable path to graduation as well as consistency with other concurrent offerings at the University of Windsor.

#### **B.4 DEMAND FOR THE MODIFIED PROGRAM**

##### **B.4.1 Student and Market Demand/Societal Need (Ministry section 1)**

*Describe the tools and methodology used to conduct the market assessment and/or societal need assessment in support of the proposed program revisions, where appropriate.*

*Provide quantitative evidence of student and market demand for the revisions to the program, both within and outside the local region (e.g., responses/statistics from surveys, etc.), where appropriate.*

*Provide evidence of societal need for graduates of the revised program, including expert input. Proposers should consider, where appropriate, the:*

- 1) dimensions of the societal need (e.g., socio-cultural, economic, scientific, or technological),*
- 2) the geographic scope of the societal need (e.g., local, regional, provincial, or national), and/or*
- 3) the anticipated duration of, and trends in societal need.*

*Append any comments or letters solicited from potential employers and/or relevant professional associations regarding the need for graduates of the revised program within their organization and field of endeavour.*

The societal need for music training, musical culture, musical enrichment, and professional musicians is stronger than it has ever been in spite of Conservative and Neoliberal policies affecting funding for Arts programs in Ontario.

Graduates from our current Bachelor of Music programs and current students provide a large share of cultural core activities in Windsor/Essex and beyond. They teach music and other fields in the school boards or privately. They enrich and fortify the resumes of future doctors, lawyers, and other professionals who require artistic experience in their university applications. Our local music and theatre cultural base (both performance, education, and administration) greatly features graduates from our program.

Music is an essential aspect of all human civilizations and has the power to emotionally, morally, and culturally affect society. When people from one culture exchange music with each other, they gain valuable insight into another way of life. Learning how music and social bonding are tied is especially crucial in times of conflict when

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other lines of communication prove to be challenging. Music, as a cultural right, may aid in the promotion and protection of other human rights. It can help in the healing process, dismantling walls and boundaries, reconciliation, and education. Around the world, music is being used as a vehicle for social change and bringing communities together.

At the core of our everyday experience with music, we use it to relax, express ourselves, come to terms with our emotions, and generally improve our well-being. It has evolved into a tool for healing and self-expression, often dictating how we, as individuals, take steps to impact society.

**B.4.2 Estimated Enrolments (Senate Co-op Policy)**

*Provide details on projected enrolments for the first five years of operation of the revised program in the following table.  
(If the program is in operation, use actual and projected data.)*

*For Co-op programs: normally an annual intake of a minimum of 20 students is required for new co-op programs or programs with other experiential learning component.*

	First Year of Operation		Second Year of Operation		Third Year of Operation		Fourth Year of Operation		Fifth Year of Operation/Steady-state enrolment overall)	
	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l	Domestic	Int'l
<i>In the regular program (non-co-op)</i>	10	2	20	4	30	6	40	8	40	8
<i>In the co-op/experiential learning stream (if applicable)</i>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**B.4.3 Duplication (Ministry section 3)**

*Indicate whether the revised program is in a new area of study or delivery for the institution.*

*List similar programs at the same credential level offered by other institutions in the Ontario university system. Resources to identify similar programs offered in Ontario include <https://www.ontariouniversitiesinfo.ca/programs> and <https://www.universitystudy.ca/search-programs/>. Also, list similar programs in the geographically contiguous area, e.g., Michigan/Detroit.*

*If the revised program is similar to others in the Ontario university system, demonstrate that societal need and student demand justify the duplication. Identify innovative and distinguishing features of the revised program in comparison to similar programs*

Most comprehensive universities in Ontario have Music programming whether it be a conservatory model, options for major/minor concentration, or service-oriented courses. Our new Music programming initiative features inter-genre study and concurrent education options that are unique within Ontario. The new programming has potential for more diverse music genres and topics and will also be more accessible for non-majors to participate in SoCA operations.

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**B.5 RESOURCES**

*[The resource impact of a proposal is almost never neutral. Note: Proposers must also complete and submit the attached **Budget Summary** (Appendix A) with the revised program proposal.]*

**B.5.1 Resources Available**

**B.5.1.1 Resources In Support of the Revised Program and Resource Implications for Other Campus Units or Programs (QAF section 2.1.2.6)**

*Describe, in general terms, all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the revised program. Please do not name specific individuals in this section.*

*Describe the impact of the planned utilization of existing human, physical and financial resources (within and outside the unit) on other existing programs in the department or at the university.*

*Provide an assessment of the reliance of the revised program on existing resources from other campus units and include evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities. Consider, for example: faculty resources (within and outside the unit), existing courses (within and outside the unit), equipment or facilities outside the proposer's control, external resources requiring maintenance or upgrading using external resources, staff support, library, teaching and learning support, information technology support, laboratory access, student support services, space, equipment, facilities, GA/TA.*

The current resources for these revisions are all in place with two exceptions: SoCA is greatly saddened to have lost a faculty member to cancer and one of the schools LTA positions has expired. The proposed revisions are flexible with existing resources, but the programming will flourish with additional faculty mentorship. The revised program will require fewer resources in the core of year 1 and 2 allowing for more program variety later in the program.

**B.5.1.1a Faculty Expertise Available and Committed to Supporting the Revised Program (QAF section 2.1.2.6; 2.1.2.7; 2.1.2.8)**

*Assess faculty expertise available and actively committed to supporting the revised program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in and achieve the goals of the revised program and foster the appropriate academic environment, and of the appropriateness of this collective faculty expertise to contribute substantially to the revised program including student mentoring.*

*Include:*

- evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record)*
- evidence that faculty have the recent research or professional/clinical expertise needed to sustain the revised program, promote innovation, and foster an appropriate intellectual climate*
- any other evidence that the revised program and faculty will ensure the intellectual quality of the student experience*

All current SoCA Music faculty (3 tenured faculty with collective expertise in musicology, performance, conducting, education/pedagogy, and theory/composition) are teaching and administrating the current program. The revisions are a streamlining of the program which will allow the faculty greater reach to majors and non-majors at the University of Windsor. eCVs of faculty are available on request.

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**B.5.1.1b Extent of Reliance on Adjunct, Limited-term, and Sessional Faculty in Delivering the Revised Program (QAF section 2.1.2.6)**

*Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program and the associate plans to ensure the sustainability of the revised program and quality of the student experience.*

SoCA | Music relies on 2-4 Sessional instructors per terms for a variety of courses. The program also employs Special Instructors for applied music courses, though these contracts often require only 1-4 hours weekly.

**B.5.1.1c Graduate Faculty Qualifications and Supervisory Loads (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)**

*Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.*

N/A

**B.5.1.1d Financial Assistance for Graduate Students (where appropriate) (FOR GRADUATE PROGRAMS ONLY) (QAF section 2.1.2.7)**

*Where appropriate to the revised program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.*

N/A

**B.5.1.2 Anticipated New Resources (QAF sections 2.1.2.6)**

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revised program.*

SoCA Anticipates no new resources but would greatly welcome replacement resources for the two positions lost in 2022-2023.

**B.5.1.3 Planned Reallocation of Resources and Cost-Savings**

*Describe all opportunities for internal reallocation of resources and cost savings identified and pursued by the area/department in support of the revised program. (e.g., streamlining existing programs and courses, deleting courses, etc.)*

This is the category that is most relevant to this round of major changes. This revision will combine the Music Theory and Aural Skills studies into a 4 semester Theory and Musicianship core. This will eliminate four 1.5-unit courses. The more advanced theory or skills topics will be included in 2000 or 3000 level theory programming providing more upper division options. The Ensembles courses provide excellent opportunities for non-major Arts credits, but have been hampered by the 1.5 Unit weighting. The 3.0-unit ensembles will be bolstered by studies in ensemble conducting and score study. These two initiatives will provide both cost-savings, but also eliminate administrative difficulties relates to course overloading.

**B.5.1.4a Additional Resources Required – Resources Requested (QAF section 2.1.2.6f)**

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the revised program. If not applicable, write n/a.*

<b>Faculty:</b>	n/a, but SoCA would welcome 1-2 positions to replace the positions lost in 2022-23
<b>Staff:</b>	n/a
<b>GA/TAs:</b>	n/a



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**B.5.1.4b Additional Institutional Resources and Services Required by all Affected Areas or Departments (QAF section 2.1.2.6f)**

*Describe all **additional institutional resources and services** required by all affected areas or departments to run the revised program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance. If not applicable, write n/a.*

<b>Library Resources and Services:</b>	n/a
<b>Teaching and Learning Support:</b>	n/a
<b>Student Support Services:</b>	n/a
<b>Space and Facilities:</b>	n/a
<b>Equipment (and Maintenance):</b>	n/a

**C. Program Details**

**C.1 Admission Requirements (QAF section 2.1.2.5)**

*Describe new or changes to*

- *program-specific admission requirements,*
- *selection criteria,*
- *credit transfer,*
- *arrangements for exemptions or special entry, and*
- *alternative admission requirements, if any, for admission into the program, such as minimum average, additional language requirements or portfolios, recognition of prior work or learning experience (and how this will be assessed), etc.*

No changes to admissions. SoCA still holds auditions live or by video for BMus programs. The undergraduate calendar erroneously lists a music theory evaluation requirement, which we no longer do. It was addressed in a previous PDC change, but the change was not made. SoCA has re-included this change in the new calendar language.

**Admission Requirements**

**Admission will be to first year entering directly from high school only, with a minimum average of 75%.** In addition to meeting the regular requirements for admission to the University, admission to Bachelor of Music programs is conditional upon a successful audition evaluated by faculty members in Music. The audition will consist of:  
~~(a) a theory evaluation test designed to show the nature and extent of the student's aptitude in music theory;~~  
~~(b) a performance of at least ten minutes' length on the student's major instrument, showing a grasp of a variety of styles.~~

Candidates should contact a program advisor in Music for specific requirements in the various performance media. If an accompanist from Music is required, four weeks' prior notice must be given to the Music office, and an accompanist's fee will be charged. Candidates auditioning in Voice or Orchestral Instruments must perform at least one selection with accompaniment. Candidates should apply for an audition on-line at [www.uwindsor.ca/music/audition-requirements](http://www.uwindsor.ca/music/audition-requirements).

**C.1.1 Admission Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.5)**

*Demonstrate that admission requirements for the revised program are sufficient to prepare students for successful attainment of the intended learning outcomes (degree level expectations) established for completion of the program.*

Admission requirements include an audition to ensure students have a sufficient musical and technical abilities to successfully pass the courses.

Music's learning outcomes can be broken down into the following categories.

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Applied music outcomes (performance, technical skills, ear training, musical interpretation)

Such outcomes are most strongly addressed in the private lessons and ensembles courses, but also in some music education and music theory courses. Students take courses in this area almost every term.

Cultural/historical analysis, research skills, and critical thinking

These outcomes are most strongly addressed in Musicology/Music History courses. Music student take a minimum of four courses in this area.

Rudiments, analysis, creation of musical materials

These outcomes are most strongly addressed in Theory/Composition courses. Music student take a minimum of four courses in this area.

Outcomes related to music education and musical pedagogy

These outcomes are most strongly addressed in Music Education and Methods/Techniques courses. Most music students take four to six of these courses in their program at a minimum.

**C.2 Program Curriculum Structure/Program of Study (QAF sections 2.1.2.3 and 2.1.10)**

*NB: For graduate programs, provide evidence that each graduate student in the revised program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses. Include course requirements with course numbers and course names. Identify in **BOLD** and ~~STRIKETHROUGH~~ the changes to program requirements.*

**Concurrent Bachelor of ~~Music (Honours-Music Education)~~/ Bachelor of Education**

**Degree requirements:**

**Total courses:**

**Thirty ~~Forty~~ (plus 20 Units in the Faculty of Education)**

All students are required to complete the requirements of the Bachelor of Education degree program, in addition to the following Bachelor of Music course requirements:

- (a) History and Literature (Musicology/Ethnomusicology): three courses, consisting of MUSC-1260, MUSC-1270 and one of MUSC-3460, MUSC-2270, **MUSC-3200**, MUSC-3260, MUSC-3270, MUSC-3170, MUSC-3460, MUSC-4260, MUSC-4270, **MUSC-4360**, MUSC-4370, MUSC-4470, **MUSC 2900**, MUSC-2490.
- (b) Theory and Composition: **four** ~~six~~ courses, consisting of MUSC-1120, MUSC-1130, MUSC-2120, MUSC-2130. ~~; and the 1.50 credit hour courses MUSC-2220, MUSC-2230, MUSC-3220, and MUSC-3230.~~
- (c) Performance Studies: **four** ~~eight~~ courses, consisting of one course from the series MUSP-3470 to MUSP-3690, or MUSP-3710 (taken **four** ~~eight~~ times).
- (d) Ensembles: four courses ~~from~~, consisting of ~~eight 1.50 credit hour courses (one in each of eight terms)~~ of MUSP-2100, MUSP-2200, or MUSP-3100. Up to ~~6~~ **7.5** Units of this requirement may be completed with the MUSP-2400 course.
- e) Methods and Pedagogy: **four** ~~five~~ courses, consisting of ~~MUSC-2390~~, MUSC-2480 and **three from MUSC-2390**, MUSC-2550, MUSC-2690, and MUSC-2790.
- ~~(f) Music Education: four courses, consisting of MUSC-2850, MUSC-4840, MUSC-4850 and MUSC-4940.~~
- (f) (g) three** ~~two~~ additional **Music** courses in History and Literature (Musicology) or Theory and Composition, or one course in the above areas plus ~~two 1.50 courses in Ensembles~~. **Additional Methods and Pedagogy and/or Music Education courses are recommended (MUSC-2850, MUSC-4840, MUSC-4850, MUSC-4940, MUSC-2490, MUSC-2390, MUSC-2550, MUSC-2690, MUSC-2790)**. If the student's second teachable requires more than six courses,

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**this category may be used to fulfill those requirements (requires an ADV exemption from the SoCA Undergraduate Coordinator).**

**(g)** ~~(h)~~ GART-1500, GART-1510;

**(h)** ~~(i)~~ six courses from any area of study, excluding Music, that are required for the student's second teachable.

**Courses used to calculate the major average are:**

Courses used to calculate the major average are: courses listed under requirements (a) to ~~(g)~~ **(f)**, and any courses taken in the major area(s) of study.

**Bachelor of Education Requirements**

Total course equivalents: Twenty

All students are required to complete the requirements of the Bachelor of ~~Music~~ Music Education ~~(Honours)~~ degree program, in addition to the following Education courses: EDUC-5201 (1.5), EDUC-5202 (1.5), EDUC-5203 (3.0), EDUC-5204 (3.0), EDUC-5206 (1.5), EDUC-5207 (3.0), EDUC-5208 (1.5), EDUC-5209 (1.5), EDUC-5210 (1.5), EDUC-5231 (1.5), EDUC-5331 (1.5), EDUC-5332 (3.0) EDUC-5333 (1.5), EDUC-5334 (1.5), EDUC-5335 (1.5), EDUC-5336 (1.5), EDUC-5337 (1.5), EDUC-5338 (1.5), EDUC-5339 (1.5), EDUC-5431 (1.5), EDUC-5367 or EDUC-5368, (6.0) plus one additional teachable subject selected from the Education Calendar and, EDUC-5499 (12.0) Students planning on teaching in the Roman Catholic School Board must also take EDUC-5200 (1.5).

**Optional: Students completing the Concurrent Bachelor of Music Education/Bachelor of Education may return to the School of Creative Arts for an additional year to complete an Honours Bachelor of Music, which will benefit students interested in pursuing graduate programs or increase qualifications within school board teaching positions.**

Description of thesis option (if applicable): N/A

**C.2.1 Co-op/Experiential Learning Component (if applicable)**

*Provide requirements for the co-op/experiential learning component, including length of co-op/experiential learning component and credit weight, and explain how they differ for students who complete the experiential learning option and those who opt not to.*

*\*Ensure that learning outcomes for the co-op/experiential learning component have been included in the learning outcomes table. (C.4)*

N/A

**Is the completion of the experiential learning/co-op component a requirement of the revised program?**

N/A

**C.2.2 Suggested Sequencing for Revised Program (Optional)**

*Provide suggested program sequencing for each year of the revised program (including any work/study/placement sequencing), ensuring that all pre-requisites are met in the sequencing.*

*For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).*

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**Concurrent Bachelor of Music (~~Honours Music Education~~)/Bachelor of Education – Recommended Course Sequence**

First Year: Ten courses as per Music Education Calendar.

Second Year: Twelve courses as per Music Education Calendar.

Third Year: Eleven Courses as per Music Education Calendar.

Fourth Year: In the fourth year, students will take the entire Year 1 of the B.Ed. program, and Lessons (consisting of one course from the series MUSP-3470 to MUSP-3690, or MUSP-3710, taken twice [once in each semester]) and Ensemble (consisting of two courses of MUSP-2100, MUSP-2200, or MUSP-3100, taken once in each semester) from Music.

Fifth Year: In the fifth year, students will take the entire Year 2 of the B.Ed. program, and Ensemble (consisting of two courses of MUSP-2100, MUSP-2200, or MUSP-3100, taken once in each semester) from Music.

Summer: Students will take three second teachable courses in summer term, at any point in the degree, but prior to the final Education year (Year 5).

**Year 1**

**Fall Term**

**GART 1500**

**MUSC 1120**

**MUSC 1260**

**MUSP Lessons**

**MUSP Ensemble**

**Winter Term**

**GART 1510**

**MUSC 1130**

**MUSC 1270**

**MUSP Ensemble**

**Methods Course**

**Year 2**

**Fall Term**

**MUSC 2120**

**MUSP Lessons**

**MUSC 2480**

**Methods Course**

**Second Teachable Course**

**Winter Term**

**MUSC 2130**

**MUSP Lessons**

**MUSP Ensemble**

**Music Option**

**Second Teachable Course**

**Year 3**

**Fall Term**

**MUSP Lessons**

**Methods Course**

**Second Teachable Course**

**Second Teachable Course**

**Music Option**

**Winter Term**

**MUSP Ensemble**

**Music History Option**

**Second Teachable Course**

**Second Teachable Course**

**Music Option**

**Year 4**

**Fall Term**

**Courses as required by the  
Faculty of Education**

**Winter Term**

**Courses as required by the  
Faculty of Education**

**Year 5**

**Fall Term**

**Courses as required by the  
Faculty of Education**

**Winter Term**

**Courses as required by the  
Faculty of Education**

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**C.2.3 Program Structure/Requirements and Attainment of Learning Outcomes (QAF section 2.1.2.6)**

*Describe how the structure and requirements of the revised program are sufficient to prepare students for successful attainment of the intended program-level learning outcomes and the associated undergraduate or graduate degree level expectations.*

N/A

**C.3.1 For Graduate Program ONLY (QAF sections 2.1.2.3; Senate Co-op Policy)**

**C.3.1.1 Normal Duration for Completion**

*Provide a clear rationale for program length that ensures that the revised program requirements can be reasonably completed within the proposed time period.*

N/A

**C.3.1.2 Program Research Requirements**

*For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for completion of the revised program.*

N/A

**C.3.1.3 New or Changes to Fields in a Graduate Program (optional)**

*Where fields are contemplated, provide the following information:  
The master's program comprises the following fields: ...[list, as applicable]  
The PhD program comprises the following fields: ...[list, as applicable]*

N/A

**C.3.2 For All Program Proposals**

**C.3.2.1 New or Changes to Standing Required for Continuation in Program**

*Minimum average requirements for continuation in the program.  
Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.  
Specify new or changes to standing required for continuation in the experiential learning option or co-op option of the revised program, where applicable.*

No changes.

**C.3.2.2 New or Changes to Standing Required for Graduation**

*Minimum average requirement to graduate in the program.  
Must conform to the regulations for standing required for continuation in the program as set out in Senate policy.  
Specify new or changes to standing required for graduation in the experiential learning option or co-op option of the revised program, where applicable.*

No changes.

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**C.4 NEW OR CHANGES TO LEARNING OUTCOMES (Degree Level Expectations)(QAF section 2)**

**COMPLETE THIS TABLE FOR UNDERGRADUATE PROGRAMS**

*In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the Combined program or Concurrent offering (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate by listing them in the appropriate rows.*

*A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework.*

*Proposers are strongly encouraged to contact the Centre for Teaching and Learning for assistance with the articulation of learning outcomes (degree level expectations).*

***For Combined Programs and Concurrent Offerings:** The program learning outcomes would include the outcomes for the two standalone programs with a few additional outcomes to reflect the benefits of pursuing the two disciplines in an integrated manner. [For learning outcome A, the integration of knowledge can be within a program and between the two programs.]*

***For programs with an Experiential Learning or Co-op Option:** Include learning outcomes for the program with a few additional outcomes highlighted to reflect the benefits of pursuing the experiential learning/co-op option.*

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i>  <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
A. Recognize and describe a wide range of melodic, harmonic, rhythmic and formal structures in diverse music styles (also D).  Develop knowledge of and identify materials, methods, vocal and instrumental resources for use in K-12 education (also B).	A. the acquisition, application, and integration of knowledge	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
B. Develop collaborative work skills through research activities and oral/written presentations.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge

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<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i>  <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
C. Demonstrate critical thinking through speech, writing, discourse, and research activities  Demonstrate problem-solving skills through effective performance of music (also B).	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. Demonstrate aural skills through sight singing and through melodic, rhythmic, and harmonic dictation	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
E. Proficiently engage in group activities such as music ensembles and collaborative research projects to cultivate team building and experiential learning for professional music career settings.  Identify and apply models of professional responsibility in rehearsal, performance, and academic settings. (also I).	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. Demonstrate interpersonal, communication, research, and presentation skills in music and another area of study. (Also applies to G).	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
Apply critical and creative skills to solo/ensemble performance, research/writing, and teaching/pedagogical artistic practices (also I).	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

**C.4.3 Mode of Delivery (QAF section 2.1.2.2)**

*Demonstrate that the proposed modes of delivery are appropriate to facilitate students' successful attainment of the new or revised program learning outcomes. Discuss online vs. face-to-face (e.g., lecture, seminar, tutorial, lab) modes of delivery, as well as specialized approaches intended to facilitate the acquisition of specific skills, knowledge, and attitudes.*

No changes.

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**D. MONITORING AND EVALUATION (QAF section 2.1.2.4)**

*Describe and explain the appropriateness of the proposed methods of assessing student achievement given the new or revised intended learning outcomes and degree level expectations.*

There are no significant changes here from the existing program, though the Music faculty will monitor student success in aural and keyboard skills in the new core sequencing to see if these topics should be reinforced in upper level special topics programming. The program revisions and learning outcomes are being proposed to better align with skills expectations within the Faculty of Education.

**D.1 Plan for Documenting and Demonstrating Program Quality and Student Performance (QAF section 2.1.2.4)**

*Describe the appropriateness of the plans to monitor and assess:*

- *the overall quality of the revised program;*
- *whether the revised program is achieving in practice its proposed objectives;*
- *whether its students are achieving the program-level learning outcomes;*
- *the perceived student workload and student experience; and*
- *how the resulting information will be documented and subsequently used to inform continuous program improvement.*

There are no significant changes here from the existing program, though the Music faculty will monitor student success in aural and keyboard skills in the new core sequencing to see if these topics should be reinforced in upper level special topics programming. The program revisions and learning outcomes are being proposed to better align with skills expectations within the Faculty of Education.

**E. NEW OR REVISIONS TO EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Co-op Policy)**

*[Complete this section ONLY if the program change includes new or revisions to the experiential learning/co-op component involving paid or unpaid placements.]*

N/A

Noted at PDC: Appendix A, Budget Summary Sheet, was not necessary as this is an existing program with predominantly cost savings-oriented changes.



University of Windsor  
Senate

\*5.1.6: **Mathematics and Statistics – Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

This package contains the following course learning outcomes:  
MATH-1270 Linear Algebra (Engineering)

**MATH-1270 Linear Algebra (Engineering)**

*Note: Learning outcome were last updated May 14, 2018. These are revised learning outcomes.*

**LEARNING OUTCOMES TABLE**

<p><b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i></p>	<p><b>Characteristics of a University of Windsor Graduate</b></p>
<p><u>At the end of the course, the successful student will know and be able to:</u></p>	<p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<ul style="list-style-type: none"> <li>• Define and perform basic matrix operations (Also applies to D.)</li> <li>• Use matrices to solve systems of linear equations by elimination, or using inverses (Also applies to D.)</li> <li>• Represent linear relationships between several variables as matrix equations in a variety of contexts and applications, including geometric transformations and Markov processes(Also applies to D.)</li> <li>• Describe matrices as multivariable linear functions (Also applies to D.)</li> <li>• Solve problems involving linear relationships between several variables using matrix multiplication, elimination, and inverses. (Also applies to D.)</li> <li>• Use elementary matrices to reduce matrices and find inverses (Also applies to D.)</li> <li>• Recognize vectors, vector spaces, and subspaces geometrically as well as in the context of linear relationships between several variables(Also applies to D.)</li> <li>• Use the dot product to compute geometric quantities such as length, angle, shortest distance. (Also applies to D.)</li> <li>• Compute projections using the dot product as well as using projection matrices (Also applies to D.)</li> <li>• Solve problems in a variety of contexts using projection and dot product. (Also applies to D.)</li> <li>• Describe the determinant of a matrix in geometric terms (area, volume). (Also applies to D.)</li> <li>• Describe and use the relationship between zero area/volume and linear dependence of vectors (Also applies to D.)</li> <li>• Compute, and use properties of determinants (Also applies to D.)</li> <li>• Compute the inverse of a matrix using the cofactor matrix (Also applies to D.)</li> <li>• Describe linear independence and dependence geometrically and determine independence or dependence using elimination and determinants (Also applies to D.)</li> <li>• Define eigenvalues and eigenspaces and compute them using determinants and nullspace computations (Also applies to D.)</li> <li>• Describe and compute steady states and limiting states of a Markov process using eigenvalues and eigenvectors (Also applies to D.)</li> <li>• Solve problems in a variety of applications using eigenvalues and eigenvectors (Also applies to D.)</li> <li>• Describe, algebraically as well as in terms of the domain and codomain of a multivariable linear function, the fundamental subspaces associated to a matrix; integrate knowledge of those subspaces and their computations into solvability and solving of systems of linear equations, in a variety of applications(Also applies to D.)</li> <li>• Define and determine orthogonality (Also applies to D.)</li> </ul>	<p><b>A.</b> the acquisition, application and integration of knowledge</p>

<b>Course Learning Outcomes</b> <i>This is a sentence completion exercise.</i>	<b>Characteristics of a University of Windsor Graduate</b>
<u>At the end of the course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
<ul style="list-style-type: none"> <li>• Define and determine bases for vector spaces (Also applies to D.)</li> <li>• Define and compute coordinates with respect to a basis(Also applies to D.)</li> <li>• Compute and use change of basis matrices(Also applies to D.)</li> <li>• Use the method of least squares to find the closest solution to an inconsistent system (Also applies to D.)</li> <li>• Describe orthogonal matrices both algebraically and geometrically as transformations preserving angle and distance (Also applies to D.)</li> <li>• Use orthogonal diagonalization to simplify equations of ellipses and hyperbolas(Also applies to D.)</li> <li>• <b><u>Enter and manipulate vectors and matrices in software, and perform basic operations with them in software</u></b>(Also applies to D.)</li> <li>• <b><u>Use software to find eigenvectors, eigenvalues, diagonalize a matrix, and orthogonally diagonalize a symmetric matrix</u></b>(Also applies to D.)</li> <li>• <b><u>Compute determinants and inverse matrices using software</u></b> (Also applies to D.)</li> <li>• <b><u>Solve systems of linear equations using software</u></b>(Also applies to D.)</li> <li>• <b><u>Perform the Gram-Schmidt orthogonalization process using software</u></b> (Also applies to D.)</li> <li>• <b><u>Find least squares solutions using software</u></b>(Also applies to D.)</li> </ul>	
<ul style="list-style-type: none"> <li>• Appraise a given problem and determine the appropriate linear algebraic solution strategy.(Also applies to C.)</li> <li>• Use the concepts and techniques of linear algebra to solve problems in a variety of contexts, without being given a prescribed method .(Also applies to C,G,H.)</li> </ul>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
<ul style="list-style-type: none"> <li>•</li> </ul>	C. critical thinking and problem-solving skills
<ul style="list-style-type: none"> <li>• Identify and formulate problems using appropriate linear algebra terminology and techniques and compute solutions to those problems</li> <li>• Compose organized and logical solutions to linear algebra problems (Also applies to F,H.)</li> </ul>	D. literacy and numeracy skills
<ul style="list-style-type: none"> <li>• Recognize, evaluate and construct logically sound arguments and deductions in linear algebra.</li> </ul>	E. responsible behaviour to self, others and society
<ul style="list-style-type: none"> <li>•</li> </ul>	F. interpersonal and communications skills
<ul style="list-style-type: none"> <li>•</li> </ul>	G. teamwork, and personal and group leadership skills
<ul style="list-style-type: none"> <li>• Recognize how basic linear algebra concepts are interrelated and have multiple applications and interpretations.</li> </ul>	H. creativity and aesthetic appreciation
<ul style="list-style-type: none"> <li>• Use the techniques, concepts, and terminology of linear algebra at the level required for continued study in areas such as multivariable calculus and differential equations.</li> </ul>	I. the ability and desire for continuous learning

**University of Windsor  
Senate**

**\*5.1.7: PDC Reports on University Cyclical Program Reviews: Final Assessment Reports and Implementation Plans, and Progress Reports**

Item for: **Information**

Forwarded by: **Program Development Committee**

**Background:**

- The 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 provincial 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 a Faculty or Department’s actions over a review cycle, showing a progression of changes over the years.

**This package includes the following reports:**

Bachelor of Engineering Technology UPR/Final Assessment Report and Implementation Plan Progress Report.....	2
Dramatic Art University Program Review Final Assessment Report and Implementation Plan – Executive Summary.....	7
Education UPR/Final Assessment Report and Implementation Plan Progress Report.....	10
English UPR/Final Assessment Report and Implementation Plan Progress Report.....	14
Environmental Science (Graduate) University Program Review Final Assessment Report and Implementation Plan – Executive Summary.....	18
Forensics UPR/Final Assessment Report and Implementation Plan Progress Report.....	22
Human Kinetics UPR/Final Assessment Report and Implementation Plan Progress Report.....	27
Mathematics and Statistics University Program Review Final Assessment Report and Implementation Plan – Executive Summary.....	33
Mechanical, Automotive, and Materials Engineering (Undergraduate, MASC, PhD) University Program Review Assessment Report Final and Implementation Plan – Executive Summary and Response.....	37
Nursing University Program Review Final Assessment Report and Implementation Plan – Executive Summary.....	42

**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**UNIVERSITY PROGRAM REVIEW (UPR)/FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN**  
**PROGRESS REPORT ON: BACHELOR OF ENGINEERING TECHNOLOGY**  
**UNDERGRADUATE PROGRAM**  
January 2024

**Recommendation 1:** That the program-level learning outcomes for each of the Bachelor of Engineering Technology streams be reviewed and revised, as appropriate.

**Agents:** Program Representatives, Dean of the Faculty, Faculty Coordinating Council

**Completion by:** Fall 2024

**Update of Actions Taken (2023):**

The Program Learning Outcomes for all streams (General, Mechanical and Civil; Mechatronics and Biomedical) of the Bachelor of Engineering Technology (BEng Tech) degree are included in Appendix A – Program Learning Outcomes. Continuous improvement of learning outcomes is essential to ensure that they remain relevant and aligned with industry needs and educational goals. The Faculty of Engineering Curriculum Committee (FECC) consists of the Associate Dean Academic, Program Coordinator, and faculty representatives from all the undergraduate programs is responsible for reviewing and revising learning outcomes for all the programs including BEng Tech streams to ensure that they remain relevant and aligned with industry needs and the university's goals and mission. Darryl Danelon, Pathways Success Learning Specialist, represents the BEng Tech program in the FECC. Darryl was hired in 2022 to support BEng Tech students as the program coordinator and Canadian colleges Liaison. Here are some initiatives that have taken place:

- Curriculum revision for existing streams: introduce refinements to the program to improve consistency in the learning outcomes across all streams. All the streams will offer the following common courses in addition to electives/specialized courses: Mathematics (Differential Calculus and Integral Calculus or Applied Engineering Mathematics and Linear Algebra; Design Course; Programming & Algorithms; Probability & Statistics; Engineering Economics (Appendix B).
- Addition of new streams (Industrial, Electrical, and Environmental): Provide transfer options for students with backgrounds in these subject areas complementary to existing programs (Appendix B).
- Introduction of curriculum for a full 4-year degree for a student seeking a technology background without being an engineer; Pathway to Education, Law, MBA, and other professional or non-engineering graduate programs; Development of Combined/Collaborative Programs (Appendix B).

Appendix B explained the above initiatives in detail; these curriculum charts were included in a slide show was presented to the FECC by Darryl Danelon in October 2023 after an in-depth discussion with the Associate Dean Academic, the CEE and MAME Department Heads. A FECC meeting has been scheduled in November to provide commentary on the proposed revisions and discuss the path forward with the goal of proposing program minor revisions to APC in this academic year to ensure the changes are in place for Fall 2024.

**PDC Comments:**

PDC looks forward to reviewing the proposals emanating from this extensive curriculum review and renewal exercise, including revisions to the program learning outcomes for the various BEngTech streams, which were last reviewed in 2013.

**Status:** \_\_\_ahead of target    Xon target    \_\_\_behind target    \_\_\_recommendation satisfied

**Recommendation 2:** That the Program report on efforts to increase student enrolment in all streams, through greater outreach and liaison with Ontario CAATs and other student recruitment activities and initiatives. [ER Recommendation 2]

**Agents:** Program Representatives, Dean of the Faculty, Enrolment Management Office

**Completion by:** Fall 2024

### **Update of Actions Taken (2023):**

In fall 2021, a new faculty position and Pathways Success Learning Specialist was created, resulting in the hiring of Darryl Danelon in February 2022. Part of the intention of this new role was to increase outreach to Ontario CAAT faculties and their students to help promote these programs.

#### Marketing Materials

Efforts were initiated to review and update marketing materials for the Bachelor of Engineering Technology program, including program flyers and the program website. This activity is being supported by the Communications and Marketing Coordinator for the Faculty of Engineering. The initial focus was on developing a new flyer for the Biomedical stream, as no marketing materials were available for this stream, which had recently launched. Multiple iterations for the Biomedical brochure have been reviewed since this work was initiated, with the activity still in progress as of Fall 2023. Appendix C shows the current iteration of the Biomedical stream flyer in addition to the existing marketing materials for the program. The goal is to use the template for Biomedical to create flyers for the other streams once it is finalized and have these materials available as early as possible. Support from either Public Affairs and communications or Marketing might be sought to help accelerate progress.

#### Outreach

The Pathways Success Learning Specialist has been involved in the following outreach activities that have occurred or are planned to help promote the Bachelor of Engineering Technology programs:

- September 2022 – Presence at Ontario University Fair in Toronto
- February 2023 - Presentation to St. Clair College Biomedical Engineering Technology students (Appendix C)
- March 2023 - Presentation to St. Clair College Mechanical Engineering Technology students (Appendix C)
- May 2023- Online Presentation to multiple Ontario CAAT and Canadian Colleges on the Biomedical stream
- October 2023 – Presence at Ontario University Fair in Toronto
- November 2023 – Seminar presentation to Northern Alberta Institute of Technology on Biomedical Stream
- November 2023 – Host tour and presentation to St. Clair College Electromechanical and Biomedical Engineering Technology program students

In addition, Dr. Shahpour Alirezaee, who coordinates the Mechatronics stream, has completed the following activities since the completion of the IQAP review (Feb 2022):

- Conduct three to four information sessions (online/in-class) yearly for St. Clair College students with the help of the program coordinators or student representatives to arrange the meeting.
- Conduct annual information sessions at Durham College, Centennial College, and Sheridan College.
- Share the marketing materials with some local industries.
- Attend all local events and share marketing materials.
- As a member of the St. Clair College Program Advisory Committee (PAC)/ Electromechanical and Robotics program, promote the Mechatronics program among students at the college. (A three-year Diploma was established in 2020. There are over ninety students in this program, and thirty students will graduate this year.)

It is important to note that in early 2023, Professional Engineers Ontario introduced a new process for licensing Professional Engineers in Ontario, which, to the surprise of multiple universities, excluded a pathway to a license for Bachelor of Engineering Technology and Bachelor of Technology degrees. This was a surprise to the system, and it meant that after May 2023, students with this degree would no longer be considered for a professional license, which was a pathway some students had taken previously. Due to this, efforts needed to be made to inform incoming students and existing students of these changes. As a result, some students sought alternative paths, including new applicants and existing students applying to our B.A.Sc. program. Marketing materials needed to be adjusted to this, and efforts were focused on outlaying these messages accordingly.

Future goals include a more significant effort in outreach to CAATs by the Pathways Success Learning Specialist once required updates and revisions to the curriculum are put in place.

**PDC Comments:**

PDC commends the area for its efforts with regard to this recommendation and encourages it to continue them. The area is asked to report on the impact of the PEO licensing change on enrolments in the the BEngTech programs and on re-branding efforts to attract students.

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

**Recommendation 3:** That the Program provide information and guidance about professional licensure through the advising and registration processes, as well as in its recruitment material. [ER Recommendation 6]

**Agents:** Program Representatives, Dean of the Faculty

**Completion by:** Fall 2024

**Update of Actions Taken (2023):**

In early 2023, Professional Engineers Ontario introduced a new process for licensing Professional Engineers in Ontario, which, to the surprise of multiple universities, excluded a pathway to a license for Bachelor of Engineering Technology and Bachelor of Technology degrees. In May 2023, students with this degree would no longer be considered for a professional license, which was a pathway some students had taken previously. The pathway at UWindsor was primarily through the Mechanical and Civil streams, and it required multiple additional steps with PEO, including technical exams and possible additional courses to be completed.

To address this, a request was made to the Communications and Marketing Coordinator for the Faculty of Engineering to revise all recruitment material (flyers, websites) to remove any reference to a professional engineering license pathway. As noted in the update for Recommendation 3, the revisions of marketing material were in progress and this note was captured for the ongoing revision of the flyer.

Website updates were completed as well to remove reference to earning a professional engineering license; however, in completing the updater for this progress report, several additional website references were found and were flagged for update by the Communications and Marketing Coordinator for the Faculty of Engineering.

The Pathways Success Learning Specialist also identified current students in the program that were to be impacted by this change and communicated these updates. This resulted in some students seeking alternative paths, including new applicants and existing students applying to our B.A.Sc. program. Advising the students through these changes was done individually to find the appropriate solution, depending on the students' career goals.

University programs impacted by this change have communicated with Professional Engineers Ontario and are seeking a change in this recent licensing requirement to support a pathway to licensure for Bachelor of Engineering Technology and Bachelor of Technology graduates. Any further changes will be coordinated with marketing materials and communications by the Pathways Success Learning Specialist.

**PDC Comments:**

In light of the PEO licensure changes, which now exclude a pathway to a license for Bachelor of Engineering Technology degrees, PDC notes that this recommendation has been withdrawn.

If there are any further changes to professional licensure as relates to the BEngTech, the area is asked to report these, together with the impact of the PEO changes, under recommendation 3.

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

**Recommendation 4:** That the Program report on the development and implementation of an annual Student Satisfaction Survey to gauge BEngTech students' opinions about the program. [ER Recommendation 4]

**Agents:** Program Representatives, Dean of the Faculty

**Completion by:** Fall 2024

**Update of Actions Taken (2023):**

Through August-September 2022, the Pathways Success Learning Specialist worked with the first graduating class from the Bachelor of Engineering Technology – Biomedical stream. This first group was small, six students in total, and expressed some concerns with the program curriculum, delivery and other matters. In response to this, the Pathways Success Learning Specialist held a focus group to gather feedback and delivered a survey to collect additional details. The survey and focus group was assembled into a report and submitted to the Associate Dean and Department Head for their review. The survey is available in Appendix D.

A general survey for all Bachelor of Engineering Technology students has not been initiated yet but will come shortly with appropriate support to assemble the survey and collect appropriate data.

**PDC Comments:**

PDC notes the area's progress with this recommendation, noting that the survey for the Biomedical stream can serve as a template for a more general survey for all BEnTech students. PDC looks forward to hearing of the implementation of an annual survey for all BEngTech student to gauge their opinions about the program.

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

**Recommendation 5:** That the Program report on its alumni outreach efforts, with a view to sharing, with permission, their success stories to motivate current and future students. [ER Recommendation 3]

**Agents:** Program Representatives, Dean of the Faculty, Alumni Affairs and Donor Communications

**Completion by:** Fall 2024

**Update of Actions Taken (2023):**

In January 2023, the Faculty of Engineering piloted a role to engage with all engineering alumni, the Alumni Development Coordinator. In this role thus far, there has not been a specified plan for the Bachelor of Engineering Technology program alumni for outreach that differs from the plan for all Faculty of Engineering alumni. The alumni for this program have been engaged together with all our engineering alumni in the various events, communications and activities put on.

The Communications and Marketing Coordinator oversees communicating to our alumni through our engineering newsletter, with stories and highlights, as well as our social media to connect with our alumni. In coordination with the Alumni Development Coordinator, the faculty has started connecting with alumni who have graduated and have them attend events. From the Bachelor of Engineering Technology program specifically, we had graduates attend the engineering reunion on Sept 29th, where they were able to connect with other alumni and faculty, to connect and share their stories. We also had Bachelor of Engineering Technology grads attend our engineering convocation reception, where they celebrated their big day with the faculty.

As this role is relatively new, the hope is to better target and connect with our alumni and build on relationships to gather more information about their stories and their successes in industry in the coming year.

**PDC Comments:**

PDC commends the area on its outreach initiatives to engineering alumni, including the BEngTech alumni, noting that the latter attended events where they were able to connect and share their stories with others. PDC notes that the Faculty will continue and increase its outreach efforts, gathering more information about alumni stories for the



purposes of celebrating their successes and attracting students to its programs. PDC concurs that this recommendation has been adequately satisfied.

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

*\*Appendices listed in this report may be viewed by contacting the University Secretariat.*

**UNIVERSITY OF WINDSOR**  
**UNIVERSITY PROGRAM REVIEW (UPR)**  
**FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN: DRAMATIC ART**  
**UNDERGRADUATE PROGRAMS**  
January 2024

**Executive Summary of the Cyclical Program Review of the School of Dramatic Art'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 School of Dramatic Art.

In addition to identifying the 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 School of Dramatic Art 2021-2022 Self-Study, submitted to the Office of Quality Assurance on March 30, 2023, included: 1) a summary recommendations and actions from the last review; 2) descriptions and an analysis of the programs, their learning outcomes, curriculum structure, and student experience; 3) information on enrolments as well as financial, physical, and human resources; and 4) the program data including the standard data package provided by the Office of Quality Assurance. Included in the appendices to the Self-Study were faculty member CVs, the Leddy Library report, course descriptions and syllabi, information on University Players, the School's recruitment review and plan, the School's retirement and hiring plan along with the hiring grid and RTP criteria, student and alumni satisfaction surveys data.

The School of Dramatic Arts programs were reviewed by Ana Cappelluto, Department of Theatre, Concordia University; and Jure Gantar, School of Performing Arts, Dalhousie University; and Bonnie Stewart, Faculty of Education, University of Windsor. In addition to assessing the Self-Study, the Review Team conducted a two-day site visit on April 27-28, 2023 which included meeting with faculty, technical and administrative staff, and students, BFA Acting Program Committee, BA Programs Committee, the Director of the School of Dramatic Art, the Dean of the Faculty of Arts, Humanities, and Social Sciences, and the Associate Vice-President Academic. Following the site visit, two one-hour virtual Zoom meetings were conducted with additional faculty on May 2 and May 4, 2023.

In their report (June 26, 2023) the Review Team confirmed that undergraduate admissions requirements, program requirements, and learning outcomes are clear, appropriate, and aligned with degree level expectations. Assessment methods were also noted as being appropriate and effective and in alignment with the learning outcomes. The programs are delivered by dedicated faculty and supported by committed technical/production and administrative staff, with the reviewers' emphasizing that the School's emphasis on the quality of undergraduate education is commendable and reflects its commitment to providing an exceptional undergraduate experience. The Review Team further noted that, compared to many other institutions, the School is exceptionally well-resourced, both with financial allocations and with excellent, high-quality facilities and production staff.

While the reviewers acknowledged that the BFA program in Acting, in particular, was innovative and competitive in the past, and that it had a great reputation in the professional community, they noted with concern that the School has experienced a decrease in enrolments of approximately 200% over the last decade, indicating that significant change is needed. Specifically, the Review Team identified the need to expand the focus of the BFA program, branch away from the traditional canon of content and productions, and diversify and enhance recruitment efforts with a greater focus on its BA programs. They proposed a number of recommendations to enhance enrolment and strengthen programs and make them more attractive to prospective students, including embarking on an extensive curriculum review exercise and pursuing collaborative and interdisciplinary opportunities in order to develop,

reinvent, and modernize the School undergraduate program offerings. Any new hires would then align with these new/revised programs and priorities. The reviewers encouraged collaboration and interdisciplinarity as key to building on existing strengths and developing strong, innovative, and vibrant programs that will attract students.

The Director of the School of Dramatic Art and Dean of Faculty of Arts, Humanities, and Social Sciences submitted their responses to the External Reviewers' Report (October 24, 2023 and November 21, 2023, respectively), 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 2024) 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 2024.

### **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 (ER) report, the response from the School of Dramatic Art, and the response from the Dean of the Faculty.*

**Recommendation 1:** That the School undertake a comprehensive curriculum review exercise, with a view to developing, reinventing, and modernizing its undergraduate program offerings, making them more relevant and attractive to students. As part of this curriculum review, the School should consider and report on:

- a) the results of substantial and far-reaching discussions about the future direction of the BFA Acting program, specifically revising the program to a BFA in Screen and Stage Acting. [ER Recommendations 4.1 and 4.2]
- b) the feasibility of offering a stream in Musical Theatre performance to the BFA Acting or its revamped BFA in Screen and Stage Acting. [ER Recommendation 4.4]
- c) efforts to revisit the University Players' repertoire, branching out from the traditional canonical classical and well-known modern plays with a focus on plays that relate to broader social issues and contemporary topics, to ensure that it is relevant to potential new audiences. Leveraging its research strength and industry connections with the theatre for young audience and designating a play for young audiences as a regular addition to the University Players' repertoire could also attract new students and patrons and should also be considered. [ER Recommendation 4.5 and 4.6]
- d) efforts to either clarify the differences between the Concurrent General Drama/BEd degree and the Honours BA in Drama in Education and Community or to bring them closer together and present them as two comparable alternatives rather than as two separate options. [ER Recommendation 4.8].
- e) initiatives to rename the BA in Drama in Education and Community to something simpler and more elegant. [ER Recommendation 4.8]
- f) the development of a new first-year service class, or revisions to existing first-year or second year courses open to non-Majors, with a primary objective of attracting undecided students to one of the Schools' programs. [ER Recommendation 4.9]
- g) efforts to revive the Minor in Drama, if deemed feasible and appropriate. [ER Recommendation 4.10]

**Agents:** Director, School Council, faculty members

**Completion by:** Fall 2025

**Recommendation 2:** That the School report on the strategies it has developed, in consultation with central University services such as the Office of the AVP Student Experience and Student Counselling Services, to respond to alumni concerns expressed in their responses to the survey, particularly in the common areas of mental health, career preparation, arts administration curriculum, and EDI-ID. [ER Recommendation 5.1]

**Agents:** Director, faculty members, AVP Student Experience, Student Counselling Services, other central University services

**Completion by:** Winter 2025

**Recommendation 3:** That the School develop an Equity, Diversity, Inclusion and Indigeneity and Decolonization (EDI-ID) plan, clearly articulating its EDI-ID objectives and identifying concrete steps to achieve them. [ER Recommendation 2.2]

**Agents:** Director, School Council

**Completion by:** Winter 2025

**Recommendation 4:** That the School report on its plan to continue focusing on the excellence of the undergraduate experience, including but not limited to: [ER Recommendation 2.1]

- a) efforts to involve as many students as possible, within (and, if feasible, outside) the School, in the University Players' productions. [ER Recommendation 2.3]

**Agents:** Director

**Completion by:** Fall 2024

**Recommendation 5:** That the School increase and diversify its student recruitment efforts including:

- a) developing a more intentional and consistent social media strategy, which should include greater utilization of social media on which contemporary high school students rely extensively; [ER Recommendation 3.1]
- b) revamping its Recruitment Plan, with the assistance of the Office of Enrolment Management, including reviewing its practices relating to the BFA Acting, and prioritizing and accentuating existing alternative programs using a more comprehensive range of recruitment processes. [ER Recommendation 3.2]

**Agents:** Director, faculty and staff, AVP Enrolment Management

**Completion by:** Fall 2025

**Recommendation 6:** That the School entrust advising responsibilities to one faculty member only (e.g., an Undergraduate Chair/Advisor), thereby streamlining the process and developing institutional knowledge, ensuring consistent advising for all students, and bringing advising practices in line with the rest of FAHSS.[ER Recommendation 5.2]

**Agents:** Director

**Completion by:** Fall 2024

**Recommendation 7:** That the School report on efforts to ensure that supervision of independent study projects is distributed more evenly.

**Agents:** Director

**Completion by:** Winter 2025

**Recommendation 8:** That the School review its criteria for promotion to Full Professor to ensure that it is not overly onerous for associate professors who are at a career stage to apply for Full Professorship. [ER Recommendations 7.4 and 7.5]

**Agents:** Director, School Council

**Completion by:** Fall 2024

**Recommendation 9:** That the School report on efforts to lobby the Windsor University Faculty Association to recognize the School's unique position and allow it to explore alternative approaches to hiring practices for guest directors, as long as these ensure fairness and equity.[ER Recommendation 2.4]

**Agents:** Director, Dean

**Completion by:** Fall 2025

**Recommendation 10:** That the School be alert to new learning and teaching opportunities and approaches provided by contemporary theatre and live performance, as well as best practices in screen acting. [ER Recommendation 8.1]

**Agents:** Director, faculty members

**Completion by:** Fall 2025

**Recommendation 11:** That the School report on the feasibility of establishing a computer lab with relevant design software to deepen students' technical skills and widen their range of career opportunities through fundraising or other such activities, given that FAHSS does not have the resources to support such an initiative. [ER Recommendation 6.1]

**Agents:** Director

**Completion by:** Fall 2024

**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**UNIVERSITY PROGRAM REVIEW (UPR)/FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN**  
**PROGRESS REPORT ON: EDUCATION**  
**UNDERGRADUATE AND GRADUATE PROGRAMS**  
January 2024

**Recommendation 1:** That Education undertake an undergraduate curriculum review and renewal exercise, with a view to having a BEd program that develops teachers as change agents committed to innovative and ethical educational approaches, including:

- a. creating an academic framework with timelines and stages of implementation [ER Recommendation 6]
- b. establishing learning outcomes and curriculum maps for each of its undergraduate programs and courses
- c. increasing course choice and flexibility, and autonomy in the programs. Courses might emphasize that knowledge is always subject to interpretation, debate, doubt, and transformation [ER Recommendation 1]
- d. ensuring that the curriculum reflects equity, diversity, inclusion, and Indigeneity across the board, as well as education regarding environmental sustainability. The key approaches/issues in education require a broad conceptualization of the shifting sands of inequality, mental health, poverty, transphobia, sexism, racism, and classism. [ER Recommendation 3]

**Agents:** Dean, Faculty Council, Pre-Service Committee, Centre for Teaching and Learning

**Completion by:** a. Fall 2022; b.-d. Fall 2024

**Update of Actions Taken (2023):**

- a. An undergraduate (i.e., Bachelor of Education) curriculum review was re-initiated following the pandemic. Timelines and stages of implementation were developed leading to an overall goal of a new B.Ed. program launch in September 2024 that is both fully accredited and fully Senate-approved. The Teacher Education Program Committee has led this difficult work and we've seen significant progress over the past year, including the successful application for a CTL Curriculum Project Engagement Grant to support various consultations processes throughout 2023 including a Faculty of Education working retreat at Coachwood Golf and Country Club on June 20, 2023 where we engaged in robust discussion about the B.Ed. program.
- b. Draft curriculum maps have been submitted to Faculty Council twice for discussion and feedback (May 2023 and October 2023). The Teacher Education Program Committee is currently voting on the most recent version of each document and a final submission of these curriculum maps, for formal approval, is expected for the November 2023 Faculty Council. The work on learning outcomes is continuing and will become the next focus once the curriculum maps receive approval from Faculty Council.
- c. Greater course choice and flexibility has been integrated into the new curriculum maps with the addition of electives. In the Primary/Junior B.Ed. program, students will be able to choose a service-learning elective (3.0 credits), a general elective (3.0 credits), and the religion elective (1.5 credits). In the I/S B.Ed. program, students will be able to choose a service-learning elective (3.0 credits), two general electives (6.0 credits), and the religion elective (1.5 credits). In the I/S B.Ed. program. The general electives for both the P/J and I/S B.Ed. programs will incorporate project-based learning and/or opportunities to conduct research and currently include the following: Interdisciplinary Education for Sustainability, Global Citizenship and Democratic Education, Assessment and Evaluation, Advanced Music Pedagogy, STEM Education, School, Community, and Family Partnerships, and Gender and Sexuality in Education
- d. The new curriculum maps, while still not finalized, do go to great lengths to reflect equity, diversity, inclusion, and Indigeneity, as well as environmental sustainability. For example, under the new category of Broadening Horizons, required courses include Differentiated Instruction, Indigenous Ways of Knowing, Anti-Oppressive and Culturally Sustaining Pedagogy, Mental Health, and Teaching Culturally and Linguistically Diverse Learners. A new methodology course required at the I/S level is entitled Engaging and Supporting the Adolescent Learner and focuses on mental health and social and emotional learning. There is also explicit direction that sustainability education is incorporated into all courses as applicable.

**PDC Comments:**

PDC commends the area on its extensive undergraduate curriculum review and redesign and looks forward to receiving the program changes, revised learning outcomes, and curriculum maps.

**Status:**    *ahead of target*       *b, c, d on target*       *behind target*       *recommendation satisfied*

**Recommendation 2:** That Education undertake a graduate curriculum review and renewal exercise, including a review of structures of faculty governance, with a view to:

- a. placing greater emphasis on equity, diversity, inclusion, Indigeneity, and environmental sustainability education
- b. reducing repetition in course requirements
- c. increasing course options and flexibility
- d. possibly developing a Masters of Teaching degree.

[ER Recommendation 5]  
**Agents:** Dean, Faculty Council, Graduate Studies Committee  
**Completion by:** Fall 2024

**Update of Actions Taken (2023):**

- a. In January 2023, we were joined by a new Associate Dean, Graduate Programs and Research, Dr. Mike MacDonald. As part of the M.Ed. review process now being led by Dr. Macdonald, greater emphasis will be placed on equity, diversity, inclusion, Indigeneity, and environmental sustainability education. An Anti-racism Education course has been introduced to the graduate course schedule and a Gender and Sexuality Education course is being considered with likely delivery in spring of 2024. This work is ongoing.
- b. The Graduate Programs Committee is currently reviewing all M.Ed. programs with an aim to reduce repetition and to ensure that each of the three programs (Curriculum Studies, Educational Administration and Leadership, and Second Language Acquisition, Culture and Society) has unique requirements reflective of the concentration. This work is ongoing.
- c. A change was made to program requirements so that course-based students only require Research in Education (EDUC-8001) to fulfil their research methodology course requirement. Reducing requirements to one required research methodology course provides more flexibility for course-based students to select elective courses aligned with their interest, including an additional research methodology course if they wish. It was also determined that Research in Education (EDUC-8001) will be regularly scheduled in each semester. The Graduate Programs Committee is also investigating the merits of a supervised interim report that would enable those who have completed a course-based M.Ed. to become eligible to apply for a Ph.D.
- d. The development of a Masters of Teaching degree requires significant resources and planning and is not considered a priority at this time by the Faculty of Education. We may return to discuss possibilities in relation to such a degree, but not before the current B.Ed. program review and OCT accreditation process is completed.

**PDC Comments:**

PDC thanks the area for this update and looks forward to receiving proposed curriculum changes that place a greater emphasis on equity, diversity, inclusion, Indigeneity, and environmental sustainability education; reduce repetition in course requirements; and increase course options and flexibility. PDC appreciates that the pursuit of a Masters of Teaching is not practicable at this time.

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

**Recommendation 3:** That Education consider the merits of moving all BEd programs to the pass/fail system. This shift, from grading to learning, would provide a philosophical basis for the evaluation of learning and provide autonomy for students to understand and evaluate their progress. [ER Recommendation 4]

**Agents:** Dean, faculty members, Faculty Council

**Completion by:** Fall 2024

**Update of Actions Taken (2023):**

The Teacher Education Programs Committee is currently considering the merits of moving all B.Ed. programs to the pass/fail system. This was discussed most recently at the October 2023 Faculty Council meeting. The Teacher Education Programs Committee will be bringing forth a recommendation to Faculty Council no later than the winter semester of 2024.

**PDC Comments:**

PDC looks forward to hearing the results of deliberations on the merits of moving all BEd programs to the pass/fail system.

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

**Recommendation 4:** That Education identify a dedicated advisor for the concurrent programs. [ER Recommendation 2]

**Agents:** Dean

**Completion by:** Fall 2024

**Update of Actions Taken (2023):**

In the spring of 2023, the Faculty of Education gained approval to convert a recently-vacated (via retirement) Information Technologist staff position to a Student Success Coordinator position. A slate of candidates was interviewed and the successful candidate, Nadia Hachem, began her work as the Faculty of Education's very first dedicated advisor for B.Ed. students, including those in concurrent programs, consecutive programs, and the technological studies programs, in May of 2023.

**PDC Comments:**

PDC congratulates the area on having secured a dedicated advisor for BEd students, through its new Student Success Coordinator position, and notes that this recommendation has been satisfied.

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

**Recommendation 5:** That Education report on efforts to revitalize teacher candidate engagement with the Leddy Library and Windsor-Essex public library resources. Undergraduate programs need to be more attuned to new developments in technology and to library services and their offerings.

[ER Recommendation 2]

**Agents:** Dean, faculty members, Leddy Library

**Completion by:** Fall 2024

**Update of Actions Taken (2023):**

The Dean of Education has met the University Librarian on several occasions through the summer and fall of 2023 to strategize with respect to revitalizing teacher candidate engagement with the Leddy Library and Windsor-Essex public libraries. The developing plan entails a reconfiguration of the Leddy Library resources, including moving the Curriculum Resource Centre (CRC) materials currently housed in the west building first floor to the 3<sup>rd</sup> floor where the majority of all other educational resources are located. The plan also includes new signage, the

acquisition of digital teaching resources relevant for teaching in local schools, and more intentional linkages to the Windsor-Essex public libraries. Additionally, the Faculty of Education, in collaboration with the WECDSEB's Dr. Kim Hillier, an Elementary Literacy Support Teacher, and Manuela Denes, manager of community services at Essex County Library, has also helped the Essex County Library system foster literacy among emergent and struggling readers through the provision of hundreds of decodable books that encourage children to sound out words. This initiative will, in turn, help teacher candidates who have their students borrow these valuable resources, reinforcing classroom instruction.

**PDC Comments:**

PDC notes the area's efforts with regard to this recommendation and encourages it to continue. PDC looks forward to a report on the success of the plan, developed in consultation with the University Librarian, with the goal of revitalizing teacher candidate engagement with Leddy Library and Windsor-Essex public libraries.

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



**UNIVERSITY OF WINDSOR**  
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**PROGRESS REPORT ON: ENGLISH**  
**UNDERGRADUATE AND GRADUATE PROGRAMS**  
January 2024

**Recommendation 1:** That the Department develop a hiring plan that addresses the teaching needs of the Department, and which will position the Department to act quickly should the opportunity for hiring arise. The hiring plan may include as a priority the hiring of an expert in the area of World Literatures with a secondary expertise in editing and publishing. The latter would then permit the exploration of a minor, option, or certificate in Editing and Publishing.

**Agents:** Head

**Completion by:** Fall 2021

**Actions taken 2020 and 2021:**

Actions on hiring have been put on hold both because of timeline and budgetary restrictions, in particular the transition to online teaching, and the work of negotiating students through two different versions of the curriculum. We plan to put forward a proposal for the new Black Scholars initiative, in any field, though the area of World Literatures is a curricular need; this initiative and this curricular area are a priority for student needs and for the curriculum.

**PDC-recommended further actions to be taken (2022):**

Given resource constraints, PDC notes that the plan to focus on hiring in the area of World Literatures and to put forward a proposal for the new Black Scholars initiative, in this or any field, is a reasonable hiring plan. PDC considers this recommendation satisfied.

***Recommendation Satisfied (2022)***

**Recommendation 2:** That the Department work with the Major Gifts Officer to ensure that the Writer-in-Residence position is supported and sustained through secure, dedicated, and stable external and/or university and/or donor funding.

**Agents:** Head, Dean

**Completion by:** Fall 2023

**Actions taken 2020 and 2021:**

The shift to a new MGO in FAHSS, as well as the pandemic, has put a pause in this process. We are pleased to report the Yvonne Gardiner bequest (August 2020) in support of our visiting writers program. This fund will provide approximately \$1600 per year as of 2022.

**PDC-recommended further actions to be taken (2022):**

PDC commends the area on the receipt of a bequest in support of the Writer-in-Residence program and looks forward to hearing more on efforts to obtain additional stable funding to sustain this position.

**Update of Actions Taken (2023):**

No action taken as of yet. The Head will contact the MGO to work on devising a stable funding project for the WiR position this academic year. Faculty were not available to work on this project in the 2021-22 year (Head was on sabbatical); or the 2022-23 year (Creative Writing faculty were serving in significant administrative positions.) We require approximately \$3,400/year to fund this position.

**PDC Comments:**

PDC appreciates and acknowledges the reasons for the delay in addressing this recommendation. With the Head back from sabbatical, PDC encourages the area to prioritize reaching out to the Major Gifts Officer to develop strategies to meet this recommendation.

**Status:** \_\_ahead of target      \_\_on target      X behind target      \_\_recommendation satisfied

**Recommendation 3:** That the Department, working with the Major Gift Officer and the Associate Dean of Research and Graduate Studies, pursue secure, stable, ongoing funding for starting, operating, and maintaining a small press.  
**Agents:** Head, Office of the Dean  
**Completion by:** Fall 2023

**Actions taken 2020 and 2021:**  
This proposal has been taken off the table, as not feasible at this time. We do not have the faculty and staff resources for this. Other publishing program initiatives continue successfully, including the popular editing and publishing practica, which have transitioned well to the online format (see Windsor Star article April 2021). The *Windsor Review* has been radically revised and put into online format, expanding the subscription base.

**PDC-recommended further actions to be taken (2022):**  
PDC agrees with the English Department’s assessment of the feasibility of this recommendation and commends the area on its initiative to convert the *Windsor Review* to a online format. PDC concurs that this recommendation is satisfied.

**Recommendation Satisfied (2022)**

**Recommendation 4:** That the Department consult widely and undertake a thorough review of the success of the new curriculum, and in particular, of its first-year experience, and that it report on the findings of the review.<sup>1</sup> As it considers ways to improve the first-year experience, that the Department look into participating in the FAHSS Mentorship Program. The findings of this review may provide an opportunity to enhance student recruitment.  
**Agents:** Head, Department Council  
**Completion by:** Fall 2023

**Actions taken 2020 and 2021:**  
While the review process with the larger community was interrupted by the pandemic, we held a Department retreat to review the new curriculum in spring 2021. Some practical issues were addressed and recommendations formed for the Undergraduate Studies Committee to work on, such as ongoing streamlining of requirements between the 2000 and 3000 level, and the nature of graduate program admission requirements. The issue of quality in the 2000 level courses is being considered as they are both required for majors and open to non-majors. There is also discussion around where practica belong in the program, in particular Scholarship and Bibliography. Consultation with faculty is ongoing, as the Committee develops recommendations for Council. For the first-year experience, the mentorship program is still under consideration. It should be noted that the pandemic has seriously affected traditional social nature of the first-year experience and has put much of this on hold.

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<sup>1</sup> The Department could hold, for instance, an all-day consultation with panels of presentations by high school students expressing their expectations, and panels of first- and second-year English students at University of Windsor explaining how their expectations were met (or not), how, and why. Other possible events: local high-school English teachers consulting about how to better prepare their students for university entrance, first-year university instructors outlining their expectations to prospective students and to high school teachers, and sessions for prospective students about the various student services at the university.

**PDC-recommended further actions to be taken (2022):**

PDC agrees with the English Department’s assessment of the feasibility of this recommendation and commends the area on its initiative to convert the *Windsor Review* to a online format. PDC concurs that this recommendation is satisfied.

PDC notes the area’s efforts to assess the success of the new curriculum and looks forward to hearing the insights gained from current and prospective students through, for instance, events and initiatives listed in the footnote. As circumstances regarding COVID-19 appear to be changing significantly, PDC notes that it may be timely to revisit participation in the FAHSS mentoring program as a way to provide transition support.

***Recommendation Satisfied (2022)***

**Supplemental - Update of Actions Taken (2023):**

Discussion of participation in the mentorship program continues in Council. A meeting to review the first-year experience will occur next year once more faculty are available to participate. In terms of the foot-noted suggestions, the Department partakes in all university-wide recruitment events to reach and advise prospective students. The Department also this year (Fall 2023) assigned each incoming student major to a departmental supervisor to help with course selection and any difficulties with the transition to university.

**PDC Comments:**

PDC commends the area on its efforts to enhance the first year student experience, such as assigning each incoming student major to a departmental supervisor to help with course selection and any difficulties with the transition to university. While PDC notes that this recommendation was deemed satisfied in 2022, it welcomes any further updates.

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

**Recommendation 5:** That the Department work to maintain and increase, as possible, funding for graduate students in English.

**Agents:** Head, Department Council

**Completion by:** Fall 2021

**Actions taken 2020 and 2021:**

We continue to maintain consistent GA funding. We provide strong support for external scholarship applications (SSHRC, OGS) for our students and we enjoy a consistently high success rate for Humanities.

**PDC-recommended further actions to be taken (2022):**

PDC notes that English continues to maintain consistent GA funding. Although PDC considers this recommendation satisfied, the area is encouraged to continue working to pursue and support funding opportunities for graduate students.

***Recommendation Satisfied (2022)***

**Recommendation 6:** That the Department submit learning outcomes and assessment methods for each of its graduate courses that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate".

*[PDC notes that learning outcomes for each of its undergraduate and graduate programs and undergraduate course learning outcomes have been submitted.]*

**Agents:** Department Council, Head, CTL

**Completion by:** Fall 2021

**Actions taken 2020 and 2021:**

See PDC note above. Graduate course outcomes are in process.

**PDC-recommended further actions to be taken (2022):**

PDC looks forward to receiving the graduate course learning outcomes.

**Update of Actions Taken (2023):**

Graduate course learning outcomes are still in process. They are currently being worked on by the Graduate Chair. Now that the Department has a stable Chair in place, the learning outcomes can be added to the agenda of the Graduate Committee. They will be ready to submit in the Winter 2024 term.

**PDC Comments:**

PDC urges the area to submit its graduate course learning outcomes in Winter 2024, as it says it will do.

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

**UNIVERSITY OF WINDSOR**  
**UNIVERSITY PROGRAM REVIEW (UPR)**  
**FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN: ENVIRONMENTAL SCIENCE**  
GRADUATE PROGRAMS  
January 2024

**Executive Summary of the Cyclical Program Review of the Environmental Science Graduate 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 graduate programs in Environmental Science, administered by the Great Lakes Institute for Environmental Research (GLIER) through the Office of the Dean of Science.

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 2020-2021 Self-Study for the MSc and PhD Programs in Environmental Science was submitted to the Office of Quality Assurance on March 13, 2023 and included: 1) descriptions and an analysis of the programs, their learning outcomes, curriculum structure, and student experience; 2) description of the governance structure; 3) information on enrolments and retention, as well as financial, physical, and human resources; and 4) 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, and the graduate handbook.

The Environmental Science graduate programs were reviewed by Dr. Frances Pick (Department of Biology, University of Ottawa), Dr. Brent Sinclair (Department of Biology, Western University), and Dr. Nihar Biswas (Department of Civil and Environmental Engineering, University of Windsor). In addition to assessing the Self-Study, the Review Team conducted a two-day on-site visit on April 24-25, 2023, which included meetings with faculty, administrative and technical staff, postdoctoral fellows, students, the Associate Dean of Research and Graduate Studies in the Faculty of Science, and the Associate Vice-President Academic. They also toured facilities and student spaces, visited the off-campus Freshwater Restoration Ecology Centre, and attended the research presentation component of a PhD student defense.

In their report (May 16, 2023), the Review Team noted that the program learning outcomes are clearly articulated and mapped to the graduate degree level expectations, and that admission requirements are adequate and appropriately aligned with the learning outcomes. The reviewers noted that the requirements to complete core graduate courses, attend conferences, and publish "reflect the interdisciplinary, rigorous, learning outcomes of the MSc and PhD curriculum for Environmental Sciences that exceed the norms of the discipline and lead to high quality experiences for students". While assessment methods are appropriate and in line with other Life and Environmental Sciences programs in North America, the Review Team did express concern with the lack of standardized formats and guidelines for student submissions of progress reports and proposals and the lack of associated formal assessment criteria, noting that clarity of process, requirements, and criteria is needed to ensure transparency, consistency, and fairness in assessment outcomes.

The reviewers noted that they were "impressed by the physical, technical, and human resources available at GLIER to support Environmental Science graduate student research", emphasizing that the facilities and labs are among the best in the Life and Environmental Sciences in Canada. They noted that the programs are delivered by exceptional faculty with impressive research programs, and supported by highly-trained technical staff who provide bespoke training to graduate students, and by dedicated administrative staff who not only support the programs and

students but also contribute to the social life of GLIER. The Review Team was also impressed with the interactions between faculty, staff, and students, noting that faculty and staff are all equally committed to providing an exceptional and supportive student experience.

Overall, the Review Team noted that they were impressed with the quality of the programs, the faculty, staff, and students. To ensure the continued strength of the programs, the reviewers urged clearer messaging around student financial support and direct recruitment to the Environmental Studies programs (rather than to programs in the AAU to which the supervisor is affiliated), and proactive efforts to ensure there is no loss of capacity as faculty in GLIER retire. The Reviewers were pleased to note concrete evidence of continuous improvement through initiatives that enhance student engagement, diversity, and inclusiveness.

The Head of the Great Lakes Institute for Environmental Research and Dean of Science submitted their responses to the External Reviewers' Report (October 2023), 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 2024) 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 2024.

### **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 Head of the Great Lakes Institute for Environmental Research, and the Dean's response.*

#### **Student Financial Support**

**Recommendation 1:** That the Program area implement a process to annually review the minimum funding threshold for Environmental Sciences MSc and PhD students, in light of cost of living increases, and make adjustments as feasible, and that it report on efforts to provide students with funding to at least 80% of the published living wage (i.e. \$23,008 for 2023) to be in line with the average at other institutions. [ER Recommendations 1 and 2]

**Agents:** Director, Dean

**Completion by:** Fall 2024

**Recommendation 2:** That the Program area develop a formal policy allowing students with a strong and approved rationale (eg, extenuating circumstances, uncontrollable field research delays) to extend the period of guaranteed funding or provide similar additional financial support into their third year. [ER Recommendation 3]

**Agents:** Director, Dean

**Completion by:** Fall 2024

#### **Environmental Sciences graduate program curriculum and processes**

**Recommendation 3:** That the Program area clarify criteria and procedures surrounding program requirements and assessment processes in a clear formal document, consistent with the UWindsor Graduate Calendar. While the current processes are fine, without explicit codification, there is a risk of drift, especially in a time of personnel turnover. The current level of detail in the description of processes for the Comprehensive Examination in the graduate handbook is a good model for other meetings and milestones.

Specifically, the Program area should provide transparent, clear, and consistent expectations and procedures for the following:

- Include clear timelines and deadlines for all milestones.
- Standardize (and make transparent) forms and reporting for committee meetings, as well as formats for research updates provided to committees.
- Make clear the process and criteria for requiring additional courses and for documenting their completion.

- Commit the procedures for the Proposal to writing, and reframe Comprehensive Examination, and thesis/dissertation defense descriptions as codified procedures.
- Codify the criteria, scope, content, format, and evaluation processes and procedures for situations where a student's performance is deemed inadequate are clear for a milestone assessment.
- Clarify the expectations around the MSc->PhD transfer, including the timing of the transition, the structure of the committee meeting, the criteria for approval, the format of any written proposal, and the oversight and documentation of the final decision and any appeals.
- Codify the process and criteria for extensions beyond the normative time for both MSc and PhD degrees.
- Codify the process and criteria for waiving publication requirements for graduation. [ER Recommendation 4]

**Agents:** Director, Graduate Committee

**Completion by:** Fall 2024

**Recommendation 4:** That the Program area review the content of the core modeling course, ensuring that it still meets the needs of students (in terms of the computational and statistical skills of incoming graduates) and the breadth of their GLIER research. Consideration might be given to team-teaching or having break-out workshops to better connect the computational skills content to the needs of current GLIER research. [ER Recommendation 6]

**Agents:** Director, Graduate Committee

**Completion by:** Fall 2024

**Recommendation 5:** That the Program area distribute, to both graduate students and faculty, an annual list of appropriate courses from cognate disciplines available to Environmental Science MSc and PhD students, once course lists are posted. [ER Recommendation 5]

**Agents:** Director, Graduate Committee

**Completion by:** Fall 2024

**Recommendation 6:** That the Program area host regular networking events for current students, alumni, and adjuncts to facilitate networking and report on these efforts. [ER Recommendation 7]

**Agents:** Director

**Completion by:** Mid-cycle report

**Recommendation 7:** That the Program area report on its efforts to encourage the development of a formal Environmental Science graduate student society or committee to provide a formal conduit for communication. [ER Recommendation 8]

**Agents:** Director

**Completion by:** Mid-cycle report

### **Recruitment to the Environmental Sciences graduate program**

**Recommendation 8:** That the Program area develop a process to ensure that faculty and students are aware that Environmental Science graduate students have the same opportunities for GA positions as all other graduate students in the Faculty of Science. [ER Recommendation 9]

**Agents:** Director

**Completion by:** Fall 2024

**Recommendation 9:** That the Program area report on its efforts to advertise the advantages of enrolling in the Environmental Sciences programs (rather than the graduate program of their supervisor's primary AAU), such as possible priority access to office space and networking and collaboration opportunities within GLIER and with its external partners, etc., to make the program attractive for incoming students. [ER Recommendation 10]

**Agents:** Director

**Completion by:** Fall 2025

**Recommendation 10:** That the Program area, in consultation with the Office of Enrolment Management and the Office of Graduate Studies, develop an international recruitment strategy. [ER Recommendation 11]

**Agents:** Director, AVP Enrolment Management, Office of Graduate Studies

**Completion by:** Fall 2025

### **Institutional support for GLIER and the Environmental Science graduate programs**

**Recommendation 11:** That the Program area, working with the Office of the Dean, develop a process to ensure that all courses within the Environmental Science program are given full consideration in the development of the 3-year teaching plans for each AAU, to allow consistent, quality delivery of core courses. [ER Recommendation 12]

**Agents:** Director, Dean, Heads with faculty associated with GLIER

**Completion by:** Fall 2025

**Recommendation 12:** That the Program area report on efforts to renew its complement of faculty associated with the Institute and its programs, in light of upcoming retirements, with a focus on increasing its diversity. [ER Recommendation 13]

**Agents:** Director, Dean, Heads with faculty associated with GLIER

**Completion by:** Fall 2025

**Recommendation 13:** That the Program area participate in the Faculty of Science pilot project which is reviewing core research infrastructure and technical staff to identify gaps and develop potential solutions to better support research in the Faculty, and that, consistent with this and in consultation with the Dean, it develop a plan for the retention and replacement of technicians who support GLIER core facility.

[ER Recommendation 14]

**Agents:** Director, Dean

**Completion by:** Fall 2025

**Recommendation 14:** That the Program area report on its ongoing efforts to track and promote student achievements for the purposes of celebration and reporting. [ER Recommendation 15]

**Agents:** Director

**Completion by:** Fall 2024



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**PROGRESS REPORT ON: FORENSICS**  
**UNDERGRADUATE PROGRAMS**  
January 2024

**Recommendation 1:** That the Program Area make a case to the Dean of the Faculty for additional faculty and staff appointments in the form of:

- A tenured or tenure-track forensic biologist, forensic chemist or forensic toxicologist with a record of forensic research and forensic casework to ensure that students are learning state of the art methods, knowledge, and skills. [ER recommendation 1]
- A tenured or tenure-track faculty member with established experience in forensic chemistry/toxicology or forensic DNA analysis as well as experience in forensic casework to ensure that students are learning state of the art methods, knowledge, and skills. [ER recommendation 2]
- A staff member to support the Forensic Science Program and assist the Director with student advising, recruiting mentors and placing students, inventorying and ordering supplies, supporting faculty, *etc.* [ER recommendation 3]

**Agents:** Program Administrator, Forensics Advisory Committee, Dean of the Faculty

**Completion by:** Fall 2023

**Update of Actions Taken (2023):**

- The new Program Chair, Dr. Shari Forbes, was appointed as a tenured forensic chemistry professor commencing January 2023. She has a record of forensic research (former Canada 150 Research Chair and Canada Research Chair (Tier II)) as well as forensic casework, having acted as a consultant for law enforcement in Canada, the USA, Australia, and New Zealand. She has more than 20 years' experience as a forensic scientist and academic and stays current with the latest developments in the forensic community through her many roles with national and international Boards, Societies, and community groups.
- A second tenured or tenure-track faculty member has not been hired. The Program Chair was advised by the former Dean (Dr. Chris Houser) that this is unlikely to happen due to budget constraints.
- For the same reason, a staff member dedicated to the Forensic Science program has not been hired. Currently, the Program Chair is receiving assistance from the Science Undergraduate Advisor, the Department of Physics Graduate Advisor, and a Laboratory Instructor in the Department of Biomedical Sciences.

**PDC Comments:**

PDC notes that one tenured appointment has been made and appreciates that budget constraints are impacting progress with regard to the second tenure-track appointment and staff appointment. PDC encourages the area to continue to make a case to the Dean of the Faculty for these new hires, and to report on the outcome of these discussions in its next progress report or self-study, whichever comes first.

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

**Recommendation 2:** That a Director of the Forensic Science Program be appointed with forensic expertise and the academic experience necessary to properly restructure the program and curriculum, and to ensure that all subsequent hires (tenure-track, teaching, or sessional) have the necessary knowledge to contribute effectively to the program. [ER recommendation 1]

Because it will take time to hire a new Director, that the current Program Administrator be encouraged to remain for the short to medium term, as she has been key to curricular reorganization and student advising to date and can help the program bridge the gap. [ER recommendation 3]

**Agents:** Program Administrator, Forensics Advisory Committee, Dean of the Faculty

**Completion by:** Fall 2023

**Update of Actions Taken (2023):**

A new Program Chair of Forensic Science, Dr. Shari Forbes, was appointed in January 2023. She has the demonstrated forensic expertise and the academic experience required to restructure the program and curriculum, based on her more than 20 years as a forensic chemist and professor and former Director of the Forensic Science program at Ontario Tech University. She has already made substantial course changes during her first semester with approvals through PDC and Senate. Several of these changes have ensured that sessional hires are being used to teach the correct course content based on their extensive expertise and knowledge in their fields (e.g. crime scene investigation). The Program Administrator, Dr. Maria Cioppa, remained in her position until June 30, 2023 to mentor Dr Forbes on curriculum reorganization and student advising.

**PDC Comments:**

PDC congratulates the area on the appointment of a Director for the Forensic Science Program with forensic expertise and the academic experience necessary to properly restructure the program and curriculum. PDC concurs that this recommendation has been satisfied.

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

**Recommendation 3:** That the Program Area, under the direction of the new Director, undertake a complete curriculum review and mapping exercise which, at minimum, addresses the following:

- (a) Define the rationale for each BFS program concentration, renaming the concentrations as needed, and restructuring the course requirements of the concentrations to better align with professional standards and expectations. [ER recommendation 1]
- (b) Immediately eliminate all of the courses that overlap, are too broad in scope and lack depth, or are outdated. As a guideline, the following courses should be eliminated and replaced with courses in forensic biology and forensic chemistry/forensic toxicology to be taught by the recommended new faculty: FRSC-2100. Crime Scene Evidence Analysis, FRSC-3101. Laboratory in Forensic Science, FRSC-4207. New Perspectives in Forensic Evidence Analysis, FRSC-4217. Advances in Human Identification, FRSC-4227. Forensic Medicine: Toxins and Pathology, FRSC-4237. Bioterrorism, Food and Environmental Forensics. [ER recommendation 4a]
- (c) For the BFS program, reduce reliance on courses taught online and implement more laboratory-based courses.  
*[Online courses do provide a broad view suitable for students in the BA in Forensics, the certificate, and 2+2 programs.]* [ER recommendation 4a]
- (d) Consider having the recommended new faculty develop additional courses that address more broadly applicable aspects of forensic science, (e.g. ethics, resiliency, lab accreditation, quality assurance, etc.) [ER recommendation 4a]
- (e) Redesign the Practicum course (FRSC-4002) and the Thesis course FRSC-4900 to meet the FEPAC accreditation requirements for the capstone experience. In order to meet FEPAC capstone requirements, program requirements could be changed to allow students to take *either* the revised Practicum course or the revised Thesis course. [ER recommendation 5]
- (f) Explore whether CHEM-2310 (rather than, or in addition to, BIOC 2010) should be added to the BFS program requirements. (currently, the BFS program requires two organic chemistry courses with laboratory instruction, CHEM 2300 and BIOC 2010.) [ER Recommendation 6]
- (g) Either make SPH4U a requirement for entrance to the programs or create a Physics introductory bridge course (equivalent to MATH-1780 Access to Differential Calculus, BIOM-1003 Biology of Organisms, or BIOL-1013 Organisms and the Environment) which students would be required to take in their first year, to ensure that students are adequately prepared for university level physics courses. [ER Recommendation 8]
- (h) Submit learning outcomes and assessment methods for FRSC-2007. Introduction to Forensic Science that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate". *[PDC notes that learning outcomes for all of its programs and other courses have been submitted. As well, with the deletion of FRSC-3101. Laboratory in Forensic Science, course learning outcomes are not required.]*

**Agents:** Director, Faculty Advisory Committee, Dean of the Faculty, Centre for Teaching and Learning

**Completion by:** Fall 2025

**Update of Actions Taken (2023):**

- a) The Program Chair, in consultation with the core forensic science faculty members, is in the process of completing a comprehensive curriculum review and mapping exercise. The concentrations have been reviewed and re-named as follows: Biology, Chemistry, Ecology (of Death), while the IT concentration was removed due to low interest. The courses are currently being reviewed and revised to better align with the new concentrations. The Program Chair will be submitting the course changes through PDC and Senate during the Fall 2023 semester.
- b) Of the courses recommended for removal, we have eliminated the following: FRSC-2100. Crime Scene Evidence Analysis, FRSC-4227. Forensic Medicine: Toxins and Pathology, FRSC-4237. Bioterrorism, Food and Environmental Forensics. It was not possible to remove all courses recommended as they are required courses for the program and would need to be replaced immediately with alternative courses. Our teaching human resources did not allow for this. We deemed it important to keep FRSC-3101. Laboratory in Forensic Science given the lack of practical laboratory training in the other forensic courses currently offered. This course is being re-designed and will be taught by the new Program Chair in the Winter 2024 semester. The remaining two courses FRSC-4207. New Perspectives in Forensic Evidence Analysis, FRSC-4217. Advances in Human Identification, may be phased out or the content replaced in future years pending discussion of the core forensic faculty. Based on the recommendation, a new course FRSC 4201 Forensic Chemistry has been approved in the calendar and will be taught starting in 2024/2025. A Forensic Biology course is already taught (FRSC 3217 Forensic Serology and DNA Applications) in the program but a laboratory section is also being planned for 2024/2025.
- c) The Program Chair has already reduced reliance on online courses for the BFS and BA Combined Forensics programs by creating a new first-year course (FRSC 1000 Introduction to Forensic Science) that is a required course in both programs and is taught in person (replacing the online course FRSC 2007 Introduction to Forensic Science which is now only available to non-forensic majors). She has also removed FRSC 2100 Crime Scene Evidence Analysis (3 lec, taught online only) and replaced it with a new required course FRSC 2101 Applied Crime Scene Techniques (3 lec, 3 lab, taught in-person).
- d) The recommended broader aspects of forensic science (ethics, resiliency, lab accreditation, quality assurance) will be incorporated into the FRSC 3101 Laboratory in Forensic Science course which is being re-designed and taught by the new Program Chair in Winter 2024. The core forensic science faculty members have also discussed developing a new Research Methods course which would also incorporate many of these topics.
- e) As recommended and to align with FEPAC capstone requirements, the program requirements have been changed to allow students to take *either* the FRSC 4002 Practicum in Forensic Science course or the FRSC 4900 Research Thesis in Forensic Science course.
- f) We are currently investigating whether BIOC 2010 should remain as a required course or whether to replace this with CHEM 2310. This requires discussion with the Head of the Department of Chemistry and Biochemistry to ensure there are sufficient resources to increase the intake of students into CHEM 2310.
- g) The Program Chair intends to review data relating to the success rate of students in PHYS 1300/1310 and PHYS 1400/1410 to determine whether a bridging course is required. It may not be deemed necessary if the majority of students are passing these first-year physics courses, especially as physics is not a major requirement of our concentrations. While it is deemed useful in specific areas such as Bloodstain Pattern Analysis, Ballistics, Accident Reconstruction, etc. the first-year content may provide a sufficient understanding of these niche areas of forensic science. We understand that it is recommended for FEPAC accreditation but at this time, and over the next few years, we are working towards FEPAC alignment only while the program structure is comprehensively reviewed.
- h) FRSC 2007 is no longer a required course in the forensic science programs and is only available to non-forensic majors. In Winter 2023, Senate approved the new course title (Overview of Forensic Science), learning outcomes, and the change to non-majors.

**PDC Comments:**

PDC notes that recommendations c, d, e, and h have been satisfied and commends the area for its ongoing extensive curriculum review and redesign. PDC looks forward to hearing of the completion of the remaining recommendations, including formal proposals (PDC Form C) for the renaming of the concentrations (and deletion of the IT concentration),



**Recommendation 6:** That efforts be made by the Program Administrator (later the Director) to coordinate course scheduling, particularly in the BA Forensics, to reduce conflicts. [ER recommendation 1]

**Agents:** Program Administrator/Director, Dean of the Faculty

**Completion by:** Fall 2023

**Update of Actions Taken (2023):**

The BA Combined Forensics program requires considerable course re-scheduling and is not a straightforward task given that it can be combined with criminology, psychology, sociology, or a number of other social science degrees. It is not possible to reduce conflicts without major discussion across the faculties and programs. We will work towards doing this in the future but this target was not achievable in the timeframe recommended. A realistic target is Fall 2025.

**PDC Comments:**

PDC appreciates the concerns raised, noting that coordinating course scheduling for the BA in Forensics would require discussion and collaboration among and between numerous diverse programs and Faculties, which is not feasible. Therefore, PDC requests that the area refocus its efforts on ensuring that there are no course scheduling conflicts with its own courses across its programs, and looks forward to a report on these efforts.

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

**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**UNIVERSITY PROGRAM REVIEW (UPR)**  
**PROGRESS REPORT ON: HUMAN KINETICS**  
**UNDERGRADUATE AND GRADUATE PROGRAMS**  
January 2024

**Recommendation 1:** That the Department report on its plan to increase undergraduate and graduate student enrolment, including its plan to review, on an ongoing basis, entrance average requirements, the need for qualifying courses, and other undergraduate and graduate program elements, as well as pertinent data to ensure compliance and continued assurance that all programs produce graduates able to demonstrate each of the nine characteristics of a University of Windsor graduate. [ER Recommendation 1]

**Agents:** Head, Dean of the Faculty, Kinesiology Council, Enrolment Management Office

**Completion by:** Fall 2023

**Update on Actions Taken (2023):**

In the Fall of 2021, the Department of Kinesiology introduced the first major changes to our undergraduate curriculum in more than a decade. These changes included dividing the Honours Bachelor of Human Kinetics degree, with two majors (Movement Science and Sport Management) into two direct-entry degree programs; namely, Kinesiology – Movement Science (KMS), and Sport Management & Leadership (SML). Each degree program now has its own separate admission requirements, curriculum, and learning outcomes, all of which were approved (unanimously) by our AAU Council, and subsequently at PDC and Senate.

Unfortunately, the timing of the introduction of these new degree programs coincided with the COVID-19 pandemic, which greatly limited our ability to promote these changes to prospective students via high school presentations, UWindsor Open Houses, the Ontario Universities' Fair, and other recruitment events. We did our best to promote these changes via virtual presentations and paid social media advertising. Despite our best efforts, we did not meet our enrollment targets in the Fall of 2021 or Fall of 2022 as a result of our limited ability to promote these degree changes. However, fast-forward to the Fall of 2023 and our first-year enrollment in Kinesiology is at an all-time high. Based on data shared by the Executive Director of Institutional Analysis following the Fall 2023 Add/Drop deadline, Kinesiology had a Year 1 full-time headcount of 230 students, which is up 23 students from Fall 2022, and nearly double the growth we witnessed in Fall 2021. Moreover, enrollment in SML has more than doubled since separating into its own standalone degree program, with plenty of room for growth.

Accompanying these curricular changes, we have also increased the number of degree completion programs that we offer to students at partner institutions (another one was recently approved by our AAU Council with a college from outside of Ontario) and improved the structure of existing degree completion programs to make them more attractive to prospective transfer students. We have also introduced a new Certificate program in Human Factors and Ergonomics and are in the latter stages of developing another Certificate program in Coaching that we anticipate will attract interest from prospective students.

Going forward, we have proposed a name change to our undergraduate SML degree to improve its marketability to students and future employers, and plans are underway to do the same with our KMS degree. Now that we have demonstrated 'proof of concept' with our direct entry degree programs, the next steps include minor adjustments to our admission requirements to make our degrees more competitive with other institutions throughout Ontario and thereby improve the quality of preparation for students being admitted. Included in these discussions are setting a minimum grade for the Math admission requirement for the SML degree and introducing a Math admission requirement for the KMS degree.

At the master's level, admissions have somewhat stalled. Some of this is a function of the COVID-19 pandemic, which closed all Kinesiology research laboratories and suspended (nearly) all in-person research involving human

subjects for more than two years. However, increased competition in the market for kinesiology graduate students in Ontario and other parts of Canada have presented some challenges with recruitment. To help address some of these concerns, we have removed the requirement of qualifying courses for students being admitted to our master's programs from outside of Kinesiology. We have also changed (twice) the English language proficiency requirements to help ensure that students entering our master's programs are successful with their studies. Since the time of our IQAP review, we have also split the Master of Human Kinetics into two distinct degree programs; namely, Master of Human Kinetics (MHK in Applied Human Performance) and Master of Sport Management & Leadership (MSML). As with the undergraduate degree programs, discussions have commenced to change the name of the MHK degree to improve its marketability to students and future employers as well.

Structurally, we have made considerable changes to the MSML degree for those pursuing the Internship route, which will allow us to admit more students without burdening faculty advisors, while also ensuring that students can complete their degree requirements in a timely fashion ( $\approx$  16 months). Although these changes were introduced during the latter part of the Fall 2023 admissions cycle, the Fall 2024 admissions cycle will be the first year of welcoming students into this new degree program. Discussions are ongoing about what, if any, changes may be made to the MHK degree going forward to help attract additional internship students. The highly successful thesis routes in both areas remain unchanged.

Despite the stalling of admissions at the master's level, we have experienced steady growth within our doctoral degree program. What started with four full-time students in the Winter of 2014 has now blossomed into 15 students as of Fall 2013. Despite nearly quadrupling the number of students in this degree program, we have maintained the same very high standards that people have come to expect from Kinesiology, with most of our students obtaining OGS or tri-council funding to support their research (including a SSHRC Vanier Award recipient). In addition, several students have received the University's Graduate Research Excellence Award (doctoral), GATA Awards for Educational Practice and Leadership, and the prestigious Governor General's Gold Medal over the past decade.

**PDC Comments:**

PDC concurs that this recommendation has been satisfied and commends the area on its significant work to address this recommendation, much of which was undertaken while also addressing COVID-related challenges.

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

**Recommendation 2:** That the Department rethink/utilize the resources that are available, including:

- a) using the resources on the main campus such as computer laboratory space and lecture theatres to enhance the delivery of HK programs. [ER Recommendation 2]
- b) exploring the opportunity to share space and resources with other unit(s) under Faculty control (e.g., athletics). [ER Recommendation 2]
- c) scheduling classes and labs on Fridays as well as late afternoon and evening timeslots throughout the week to decrease the perceived space limitations. [ER Recommendation 2]

**Agents:** Head, Dean of the Faculty

**Completion by:** Fall 2023

**Update on Actions Taken (2023):**

- a) To date, we have not needed to rely upon the resources of the main campus to provide (computer) lab or classroom space to enhance our program delivery. However, going forward (as early as Fall 2024), we anticipate scheduling at least two first-year and two second-year core courses in lecture theatres located on the main campus because our building's largest classroom (HK 140) will not have the seating capacity to accommodate the number of enrolled students. We have also downsized the computer laboratory in the HK Building to make better use of the space in delivering our first-year anatomy labs, while still facilitating in-person, computer-based testing in our first-year anatomy courses.

- b) Since the Fall of 2022, Kinesiology started offering undergraduate labs in the Centre of Human Performance and Health (CHPH), which has now been relocated to the first floor of the HK Building in the former Armoury (and previously, the Duddy) Fitness Centre. This relocation enabled Kinesiology to increase the square footage in the HK Building dedicated to research labs, while making the services of the CHPH more accessible for varsity athletes who are training in the TLC. As we have for decades, we continue utilizing other athletic facilities (e.g., Forge Fitness Centre, Dennis Fairall Fieldhouse, triple gymnasium, the multi-purpose rooms, outdoor fields) to facilitate academic, research, and community-based programming in the Department of Kinesiology. At the same time, Kinesiology classrooms and meeting spaces are utilized daily by varsity teams for study halls, viewing game films, hosting alumni gatherings, and various other purposes.
- c) Commencing in the Fall of 2021, additional classes and labs have been scheduled on Fridays and in the late afternoon on other days to decrease the perceived space limitations. Other courses have been delivered synchronously and asynchronously online to provide students greater flexibility. Although we have not offered any evening courses since returning from the pandemic, opportunities for offering such courses are still being explored. In the meantime, unused classroom space in the HK Building has been used by other faculties in the late afternoons and evenings, as well as on Fridays to help reduce the burden on other classrooms across campus.

**PDC Comments:**

PDC notes the Faculty's space optimization initiatives, which included reviewing and addressing space usage and space needs across all of its activities in a holistic manner. PDC commends the area on its strategic use of space and concurs that the recommendation has been satisfied.

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

- Recommendation 3:** That the Department pursue opportunities for curriculum revitalization, including:
- a) considering new streams, areas of concentration, or majors at the undergraduate level. [Recommendation 3]
  - b) broadening foci at the graduate level to include disciplines such as healthy aging, or parasport athlete development. [Recommendation 3]
  - c) mapping its programs to the University of Windsor graduate attributes. [PDC notes that learning outcomes for all of its programs have been submitted.]

**Agents:** Head, Dean of the Faculty, Kinesiology Council

**Completion by:** Fall 2025

**Update on Actions Taken (2023):**

- a) As noted above, since our last review, we have divided our original BHK degree, which had two majors, into two distinct degrees with separate entrance requirements, curricula, and program level learning outcomes. Upon differentiation, we redesigned two degree completion programs with our existing college partners, and introduced three others. We have also introduced a new Certificate in Human Factors and Ergonomics. Over the course of the next year, we anticipate adding another degree completion program with Saskatchewan Polytechnic and another Certificate program in Coaching, which will allow us to better leverage the expertise of the full-time AAS-Coach members in the Faculty of Human Kinetics.
- b) To date, we have not broadened our focus at the graduate level to consider alternative disciplines. While we have the faculty expertise to offer specialized programming in healthy aging (indeed, our Community Speaker Series taking place on Wednesday November 1<sup>st</sup> is on this very topic), most of the faculty in this area have been on leave (e.g., maternity, parental, sabbatical) over the past three years. Thus, we have not yet had the opportunity to explore these possibilities. As for parasport athlete development, despite the demand for this kind of programming, we do not currently have the expertise within our faculty complement to deliver it. Moreover, our HK Building is not currently AODA compliant. Even with the installation of a new front entrance to our building (which is expected to be complete sometime this Fall), students with accessibility issues would experience considerable difficulty accessing the other floors of the HK Building due to an antiquated elevator





all courses to be offered in the next year or two. With a report confirming that this 80-90% course planning cycle has been posted, this recommendation would be deemed satisfied.

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

**Recommendation 5:** That Kinesiology report on its strategic plan, including information on how it will capitalize on its strengths (which include a strong focus on undergraduate research experiences, graduate internships, co-operative education and award-winning faculty), in order to find the niche that best matches its strengths.

[Recommendation 6]

**Agents:** Head, Dean of the Faculty, Kinesiology Council

**Completion by:** Fall 2025

**Update on Actions Taken (2023):**

To help improve opportunities for undergraduate students to engage in research, we introduced the Undergraduate Thesis (KINE 4780) course in the Fall of 2017. Since that time, and despite a dip in enrollment during the COVID-19 pandemic and in 2021-2022 due to seven of our KMS faculty being on leave that year, Kinesiology has witnessed some growth in the enrollment of this course. This formal opportunity to get course credit for research is complemented by our undergraduate Individual Studies (KINE 4750) course, which often includes a research component. Some students will also engage in research as part of their undergraduate Internship (KINE 4980) course. Beyond receiving formal course credit for their involvement in research, we have many students participating in the Outstanding Scholars program and others engaging in research through the Ignite program. Others still will engage in research on a paid and/or voluntary basis within various kinesiology labs as research assistants and participants.

As noted previously, all Kinesiology research laboratories were closed and (nearly) all in-person research involving human subjects was suspended for more than two years during the COVID-19 pandemic. Thus, opportunities for our students to engage in and present their research during this time were greatly reduced. However, since returning to campus, and now that our research labs are open and thriving, and opportunities for students to share their work once again with others via Kinesiology Research Day and the UWill Discover undergraduate conference, we have successfully re-established the strong undergraduate research culture that we had come to appreciate and value in Kinesiology.

Similarly, as noted above, we have restructured the MSML (internship) degree program to make it more appealing to prospective students (including international applicants) and help ensure that they can graduate in a timely fashion. These changes are expected to further strengthen this degree program's international reputation (currently ranked 1<sup>st</sup> in Canada and 19<sup>th</sup> in the world by *SportBusiness*). Discussions are also ongoing among those associated with the MHK degree program to consider a possible name change and programmatic restructuring to benefit students in their internship stream as well. A suggestion was made in the Reviewers' Report that we consider adding an internship/practicum component for master's students taking the thesis route. To be clear, the internship course has always been available for thesis students to complete as an elective part of their degree; however, very few take advantage of it because it extends the duration of their studies.

Uptake in our co-operative education program has waned in recent years. Some of this has to do with our Experiential Learning Coordinator being tasked to help grow the CHPH and others being tasked or hired to lead the co-op program on a part-time or sessional basis. Some of this decline is also a function of the COVID-19 pandemic, where in-person internship and co-op placements were simply not made available to our students. To address the former issue, the Dean and Department Head have had several discussions about how to stabilize the personnel associated with leading our co-op and internship programs going forward to help rejuvenate them. Nevertheless, the growth of the CHPH in recent years has been made possible by the great number of students who are working (via Ignite) or interning with the Centre, which has allowed the capacity for athlete testing and performance enhancement to increase exponentially. Nevertheless, there is still more that we can and should be doing to

enhance (preferably paid) placement opportunities elsewhere in the community that will be attractive to prospective students.

Finally, apart from hiring some truly exceptional new faculty in recent years who will win their share of awards for the quality of their instruction, we continue to recognize and nominate our esteemed faculty for both internal and external teaching awards. Since 2020, **Dr. Dave Andrews** (3M Teaching Fellowship; UWindsor Educational Leadership Award; Wayne Marino Faculty of Human Kinetics Teaching Excellence Award), **Dr. Krista Chandler** (UWindsor Excellence in Mentoring Award; HK Excellence in Graduate Mentorship Award), **Ms. Adriana Duquette** (Minister's Award of Excellence), **Dr. Sean Horton** (Wayne Marino Faculty of Human Kinetics Teaching Excellence Award), **Dr. Todd Loughead** (UWindsor Excellence in Mentoring Award; HK Excellence in Graduate Mentorship Award), **Dr. Patti Millar** (UWindsor Alumni Award for Distinguished Contributions to University Teaching; Wayne Marino Faculty of Human Kinetics Teaching Excellence Award), and **Dr. Vicky Paraschak** (UWindsor Alumni Award for Distinguished Contributions to University Teaching; HK Excellence in Graduate Mentorship Award) have all won Faculty, University, or external teaching awards. During this same timeframe, several of our graduate students received university-level teaching awards as well, including **Paige Coyne** (GA/TA Award for Educational Leadership), **Frank Ely** (GA/TA Award for Educational Practice), **Sheldon Fetter** (GA/TA Award for Educational Leadership), and **Katie Hirsch** (GA/TA Award for Educational Practice).

**PDC Comments:**

PDC thanks the area for its detailed report and its efforts to provide an exceptional student experience.

PDC reminds the area that the recommendation speaks to the development of a strategic plan, noting that the efforts reported could form part of the strategic plan. With a report confirming the completion of its strategic plan, including how it will capitalize on its strengths in order to find the niche that best matches its strengths, PDC would consider this recommendation satisfied.

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

**UNIVERSITY OF WINDSOR**  
**UNIVERSITY PROGRAM REVIEW (UPR)**  
**FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN: MATHEMATICS AND STATISTICS**  
**UNDERGRADUATE AND GRADUATE PROGRAMS**  
January 2024

**Executive Summary of the Cyclical Program Review of the Department of Mathematics and Statistics' 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 Mathematics and Statistics.

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 Mathematics and Statistics' 2021-2022 Self-Study, submitted to the Office of Quality Assurance on February 28, 2023, included: 1) a summary of activities since the last review; 2) descriptions and an analysis of the programs, their learning outcomes, curriculum structure, and student experience; 3) information on enrolments as well as financial, physical, and human resources; and 4) the program data including the standard data package provided by the Office of Quality Assurance. Included in the appendices to the Self-Study were faculty member CVs, recommendations from the previous IQAP review, the Leddy Library report, undergraduate and graduate course outlines, learning outcomes, and calendar descriptions, and student-related surveys and data.

The Department of Mathematics and Statistics programs were reviewed by Dr. Andrew Dean, Department of Mathematical Sciences, Lakehead University; Dr. Geneviève Gauthier, Department of Decision Sciences, HEC Montreal; and Dr. Priscila Correa, Faculty of Education, University of Windsor. In addition to assessing the Self-Study, the Review Team conducted a two-day on-site visit on May 4-5, 2023, which included meetings with faculty, students, staff, the coordinator of the Mathematics and Statistics Learning Centre, the Head of the Department of Mathematics and Statistics, the Dean of the Faculty of Science, the Associate Dean of Undergraduate Affairs, the Dean of Graduate Studies, the Academic Librarian in charge of the Data Centre, and the Associate Vice-President Academic.

The Review Team noted that the Self-Study document was created two years ago and acknowledged that a scheduled visit was delayed due to COVID and organization difficulties. In their report (July 7, 2023), the reviewers commented on how impressed they were that almost all the recommendations from the previous review had been implemented. Although there are a lot of similarities with the Department's offerings from the last review, there are a number of changes as well, including new programs such as the Masters in Actuarial Science. While there have been many new developments, the reviewers noted that these have been pursued absent a planned coherent and cohesive approach. Critical to the Department's continued success and growth is the creation of a strategic plan, including a strategic hiring plan, to better guide the Department's program development and hiring decisions.

It was also noted that admission requirements are adequate and appropriately aligned with learning outcomes. The Review Team lauded the innovative offering of undergraduate specializations, as well as the success of the actuarial science graduate specialization, noting that the latter could only be strengthened by obtaining accreditation from the Society of Canadian Actuaries. The programs are delivered by dedicated faculty, with strong research profiles, and supported by committed staff. The Review Team noted the reliance on sessionals, confirming that the number was not too high or unreasonable, though they did underscore the importance of ensuring that sessionals be available to students. The Review Team did note a difficult transition period for undergraduate students moving from second year to third year, recommending that there be abstraction built into courses in years one and two. Finally, while the means

of assessments are appropriate, the Reviewers urged the area to address the “lack of consistency in teaching the same course from year to year and across all sections of the same course”, impacting student learning and progression through the undergraduate program.

Overall, the Review Team concluded that Department’s suite of undergraduate and graduate programs and courses are similar to those offered at other similar-sized institutions, noting a shift from operational research to actuarial sciences. The Review Team also commended the Department on its recognition of the importance of service teaching, and its innovative Math and Stats Learning Centre, open to all students and demonstrating a strong commitment to student success and providing an exceptional student experience.

The Head of the Department of Mathematics and Statistics and Dean of Science submitted their responses to the External Reviewers’ Report (July 7, 2023), 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 2024) 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 2024.

### **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 (ER) report, the response from the Department of Mathematics and Statistics, and the Dean’s response.*

**Recommendation 1:** That the Department develop a strategic plan over a horizon of 5 and 10 years, including academic programming and service teaching, research and graduate supervision, and faculty hiring/renewal plan. A strategic plan, endorsed by the Dean, will identify areas of focus and growth, allowing a better allocation of resources and better guiding important decisions such as the creation of courses, specializations, the purchase of software or computing capacity, and the hiring of new faculty members. [ER recommendations 1 and 12]

**Agents:** Head, Dean of Science, AAU Council

**Completion by:** Fall 2025

**Recommendation 2:** That the Department develop a standardized and exhaustive course syllabus template to ensure consistency between the courses (and course sections) and with the learning outcomes as well as to ensure stability over time. It is important that there be consistency through time; that the content of the courses not depend solely on the choice of the instructor, but on a common decision in relation to the course learning outcomes. This would have the advantage of providing better support for sessionals who would receive a full description of the material to be taught.

There should be a template for the course outlines that provides information on the following points, in addition to what is required by Senate Bylaws:

- (1) a text describing the subject of the course and to whom it is addressed,
- (2) a detailed description of the subjects covered,
- (3) the course learning outcomes as well as an enumeration of the objectives of the program which are covered in this course,
- (4) the methods of evaluations and their weighting.

[ER Recommendation 2]

**Agents:** Head, Undergraduate and Graduate Committees, Centre for Teaching and Learning

**Completion by:** Fall 2024

**Recommendation 3:** That the Department undertake a curriculum mapping exercise to report on and address the perceived gap between years 1-2 and years 3-4 of the BMath program. Along with implementing detailed and standardized syllabi for each course, the coherence between the courses and the progression through the program would be ensured by Department members. [ER Recommendation 4]

**Agents:** Head, AAU Council, Undergraduate Committee, Centre for Teaching and Learning

**Completion by:** Fall 2024

**Recommendation 4:** That the Department investigate why the conversion rate, from first-year applications to registrations, is low and put in place measures to increase it. [ER Recommendation 3]

**Agents:** Head, AVP Enrolment Management

**Completion by:** Fall 2025

**Recommendation 5:** That the Department report on efforts and initiatives to address concerns where undergraduate students wishing to continue their graduate studies at the University may not be able to do so, since they may have completed graduate course requirements as part of their undergraduate program due to cross-listings. This may include:

- a. allowing course substitutions (e.g, directed readings, projects within the industry, etc.) for graduate students who completed a course as part of their undergraduate degree;
- b. providing advanced standing into graduate programs by creating five-year BMath-Masters degrees.

[ER Recommendation 5]

**Agents:** Head, Graduate Committee, AAU Council

**Completion by:** Fall 2025

**Recommendation 6:** That the Department report on its efforts to provide hands-on undergraduate courses in programming, with applications in data science, statistics, optimization, and/or operations research, including exploring possible synergies with the School of Computer Science, which is currently developing a Data Science program. [ER Recommendation 6]

**Agents:** Head, Undergraduate Committee, AAU Council, Dean of Science, Director of School of Computer Science

**Completion by:** Fall 2025

**Recommendation 7:** That the Department report on the establishment of regular meetings with the Faculty of Education to ensure that the Concurrent BMath/BEd program is fulfilling the needs of students. [ER Recommendation 7]

**Agents:** Head, Dean of Education

**Completion by:** Fall 2024

**Recommendation 8:** With regard to Concurrent Education programs:

- a) That the Department pursue conversations with the Dean of Education regarding the feasibility of offering the honours concurrent program in five years, rather than six. While students want Honours degrees as it enables them to be higher on the pay scale when hired as a teacher, and leaves the door open to pursue Graduate studies, they may be reluctant to spend an additional year (6 years rather than 5) to get a Concurrent Education degree. Some universities have developed accelerated programs so that by using the Spring and Summer semesters, students are able to get the 4-year honours degree in 3 years. This also increases overall enrolment in Math and Stats programs as you have students for one more year before graduation.
- b) That the Department report on its efforts to highlight the concurrent education programs at recruitment events, including making use of successful students from the program as Ambassadors or at least offering testimonials, where possible.

[ER Recommendation 8]

**Agents:** Head, Dean of Education

**Completion by:** Fall 2024

**Recommendation 9:** That the Department fully embrace the Actuarial Science program, especially since there is a natural synergy with the specialization in statistics, and report on efforts to ensure its sustainability by:

- (1) making a case to the Dean of the Faculty for at least two members of the department who are actuaries, provided this is consistent with the Department's strategic plan; and
- (2) undertaking the process of accreditation with the society of actuaries.

[ER Recommendation 9]

**Agents:** Head, Dean, AAU Council

**Completion by:** Fall 2025

**Recommendation 10:** When there are many sections of the same courses, that the Department designate a coordinator to oversee all sections of a multi-section course and to make sure that the same material is covered in every sections, understanding that some course may have sections with different emphasis that need to be considered (e.g., 1<sup>st</sup> year calculus course that has both Engineering and non-Engineering sections). [ER Recommendation 10]

**Agents:** Head

**Completion by:** Fall 2024

**Recommendation 11:** That the Department report on how it is ensuring consistency between the content of courses from year to year and with their course outlines, for the courses taught by sessional instructors. This may be achieved by assigning oversight responsibility to a faculty member, having the undergraduate committee or Head work with the sessional instructors, or other means identified by the Department. [ER Recommendation 11]

**Agents:** Head, Undergraduate Committee

**Completion by:** Fall 2024

**UNIVERSITY OF WINDSOR**  
**UNIVERSITY PROGRAM REVIEW (UPR)**  
**FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN: MECHANICAL, AUTOMOTIVE, AND MATERIALS**  
**ENGINEERING**  
**UNDERGRADUATE AND MASc/PhD PROGRAMS**  
January 2024

**Executive Summary of the Cyclical Program Review of the Department of Mathematics and Statistics' 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 Mechanical, Automotive, and Materials 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 Mechanical, Automotive, and Materials Engineering's 2019-2020 Self-Study, submitted to the Office of Quality Assurance on October 19, 2022, included: 1) descriptions and an analysis of the programs, their learning outcomes, curriculum structure, and student experience; 2) information on enrolments and retention, 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. Included in the appendices to the Self-Study were faculty member CVs, recommendations from the previous IQAP review, undergraduate and graduate course outlines and calendar descriptions, and student-related surveys and data.

The Department of Mechanical, Automotive, and Materials Engineering's programs were reviewed by Dr. Markus Bussmann (Department of Mechanical and Industrial Engineering, University of Toronto), Dr. Michael Collins (Department of Mechanical and Mechatronics Engineering, University of Waterloo), Dr. Pascal Hubert (Department of Mechanical Engineering, McGill University), and Dr. Joel Cort (Faculty of Human Kinetics, University of Windsor). In addition to assessing the Self-Study, the Review Team conducted a two-day on-site visit on March 2-3, 2023, which included meetings with faculty, students, administrative and technical staff, the Head of the Department of Mechanical, Automotive, and Materials Engineering, the Dean and Associate Deans of the Faculty of Engineering, members of the Undergraduate and Graduate Committees, and the Associate Vice-President Academic.

In their report (May 14, 2023), the Review Team acknowledged the delay in completing the Self-Study and site visit, noting that this was due to extenuating circumstances relating to the pandemic and leadership changes at the Head and Decanal levels, with some information and concerns having already been addressed by the time of the site visit. 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 confirmed that undergraduate and MASc/PhD program requirements and learning outcomes are clear, appropriate, and aligned with degree level expectations and, in the case of undergraduate programs, accreditation requirements. The programs are delivered by faculty with overall research profiles and supported by dedicated administrative and technical staff, all committed to providing an exceptional and supportive student experience. However, the Review Team did note that the latter could be compromised if administrative staffing support for the Department and technical staffing for the Faculty are not increased.

It was also noted that undergraduate and MASc/PhD admission requirements are appropriate and aligned with learning outcomes, though it was recommended that the undergraduate admissions average be increased to reflect the high mean entrance average of students. Assessment methods for both these programs were also noted as being



appropriate and effective. It was noted that harmonization around academic administrative roles (eg, graduate program coordinators) for the various programs would create efficiencies and provide greater clarity to students. The Review Team also urged reconsideration of undergraduate program sequencing to allow students to graduate in Spring (rather than October) and enter the workforce more quickly. The Review Team also expressed concern that some MASc and PhD students do not complete their degree program, primarily due to lack of funding, and urged some minimum level of guaranteed graduate funding.

Overall, the Review Team was impressed with the Department of Mechanical, Automotive and Materials Engineering, noting a collegial and positive working environment and strong leadership at the Department and Decanal levels, and concluded that the Faculty offers very consistent and solid undergraduate and MASc and PhD programs. The Review Team noted that the space and physical resources within which the programs are delivered are of high quality.

The Head of the Department of Mechanical, Automotive, and Materials Engineering and Dean of Science submitted their responses to the External Reviewers' Report (July 25, 2023 and August 9, 2023, respectively), 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 2024) 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 2024.

### **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 (ER) report, the response from the Department, and the Dean's response.*

**Recommendation 1:** That the Department, with the assistance of the Manager of Student Success and Academics, report on efforts to:

- a) improve course and program information (e.g. courses offered, sequence, etc.); [ER Recommendation 7]
- b) develop a process and supports to alleviate course registration confusion [ER Recommendation 8]
- c) assist students with their progression through their programs particularly in cases where a student fails or misses a course. [ER Recommendation 7]

**Agents:** Head, Manager of Student Success and Academics

**Completion by:** Fall 2025

**Recommendation 2:** That the Department modernize the existing Materials option by:

- a) adding courses (on composites and metallurgy, for example), and/or more closely align the option to the Automotive and Aerospace options; or
- b) expanding the option to a Materials and Manufacturing Option. [ER Recommendation 4]

**Agents:** Head, AAU Council, faculty members in Materials and Industrial engineering

**Completion by:** Fall 2025

**Recommendation 3:** That the Department review and modernize the Mechanical Engineering Automotive option curriculum to include emerging topics (autonomous vehicles, hybrid and electric vehicles, batteries, vehicle light-weighting, etc.). [ER Recommendation 5]

**Agents:** Head, AAU Council, faculty members in Automotive engineering

**Completion by:** Fall 2025

**Recommendation 4:** That MAME consider realigning the undergraduate curriculum to allow for non-co-op students to graduate in Spring. [ER Recommendation 9]

**Agents:** Head, AAU Council

**Completion by:** Fall 2025

**Recommendation 5:** That the Department explore opportunities to strengthen its relationship with the Co-op Office, with a view to addressing concerns such as with the lack of placements for students in certain options, and advising engineering students on how to take best advantage of co-op program opportunities. [ER Recommendation 15]

**Agents:** Head, Manager Student Success and Academics, Co-op Office

**Completion by:** Fall 2025

**Recommendation 6:** That the Department harmonize the MASc and PhD programs in each of ME, IE and Materials Engineering, and that a single Graduate Program Coordinator be assigned to oversee all research graduate programs. [ER Recommendation 10]

**Agents:** Head, AAU Council, faculty members

**Completion by:** Fall 2026

**Recommendation 7:** That the Department further explore developing a policy that guarantees ALL research graduate students (MASc, PhD) a certain minimum level of funding, for a reasonable period of time, and report on challenges or progress made to this end. [ER Recommendation 17]

**Agents:** Head, AAU Council

**Completion by:** Fall 2025

**Recommendation 8:** That the Department develop a mechanism to review the offer letters provided to graduate students, regarding funding and tuition fees, to ensure that the information is clearly and correctly presented; and to, more generally, review communications to graduate students. [ER Recommendation 18]

**Agents:** Head, Graduate Coordinator

**Completion by:** Fall 2024

**Recommendation 9:** That the Department raise the minimum entrance average for applicants to the Mechanical Engineering and Industrial Engineering programs from 74% to 78%, and report back on its consideration of adding Grade 12U Calculus and Vectors to its admission requirements to further support student success. [ER Recommendation 1]

**Agents:** Head, AAU Council

**Completion by:** Fall 2024

**Recommendation 10:** That the Department improve its messaging around the WINONE program, clarifying to students that its services can be accessed by students beyond first year. [ER Recommendation 21]

**Agents:** Head

**Completion by:** Fall 2024

**Recommendation 19:** That the Department review and update the lists of graduate courses and Special Topics courses that are likely to be offered at least occasionally, to provide students a clear sense of graduate course offerings in the coming year or two. [ER Recommendation 19]

**Agents:** Head, Graduate Coordinator

**Completion by:** Fall 2024

**Recommendation 12:** That the Department consider introducing:

- a) an annual in-person orientation session for new research graduate students (MASc, PhD); and
- b) formal agreements between each research graduate student and their supervisor, to establish a mutual understanding of communication, financial support, progress tracking, paper authorship, etc.

[ER Recommendation 20]

**Agents:** Head, faculty members

**Completion by:** Fall 2025

**Recommendation 13:** That faculty be expected to submit three-year progress reports for feedback by the Head, in addition to the annual submission of eCVS, consistent with the collective agreement. [ER Recommendation 16]

**Agents:** Head, Dean

**Completion by:** Fall 2024

**Recommendation 14:** That the Department actively participate in discussions around the Faculty-level review and streamlining of administrative, IT, and technical staff positions, and that it report on the progress of this review as relates to administrative and technical staffing support for its programs. [ER Recommendations 11 and 12]

**Agents:** Head, Dean

**Completion by:** Fall 2026

**Recommendation 15:** That the Department review and revise (as needed) its academic administrative structures and positions to ensure their effectiveness in assisting the Head with MAME leadership and management duties, in alignment with the WUFA collective agreement and Senate bylaws. [ER Recommendation 13]

**Agents:** Head

**Completion by:** Fall 2025

**Recommendation 16:** That the Department report on whether and how the funding from the MEng programs continues to be used to enhance supports for students, faculty teaching and research, and labs and facilities. [ER Recommendation 14]

*[In their response to the external reviewers, the Department and Dean clarified that funding from the MEng programs has flowed back to the Faculty and its Departments, resulting in the creation of an Associate Dean of Professional Programs, supports for students, research funds for faculty, and upgrades to labs and facilities, and will continue to do so in accordance with the ABB model and within University budget constraints.]*

**Agents:** Head

**Completion by:** Fall 2024

**UNIVERSITY OF WINDSOR**  
**UNIVERSITY PROGRAM REVIEW (UPR)**  
**FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN: MECHANICAL, AUTOMOTIVE, AND MATERIALS**  
**ENGINEERING**  
**UNDERGRADUATE AND MASc/PhD PROGRAMS**  
February 2024

**Head's Response to PDC's University Program Review Final Assessment Report and Implementation Plan**

The Head is largely agreeable to the list of final recommendations, but wishes to share with Senate some relevant points:

Regarding recommendation #4 (allow early graduation for non-Co-op students), the PDC and Senate should recognize that while this recommendation would be beneficial to our students, it would have some significant cost implications, as it would require offering nearly two full additional semesters of courses. Currently in Mechanical Engineering, the 4A semester is offered in Winter, and 4B is offered in Summer. In order to allow an early graduation, a new 4A semester would have to be offered in the Fall, and a new 4B offered in Winter, but this sequence would only serve those students not in the Co-op program, as the Fall semester is required for a Co-op posting. The current sequence would need to be maintained for those students in Co-op. There could be some efficiencies found as the current 4A and new 4B (non-Co-op) semesters would overlap to allow some courses to serve in both semesters, but the extra teaching costs could approach \$100k/a based on current Sessional Instructor rates. Given that this change would benefit only 50-75 students, it is likely that there are better investments for program improvements in other areas.

Further, while the Head is in favour of moving forward with recommendations #7 (minimum stipend for MASc, PhD students) and #9 (higher required admission average for undergraduates), both could also have financial implications. Requiring a minimum stipend for graduate students (MASc, PhD) is likely to drive down graduate student enrollment, as some faculty do face funding challenges and are offering only very modest stipends. However, the frequency of graduate students (particularly international students) reporting financial difficulties has been a growing concern, and a minimum stipend would help address this issue. Increasing the admission average could also have an impact on undergraduate admissions, although this is expected to be relatively smaller, as most entering students are well above the minimum requirements.

**UNIVERSITY OF WINDSOR**  
**UNIVERSITY PROGRAM REVIEW (UPR)**  
**FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN: NURSING**  
**UNDERGRADUATE AND GRADUATE PROGRAMS**  
January 2024

**Executive Summary of the Cyclical Program Review of the Faculty of Nursing 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 Faculty of Nursing.

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 Faculty of Nursing's 2019-2020 Self-Study, submitted to the Office of Quality Assurance on March 10, 2023, included: 1) descriptions and an analysis of the programs, their learning outcomes, curriculum maps and 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. Included in the appendices to the Self-Study were faculty member CVs and renewal, tenure, promotion criteria; graduate and undergraduate course descriptions, outlines, and handbooks; preceptor and clinical evaluations and regulations; student feedback surveys; the Leddy Library report; and the prior cyclical program review status report.

The Faculty of Nursing programs were reviewed by Dr. Kathy Watkins (Faculty of Nursing, Memorial University), Dr. Rosemary Wilson (School of Nursing, Queens' University), and, Dr. Martin Crozier (Department of Biomedical Sciences, University of Windsor). In addition to assessing the Self-Study, the Review Team conducted a two-day virtual site visit on May 2-3, 2023, which included meeting with faculty, students, clinical education faculty and staff, administrative support staff, technical staff, the Graduate and Undergraduate Coordinators/Administrators and Program Committees, the appointments and renewal, tenure, and promotion committees, Nursing Administration including the Dean of the Faculty of Nursing, and the Associate Vice-President, Academic.

In their report (June 13, 2023), the Review Team acknowledged the delay in completing the Self-Study and site visit, noting that this was due to extenuating circumstances relating to the pandemic and several leadership changes, and confirmed that the Faculty's strategic plan and programs meet the IQAP evaluation criteria and align with the University of Windsor's strategic plan. Specifically, the Review Team noted that the program learning outcomes are clearly mapped to the COU undergraduate and OCGS graduate degree level expectations, and, in addition to strong graduate programs, highlighted the recent and very positive accreditation review of the undergraduate program by the Canadian Association of Schools of Nursing and approval process by the College of Nurses of Ontario. The programs are delivered by "highly qualified, committed, engaged, enthusiastic, and innovative" faculty, strong in both teaching and in peer-reviewed publications and presentations. The Review Team noted that, together with a team of "highly dedicated, creative, collaborative, engaged, and innovative" staff, they are committed to providing an exceptional and supportive student experience. The Review Team noted that interactions between faculty, staff, and students were described by all parties as positive and exceptional.

The Review Team did note that program learning outcomes, particularly at the graduate level, would benefit from some rewording for greater clarity; consistent with Bloom's taxonomy and best practice in learning outcomes syntax. It was also noted that admission requirements are adequate and appropriately aligned with learning outcomes, and retention and graduate rates are strong. However, the Reviewers noted that all programs would benefit from the

inclusion of an equity-oriented process to admissions. Finally, while assessments are appropriately leveled, the Review Team noted that they are not clearly mapped to learning outcomes for every course.

Overall, the Review Team noted that they were impressed with the quality of the programs, the faculty, staff, and students, and Nursing leadership, and concluded that the Faculty offers very consistent and strong Nursing undergraduate and graduate programs. The Reviewers were pleased to note the Faculty's commitment to continuous improvement as evidenced by its on-going review of its undergraduate and graduate curricula. Enhanced research productivity with greater external grants, necessitated by the launch of the PhD program, would further enhance the Faculty's reputation and support student success.

The Dean of the Faculty of Nursing submitted their response to the External Reviewers' Report (June 29, 2023), 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 2024) 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 2024.

### **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 (ER) report and the response from the Dean of the Faculty of Nursing.*

In addition to recommendations for the area, the Review Team recommended in their covering letter that, in light of unanticipated delays in conducting this review, the cyclical program review (CPR) cycle for Nursing be reset, allowing for a full cycle (eight year period) between this external review and the next.

### **General: Undergraduate and Graduate**

**Recommendation 1:** That Nursing implement an equity-oriented process for admissions to its undergraduate and graduate programs. [ER recommendations 1 and 6]

**Agents:** Dean, Associate Deans, faculty members

**Completion by:** Fall 2025

**Recommendation 2:** That Nursing implement a process to ensure the implementation of its standardized undergraduate course syllabus template and its standardized graduate course syllabus template, across all courses and programs. Such a process should include a syllabus review process prior to the distribution to students to maintain consistency and integrity of information. [ER recommendations 2 and 8]

**Agents:** Dean, Associate Deans, faculty members

**Completion by:** Fall 2024

**Recommendation 3:** That Nursing continue and report on its work to Indigenize and decolonize the curriculum at all program levels. [ER General Recommendation 1]

**Agents:** Dean, Associate Deans, Faculty Council

**Completion by:** Mid-cycle update

**Recommendation 4:** That Nursing pursue securing funding for a research facilitator/coordinator to support faculty and future post-doctoral student research applications and successful grant administration. [ER General Recommendation 2]

**Agents:** Dean, Senior Development Officer

**Completion by:** Fall 2025

**Undergraduate Program:**

**Recommendation 5:** That Nursing make a case, through the Dean of the Faculty, for the additional or renovated space to support simulation, lab activity, and storage, to meet the needs of the growing BScN program. [ER Recommendation 3]

**Agents:** Dean

**Completion by:** Fall 2024

**Recommendation 6:** That Nursing review and update its staff hiring plan, including the hiring of a technician to maintain and to program simulation and lab equipment; and that it make a case for such a hire, if needed, subject to the outcome of the review. [ER Recommendation 4]

**Agents:** Dean

**Completion by:** Fall 2025

**Graduate Programs:**

**Recommendation 7:** That Nursing review and revise its PhD program and courses learning outcomes for inclusion of EDIIA and for consistency with Bloom's taxonomy (and other best-practice frameworks). [ER Recommendation 5]

**Agents:** Dean, Associate Dean Research, Faculty Council

**Completion by:** Fall 2025

**Recommendation 8:** That Nursing submit a report mapping graduate course assessments to graduate course learning outcomes. [ER Recommendation 9]

**Agents:** Dean, Associate Dean Research, faculty members

**Completion by:** Fall 2026

**Recommendation 9:** That Nursing, through its Senior Development Officer, continue working with University Advancement to recruit donors for graduate student awards. [ER Recommendation 10]

**Agents:** Dean, Senior Development Officer, University Advancement

**Completion by:** Mid-cycle update

University of Windsor  
Senate

5.2.1: **Leddy Library Annual Report (2022-2023)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

*See attached.*



## Leddy Library Annual Report to APC, 2022-2023

### Introduction

The Leddy Library facilitates and transforms learning, teaching, and scholarship by providing expertise, services, physical space, and collections of resources and materials to meet the needs of our community of students, staff, faculty, and researchers.

### Area's Goals and Objectives of the Reporting Year and the University's Strategic Plan

#### **I. Addressing Foundational Commitments:**

##### **1. Establishing and Implementing an Institutional Data Strategy**

The Leddy Library continues to foster improvements and lend expertise to help establish and implement an Institutional Data Strategy. During the reporting period the following activities have been prioritized:

- Leddy Library is a critical resource for comprehensive bibliometric data and research metrics. Our professional librarians offer expert guidance to ensure the responsible use of research metrics by faculty and the institution. Aligned with the University's commitment to inclusive definitions of research, scholarship, and creative activity, the Library advocates for the collection of broad and inclusive data and metrics and subscribes to the SciVal database, a principal provider of bibliometric data for institutions.
- An important tool for maintaining precise researcher and institutional research metrics is the ORCID ID. Leddy Library not only funds the University of Windsor's institutional membership but also actively promotes and facilitates the establishment of ORCID IDs for University of Windsor researchers. Presently, there are 1,265 ORCID IDs affiliated with the University of Windsor, reflecting an increase of roughly 300. This strategic initiative enhances the accuracy and integrity of our research metrics.
- The Leddy Library is committed to enhancing transparency by expanding the accessibility of its usage data. The Library's objective is to provide insight into the activities and services and is actively refining processes for the collection and dissemination of data on library services and user interactions. This valuable information is shared with our partner associations, fostering collaboration and informed decision-making.
- The Leddy Library digitizes and provides access to key University records which provide the basis for selective institutional data. Details on the 2022-2023 initiatives are provided in Priority #6 (*Generating Local and Global Impact through Partnership and Community Engagement*).

##### **2. Foster Resilience and Institutional Learning through Connection, Reconnection and Collaboration**

The Leddy Library strives to foster cross-campus collaboration internally and externally with the Windsor community to increase the experience and information literacy skills of our students and research support for our scholars. During the reporting period the following activities have been prioritized:

- The Library provides spaces for students and faculty to come together for academic and social purposes. The Library continues to increase the number of group study and meeting rooms available to the campus community. Expansion and enhancement of library spaces allow employees, students, and communities to come together at the University in a welcoming and safe environment. In 2022-2023, some group study rooms were equipped with large TV monitors for students to connect their laptops and collaborate with peers.
- Members of the Leddy Library staff and faculty sit on numerous campus and academic committees to help build engagement and increase partnerships. For example, Leddy Library has members on both the Canadian Association of Research Libraries (CARL) and the Canadian Association of University Teachers (CAUT), which allow us to connect, share, and collaborate to contribute to best practices and set standards across Ontario and Canada.
- The Leddy Library leverages its provincial and national consortial memberships, alongside collaborative partnerships with academic libraries, to ensure optimal and efficient services for our campus and the broader university communities. A strategic alliance with the Ontario Council of University Libraries (OCUL) facilitates the sharing of digital and print library resources among universities, enhancing material accessibility through collective purchasing. This collaborative approach extends access to valuable resources and promotes cost efficiency in providing academic library services throughout Ontario. Additionally, as a consortial member of the Canadian Research Knowledge Network (CRKN), Leddy Library benefits in large-scale licensing and content acquisition initiatives. CRKN's representation of knowledge organizations across Canada supports the development of digital infrastructure, ensuring the preservation and accessibility of essential Canadian content and documents.

### 3. Continue to Foster and Build Welcoming, Inclusive and Engaging Physical and Virtual Spaces

The Leddy Library’s spaces serve as a welcoming hub for the entire campus community. The Student Research Collaboratory and workshop rooms provide campus partners a space where they can connect and collaborate with colleagues and students. During the reporting period the following activities have been prioritized:

- Open approximately **4,800 hours** a year, the Library provides a welcoming and safe space for students to study, complete research, and collaborate with peers. Students appreciate access to the library until 2am Monday to Thursday. Library visitors increased in September 2022 following the return to campus activities after restrictions from the pandemic lifted and has continued to increase. In 2022-2023, the library welcomed **489,068 visitors**.

Reporting Years	2021-2022	2022-2023
Number of Visits	111,053	489,068
Website Visits	217,265	637,769

- The website is the library’s virtual branch which continues to be refined and improved in terms of usability, accessibility, and comprehensiveness, as it is a key conduit into library resources and services. During the reporting year, there were **637,769** visits to the library homepage.
- While building maintenance is among top priorities, the Library has prioritized essential repairs in the West building. These include replacing and fixing the windows, re-doing parts of the roof as well as fixing several HVAC and plumbing challenges due to both weather and age. The Library has also made several accessibility enhancements including the addition of more

wheelchair accessible tables in the main building, an accessible exit door (near the information desk), as well as enhanced accessible actuators at the building's exit and entry points. Lighting has also been improved in both public and staff spaces. To assist with sustainability on campus, all lighting at the library now works with automatic sensors. Where possible, staff areas have also been equipped with a dimmer to accommodate the comfort and needs of staff.

- The Library community continues to advocate for the University's investment in a full renovation and revitalization of the library's physical space. Since 2007, three architectural plans have been created. The prioritization of a master space plan to revitalize the entire library would be beneficial to the whole campus.

#### **4. Ensuring that Faculty & Staff Have the Skills and Support to Maximize Impact, Growth, & Engagement**

In 2022, the Leddy Library received the results of the Employee Engagement Survey and created a library engagement team to address challenges identified to support our staff. The Library focused on three themes which were: Communication, Innovation, and Mental Health. During the reporting period the following activities have been prioritized:

- Innovation and mental health were two areas of priority that arose from the responses to the Employee Engagement survey. The Innovation and Development team has created multiple staff development and training opportunities planned for the upcoming year, such as Using LinkedIn Learning and Using One Drive. This team has also prioritized helping staff find other training opportunities across campus through a "one stop shop" training channel.
- The Leddy Library completed an external review of the Systems Department. Key recommendations from the review centered around four main themes – technology, team, culture, and the relationship with ITS. Since its completion, the systems department has done significant work within these four themes including launching a ticketing system, improved communication with ITS, encouraging professional development, and training for leads and back-ups (to eliminate single points of failure).
- Leddy Library has partnered with Marium Tolson-Murty (Director, Anti-Racism Organizational Change) as well as Matt D'Asti (Director, Campus community Police) to assist staff in addressing the library behaviour code with students. Also, the Library has worked with these partners to address student mental health and staff mental health when dealing with crisis situations.
- Through the Library Engagement process, the staff will be exploring how our team can best take the opportunities to both learn from each other and what the campus has to offer. These include connecting staff to HR professional development workshops and learning opportunities offered through the Centre for Teaching and Learning.

#### **5. Telling Our Stories and Sharing Our Knowledge**

The Leddy Library and its librarians play a pivotal role in supporting our students and scholars by providing essential research assistance across diverse academic fields. Keeping our campus engaged involves actively sharing updates on resources, services, and achievements. By employing a multifaceted approach to communication, the Leddy Library strives to foster an informed and connected campus community. During the reporting period the following activities have been prioritized:

- **Media Recognition:** In 2022-2023, the Leddy Library and its community was featured in the external media more than 15 times. [See: Listing of media instances.](#)
- **University Communications:** Beyond direct communication channels, the library utilizes university platforms such as the *UWindsor Daily News* to highlight the events, news, and the accomplishments and research endeavors of our librarians and staff.
- **Social Media Presence:** The Library maintains active communication channels using Instagram, X (formerly Twitter), Facebook, and YouTube ensuring engagement with the community.
- **Website Updates:** The Leddy Library website houses a dedicated news section providing a comprehensive source for the latest information.
- **Librarian Engagement:** In person communications and relationships that our liaison librarians have with their respective faculties and departments is crucial. Librarians regularly interact with faculty, students, and staff to keep campus constituents informed.
- **Committee Presence:** Members of Leddy Library sit on various campus committees which enables effective information sharing across different departments and faculties.

## 6. Improving Institutional Processes and Coordination of Services

User engagement and experience are critical components of library services. Our main floor Information Desk fields questions about all library services and assists with questions about the wider campus. During the reporting period the following activities have been prioritized:

- A new online form to streamline the collection of comments and requests from the library community was created. This innovation emerged as a direct outcome of our Employee Engagement exercise, reflecting our commitment to continuous improvement.
- Leddy Library worked with the Special Constable Service to enhance strategies aimed at reducing theft, demonstrating our dedication to ensuring a secure environment for library patrons.
- In partnership with the Director of Anti-Racism Organizational Change, the Leddy Library has undertaken initiatives to approach situations involving students from an anti-racist perspective. This collaborative effort reflects our commitment to fostering an inclusive and supportive library environment for all users.

## II. Advancing Strategic Priorities:

### 1. Advancing Bold, Impactful Research, Scholarship, and Creative Activity

The librarians at Leddy Library contribute to research and scholarship, higher education teaching and learning through publishing, and a variety of resources and services. Services and resources support and enable the creation and long-term stewardship of the scholarship produced at the University. Supporting open access, sustainable scholarly communication models, and new modes of dissemination are areas of continuing importance and development for academic libraries across Canada. During the reporting period the following activities have been prioritized:

- Librarians assist students and faculty members in their research and scholarly endeavours by helping them navigate the complex and evolving information environment. Librarians provide reference work, research assistance, workshops, and curricular instruction across campus. Librarians go where their users are, in the library, on main campus, on the downtown campus, in

distance education venues, remote learning environments, and virtually. Staff and Librarians provided almost 2,600 reference and research transactions during the reporting year.

- On March 1, 2023, the University of Windsor unveiled its institutional Research Data Management (RDM) Strategy, a response to Tri-Agency requirements. Developed in collaboration with the Leddy Library, the Office of the Vice President Research and Innovation, and Information Technology Services, this comprehensive strategy outlines the current and planned RDM capacity for data stewardship and research data management at the University and beyond. Addressing key areas for consideration and investment, the strategy serves as a roadmap for the Tri-Council, the University, and the broader research community. With a focus on fostering ongoing dialogue and collaboration, the strategy will guide Leddy Library and campus partners in establishing services and support to ensure ethical, legal, and compliant handling of research data. The data librarians and library leadership have worked collaboratively with stakeholders since 2017.
- The Leddy Library is developing ways of supporting new forms of scholarship, dissemination, and knowledge translation activities. Supporting digital scholarship, systematic reviews, research data management, open scholarship, and knowledge translation are key areas of growth for the library. Our body of digital exhibits presenting research and scholarship continues to grow and now houses 14 digital exhibitions including: *Across the River to Freedom: Early Black History in Sandwich, Ontario* and *Dr. Queenie Halford Shirley: A Female Pioneer in Electrical Engineering*.
- Ensuring access to research without financial, legal, or technical barriers continues to be a main priority. However, researchers keen on making their work openly accessible increasingly encounter steep charges from publishers. Open Access publishing is crucial for extending readership, removing access barriers, and enhancing the impact and citability of research. Committed to Open Access, Leddy Library collaborates with academic journal publishers to simplify and make affordable the process for University of Windsor authors to publish their articles as Open Access. In 2022 alone, these strategic agreements resulted in savings of approximately USD \$78,710 in article publishing fees, benefiting researchers across various disciplines. The table below captures the money saved by researchers on article processing fees in the 2021 and 2022 calendar year:

<b>Publishing Fee Savings from the 2021 and 2022 Calendar Years</b>	
Centre for Teaching and Learning	\$3,000.00
Faculty of Arts, Humanities, and Social Sciences	\$44,600.00
Faculty of Education	\$15,500.00
Faculty of Engineering	\$23,350.00
Faculty of Human Kinetics	\$6,250.00
Faculty of Law	\$3,255.00
Faculty of Science	\$20,735.00
Odette School of Business	\$6,750.00
<b>Total</b>	<b>\$123,440.00</b>

- In February 2023, a series of three workshops on "*Building Capacity for Research Data Management and Text Data Mining in a JupyterHub Advanced Research Computing Environment*" was offered to the campus and wider community. The workshop series was made possible by funding from Compute Ontario and was a collaboration between Leddy Library,

ORIS, and ITS. Co-organized by Leddy librarians, Berenica Vejvoda and Art Rhyno, researchers were introduced to the functionality and potential of Jupyter, an open-source electronic notebook (ELN) which replicates the paper lab notebook in digital form. Electronic notebooks like JupyterLab facilitate good research data management practices allowing researchers to add observations, protocols, and annotations to their data and code, while facilitating the sharing and reproducibility of their work.

- The Scholarship at UWindsor repository is a service of the Leddy Library and the University of Windsor that not only provides free and open access around the world to the scholarship and research of the University of Windsor, but also satisfies the Canadian Tri-Agency Open Access Policy on publications. 2022 marked the 10<sup>th</sup> anniversary of the repository and the total holdings added over 10 years now reaches **19,623** items, including dissertations and theses, Open Access articles, datasets, and more. In the 2022-2023 reporting year, there were **717,612** downloads from over **227** countries.
- Our collection holdings and subscriptions provide the base for academic research. Our e-resources were consulted over **1,403,899** times with **924, 099** unique item requests.
- As noted in the foundational commitments, the Leddy Library plays a crucial role in aiding researchers and the institution in collecting and analyzing research metrics. This support includes faculty research metrics assistance, access to SciVal subscriptions, institutional membership in ORCID ID, active promotion of ORCID IDs, and dedicated efforts in advocating for and educating on responsible and inclusive research metrics.
- To celebrate International Open Access Week the Leddy Library hosted a hybrid lecture that focused on climate justice to encourage connection and collaboration among the climate movement and the international Open Access community. The lecture featured talks from climate scholars Allison Gray and Jamey Essex. The Leddy Library continues to advocate for Open Access work.
- Leddy Library also contributes to the research mission of the University through the scholarship, research, and creative activity of our members. [Explore our comprehensive list of scholarly publications.](#)

<b>Advancing Bold, Impactful Research, Scholarship, and Creative Activity by the Numbers</b>	
# of in-person reference transactions	1841
# of virtual reference transactions	755
# of University of Windsor affiliated ORCID IDs	1265
Institutional investment (membership) of ORCID	~ \$5000
# of items in the institutional repository	19,623
# of items added to Institutional Repository	855
# of Omni searches	653,574
# of unique item requests (Number of times that a full-text article or book was accessed)	924,099
# of e-resource item investigations (Activity in a database without a full-text request. Abstracts viewed, image or primary source-document accessed, video/audio played)	1,403,899
# of scholarly peer reviewed articles publications by Leddy faculty	7
# of scholarly and research presentations by Leddy Faculty	29
Value of grants including librarians as investigators	\$336,243

## 2. **Advancing the Journey toward Truth and Reconciliation**

The Leddy Library continues to foster reconciliation and learning about Indigenous ways of knowing and decolonization. We have worked with our Indigenous colleagues on campus to prioritize the following activities during the reporting period:

- In the summer of 2022, an art installation was created in the Leddy Library to honour Orange Shirt Day. Located in the library's main stairwell, the installation contained roughly 6,000 small orange shirts strung together to acknowledge the unofficial number of unmarked graves of Indigenous children found on the grounds of former residential schools in the U.S. and Canada. The installation included resources to encourage viewers to learn more about the history and impact of residential schools.
- In May 2023, the University of Windsor community was invited to the first Indigenous Research and Scholarship Forum. From this forum, a collection of readings arising from the conversations was created in Leddy Library's featured collections.
- In June 2023, with the mentorship of Jaimie Kechego, Learning Specialist (CTL), the Leddy Library invited staff and librarians to join the Indigenous Perspectives, Experiences, Acknowledgement, Reading, and Learning (PEARL) Environment. This group was formed as an opportunity to meet with other librarians and library staff from both the Leddy Library and the Law Library along with Indigenous members of our university community.
- Leddy Library has joined the National Indigenous Knowledge and Language Alliance (NIKLA). The mission of NIKLA is to unify and amplify the voices of Indigenous Peoples (First Nations, Métis, and Inuit) to network and nurture a community of practice related to Indigenous knowledge, cultural memory, language, and Indigenous ways of knowing. Leddy Library supports the project through its financial and resource contributions. One of the first projects undertaken by NIKLA is the Respectful Terminology Platform which aims to ensure terminology used to describe and catalogue resources relating to or about Indigenous peoples, history, or ways of knowing is updated, respectful, and representative.
- To celebrate Indigenous history month, Jennifer Soutter, Indigenous Outreach Librarian, curated a digital reading list of resources to help others get started on learning about Indigenous Allyship. This list features six sections related to being on the land in this geographic and cultural area, each curated to educate and encourage others to reflect on learning about Indigenous communities, their history, and what it means to be an ally. The Indigenous Outreach Librarian also mentored the co-op student on Indigenous allyship, sits on the Indigenous Education Council as a guest, works with the CTL Learning Specialist to share knowledge and acquire resources, and offers time and resources for assisting in planning and running various events across campus.

## 3. **Becoming an Increasingly Equitable, Diverse, Inclusive and Just University**

The Library's commitment to being an Increasingly Equitable, Diverse, Inclusive, and Just University includes creating collections, services, and spaces to ensure that the library is place where we enable our campus community to learn more about equity, diversity and inclusion. During the reporting period the following activities have been prioritized:

- In Winter 2022, the Leddy Library began their search for a librarian in association with the Black Scholars Hiring Initiative. Antoinette Seymour from the Bahamas was the successful candidate from the Library search. Antoinette holds a Master of Information Management from the

University of Glasgow, a Master of Educational Administration, Management and Policy from the University of Bristol, and an honours BA in Communications from the University of Windsor. Antoinette worked as a faculty member and held managerial roles at the University of the Bahamas and has a passion for Archives. She is excited to be returning to the University of Windsor and has fond memories of the time she spent here as a student.

- In recent years, librarians have made intentional efforts to ensure that the collections within Leddy Library reflect the University of Windsor community. Increasingly, featured collections on the website are used to highlight resources in the library such as: Anti-Black Racism, International Transgender Day of Visibility, 2SLGBTQIA+ Stories, Treaties Recognition Week, Asian Heritage Month, and Jewish Heritage Month.
- After launching in February 2021, the Leddy Library Anti-Black Racism (ABR) Book Club –a book club that brings together librarians and staff (from both the Leddy Library and the Law Library) - has continued to meet in the reporting period. The club gets together bi-weekly to read books that help to inform individuals about Anti-Black Racism. It is an opportunity for the library community to learn about and engage with issues of Anti-Black Racism. During this reporting period the group read and discussed *How to be an Antiracist* by Ibram X. Kendi.
- Karen Pillon, Associate University Librarian, was awarded the Employment Equity Award from the Office of Human Rights, Equity, and Accessibility during the 2022 Employee Recognition Awards for her contributions to the advancement of employment equity.
- A workshop on inclusive pronoun training was offered to employees of Leddy Library in October 2022. The training was led by co-op librarian, Kawmadie Karunanayake, and CMAF & Political Science student, Yu Fei Quin.
- In February 2023, Leddy Librarians Roger Reka and Heidi Jacobs initiated a social media and library campaign highlighting 28 Black scientists for Black History Month.
- Following on the Breaking the Colour Barrier project about the Chatham Coloured All Stars, librarian Heidi Jacobs, published a novel, *1934: The Chatham Coloured All-Stars' Barrier-Breaking Year*, about the team. The book was featured on a TVO special, *How a Black Baseball Team from Chatham Broke Barriers*, the CBC's *The Current*, and on the front page of the *Globe and Mail*, along with a spot in its 33 books to read this summer.
- Leddy Library is grateful to be one of the locations providing free hygiene products in washrooms through the Menstrual Equity Project, an initiative of the University's Belonging, Inclusivity, Diversity, and Equity (BIDE) Institute.
- Leddy Library's archivist, Sarah Glassford, joined the Amherstburg Freedom Museum's Black History series of online public talks to discuss elements of Black history and heritage.

#### 4. **Ensuring High Quality, Relevant, and Just Teaching, Learning, & Student Experience for Everyone**

The Leddy Library plays a pivotal role in fostering high quality teaching and learning experience through various means. Ensuring that students have the space, technology, and support for their success is an ongoing priority for the Library. The Library also continues to develop as a site for experiential learning on campus, with new opportunities emerging each year. The following activities took place during the reporting period:

- During the reporting year, the *We Were Here: Documenting Windsor's McDougall Street Corridor* project was completed. This initiative, supported by the inaugural Anti-Black Racism Student Leadership Experience Grant, resulted in the creation of an informative website chronicling the history of the McDougall Street Corridor and preserving oral histories from its



vibrant Black community. Under the mentorship of librarian Heidi Jacobs, archivist Sarah Glassford, and Irene Moore Davis of the Essex County Black Historical Research Society, graduate student, Willow Key, provided outstanding research contributions and garnered community recognition. Her thorough work also sparked a collaboration with Windsor Law's Centre for Cities leading to a broader partnership with the Ontario-CUI My Main Streets community activator funding grant. These successful projects exemplify Leddy Library's unwavering commitment to documenting, preserving, and sharing our communities' rich and diverse stories in archivally sound, creative, and engaging ways.

- The Leddy Library is one of the many student employment opportunities on campus. Leddy Library employed 22 students for more than 6,000 hours during the reporting period. Students had the opportunity to work in archival services, digital scholarship services, information technology assistance, and data and statistical services. These experiential learning opportunities allow students to engage in practical applications of their studies, enriching their educational experience.
- The Academic Data Centre hosted a language skills workshop in collaboration with Continuing Education to provide students in the English Language Improvement Program with training in data literacy, statistical analysis, and research data management. The ELIP level III pathway students were instructed by Berenica Vejvoda, research data librarian, and Rong Luo, learning specialist and statistical analyst.
- In the current reporting year, as part of their regular workload, three librarians taught credit courses within the Faculty of Education (S. Cowan), Faculty of Arts, Humanities, and Social Sciences (T. Bacon), and Faculty of Nursing (A. Mulcaster).
- Leddy Library continues to be a central provider for students' computing and technology requirements, with a growing demand for laptop loans, a service that began in Fall 2021.

<b>Teaching, Learning &amp; Student Experience by the Numbers</b>	
# Information Technology Student Consultant questions	6,208
# of pages printed	534,538
# of laptops loaned	27
# of tutorial visits on website	15,469
# of library instruction sessions	81
# of attendees at the library instruction sessions	3,246
# times of laptop loaned (14-day loans)	701
# of technology loans	8,022
# of classes using course reserves	768
# of loans of physical course reserve items	10,694
# of access/loans of e-reserve items	42,860
# of hours personal study rooms booked	71,817 hours
# of hours group study rooms booked	26,921 hours

##### 5. **Fostering an Engaged, Healthy, Safe, and Environmentally Sustainable Campus**

The staff and faculty of Leddy Library demonstrate their commitment to and passion for the students and faculty of the University of Windsor every day. The people of Leddy Library are a key reason that students and faculty recognize the library as a safe, welcoming, and supportive

space. The values and priorities of Leddy Library are reflected in ongoing and new initiatives. The library staff ensures that patrons across campus have seamless access to the services and resources offered by the library. In the reporting period the following activities have been prioritized:

- In 2022-2023, 11 staff members had an approved flexible work arrangement. Leddy Library limits remote work to one day per week per staff member.
- As space continues to be a challenge, the Leddy Library embarked on a systematic, comprehensive evaluation of its print circulating collection to identify materials suitable for deselection (withdrawal) from the library in 2020. The Leddy Library Collection Review & Deselection Project included careful qualitative and quantitative analysis and a thorough review by each liaison librarian of titles in their respective subject areas to be removed from the collection. A total of 78,661 physical books were withdrawn from the collection. Book giveaways were held in the Winter 2023 semester to allow the community and patrons to keep discarded books. The remaining books were recycled.
- Wellness Rooms aimed to provide relaxing and inviting spaces for students to unwind opened for student use in the Fall 2022 semester. The rooms are available on an open basis therefore use metrics are unavailable.
- Printing services continue to be in high demand despite our enhanced digital environment and expanded sustainable practices such as the provision of digital course reserves, digital access to books and journals, and digital ILL requests. Printing has shown a steady increase since 2017-2018 and in 2022-2023, 1,569,030 pages were printed at Leddy.

## 6. **Generating Local and Global Impact through Partnership and Community Engagement**

The Leddy Library supports the Windsor-Essex region by offering a welcoming and inviting space for the community to engage with the University. Leddy Library's events and initiatives capture the attention and interest of our staff and students, and the wider community. The staff and faculty of Leddy Library participate and promote issues and initiatives that reach both local and international audiences. Staff and faculty memberships of local and international professional academic associations and societies help to ensure the library at the University of Windsor remains an important voice on timely issues. In the reporting period the following activities have been prioritized:

- An extensive collection of more than 2,600 editorial cartoons by well-known social commentator and artist, Mike Graston, were donated to the University of Windsor's Archives and Special Collections housed in Leddy Library. Graston's editorial cartoons presented a unique look at local, provincial, national, and international events and the individuals who shaped them. To recognize the acquisition a free exhibition and reception took place in November 2022.
- The Leddy Library digitizes and provides Open Access to key University publications. In 2022-2023, Leddy Library completed the digitization of the print volumes of the University Calendars (graduate, undergraduate, general, and other) from as early as 1959 to 2023. 122 volumes of print calendars from the University were digitized and made publicly available on the Internet Archive and through the institutional repository. Additionally, 18 Faculty of Engineering yearbooks between 1973 and 2001 were digitized and made publicly available.
- The digitization of community documents of historical significance has also grown. Twenty-five volumes (1937-1967) of *The Emancipation Celebration* programs were digitized and more than 50 photos from this collection were also added to SWODA image database. These documents

were part of the E. Andrea Moore Collection which was generously donated to the University Archives and Special Collections.

- The Archives at Leddy Library serves as a significant resource for external community members, drawing substantial interest and engagement. Its ongoing participation in Doors Open Windsor reflects this interest. Visitors are captivated by the wealth of historical documents available, including a 1694 book commemorating the construction of the Vatican, the original deed for the land gifted by the Huron where the Assumption Church likely now sits, and local land registry records, currently on loan from the Archives of Ontario.
- To mark the 550th anniversary of the birth of Copernicus, the Polish astronomer known for theorizing correctly that the planets revolve around the sun, the Leddy Library partnered with the Polonia Community to host an exhibit in the Student Research Collaboratory. Many members of the City of Windsor along with Witold Dzielski, the Polish ambassador to Canada, visited the library for the occasion.
- For 10 weeks, 10 women from across the globe met at the Leddy Library for their weekly *Shoe Project* workshop, a program designed to help newcomer women improve their language and communication skills through writing and public speaking. These women were mentored by Leddy Librarian, Heidi Jacobs, and School of Dramatic Art professor, Alice Nelson.

### III. Challenges:

- The scope of work performed by academic libraries has expanded greatly over the years. There has been growth in the need for collection access and control, protection of confidentiality and privacy, education and instruction on the complex information environment, scholarly communication support, digital preservation, research data management, digital scholarship, digital and open publishing, and online learning. These are areas that the library continues to build capacity and expertise to properly assist the campus community.
- The building infrastructure continues to challenge the library's evolution in terms of space and services. The original library (now called the West building) opened in 1957 to serve 1,400 students and house a quarter of a million volumes. In 1972, the addition of the (main) building extended the library's capacity by aiming to accommodate 5,500 students and house half a million volumes. Today the two buildings joined by a walkway make up the Leddy Library and hold approximately 1.2 million volumes and serve 16,000 students.

### Future Actions/Initiatives

- The Leddy Library will develop a strategic plan which will follow from the University's Aspire Strategic Plan. As Leddy Library continues core services and develops new initiatives it is imperative that the alignment with the University's priorities is evident.
- The Library will continue to maximize the space in the building to address the needs of campus. As the Law Library returns to the Ianni (Ron W.) Faculty of Law Building, it is anticipated that the space on the ground floor of the west building will evolve into a space geared towards collaborative research and graduate space. On the first floor of the main library, the stand-up computers will be removed to make space for additional collaborative spaces for academic and social interactions.
- To continue work on priorities 3 and 4, a child-friendly room will be added to the room options at Leddy Library. One in five students have at least one dependent child. Many students with children struggle to balance their academic responsibilities with their parenting duties. Providing

a parenting room in the library can help alleviate this challenge by offering a dedicated space where parents can care for their children while still having access to academic resources. This initiative addresses the unique needs and experiences of caregivers. Leddy Library is committed to providing spaces that acknowledge and accommodate the needs of a diverse student population, including those with caregiving responsibilities.

- During the current reporting year, the Leddy Library started conversations with the University of Windsor's Graduate Student Society. With the assistance of the offices within the Associate Vice President External, library leadership hopes to steward a donation from the Graduate Student Society which will be invested over multiple years in upgrading and enhancing student spaces in the library.
- The Library will develop its Service Level Agreement with the campus as the next step in the University's implementation of activity-based budgeting (ABB). The Service Level Agreement will define the level of service provided by the library based on the current resources and will outline metrics by which services are measured and what the expectations are for the unit.

### **Recommendations for Senate consideration (if any)**

The library advocates for and would support the development and approval of university-wide records management process. While there is increasing focus on data governance, institutions must employ good records management practice for creating, capturing, accessing, and disposing of records, to fulfill its legal and ethical obligations and meet the expectations of its stakeholders. The context and structure of university records must be properly managed to maintain record security, reliability, and authenticity. A university-wide records management policy would include records retention schedules to ensure records of historical value are preserved within the University Archives, and other records are retained only for as long as they are needed. A University-wide records management program and practice would be based on current professional standards and best practices and will ensure that the context of digitally born records is addressed.

**University of Windsor  
Senate**

\*5.2.2: **Bachelor of Human Kinetics (Honours Kinesiology – Movement Science) – Revision to Admission Requirements**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

**MOTION:** **That the proposed revisions to the admissions requirements for the Bachelor of Human Kinetics (Honours Kinesiology – Movement Science) be approved, effective for Fall 2025 admissions.**

Proposed Revisions:

*[revisions are in bold and strikethrough]*

**Bachelor of Human Kinetics (Honours Kinesiology – Movement Science)**

Co-op available – apply during Year 1.

ENG4U with a minimum grade of 70%, ~~and~~ one of SBI4U, SCH4U or SPH4U, with a minimum grade of 70% **and one of MHF4U or MCV4U.**

**Rationale/Approvals:**

- The proposal was approved by the Faculty of Human Kinetics (January 2024) and the Academic Policy Committee.
- Since the direct entry degree programs came into effect three years ago, entering students are now better preparing for their degree by taking the appropriate high school courses.
- At present, among Kinesiology – Movement Science students, a minimum of 70% is required in: (1) 4U English and, (2) in one of the 4U sciences (biology, chemistry, or physics).
- However, throughout the years, we have noticed that students continue to struggle in courses that contain math (e.g., KINE 1800, KINE 2240, KINE 2690, among others).
- A scan of Kinesiology programs across the province suggest that only 6 programs (out of 24), including UWindsor, do not require at least one of the math credits (see figure below).
- Moreover, among our current 1<sup>st</sup> and 2<sup>nd</sup> year students, overall GPAs are higher among those that took 4U Advanced Functions or 4U Calculus and Vectors in high school (compared to those that did not).
- In accordance with the Policy on Admission Requirement Changes which affect High School Curricula and High School Student Preparation for University, the change will be effective for Fall 2025 applications/admissions as it is an additional requirement impacting high school student course selection. This will have a positive impact on retention and the Fall 2025 implementation will provide enough lead time to ensure applications are minimally impacted.
- Note: The Honours Kinesiology (Movement Science) *program* is in the process of being renamed Honours Bachelor of Science (Kinesiology and Health Studies).

School	Degree	4U Advanced Func	4U Calculus & Vectors	4U Data Man
Brock	BSc	O	O	
Brock	BKIN	O	O	O
Guelph	BSc(HK)	R		
Lakehead	BKIN	O	O	O
Laurentian	BKIN (PHE)			
Laurentian	BKIN (Sci)	R		
McMaster	BSc (Kin)		R	
Nippising	BPHE			
Ont Tech	BHSc	O	O	O
Ottawa	BScHK	R	R	
Ottawa	BHK	O	O	O
Queens	BSc (Kin)	R	O	
Redeemer	BKIN	O	O	O
Redeemer	BSc (Kin)			
Redeemer	BA (Kin)			
Sheridan	BHS(KIN&HP)	O	O	O
Trent	BSc (Kin)	O	O	O
U of T	BKIN	O	O	
Waterloo	BSc (Kin)	O	O	
Western	BSc & BA			
WLU	BKIN	O	O	O
York	BA & BA specialized	O	O	O
York	BSc & BSc specialized	O	O	O
WINDSOR	BHK (KMS)			

Table 1: High school (4U) admission requirements to Ontario Kinesiology programs. R = Required, O = Option (either 1 or 2 of the group of options).

**University of Windsor  
Senate**

\*5.2.3: **Kinesiology (Graduate) – Revisions to English Language Proficiency Requirements**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

**MOTION:** **That the proposed revisions to the English Language Proficiency Requirements for the Master of Human Kinetics, Master of Sport Management and Leadership, and PhD in Kinesiology be approved.**

**Rationale/Approval:**

- The Faculty of Human Kinetics is proposing that the requirements for all graduate programs exceed the minimum requirements of the Senate 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 Human Kinetics, aligning the other tests to our increased IELTS minimum, and extends minimum sub-section scores for PhD students to all tests. Previously, only IELTS had sub-section requirements.
- Over the last three years, only 1-2 applicants would have been impacted by this change. All admitted students over the past three years met or exceeded these requirements. Given that this reflects current practice when making offers of admissions, there will be no impact on enrolments.
- The Michigan English Test (MET) score is being changed because it was not in line with Kinesiology's 7.0 IELTS and 100 TOEFL. (A very brief comparison to TOEFL is available here: <https://michiganassessment.org/wp-content/uploads/2023/07/23.6.MET-forHEIs.pdf>). Note: Kinesiology has not seen a MET test in our application pool over the last 2-3 years. Roughly 50% complete IELTS, and the remaining half are split between TOEFL and Duolingo.
- This change will be reflected in the University of Windsor's Academic Graduate Calendar.
- The proposal has been approved by the Faculty of Human Kinetics Council, the Graduate Studies Council, and the Academic Policy Committee.

*See attached.*

## English Language Proficiency Requirements

### Current Requirements:

The additional English Language Proficiency Requirements for students in the Master of Human Kinetics, Master of Sport Management and Leadership, and PhD in Kinesiology are as follows:

1. A minimum score of 7.0 (with no individual band lower than 6.0 for PhD in Kinesiology) on the International English Language Testing System (IELTS) – Academic or IELTS Online.
2. A minimum score of 100 with a writing score of 20 on the Internet-based Test (IBT®) of English as a Foreign Language (TOEFL) or TOEFL iBT® Home Edition online test. Prospective students completing the Paper-Delivered Test (PDT) TOEFL (as offered from October 2017) will have their results assessed on an individual basis.
3. A minimum score of 60 for undergraduates and a minimum score of 68 for graduate applicants on the Pearson Test of English (PTE) – Academic or PTE Academic Online.
4. MET: 85

### Proposed Revisions:

#### **Master of Human Kinetics and Master of Sport Management and Leadership**

**For applicants whose native language is not English, see the Senate Policy on Graduate English Language**

**Proficiency Requirement. The minimum scores required for the Masters of Human Kinetics (Master of Sport Management and Leadership) are:**

TOEFL: IBT – 100

IELTS: 7.0

Pearson: 68

**MET<sup>1</sup>: 64**

CAEL: 70

**Duolingo English Test (DET): 130**

**Cambridge English: Advanced (CEA) or Cambridge English: Proficiency (CEP): 185**

#### **PhD in Kinesiology**

**For applicants whose native language is not English, see the Senate Policy on Graduate English Language Proficiency Requirement. The minimum scores required for the PhD in Kinesiology are:**

**TOEFL: IBT – 100 (no sub-section lower than 22 for PhD)**

**IELTS: 7.0 (no individual band lower than 6.5 for PhD)**

**Pearson: 68 (no sub-section lower than 58 for PhD)**

**MET: 64 (no sub-section lower than 60 for PhD)**

**CAEL: 70 (no sub-section lower than 60 for PhD)**

**Duolingo English Test (DET): 130 (no sub-section lower than 120 for PhD)**

**Cambridge English: Advanced (CEA) or Cambridge English: Proficiency (CEP): 185 (no sub-section lower than 175 for PhD)**

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<sup>1</sup> Michigan English Test



**University of Windsor  
Senate**

5.3.1: **Senate Emergency Academic Plan**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

**MOTION: That the Senate Emergency Academic Plan be approved.**

Senate Emergency Academic Plan

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

- [1] A suspension of Senate Bylaw 54 Undergraduate Academic Evaluation Procedures 54.1 to 54.2.17 and Senate Bylaw 55 Graduate Academic Evaluation Procedures to allow for greater flexibility in the evaluation of student performance and recording of grades provided that the intent of the bylaws is respected.
- [2] Provide for faculty, after approval by the Dean (or designate), to redesign courses (including prerequisite requirements and course learning outcomes), change course syllabi, alter the mode of delivery of classes (including contact hours) to online, and make any changes to academic evaluation that deviate from Senate Bylaws 54 and 55 pursuant to clause [1], provided that the learning outcomes of the program can still be met.
- [3] To implement the compassionate grading policy for the semester(s) in which the emergency occurred, allowing eligible students to select from three options once final grades are in, as follows:
  1. To retain the final course grade assigned by the instructor
  2. To request a Pass/ Non-Pass grade for one course based on the minimum required passing grade in their program or course; or,
  3. To voluntarily withdraw from a course or courses without academic penalty.
- [4] To allow for the alteration of semester timetables, class schedules, co-op/internship placements, and examination periods.
- [5] To allow the Registrar to work in conjunction with Deans (or designate), or the Director of Experiential Learning (or designate) for co-op/internship programs, to make any necessary accommodations to allow eligible students to register in the programs to which they have been admitted.
- [6] To allow faculty members to choose whether to include Student Perceptions of Teaching (SPT) scores for courses they taught during the emergency period in their RTP/RPP and performance review processes.
- [7] Following approval by the relevant Dean, to waive other Senate bylaw or policy provisions which impact academic regulations, courses, and degree progression, provided that the academic integrity of the course and degree is upheld.

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

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

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

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

**Rationale:**

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

**University of Windsor  
Senate**

5.5.2: **Report from the Student Presidents – GSS**

Item for: **Information**

Forwarded by: **Brahmjot Singh**

**International PhD Tuition Review**

- The GSS International Tuition Review committee has diligently crafted a comprehensive comparative analysis report on international PhD tuition, benchmarking against other universities in Ontario.
- The report highlights significant funding gaps between Windsor and other universities, providing valuable insights for addressing these challenges.

**Legal Status Affecting Tuition Levels**

- We are actively working on initiatives to support international PhD students eligible to be charged domestic fees based on their study and work permit status.

**Executive Elections Process**

- Our executive elections process is now underway. The elections are scheduled for the 12th and 13th of March, with results to be duly reported to the Senate and the wider university administration.
- The newly elected executives are poised to commence their term in May.

**University of Windsor  
Senate**

5.5.3: **Report from the Student Presidents – OPUS**

Item for: **Information**

Forwarded by: **Christopher Baillargeon**

Here's an overview of the various events and activities we have taken part in since the last Senate meeting:

**OPUS Winter Social – Feb. 8, 2024**

Our OPUS Winter social event is held once a year in the Winter Semester. This year we held our event in the CAW Student Centre in the Alumni Auditorium. We served food and coffee for our guests, students, faculty, and staff. The topics included the following from our keynote speakers: Sukanya – Director of Student Rights and Responsibilities (Student Rights and Responsibilities on campus), TD Canada Trust (Financial Literacy), and Erika Kustra, Ray Darling, and Isabelle Barrette-Ng (Course Modalities) for students. All students are welcome, and we had approximately 35 to 50 students in attendance at this event. We announced our “\$800 New Student Bursary” and attendees had a chance to win \$250 and door prizes.

**OPUS Free Pizza Friday – Feb. 16<sup>th</sup>, 2024**

We had several students attend this event, mostly international students. We served approx. 100 students due in part to reading week, as we normally have 200 to 250 students in attendance for this event. All students attending this event were appreciative and asked when the next event/activity would be scheduled.

**CFS Ontario Lobby Week – Feb. 25<sup>th</sup> to Feb. 28<sup>th</sup>, 2024**

Our OPUS team met with politicians and other university groups at Queen's Park about post-secondary education issues. These sessions were utilized to raise awareness regarding concerns on tuition, affordable housing, and other matters of interest to have our voices heard. Four of our members attended the CFS Lobby Week event. Mr. Dowie, MPP for Windsor-Tecumseh, was one of our local politicians our group met with interested in hearing issues regarding First Nations related topics and was cordial. That said, he will be on campus speaking with a political science class of students next Friday afternoon.

**Student Support Services Fair – Feb. 27<sup>th</sup>, 2024**

We hosted a booth at the student support services fair. It was comprised of volunteers assisting us at the tabling event with our booth. We provided gift bag giveaways and sweet treats. We had over 200 students in attendance at our booth.

**Upcoming Events**

OPUS Annual General Meeting - March 26<sup>th</sup>, 2024, will have keynote speakers for our part-time members on income taxes and mental health. (Further details to be determined)

Spring Open House – April 6<sup>th</sup>, 2024, will be a tabling event with booth and session. (Further details to be determined)

**University of Windsor  
Senate**

5.6: **Report of the Academic Colleague**

Item for: **Information**

Forwarded by: **Philip Dutton**

Academic Colleagues met in a hybrid format on February 13 and 14, 2024.

**Evening meeting, Tuesday, February 13, 2023, 6:00 to 8:30 pm**

A land acknowledgement was provided by Dr. Alyson King.

**A conversation with Ontario University Student Alliance, Vivian Chiem, President, and Malika Dhanani, Executive Director OUSA: Issues Affecting Students.**

OUSA is a membership driven organization that includes eight Ontario universities. OUSA was established in 1996 and conducts research on issues affecting students and develops informed and substantive policy papers with the goal of lobbying government and representing the student perspectives throughout the sector. Reports, news, and editorial blogs can be found at [ousa.ca](http://ousa.ca).

The representatives engaged academic colleagues with a presentation followed by a discussion. They identified four student driven priorities for our consideration.

The Housing and Transit priority encompassed a number of concerns. It is perceived that students pay more for rent than regular renters and the Standard Form of Lease does not inform renters with sufficient information to make a judgement about the validity of rental increases and the deadlines for application to the Landlord Tenant Board in the case of appeal. They would like the government to do more to help build affordable, accessible, and safe housing. Transit had two particular concerns. One was advocating for the VIA High-Frequency Rail project along both the Toronto-Quebec and Toronto-Windsor corridors. The second was a request that the Ministry of Transportation work with students and others in the disabled community to address gaps in public transit for the needs of students with disabilities.

OUSA is currently working on a policy paper on Mental Health support. Supporting post-secondary institutions in partnering with local health care providers in provision of acute and long-term treatment, counselling, and health promotion. Preventative action on campus and triage of student mental health issues was focused on. In particular, a request that government support funding to post-secondary institutions to recruit and hire diverse front-line mental health workers, particularly those from underrepresented groups to ensure trauma-informed, culturally relevant counselling and advice to diverse student populations.

A significant conversation around Food Insecurity was held and the importance of establishing supporting grants for food banks to maintain infrastructure and ability to provide nutritious and culturally relevant food options. Ideas were floated about a government certification to highlight resources and cost-effective strategies.

The final area of concern was that of Sector Sustainability and a request to the government to increase operating grants until students are contributing a maximum of one-third of the universities total operating budget. Caps and regulation of tuition increases for international students are important for predictability and planning for a degree.

The main topic of discussion with the OUSA representatives was around the student mental health topic. Colleagues recognize existing COU and institutional interests in areas of Student Housing, Transit, Food Insecurity, and Sector Sustainability. It was interesting to note that student concerns parallel many of our own.

### **Colleagues meeting, Wednesday, February 14, 2024, 9:00 am – 12:00 pm**

#### **1. Information sharing**

The discussion around the table, as usual, had a common theme of financial concerns, particularly budget deficits, or projected deficits next year. Some programs areas are seen as small and expensive and others large and profitable, with funds not moving to support all areas. Concerns were expressed over the reliance on international students and the effect of the recently announced visa limits. Hiring of new faculty was generally reported as slowing, with some targeted exceptions. There continue to be reports of mid-level and senior administrative positions. There are moves to encourage faculty to take voluntary retirement, with 39 faculty leaving Guelph. There was good news from Laurentian in term of applications seeing increases across the board, along with a lot of senior administrative searches ongoing.

#### **2. COU Report: Steve Orsini, COU d**

Steve Orsini spoke to us on the current activities of COU.

##### *International Students*

A financial impact on universities and colleges is expected, but the extent is not known. While there may be targeting of “bad actors”, the federal government has also given the provincial government a lever to control our programs. Recent news indicates decreases in applications of international students at some institutions.

##### *Blue Ribbon Panel*

A government report is expected by the end of February. At the time of this writing it has been [released](#) and the government is releasing \$1.3B to stabilize colleges and Universities over the next three years. This includes a continuing tuition freeze.

- \$700 million for the new Postsecondary Education Sustainability Fund starting in 2024-25
- \$203 million in funding for top-ups for institutions with greater financial need.
- \$167.4 million in additional funding for capital repairs and equipment.
- \$10 million in additional one-time funding through the Small, Northern, and Rural Grant for colleges and Northern Ontario Grant for Universities in 2024-25.
- \$100 million in 2023-24 to support STEM program costs at publicly-assisted colleges and universities with enrolments above currently funded levels.
- \$65.4 million for the infrastructure refresh of Ontario’s Advanced Research Computing systems and for their ongoing operations and maintenance.
- \$23 million to enhance mental health supports, including \$8 million for the Postsecondary Mental Health Action Plan over the three years.

Included in the support announced is money that does not actually go to the institutions:

- \$15 million beginning in 2024-25 through the Efficiency and Accountability Fund to support third-party reviews that will identify actions institutions can take to improve sustainability and student experiences.

The COU has responded with a [statement](#).

#### **3. Discussion of Future Topics**

Future topics were discussed, and it may be that the final decision will be a discussion with the executive heads on a Wholistic Approach to Health and Wellness in response to student, staff, faculty, and institutional concerns over mental health and wellness.

#### **4. Other Business**

No other business was discussed.

Respectfully Submitted,

P.J. Dutton, Academic Colleague

# 2020-2025 Strategic Mandate Agreement (SMA3) Annual Report

## Evaluation Year 4

Senate

March 8, 2024



# Metrics

Year 3



2020/21	2021/22	2022/23 and on
1. Graduate Employment	1. Graduate Employment	1. Graduate Employment
2. Institutional Strength*	2. Institutional Strength*	2. Institutional Strength*
3. Graduation Rate	3. Graduation Rate	3. Graduation Rate
4. Community Impact	4. Community Impact	4. Community Impact
5. Economic Impact*	5. Economic Impact*	5. Economic Impact*
6. Research Funding	6. Research Funding	6. Research Funding
	7. Experiential Learning	7. Experiential Learning
	8. Innovation: Industry Funding	8. Innovation: Industry Funding
	9. Graduate Earnings	9. Graduate Earnings
		10. Skills and Competencies*
<b>25% of Grant</b>	<b>35% of Grant</b>	<b>45% to 60% of Grant</b>

\$23.5M

\$32.8M

\$42.3 to \$56.4M





# Weightings



	Institutional Assigned Weightings/Outcomes-Based Funding				
	2020-21	2021-22	2022-23	2023-24	2024-25
	Max 35%, Min 10%	Max 30%, Min 5%	Max 25%, Min 5%	Max 25%, Min 5%	Max 25%, Min 5%
<b>Metric</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>	<b>(%)</b>
1. Graduate Employment Rate	10%	5%	5%	5%	5%
2. Institutional Strength	25%	20%	20%	20%	20%
3. Graduation Rate	10%	5%	5%	5%	5%
4. Community Impact	35%	30%	25%	25%	25%
5. Economic Impact	10%	20%	20%	20%	20%
6. Research Funding	10%	5%	5%	5%	5%
7. Experiential Learning	--	5%	5%	5%	5%
8. Innovation: Industry Funding	--	5%	5%	5%	5%
9. Graduate Earnings	--	5%	5%	5%	5%
10. Skills & Competencies*	--	--	5%	5%	5%



# Performance Funding Status

- MCU reactivated the performance-based funding for Year 4:
  - System-wide proportion of 10%.
  - Re-weighting for Year 5 will be permitted.
  - Stop loss mechanism- anything below 95% of targeted achievement will be capped at 95%.
- No announcement yet for Year 5 funding:
  - MCU response to the BRP report expected by end of Feb.



# Annual Evaluation- Year 4 (2023/24)



# Metric Performance Year 4

Metric ID	Metric Name	SMA3 Values			
		2023-24			
		Target	Band of Tolerance	Allowable Performance Target	Actual
1	Graduate Employment Rate in a Related Field	88.35%	2.11%	86.49%	<b>90.06%</b>
2	Institutional Strength/Focus	31.34%	3.00%	<b>30.40%</b>	<b>32.28%</b>
3	Graduation Rate	74.55%	1.00%	<b>73.81%</b>	<b>77.01%</b>
4	Community/Local Impact of Student Enrolment	11.77%	2.23%	<b>11.50%</b>	<b>12.32%</b>
5	Economic Impact (Institution-specific)	\$173,111,098	8.14%	<b>\$159,014,028</b>	<b>\$186,654,228</b>
6	Research Funding and Capacity: Federal Tri-Agency Funding Secured	1.36%	4.49%	<b>1.29%</b>	<b>1.431%</b>
7	Experiential Learning	73.78%	11.49%	<b>65.30%</b>	<b>73.40%</b>
8	Research Revenue Attracted from Private Sources	\$6,588,444	13.80%	<b>\$5,679,003</b>	<b>\$7,030,667</b>
9	Graduate Employment Earnings	\$49,550	2.00%	<b>\$48,561</b>	<b>\$55,354</b>
10	Skills and Competencies				

*Actual values have exceeded the allowable performance target for all metrics. We will receive full funding for each metric.*

Metric 10 is based on participation



# Status to Date

## Theoretical Allocation Year 1 to Year 3

- Year 1 (\$161,071)
- Year 2 +\$13,950
- Year 3 +\$92,421
- Year 4: All targets met, 100% of funding.
- We continue to monitor the metrics.



# Year 5 2024/25 Risks

1. Continued impact of the pandemic. These impacts have been communicated to MCU (e.g. Graduation Rates)
2. Metrics for which we have higher risk of not meeting targets
3. Economy and its effect on metrics:
  - Employment rates
  - Research revenue from private sources
4. International student/study permit issues



# Looking Ahead

- Planning for SMA4
  - Government and accountability (introduction of the financial sustainability metrics)
  - Any changes in metrics
  - Blue Ribbon Panel recommendations.



**University of Windsor  
Senate**

5.8: **Report of the Provost**

Item for: **Information**

Forwarded by: **Robert Aguirre**

The Office of the Provost works collaboratively across the University to advance academic excellence. Guided by our strategic plan (Aspire: Together for Tomorrow), the office oversees long-range academic planning, teaching, and learning, faculty innovation, student life and academic success, enrolment management, and institutional analysis. We are committed to promoting equity, sustainability, and the rich diversity of our campus.

**1) Campus Update—One-stop Student Service Centre**

I am pleased to announce that the University will move forward with the creation of a dedicated service centre for students, graduate and undergraduate. The University of Windsor is one of the few universities in Ontario not to have adopted this model for the delivery of student services. While a location for the centre has yet to be decided, there is a consensus that it should be prominently located, close to parking, and easy to find. It should also have a virtual component, as many students would prefer to be “online, not in line.” Currently, the key services we provide to students (registrar, financial aid, advising, etc.) are dispersed across campus, leading students to wander from building to building and often to stand in long queues. This weakens our efforts to become a more student-centred campus, the effects of which are evident in surveys of student satisfaction. The creation of a one-stop centre also meets two key objects in the Aspire Strategic plan: 1) the foundational commitment of Improving Institutional Processes and Coordination of Services; and 2) the strategic priority of Ensuring a High Quality, Relevant Teaching, Learning and Student Experience for Everyone. I have tapped Ray Darling, our University Registrar, to lead the strategy and realization of this key university initiative. He is committed to building a broad, representative team (including students) to guide the work.

**2) Campus Update—Replacement of legacy ECV system**

There is wide consensus that the technology supporting the electronic CV is due for an overhaul. Based on a word processing document, the current interface involves a highly manual and labor intensive effort to update. Revising CVs quickly and easily is not possible, costing precious time for faculty members who are applying to granting agencies that require different formats. The data security of our current system is also not as strong as it needs to be. I have asked Dr. Erika Kustra, acting associate vice president, academic and Ms. Anne Mullen, academic initiatives officer for the provost, to lead an effort to find a twenty-first century solution. There are several promising alternatives. These systems, which have been adopted across leading universities in Canada, offer greater ease of use, smooth reformatting for granting agencies as well as tenure and promotion processes, and enhanced data security. This initiative also aligns with the Aspire foundational commitment cited above to improve institutional processes. Dr. Kustra is assembling a representative team and will report to the Senate as updates are available.

**3) Campus Update—New Public Health curricular programming**

As part of joint academic and research planning, the university will take steps in coming months to develop enhanced academic programming initiatives in public health. The provost and VPRI, from their respective portfolios, will work together to advance the creation of new curricular pathways at the graduate and undergraduate levels and to integrate these programs with already existing initiatives and the teaching and research efforts of faculty members across the university. A representative committee will be formed to inform the planning work in this exciting area of growth for the university.



**University of Windsor  
Senate**

5.8.1: **Enrolment Management Update**

Item for: **Information**

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

**Strategic Enrolment Management Plan (2023-24)**

On March 1, 2024, we held a virtual Senate Information Session to illuminate the nuances and overarching goals of "Aspire for Student Success: The University of Windsor's Strategic Enrolment Management Plan (2023-28)." I am grateful to all the Senators who demonstrated their commitment by engaging with this pivotal strategy for our institution. It's essential to acknowledge the significance of involving the entire campus community in the implementation phase of this plan, as collective effort is critical to our success.

I look forward to discussing the finalized strategy in more detail at an upcoming Senate meeting, where I know this spirit of collaboration will continue.

**Fall 2024 Enrolment**

*Table 1: Historical Fall Applicants by Degree Level and Type (PowerBI – As of February 26, 2024; accessed February 27, 2024)*

<b>Applicants</b>					
<b>Undergraduate</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>	<b>Fall 2023</b>	<b>Fall 2024</b>
Domestic (High School)	6,925	6,326	6,735	7,309	<b>7,666</b>
Domestic (Transfer)	399	437	477	444	<b>551</b>
International (all)	2412	1856	2230	2078	<b>1711</b>
<b>Second Entry</b>					
Law	1,948	2,252	2,073	1,926	<b>2,100</b>
Education	687	965	1,064	1,070	<b>1,133</b>
<b>Graduate</b>					
ICBM	3,717	3,524	3,495	3,527	<b>4,930</b>
Research Master's	1,832	1,820	2,052	2,387	<b>2,277</b>
PhD	261	455	422	375	<b>342</b>

**Yield Campaign (early March – end of May 2024)**

The yield activities planned by the University of Windsor to encourage admitted undergraduate students to accept their offers can be grouped into four main categories:

**Personalized Outreach and Support:** Faculty showcases, telephone campaigns, and postcard outreach. One-on-one in-person meetings in specific locations. Award application support and budgeting assistance. Student Ambassador and peer-to-peer call campaigns.

**Events and Campus Engagement:** Campus tours, March break activities, and school visits focusing on conversion. Spring Open House, Spring Virtual Open Day, and school group/board visits to campus.

*Targeted Communication Campaigns:* Alternate offers, email campaigns for conversion, Outstanding Scholars email campaign, and the "Top 5 Reasons Why UThrive at UWindsor" virtual presentation. Recruiter call campaign to prompt confirmation and a postcard/colouring contest.

*Digital and Virtual Resources:* International pre-departure webinars and virtual drop-ins. Recruitment appointments and UWinsite service requests. Email and social media campaigns for various student demographics.

**Applicant Diversity Census**

The Ontario University Application Centre (OUAC) implements a system where applicants can voluntarily disclose information about their diversity, specifically regarding disabilities and impairments. This self-reporting mechanism has revealed that over 20% of those applying to the University identify themselves as individuals with a disability or impairment. The purpose of collecting this data is to understand the demographic composition of applicants better and to potentially inform services and support provided by universities – and share for Senators’ information.

Person with a disability and/or impairment	UWindsor		Sector		University to Sector
	#	%	#	%	
No, I do not have a disability or impairment	6234	79%	77882	79%	8%
Yes, I have a neurodevelopmental disorder, intellectual, cognitive, and/or learning disability and/or impairment	515	7%	6463	7%	8%
Yes, I have a physical disability and/or impairment	37	0%	397	0%	9%
Yes, I have a sensory disability and/or impairment	55	1%	813	1%	7%
Yes, I have a mental health illness or disability	453	6%	5567	6%	8%
Yes, I have another disability and/or impairment	110	1%	1368	1%	8%
Prefer not to answer	448	6%	5931	6%	8%
	<b>7852</b>		<b>98421</b>		

**Provincial Attestation Letters (PALs)**

At the time of submission of this report, the Ministry of Colleges and Universities had yet to communicate UWindsor's allocation under the new IRCC study permit application cap; however, preliminary work is underway to implement the disbursement of PALs to eligible admitted international undergraduate learners in advance of the March 31, 2024, deadline.

Present assumptions indicate that Ontario will receive 235,000 applications and IRCC will approve 141,000 of these. Ontario universities are expected to receive a 20% share of the allocation, which will be apportioned according to the historical domestic undergraduate enrolment figures.

**Canada's International Student Program**

A comprehensive communication strategy has been launched targeting international prospects, applicants, and recruitment partners to inform them of the recent changes to the program, including the following channels:

- **Web:** [future.uwindsor.ca/isp](http://future.uwindsor.ca/isp)
- **KBAs:** [ask.uwindsor.ca](http://ask.uwindsor.ca)
- **Webinar**
- **UWinsite Service:** New queues supported by immigration professionals
- **In-country recruiters**



### **Global Engagement**

The University of Windsor and the University of Sharjah recently signed an MOU to promote collaborative efforts in Engineering. This agreement is expected to enhance cross-cultural academic exchanges, joint research, and contribute to mutual advancement in education and innovation, fostering a robust, long-term international partnership.

Respectfully submitted,  
Chris

### **Upcoming Important Dates:**

[Spring Open House](#), April 6, 2024

Spring Virtual Open Day, May 16, 2024

**University of Windsor  
Senate**

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

Item for: **Information**

Forwarded by: **Clinton Beckford**

**Office of Human Rights, Equity, and Accessibility**

Lunch and Learn Series (2023-2024)

- Organized by EECC Training and Education Subcommittee in OHREA.
- Three sessions on Employment Equity topics:
  - Fall term: "Indigenous Knowledge Systems" by Abby Carpenter.
  - Winter term: "Understanding Pronouns" by Fei Qin (Student) and Patti Weir (Dean of Graduate Studies).
  - Spring term: Details to follow soon. Sign up at [link](#).

**11th Annual Accessibility Awareness Days (Every Tuesday in March)**

- Virtual workshops include:
  - Student Changemakers.
  - Service Animals in Ontario.
  - Proposed Postsecondary Education Standard with Tina Doyle, Chair of Standards Development Committee.
- Final event: Screening of "Soop on Wheels" in partnership with Turtle Island Aboriginal Education Centre. A documentary on First Nations man, Everett Soop, recognized for his work as a cartoonist, journalist, and activist in the 1980s and 90s.

**Office of Student Rights and Responsibilities**

Campus Resources and Supports

- Providing on-call support for campus departments/faculties on Student Code of Conduct interpretation.
- Provided interpretation, covering non-academic complaints process and general application.
- Addressed ongoing student questions on 'rights' (non-complaint).

Campus-Community Engagement & Communications

- Conducted campus presentations on student-related issues to campus-community and overseas audiences.

**University of Windsor  
Senate**

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

Item for: **Information**

Forwarded by: **Shanthi Johnson**

Research, scholarship, creative activity, and innovation play a pivotal role in shaping the University's local and global influence, reputation, and impact. The research and innovation eco-system directly impacts our ability to recruit and retain undergraduate and graduate students and build a robust education and training capacity pipeline. The Office of the Vice-President, Research and Innovation (OVPRI) is committed to inspiring and advancing inclusive research, scholarship, creative activity, and innovation in alignment with the University's institutional strategic plan – *Aspire: Together for Tomorrow*. Our goal is to engage our community, creating strong, meaningful collaborations, actively involving both our internal and external stakeholders. The following provides a comprehensive overview of the recent activities and initiatives undertaken by the OVPRI.

**Internal Research and Innovation Ecosystem**

- On February 9, 2024, the OVPRI hosted its second quarterly team retreat to support better integration and coordination of the functional areas within the OVPRI portfolio. Teamwork focused on identifying our existing and emerging research strengths; metrics for measuring research success; mechanisms for recognizing success; and implementation of the Research and Innovation Review Action Plan.
- Over the past year, a dedicated team of faculty and administrators from across campus conducted a comprehensive review of EPICentre, which is now complete. Recommendations for a strongly integrated entrepreneurship and innovation ecosystem, with an *Aspire*-informed mandate, offered in the report are currently under consideration.
- Research Partnerships has finalized its review of the University's technology transfer processes and has developed recommendations for focusing commercialization of new inventions in 2024.

**Shedding light on research and innovation services**

The Office of Research and Innovation Services (ORIS) contributes significantly to the University's research excellence by providing pre- and post-award grant application and management support to our research community. In the first quarter of 2024 alone, ORIS supported the development and submission of 78 funding applications with a value of \$791,656 with proposals originating from Engineering (21), Science (17), FAHSS (16), Odette (8), Law (4), Education (3), HK (2), and Nursing (2). There were also institutional (3) and external (2) proposals submitted during this timeframe.

**Partnerships and Engagement**

Our office continues to forge strong external relationships through meetings with those visiting our campus and by participating in external groups such as the Council of Ontario Universities' Ontario Council on University Research (OCUR), MITACS, Tri-agencies (CIHR, SSHRC, and NSERC) committees, and others:

- In February, the OVPRI hosted a visit by SSHRC President, Dr. Ted Hewitt, who spoke with social sciences and humanities researchers from across campus and addressed questions about new SSHRC initiatives and increasing success with SSHRC.
- The VPRI attended a Shastri Indo-Canadian Institute-led initiative to explore opportunities for research and innovation collaboration in the agricultural sector.

In summary, our office remains dedicated to advancing research, scholarship, creative activity, and innovation at the University. We look forward to continued collaboration and success in these endeavours.