



NOTICE OF MEETING

There will be a meeting of the Senate on Friday, May 10, 2024, at 2:30pm Location: Toldo Room 203

AGENDA

Land Acknowledgement

- 1 Approval of Agenda (Unstarring agenda items)
2 Minutes of the meeting of April 12, 2024 Approval S240412M
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 S240510-5.1.1a-g
(a) Master of Materials Chemistry and Engineering (MMCE) – Minor Program Changes (Form C)
(b) Master of Human Kinetics – Minor Program Changes and Degree Name Change (Form C)
(c) School of Creative Arts (SOCA) – Minor Program Changes (Form C)
(d) Business – New Course Proposal (Form D)
(e) Forensics – New Course Proposal (Form D)
(f) Kinesiology – New Course Proposal (Form D)
(g) Sociology and Criminology – Minor Program Changes (Form C)
5.1.2 Concurrent Honours Modern Languages with Second Language Education (Intercultural Stream)/Bachelor of Education – Major Major Program Change (Form B) Lionel Walsh-Approval S240510-5.1.2
5.1.3 Master of Business Administration (Professional Accounting Specialization) – Major Program Change (Form B) Lionel Walsh-Approval S240510-5.1.3
\*5.1.4 Honours Bachelor of Sport Management and Leadership – Revised Learning Outcomes Lionel Walsh-Information S240510-5.1.4
\*5.1.5 Honours Bachelor of Science (Kinesiology and Health Studies) – Revised Learning Outcomes Lionel Walsh Information S240510-5.1.5
5.2 Academic Policy Committee Isabelle Barrette-Ng

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| <b>5.3</b>  | <b>Senate Governance Committee</b>   |  |
| 5.3.1       | <b>Report of the Review Committee on Employment Equity (RCEE) 2022-2023</b>  | <b>Robert Gordon</b> -Information<br>S240510-5.3.1           |
| 5.3.2       | <b>Report of the Research Ethics Board</b><br>(January 2023 – March 2024)  | <b>Robert Gordon</b> -Information<br>S240510-5.3.2           |
| 5.3.3       | <b>Proposed Revisions to Bylaws 10, 22, 54</b>   | <b>Robert Gordon</b> -Approval<br>S240510-5.3.3              |
| <b>5.4</b>  | <b>Senate Student Caucus</b>   | <b>Natalie Atkin</b>   |
| <b>5.5</b>  | <b>Report from the Student Presidents</b>  |  |
| 5.5.1       | <b>UWSA President</b>  | <b>Ghalla Hashem</b> -Information<br>S240510-5.5.1           |
| 5.5.2       | <b>GSS President</b>   | <b>Amangel Bhullar</b> -Information<br>S240510-5.5.2         |
| 5.5.3       | <b>OPUS President</b>  | <b>Christopher Baillargeon</b> -Information<br>S240510-5.5.3 |
| <b>5.6</b>  | <b>Report of the Academic Colleague</b>  | <b>Philip Dutton</b> -Information<br>S240510-5.6             |
| <b>5.7</b>  | <b>Report of the President</b>   | <b>Robert Gordon</b> -Information                            |
| <b>5.8</b>  | <b>Report of the Provost</b>   | <b>Robert Aguirre</b> -Information<br>S240510-5.8            |
| 5.8.1       | <b>Enrolment Management Update</b>   | <b>Chris Busch</b> -Information<br>S240510-5.8.1             |
| 5.8.2       | <b>Questions Arising from Senate Information Session: Student Retention/Success</b> <a href="#">(click to the SIS website)</a> | <b>Shetina Jones</b> -Information                            |
| <b>5.9</b>  | <b>Report of Vice-President, People, Equity, and Inclusion</b>   | <b>Clinton Beckford</b> -Information<br>S240510-5.9          |
| <b>5.10</b> | <b>Report of Vice-President, Research, and Innovation</b>  | <b>Shanthi Johnson</b> -Information<br>S240510-5.10          |
| <b>6</b>    | <b>Question Period/Other Business</b>  |  |
| <b>7</b>    | <b>Adjournment</b>   |  |

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

**University of Windsor  
Senate**

\*5.1.1a: **Master of Materials Chemistry and Engineering (MMCE) (Graduate) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

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

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The changes have been approved by the Department of Chemistry and Biochemistry Council, Science Program Development Committee (SPDC) (as delegated by the Faculty of Science Coordinating Council), the Faculty of Engineering Coordinating Council, the Faculty of Graduate Studies Council (March 26, 2024), 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 April 17, 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 5.4.

**University of Windsor  
Senate**

\*5.1.1b:           **Master of Human Kinetics – Minor Program Changes and Degree Name Change (Form C)**

Item for:       **Approval**

Forwarded by: **Program Development Committee**

**MOTION:**       **That the Master of Human Kinetics (MHK) be renamed *Master of Science (Kinesiology and Health Studies)* and that the degree requirements 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 Faculty of Human Kinetics Council (January 26, 2024), the Faculty of Graduate Studies Council (March 26, 2024), 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 April 17, 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  
Senate**

\*5.1.1c: **School of Creative Arts – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION:** That the degree requirements for the General BA in Visual Arts, Combined BA Honours Visual Arts Programs, Major and Minor Concentrations in Visual Arts, Minor in Art History/Visual Culture, Visual Arts and the Built Environment, and Bachelor of Fine Arts in Visual Arts 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 School of Creative Arts Council, the Faculty of Arts, Humanities, and Social Sciences Council (March 14, 2024), 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 April 17, 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.

**University of Windsor  
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\*5.1.1d: **Business – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course be approved:^  
MKTG-4320. Brand Management  
MKTG-4410. Sustainability in Marketing**

**Rationale/Approvals**

- The new course has 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 April 17, 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.

**University of Windsor  
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\*5.1.1e:       **Forensics – New Course Proposal (Form D)**

Item for:       **Approval**

Forwarded by: **Program Development Committee**

**MOTION:       That the following courses be approved: ^  
FRSC-3900. Research Methods in Forensic Science**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- This new course proposal has been approved by 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 April 17, 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 5.10.

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\*5.1.1f:           **Kinesiology – New Course Proposal (Form D)**

Item for:           **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course be approved: ^  
KINE-3770. Theory and Analysis of Sport**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The new course has been approved by the Department of Human Kinetics 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 April 17, 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 5.12.



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\*5.1.1g: **Sociology and Criminology – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION 1: That the degree requirements for the Honours Criminology, Combined Honours Criminology Programs, Major and Minor Concentrations - Bachelor of Interdisciplinary Arts and Science (IAS) – Criminology, General Family and Social Relations, Honours Family and Social Relations, Combined Honours Family and Social Relations, Minor in Family and Social Relations, Honours Sociology, and Combined Honours Sociology Programs be changed in accordance with the program/course change forms.^**

**MOTION 2: That the Minor in Studies of Sexuality, Major and Minor Concentrations - Bachelor of Interdisciplinary Arts and Science (IAS) Anthropology and, Major and Minor Concentrations - Bachelor of Interdisciplinary Arts and Science (IAS) – Sociology be discontinued. ^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The changes have been approved by the Department of Sociology and Criminology Council, the Faculty of Arts, Humanities, and Social Sciences 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 April 17, 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 5.18.

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5.1.2: **Concurrent Honours Modern Languages with Second Language Education (Intercultural Stream)/Bachelor of Education – Major Program Changes (Form B)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION:** **That the revisions to the Concurrent Honours Modern Languages with Second Language Education (Intercultural Stream)/Bachelor of Education be made in accordance with the program/course forms.<sup>^</sup>**

*<sup>^</sup>Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The changes have been approved by the Department of Languages, Literatures and Culture Council, the Faculty of Education Council (December 22, 2023), the Faculty of Arts, Humanities, and Social Sciences Council (January 25, 2024), the Provost (March 11, 2024), and the Program Development Committee.
- *See attached.*

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

**A. Basic Program Information**

<b>Faculty(ies)</b>	Faculty of Arts, Humanities, and Social Sciences Faculty of Education
<b>Department(s)/School(s)</b>	Department of Languages, Literatures, and Cultures
<b>Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)</b>	Concurrent General Bachelor of Arts (Modern Languages with Second Language 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
<b>Planned steady-state Student Enrolment (per section B.4.2)</b>	15 students per year
<b>Normal Duration for Completion:</b>	5 years
<b>Will the program run on a cost-recovery basis?</b>	No

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

The changes outlined in this form concern a Concurrent program, offered jointly by the Department of Languages, Literatures, and Cultures and the Faculty of Education. The Faculty of Education was consulted at various stages and provided input regarding changes required to the Education portion of the degree program. The form was approved by the Faculty of Education’s Council on December 22, 2023.

**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))*

The program changes detailed in this form concern the Concurrent Honours Modern Languages with Second Language Education (Intercultural Stream)/Bachelor of Education. This program was launched in Fall 2019 as one of only two Concurrent programs in FAHSS containing an Honours Bachelor of Arts (consisting of 40 course requirements) instead of a General Bachelor of Arts (consisting of 30 course requirements). Given that Concurrent programs tend to have a total length of five (5) years, the suggested course sequencing for this program requires students to complete their Honours Bachelor of Arts degree in three (3) years. To do so, the course sequencing suggests course overloads in year 2 and year 4, bringing the total course load per term in these two years to seven (7) courses: 6 BA courses + EDUC-2299 (a year-long course) or 6 BA courses + EDUC-3399 (a year-long course). Students further need to take up to seven (7) courses towards their Honours Bachelor of Arts degree during intersession/summer “at any point in the degree, but prior to the final Education year (year 5).”

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## MAJOR PROGRAM CHANGES

### FORM B

#### **Suggested Sequencing**

First Year: Ten courses from the Honours BA in Modern Languages and Second Language Education and EDUC-1199.

Second Year: Twelve courses towards the Honours BA in Modern Languages and Second Language Education and EDUC-2299.

Third Year: In the third year, students will take the entire Year 1 of the BEd program.

Fourth Year: Eleven Courses towards the Honours BA in Modern Languages and Second Language Education and EDUC-3399.

Fifth Year: In the fifth year, students will take the entire Year 2 of the BEd program.

Summer: Seven courses towards the Honours BA in Modern Languages and Second Language Education, in a summer term, at any point in the degree, but prior to the final Education year (Year 5).

[https://www.uwindsor.ca/secretariat/sites/uwindsor.ca.secretariat/files/undergraduate\\_calendar\\_winter\\_2024.pdf](https://www.uwindsor.ca/secretariat/sites/uwindsor.ca.secretariat/files/undergraduate_calendar_winter_2024.pdf), p. 368)

The suggested course sequencing has proven impossible to attain for most if not all students in this Concurrent program. Indeed, only one (1) student over all four cohorts since Fall 2019 has managed to do so successfully.

Students often hesitate to add additional subject (or BA) courses to their course load, given that the prescribed term load for a Concurrent student is six (6) instead of five (5) courses: 5 BA courses + 1 yearlong B. Ed course. The overload course brings the term load to seven (7) and not six (6) courses, as would be the case for other undergraduate students. As for students contemplating overloading, they often do not have the requisite cumulative average of 85% or higher to take one overload course per semester. Course availability in Modern Languages, particularly in the area of Intercultural Studies, further complicates overloading and timely completion.

Students heeding the course sequencing's suggestion to take at least seven (7) courses during intersession/summer at any point in the degree have also found it quite difficult to find suitable courses towards their BA requirements during the summer months. The main reason for this is that Modern Languages tends to offer courses only during the fall and winter terms. Other students have indicated that they need intersession/summer to return home (if they are not local) or to work to finance their studies, and hence are not available to take courses.

However, to enter year 2 of the BEd program in year 5 of any Concurrent degree, students need to have completed all BA course requirements. Students who are missing courses towards their BA must complete these first. Consequently, most if not all students in this Concurrent program need an extra year – year 5 – to satisfy their remaining BA course requirements and enter year 2 of the BEd program one year later, in year 6. This situation has led to considerable frustration among the students registered in this Concurrent, who feel held back, and seem generally unaware of the overloading required for timely completion, despite this being clearly stated in the University's Undergraduate Calendar.

The aim of the proposed changes detailed below is to address the degree completion challenges that plague this program. These changes will bring the program in line with other Concurrent programs that are built around a General Bachelor of Arts (i.e., 30 course requirements over 3 years) rather than an Honours Bachelor of Arts.

The proposed changes also update the course content of this Concurrent degree program aimed at training teachers for today's highly diverse classroom. Linguistic diversity is quite widespread among today's student population. In the English-language school system especially, the language of instruction is often not the first nor the dominant language of many allophone students. This revised Concurrent degree trains prospective teachers in various aspects of Second Language Education, and introduces students to immigrant languages, such as Arabic, Spanish, Mandarin, and French (language of Sub-Saharan francophone immigrant community). The program further develops students' intercultural competence through a series of intercultural studies courses, which focus on the literature, cinema, and culture of, for instance, the Arabic, Hispanic, Chinese, and francophone immigrant communities. Finally, the revised program

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also contains course content and course requirements in Indigenous Studies to raise awareness of Indigenous histories and cultures, and help students grasp the difference between Second Language Education and Indigenous Language Revitalization, where language teaching focuses not on a majority language, such as English, but on an endangered and historically stigmatized language.

The table below identifies the updated content that was added to the program to make it more relevant for today's diverse classroom:

<b>Module</b>	<b>Old Concurrent (BA H)</b>	<b>Revised Concurrent (BA G)</b>
<i>Second Language Education</i>	<p><b>INCS-1200</b> Introduction to Language and Linguistics</p> <p><b>INCS-2200</b> Language, Linguistics and Society</p> <p><b>INCS-3200</b> Theories of Language Acquisition</p> <p><b>INCS-3210</b> Methodologies for Second Language Education</p> <p><b>INCS-4200</b> Second Language Education Practicum</p>	<p><b>INCS-1200</b> Introduction to Language and Linguistics</p> <p><b>INCS-2200</b> Language, Linguistics and Society</p> <p><b>INCS-3200</b> Theories of Language Acquisition</p> <p><b>INCS-3210</b> Methodologies for Second Language Education (<i>with new unit on Indigenous Language Revitalization (ILR)</i>)</p> <p><b>INCS-4200</b> Second Language Education Practicum</p>
<i>Language concentrations</i>	<p>German, Italian, Spanish</p>	<p><i>Arabic, Spanish, French, Italian, German + 1 Mandarin course</i></p> <p><i>Students take 4 courses in their chosen language concentration. Mandarin cannot currently be taken as a concentration.</i></p> <p><b>ARAB-1100</b> Introduction to Arabic I  <b>ARAB-1110</b> Introduction to Arabic II  <b>ARAB-2100</b> Intermediate Arabic I  <b>ARAB-2110</b> Intermediate Arabic II  <b>ARAB-2150</b> Oral Proficiency I</p> <p><b>FREN-1210</b> French Language Training I  <b>FREN-1220</b> French Language Training II  <b>FREN-2210</b> French Language Training III  <b>FREN-2220</b> French Language Training IV</p> <p><b>SPAN-1020</b> Intensive Spanish for Beginners (double credit)  <b>SPAN-2020</b> Intensive Intermediate Spanish (double credit)</p>

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*Intercultural Studies*

	<p><b>GRMN-1020</b> Intensive German for Beginners (double credit)  <b>GRMN-2020</b> Intensive Intermediate German (double credit)</p> <p><b>ITLN-1020</b> Intensive Italian for Beginners (double credit)  <b>ITLN-2020</b> Intensive Intermediate Italian (double credit)</p> <p><i>(ASIA-1100 Introduction to Mandarin I)</i></p>
<p>A total of 18 language and culture courses</p>	<p>6 of the following Intercultural Studies courses:</p> <p><b>ARAB-2610</b> Introduction to Arabic Culture  <b>ARAB-2620</b> Modern Arabic Literature  <b>ARAB-3610</b> Literature and Film in North Africa and the Middle East</p> <p><b>ASIA-2620</b> Special Topics in Chinese Culture  <b>ASIA-2640</b> Special Topics in Chinese Literature  <b>ASIA-1100</b> <i>Introduction to Mandarin I</i></p> <p><b>FREN-2600</b> <i>Modern French Culture</i>  <b>FREN-2700</b> <i>Introduction to the Cultural Heritage of French Canada</i>  <b>FREN-2810</b> <i>Introduction to the Culture of Sub-Saharan Francophone Africa</i>  <b>FREN-2830</b> <i>Introduction to Francophone Culture of the Maghreb and the Middle East</i></p> <p><b>SPAN-2600</b> Spanish Culture and Civilization I  <b>SPAN-2610</b> Spanish Culture and Civilization II  <b>SPAN-2480</b> Spanish Cinema</p> <p><b>GRMN-2600</b> German Culture and Civilization I  <b>GRMN-2610</b> German Culture and Civilization II  <b>GRMN-2480</b> German Cinema</p>

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		<b>ITLN-2600</b> Italian Culture and Civilization I <b>ITLN-2610</b> Italian Culture and Civilization II <b>ITLN-2480</b> Italian Cinema  <b>GRST-3012</b> <i>Ancient Impacts on the Modern World</i> <b>GRST-3011</b> <i>The Ancient World on the Screen</i>
<i>Indigenous Studies</i>	-	2 of the following courses:  <b>GART/SOSC-1210</b> <i>Introduction into Indigenous Topics</i> <b>PHIL-1350</b> <i>Culture, Health, and Social Justice on Turtle Island</i> <b>PHIL-2300</b> <i>Indigenous Philosophy of the Americas</i> <b>ENGL-2320</b> <i>Indigenous Literatures</i> <b>HIST-2460</b> <i>Aboriginal Peoples in Canadian History: Beginnings to Mid-Nineteenth Century, or</i> <b>HIST-2470</b> <i>Aboriginal Peoples in Canadian History: Mid-Nineteenth Century to the Present</i>
<i>Electives</i>	GART-1500, GART-1510 and 15 additional courses	GART-1500, GART-1510 and 11 additional courses

The Faculty of Education has also updated the Bachelor of Education requirements for this revised degree program. The following three courses, EDUC-1199, EDUC-2299, and EDUC-3399, which students were required to take during year 1, year 2, and year 4 of the old degree program, have been deleted from the Bachelor of Education requirements. This change makes the revised degree program consistent with other Concurrent degree programs for the Primary/Junior division and has the added advantage of further reducing the students' workload during the BA years of the degree. Note that "Equivalence of" is added to indicate that the total number of credits is 60, but the number of courses is more than 20.

**Bachelor of Education Requirements**

Total course equivalents: **Equivalence of** twenty in the Primary/Junior Division ONLY

All students are required to complete the requirements of the Bachelor of Arts: Modern Languages **with** and Second Language Education degree program (**General Honours**), in addition to the following Education courses: ~~EDUC-1199, EDUC-2299, EDUC-3399~~, 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-5311 (3.0), EDUC-5312 (3.0), EDUC-5313 (3.0), EDUC-5314 (3.0), EDUC-5315 (3.0), EDUC-5316 (3.0), EDUC-5317 (3.0), EDUC-5318 (3.0), EDUC-5215 (1.5), EDUC-5411 (1.5), EDUC-5412 (1.5), EDUC-5414 (1.5), EDUC-5499.

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The revised Concurrent degree program aims to prepare prospective teachers for the Primary/Junior classroom, and for the delivery of a curriculum, that is in the process of being decolonized and Indigenized, to a student population which may not have English (the language of instruction) as their first language. As such the program contributes to the following strategic objective of the University of Windsor: “Creating and promoting programming that enables all members of the campus community to develop greater knowledge of equity, diversity and inclusion; the skills necessary to work, learn and lead together in a diverse world; and the awareness that change is everyone’s responsibility” (*Aspire Together for Tomorrow*, University of Windsor Strategic Plan 2023-2028, p. 17).

**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 revised curriculum of the BA portion of the modified Concurrent General Bachelor of Arts (Modern Languages with Second Language Education)/Bachelor of Education is consistent with the current state of the area of study. The revised curriculum responds to current societal concerns and trends, and particularly to demographic changes in the Primary/Junior classroom due to migration and urbanization.

The revised program shifts the emphasis to the languages and cultures of growing immigrant communities in Southwestern Ontario and elsewhere in the province, whereas the previous version of the program focused mostly on heritage languages, such as Italian and German. The revised program introduces students to the language and culture of the Arabic, Chinese, Hispanic and Sub-Saharan francophone immigrant communities, while maintaining Italian and German content. The Italian content remains relevant as Italian Canadians are the seventh largest self-identified ethnic group in Canada, with the highest percentage of Canadians of Italian ethnicity, namely 6.5 %, residing in Ontario, and Italian Canadians making up 9.1% of the total ethnic population of Windsor-Essex County (2021 Census of Population; <https://www12.statcan.gc.ca/census-recensement/2021/dp-pd/prof/index.cfm?Lang=E>). The German content also remains relevant because of the continued presence of Low German-speaking communities in Southwestern Ontario.

Significantly, the revised curriculum also includes Indigenous content. This revision aligns with current and ongoing revisions of the Ontario Primary/Junior curriculum as defined by the Ministry of Education. In response to the Truth and Reconciliation Commission of Canada’s Call to Action 62 and 63, the Ministry implemented revised Social Studies for grades 1 to 6. The Ministry notes that these “curricula revisions made learning about First Nation, Métis, and Inuit perspectives, cultures, contributions, and histories a mandatory component of every student’s education [...]” (<https://www.ontario.ca/page/indigenous-education-ontario#section-7> ).

There are no changes to the Education portion of the modified Concurrent General Bachelor of Arts (Modern Languages with Second Language Education)/Bachelor of Education, but for the deletion of EDUC-1199, EDUC-2299, and EDUC-3399.

The curriculum revisions outlined above will be applied as follows:

Concurrent ~~Honours~~ **General Bachelor of Arts** (Modern Languages with Second Language Education) (~~Intercultural Stream~~)/Bachelor of Education

**Degree requirements**

~~Honours~~ **General Bachelor of Arts in Modern Languages with Second Language Education** (~~Intercultural Stream~~)  
**Requirements**

Total courses: ~~forty~~ **thirty**



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- (a) five Linguistics and Second-Language Education courses: INCS-1200, INCS-2200, INCS-3200, INCS-3210 and INCS-4200;
- (b) four Language Training courses in a chosen language: ARAB-1100, ARAB-1110, ARAB-2100, ARAB 2110 or ARAB-2150; or FREN-1210, FREN-1220, FREN-2210 and FREN-2220; or SPAN-1020 (6.0 credits) and SPAN-2020 (6.0 credits); or GRMN-1020 (6.0 credits) and GRMN-2020 (6.0 credits); or ITLN-1020 (6.0 credits) and ITLN-2020 (6.0 credits);
- (c) six courses in Intercultural Studies: ARAB-2610, ARAB-2620, ARAB-3610, ASIA-1100, ASIA-2620, ASIA-2640, FREN-2600, FREN-2700, FREN-2810, FREN-2830, SPAN-2600, SPAN-2610, SPAN-2480, GRMN-2600, GRMN-2610, GRMN-2480, ITLN-2600, ITLN-2610, ITLN-2480, GRST-3012, or GRST-3011.

~~(b) Intercultural stream: 18 course equivalents including:~~

~~GRMN-2600 or ASIA-2620; GRMN-2610; ITLN-2600 or ASIA-2640; ITLN-2610; SPAN-2600; SPAN-2610; ARAB-2610; ARAB-2620; GRMN-2480; ITLN-2480; SPAN-2480; INCS-4990 (6.0 credits);~~

~~plus one of the following language pairs: GRMN-1020 (6.0 credits) and GRMN-2020 (6.0 credits); or ITLN-1020 (6.0 credits) and ITLN-2020 (6.0 credits); or SPAN-1020 (6.0 credits) and SPAN-2020 (6.0 credits);~~

**(d) two courses in Indigenous Studies: GART/SOSC-1210, PHIL-1350, PHIL-2300, ENGL-2320, HIST-2460, or HIST-2470;**

(e) two courses from **Arts or** Social Sciences;

(f) two courses from Arts ~~or~~ Science;

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

(g) GART-1500; GART-1510;

(h) ~~four~~ **three** courses from any area of study, including Modern Languages **and French Studies** ~~(for example INCS-1370; INCS-2370; INCS-3370; INCS-4370);~~

(i) ~~five~~ **four** courses from any area of study, excluding Modern Languages **and French Studies**.

### **Bachelor of Education Requirements**

Total course equivalents: **Equivalence of** twenty in the Primary/Junior Division ONLY

All students are required to complete the requirements of the Bachelor of Arts: Modern Languages **with** ~~and~~ Second Language Education degree program (**General Honours**), in addition to the following Education courses: ~~EDUC-1199, EDUC-2299, EDUC-3399;~~ 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-5311 (3.0), EDUC-5312 (3.0), EDUC-5313 (3.0), EDUC-5314 (3.0), EDUC-5315 (3.0), EDUC-5316 (3.0), EDUC-5317 (3.0), EDUC-5318 (3.0), EDUC-5215 (1.5), EDUC-5411 (1.5), EDUC-5412 (1.5), EDUC-5414 (1.5), EDUC-5499.

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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.***

To our knowledge, this is the sole Concurrent degree program in Second Language Education preparing students for the ESL and linguistically and culturally diverse classroom. Ontario universities, such as York, Queens, Brock, Nipissing, and Lakehead, which also offer Concurrent Education programs do not appear to offer a similar program (Primary/Junior division) focused on Second Language Education and immigrant (or heritage) languages.

The University of Ottawa offers an undergraduate degree in Second Language Education, but not as part of a Concurrent degree program. Graduates can pursue a BEd at Ottawa's Faculty of Education consecutively if they meet the admission requirements. The program's content is mostly focused on Linguistics and Second Language Acquisition and Teaching, and less on intercultural awareness and competence. Students are also not required to acquire an immigrant (or heritage) language.

**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?*

On the University of Windsor campus, the Department of Languages, Literatures, and Cultures was in some respects at the vanguard of Indigenous course content and Indigenous language preservation. From the late 1990s to about 2012, the department housed a small 'Aboriginal Studies' program consisting of two (2) introductory courses in Ojibwe: 06-100 *Introduction to Ojibwe I*, and 06-101 *Introduction to Ojibwe II*. The courses were deleted just a few years before the Truth and Reconciliation Committee (TRC) concluded its mandate in 2015 and made 94 calls to action "in order to redress the legacy of residential schools and advance the process of Canadian reconciliation" (*Truth and Reconciliation Commission of Canada: Calls to Action*, 2015, p. 1). *Introduction to Ojibwe I* (06-100) was introduced in

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Fall 1997 and offered for about ten years until Fall 2008. The follow-up course, *Introduction to Ojibwe II* (06-101) was introduced in Fall 2000 and last offered in Winter 2004. Both courses were deleted from the undergraduate course calendar in 2012. Despite the regrettable cancellation of *Introduction to Ojibwe I* and *II* due, for the most part, to a lack of institutional support, the Department remains profoundly supportive of Indigenous language preservation initiatives. The Department strongly agrees that “Aboriginal languages are a fundamental and valued element of Canadian culture and society, and [that] there is an urgency to preserve them” (*Truth and Reconciliation Commission of Canada: Calls to Action*, 2015, p. 2). The Department also urges “post-secondary institutions [such as the University of Windsor] to create university and college degree and diploma programs in Aboriginal languages” (*Truth and Reconciliation Commission of Canada: Calls to Action*, 2015, p. 2).

The modified degree program outlined in this document includes some Indigenous content. The Department acknowledges that more may need to be added over time to properly prepare Primary/Junior teachers for an inclusive approach to teaching that aims to develop Indigenous awareness among today’s diverse elementary student population. The modified degree program requests that all students take two (2) courses in Indigenous Studies. These are to be selected among the courses that make up the Minor in Indigenous Studies, as described on page 61 of the University of Windsor undergraduate calendar ([https://www.uwindsor.ca/secretariat/sites/uwindsor.ca.secretariat/files/undergraduate\\_calendar\\_winter\\_2024.pdf](https://www.uwindsor.ca/secretariat/sites/uwindsor.ca.secretariat/files/undergraduate_calendar_winter_2024.pdf)).

Moreover, core courses in Second Language Teaching offered by the Department, such as INCS-3200 *Theories of Language Acquisition* and INCS-3210 *Methodologies for Second Language Education*, will also draw attention to the different profiles and needs of minority, heritage, and Indigenous language learners. Students will be introduced to the growing body of knowledge in this area, as evidenced by, for instance, the many articles on this and related topics in the *Canadian Modern Language Review / La revue canadienne des langues vivantes* (University of Toronto Press) and in the *Canadian Journal of Applied Linguistics / Revue canadienne de linguistique appliquée* (Canadian Association of Applied Linguistics (CAAL)/ Association canadienne de linguistique appliquée (ACLA)).

**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 sole changes to the program name and degree designation are the following: Concurrent ~~Honours~~ **General Bachelor of Arts** (Modern Languages with Second Language Education) (~~Intercultural Stream~~)/Bachelor of Education.

‘Honours’ is deleted and replaced with ‘General Bachelor of Arts’ to reflect that the modified Concurrent degree program now contains a General Bachelor of Arts instead of an Honours Bachelor of Arts.

‘Intercultural Stream’ is deleted as it lengthens the name of the program without adding additional meaning. The segment ‘Modern Languages with Second Language Education’ captures the content of the program, which focuses on Second Language Education while developing students’ cultural awareness and linguistic competence in an immigrant (or heritage) language. The name also coincides with that of the stand-alone program.

Hence, the modified program’s name becomes: *Concurrent General Bachelor of Arts (Modern Languages with Second Language Education)/Bachelor of Education*.

**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.*

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*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 revised degree program is a Concurrent program offered jointly by the Department of Languages, Literatures, and Cultures (Faculty of Arts, Humanities, and Social Sciences) and the Faculty of Education. The maximum number of first year students that can enroll in any given year in this program has been set at fifteen (15) by the Faculty of Education.

The major changes outlined in this document aim to correct structural issues, which plagued the earlier iteration of this degree program, and made timely completion of the BA portion of the degree program nearly impossible. The proposed changes also update the degree program's curriculum, particularly of the BA portion of the degree. The revised curriculum is consistent with the current state of the area of study, more aligned with current demographic trends and hence more suitable for prospective teachers who are preparing to work in the ESL classroom or in another diverse elementary school setting, where they need to be able to respond constructively and appropriately to the educational needs and challenges of a linguistically and culturally diverse elementary school population.

It follows that the revised Concurrent General Bachelor of Arts (Modern Languages with Second Language Education)/ Bachelor of Education responds to a societal need. The need is socio-cultural in nature and is mostly concerned with the successful integration of allophone students or ELL (English language learner) students into the Ontario school system. Its geographic scope extends beyond Southwestern Ontario to the rest of the province, and indeed the entire country. The societal need is felt to be long term, though the linguistic and cultural background of the ELL students is likely to evolve with changing immigration trends.

The revised degree program also responds to another need felt throughout the province and beyond: a severe teacher shortage. The shortage has been documented by the Ontario College of Teachers in the College's yearly *Transition to Teaching* reports. The College noted in *Transition to Teaching 2021*:

Analyses of survey returns from early-career teachers in 2021 confirm that the Ontario elementary/secondary teacher shortage is growing, and it is increasingly widespread. Unemployment is now at levels not seen in 15 years. Province-wide unemployment among Ontario education graduates in their first five years after licensing is now just two per cent. There is no longer any reserve pool of unemployed early-career teachers available to staff daily occasional rosters and future LTO and permanent job vacancies. (p. 85)

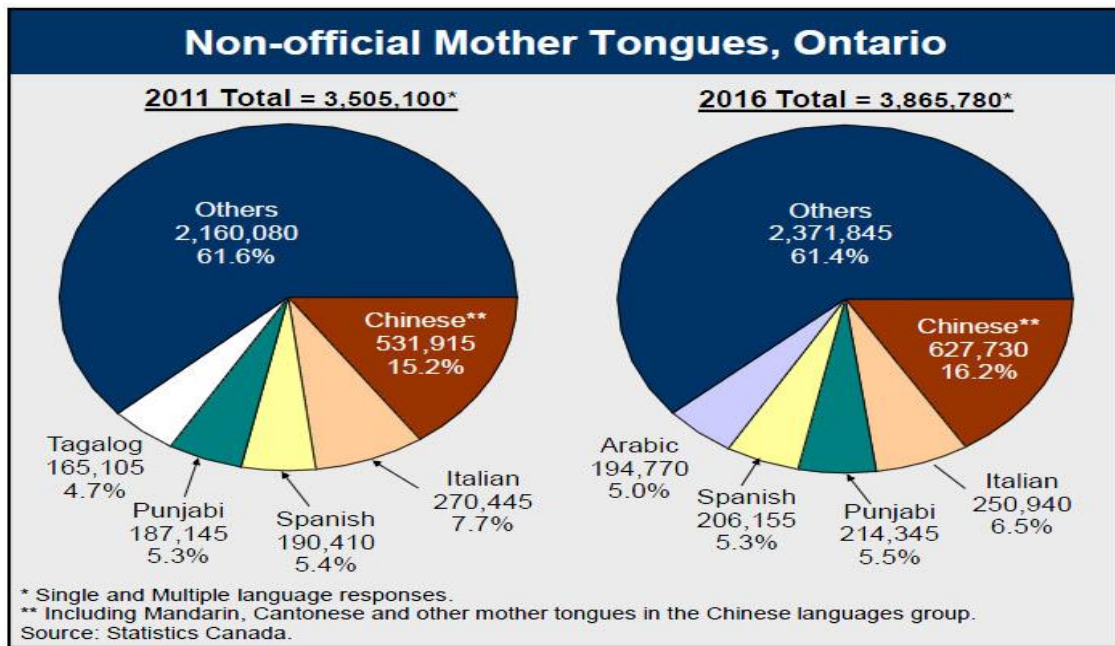
In *Transition to Teaching 2022* (p. 4), the College further notes that "Ontario teacher supply is not keeping pace with demand." The College predicts that "Ontario population growth, along with [...] Government of Canada plans to increase immigration from 2022-2025 – a measure that will likely increase Ontario's population beyond the forecasts provided by Statistics Canada in 2021" are likely to exacerbate the shortage of qualified Ontario certified teachers.

Regarding the increasing number of newcomer students with ELL profiles, the Ontario Ministry of Education states that "Ontario schools have some of the most multilingual student populations in the world [and that] [t]hese students bring a rich diversity of experience to the classroom." The Ministry cautions, however, that "[w]hen they start school in Ontario [...], many of these students are entering a new linguistic and cultural environment [and that] [a]ll teachers share in the responsibility for these students' English-language development [...]" (<https://www.ontario.ca/document/special-education-ontario-policy-and-resource-guide-kindergarten-grade->

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[12/english-language](#) ). The revised Concurrent degree program aims to prepare teacher-candidates for this challenging classroom environment where ELL students “need to learn the language of instruction at the same time as they are working towards meeting [other] learning expectations” (<https://www.ontario.ca/document/special-education-ontario-policy-and-resource-guide-kindergarten-grade-12/english-language> ).

The program focuses on the following immigrant languages: Arabic, Spanish, and Sub-Saharan French, all three growing immigrant languages in Windsor-Essex and wider Southwestern Ontario. It should be stressed that since the late 1990s, in the Windsor census metropolitan area and elsewhere in Ontario, the number of people with a mother tongue other than English or French increased steadily ([Focus on Geography Series, 2016 Census - Census metropolitan area of Windsor \(statcan.gc.ca\)](#)). The same trend is also seen elsewhere in Canada. Indeed, according to the 2021 Census, “one in four Canadians in 2021 – or 9 million people – has a mother tongue other than English or French, [...] a record high since the 1901 Census, when a question on mother tongue was first added” ([The Daily – While English and French are still the main languages spoken in Canada, the country's linguistic diversity continues to grow \(statcan.gc.ca\)](#)). At least 4 of these 9 million allophones reside in the province of Ontario ([Mother tongue and language | 2016 census highlights | ontario.ca](#)), with the Windsor census metropolitan area ranked among Ontario municipalities with the highest number of allophones ([Mother tongue and language | 2016 census highlights | ontario.ca](#)). The pie charts below ([Mother tongue and language | 2016 census highlights | ontario.ca](#)) identify the most common non-official mother tongues in Ontario:



In Southwestern Ontario, Arabic is one of the fastest growing immigrant languages. The 2021 Census recorded a rise of about 23% in the number of people with Arabic as a first language, growing from a little over 14,000 to more than 18,000 between 2016 and 2021 ([Census Profile, 2021 Census of Population \(statcan.gc.ca\)](#) ). The Windsor census metropolitan area (WCMA) is after Calgary and Vancouver a major destination for Arab immigration ([Census Reports – Canadian Arab Institute](#)), and in fact has been so since at least the 1960s, attracting first a predominantly Christian Lebanese population. The second- and third- generation descendants of these earlier Arabic-speaking immigrants are now heritage speakers of the language, with many maintaining strong ties to the country of origin.

The Hispanic community is also growing in the Windsor census metropolitan area, which yearly welcomes 8,000 to 10,000 migrant workers most of whom are Spanish speaking. Since 2016, Spanish ranks among the most common languages other than English and French spoken in the WCMA ([Focus on Geography Series, 2016 Census - Census metropolitan area of Windsor \(statcan.gc.ca\)](#)).

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The Windsor census metropolitan area, one of Ontario’s 26 French Designated Areas under the French Language Services Act, also welcomes since the early 2000s an increasing number of francophone immigrants from Sub-Saharan Africa and Haiti. Between 2011-2016, the number of French-speaking immigrants and refugees that settled in the WCMA increased by 71% ([Région de Windsor-Essex-Chatham-Kent - Réseau à l'immigration francophone CSO \(reseausoutien.org\)](#)). Francophone immigrants and refugees represented 9.3% of the total number of newcomers that settled in the WCMA during that time period ([Région de Windsor-Essex-Chatham-Kent - Réseau à l'immigration francophone CSO \(reseausoutien.org\)](#)).

In addition to the aforementioned immigrant languages, the revised degree program also includes the following heritage languages: Italian and German. Though new immigration from Italy has dwindled, Italian remains one of the main non-official mother tongues in Ontario, as illustrated by the pie chart reproduced above. This also applies to the WCMA, where about 3% of the population has knowledge of Italian and uses the language at home ([Profile table, Census Profile, 2021 Census of Population - Windsor \[Census metropolitan area\], Ontario \(statcan.gc.ca\)](#)). High German and Low German also continue to be present in the WCMA, with about 1.5% of the population using the language in their daily lives ([Profile table, Census Profile, 2021 Census of Population - Windsor \[Census metropolitan area\], Ontario \(statcan.gc.ca\)](#)). Elsewhere in Ontario, however, for instance in the Waterloo region, German remains one of the main non-official languages at about 3% ([Profile table, Census Profile, 2021 Census of Population - Waterloo, Regional municipality \(RM\) \[Census division\], Ontario \(statcan.gc.ca\)](#)).

Finally, immigration trends evolve, and this may lead to new immigrant languages appearing on the Canadian scene, while others gradually recede into the background. However, it should be noted that the skill set, and knowledge acquired by the students in the area of second-language education, and their chosen immigrant or heritage language, are translatable to the linguistic and educational needs of ELL students with other linguistic and cultural backgrounds than those included in the revised degree program.

Appended to this PDC form, are two statements in support of the revised degree program provided by two education professionals with experience in the ESL classroom.

**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>	5	n/a	10	n/a	15	n/a	15	n/a	15	n/a
<i>In the co-op/ experiential learning stream (if applicable)</i>										

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The number of students that can be admitted yearly tends to be capped in Concurrent degree programs, and very much depends on the number of placements that the Faculty of Education can reasonably be expected to be able to arrange at area elementary schools. A yearly maximum cohort of 15 students seems attainable.

For the previous version of this degree program, the Concurrent Honours Modern Languages with Second Language Education (Intercultural Stream) / B. Education, the maximum enrolment each year was also set at 15. The program admitted students from Fall 2019 until Fall 2022, but never filled all available spaces. In Fall 2019, a cohort of 6 students was admitted; in Fall 2020, a cohort of 4 students; in Fall 2021, a cohort of 3 students; and, in Fall 2022, a cohort of 5 students.

The projected enrolment of 5 domestic students for the first year of operation of the modified degree program is based on previous enrolment. However, the projected enrolment in the second, third, fourth, and fifth year of operation is set at 10 and 15, as enrolment in the revised degree program is expected to be higher, since it no longer requires students to complete an Honours degree in three years. Also, significantly, the revised program features an updated curriculum which is better suited for today's Primary/Junior (ESL) classroom. The inclusion, especially, of a concentration in Arabic language and culture should make the program more appealing for students, given its widespread presence in Ontario schools. Arabic is a fast-growing immigrant language in Southwestern Ontario. According to the 2021 census, there was a 23% increase in the number of people citing Arabic as their first language in Windsor and its suburbs, while the 2016 census showed that Arabic is the most common language spoken at home after English in Windsor and surrounding area (<https://www12.statcan.gc.ca/census-recensement/2021/dp-pd/prof/index.cfm?Lang=E>; and <https://windsorstar.com/news/local-news/census-shows-arabic-second-biggest-language-in-windsor-area> ). See also section B.4.1.

#### **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*

The modified degree program replaces the *Concurrent Honours Modern Languages with Second Language Education (Intercultural Stream)/Bachelor of Education*, and hence is not in a new area of study or delivery for the institution. However, this is the first program offered by the Department of Languages, Literatures, and Cultures (LLC) that contains a concentration in Arabic Studies. Indeed, the modified program features five (5) Arabic language training courses and three (3) Arabic culture and literature courses. Further, this is the first program offered jointly by Modern Languages and French Studies, two areas housed in the Department of Languages, Literatures and Cultures. The third area housed in LLC, Greek and Roman Studies, also contributes two (2) courses. To our knowledge, other institutions in Ontario do not offer a similar Concurrent degree program. A search using the two resources listed above has not yielded any results.

#### **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*

- *Faculty Resources*

While the previous degree program relied exclusively on faculty members housed in Modern Languages for the delivery of the major course requirements, the revised degree program contains major course requirements which are delivered by Modern Languages, but also by other areas housed in LLC, namely French Studies, Arabic Studies, and to a lesser degree Greek and Roman Studies.

All INCS, SPAN, ITLN, and GRMN courses are offered by members of Modern Languages: 3 full-time faculty members (maximum teaching load of 4 courses), and 2 sessional lecturers, one of which is appointed for a nine-month period (maximum teaching load of 6 courses), and the other for a twelve-month period (maximum teaching load of 8 courses). First-year language training courses may also be offered by sessional instructors on an as needed basis.

All FREN courses are offered by members of French Studies: 5 full-time faculty members (maximum teaching load of 4 courses) and 1 cross-appointed faculty member (maximum teaching load in French Studies of 2 courses). First-year language training courses may also be offered by sessional instructors on an as needed basis. It should be noted that all FREN courses listed in the revised degree program are also major course requirements for other degree programs offered by French Studies: BA General in French Studies, BA Honours in French Studies, and Concurrent BA G (French Studies) / B. Education. In other words, the listed courses are already included in the regular teaching load of French Studies faculty.



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All ARAB courses are offered by the aforementioned cross-appointed faculty member (maximum teaching load in Arabic Studies of 2 courses), as well as by sessional instructors. The listed courses also form part of the Minor in Arabic Studies (Language Stream or Culture Stream).

All ASIA courses are offered by a dedicated sessional instructor.

The two GRST courses are offered by Greek and Roman Studies: 3 full-time faculty members (maximum teaching load of 4 courses). The two GRST courses are offered on rotation by Greek and Roman Studies as part of their regular teaching loads.

The BEd portion of the revised degree program is offered as previously by the Faculty of Education.

- *Existing Courses*

The major course requirements included in the modified degree program correspond to existing courses already being offered by LLC's various contributing areas: Modern Languages, French Studies, Arabic Studies, Asian Studies, and Greek and Roman Studies. There are, however, two exceptions: ARAB-2150 *Oral Proficiency I* and ASIA-1100 *Introduction to Mandarin I*. These are two new courses created by LLC for the modified degree program. Both courses will be offered on rotation with the existing ARAB and ASIA courses by their respective instructors (see above). (Please note that ARAB-2150 *Oral Proficiency I* will also be included in the Minor in Arabic Studies (Language Stream)).

The EDUC courses forming the BEd remain unchanged.

- *Staff support*

The modified degree program will be supported by LLC's two administrative assistants, of which one is full-time and the other part-time. LLC staff support remains the same as previously.

Staff support will also be provided, as previously, by the Faculty of Education.

- *Library*

There is sufficient library support for the modified degree program. Faculty and students can find relevant sources either in the paper and online collections of the Leddy Library or via interlibrary loan.

- *Teaching and Learning Support*

Faculty are encouraged to reach out to the Centre for Teaching and Learning (CTL) for support in the area of course development and delivery.

- *Information Technology Support*

Faculty and students will have access to Brightspace, the University of Windsor's Learning Management System.

- *Student Support Services*

LLC plans to assign a dedicated program coordinator to the modified degree program. The program coordinator will act as the students' main academic advisor. The program coordinator will be a member of Modern Languages. One of

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the responsibilities of the program coordinator will be to monitor students' progression towards their degree requirements to help students achieve timely degree completion.

However, academic advising will also be provided by members of the other contributing areas, i.e., Arabic Studies, and French Studies, and to a lesser degree Asian Studies and Greek and Roman Studies. Members of these areas will support students who have, for instance, chosen Arabic or French as their language concentration. Students taking first-year courses in French Studies will also be mentored by the first-year French Studies mentor.

The Faculty of Education will also provide Student Support Services. Students will be supported, for instance, by the Faculty's Student Success Coordinator.

In addition, students will have access to all support services provided by the Faculty of Arts, Humanities, and Social Sciences and the Faculty of Education, as well as those offered by the wider university community.

- *Space*

There are no specific space requirements for the modified degree program.

Faculty offices are located on the second floor of Chrysler Hall North or in the Leonard & Dorothy Neal Education Building. No additional office space is needed.

French Studies mentoring will be provided in the LLC student office.

Students are also welcome to use the LLC lounge/conference room in between classes as a study space, or to consult the LLC library and various foreign language magazines.

- *GA/TA*

TA support will be made available to all faculty members, sessional lecturers, and instructors on an as needed basis. Given that all but two of the major course requirements are existing courses that also fulfill course requirements towards other LLC degree programs, TA support is for the most part already currently available.

LLC does not have graduate programming and hence does not hire GAs.

**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*

The revised degree program contains modules in second language education, immigrant and heritage languages, and immigrant and heritage cultures.

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The module focusing on second language education consists of five (5) courses in linguistics and second language acquisition and teaching, which will be offered by a full-time faculty member holding a Ph.D. in Linguistics and Second Language Acquisition from the University of Toronto. The faculty member is an engaged scholar with an active research record, who holds internal research funding from the Centre for Teaching and Learning. The member is also a dedicated teacher who regularly takes part in professional development activities organized by the University of Windsor, and particularly the Centre for Teaching and Learning.

The module focusing on immigrant and heritage languages contains language concentrations in Arabic, Spanish, French, Italian, and German. All language concentrations will be offered by full-time faculty and sessional lecturers (and occasionally sessional instructors on an as needed basis) who possess native fluency in the language being taught.

Arabic Studies is headed by a faculty member holding a Ph.D. in Comparative Literature from the University of Illinois at Urbana-Champaign, a doctorate from Université de Grenoble III in France, and an undergraduate degree from the University of Fes in Morocco. The faculty member has received several teaching awards and is a productive scholar whose research focuses on post-colonial Arabic and francophone North-African literature.

Spanish language courses are offered by one (1) full-time faculty member cross-appointed with German Studies, and (1) teaching-intensive sessional lecturer. The full-time faculty member is a Spanish native speaker, with a Ph.D. in Spanish Philology (with German minor) from the Universität Heidelberg (Germany). The faculty member has an active research agenda studying Spanish immigration to Germany (1960-1990) focusing, among other things, on the integration of Spanish immigrant children in the German educational system. The teaching-intensive sessional instructor holds an MA in Spanish language and Culture from the Universidad de Salamanca (Spain) and is also a Spanish native speaker. Both have distinguished themselves as teachers, as is evidenced by their SET scores (now SPT) and teaching awards (OPUS, etc.).

French Studies courses are offered by a team of five (5) full-time faculty members and one (1) cross-appointed member with Arabic Studies. All hold Ph.Ds. in French or francophone literature or linguistics from highly reputable Canadian and European universities: Université de Montréal, University of Toronto, University of Western Ontario, Dalhousie University, Queen's University, Université de Nice Sophia Antipolis (France), and Université de Grenoble III (France). All have active research agendas with national and international reach. Several have obtained internal and external funding for their research projects. Current projects have received funding from, for instance, the Social Sciences and Humanities Research Council of Canada (SSHRC), the Belgian-Dutch Language Union - *Taalunie*, and the Centre for Teaching and Learning – Centred on Learning Innovation Fund Program (CLIF). The French Studies team is composed of three (3) literary specialists focusing on the literature of France (and other francophone countries of Europe), French Canada, and Sub-Saharan Africa and the Caribbean, while the one (1) cross-appointed member focuses on the francophone literature of North Africa and the Middle East. The two linguists are active in the areas of Translation Studies, Terminology and Lexicology, Text Linguistics, Discourse Analysis, and Sociolinguistics. All French Studies members offer French language training courses in addition to second, third-, and fourth-year courses in their areas of specialization. All are outstanding teachers and have been nominated for and won teaching awards ('Outstanding Professor of Humanities' – Society of Arts, Humanities, and Social Sciences (SAHSS)), OPUS, etc.). All continue to hone their teaching skills by participating in professional development activities organized by the Centre for Teaching and Learning.

Italian Studies is headed by a full-time faculty member holding a Ph.D. in Italian Studies from the University of Toronto. The member is a native speaker of Italian, with an excellent publication record (seven (7) single and co-authored books written in either English or Italian). An engaging teacher, the member has also received at least two (2) teaching awards (OPUS, etc.).

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German Studies is headed by a full-time faculty member cross-appointed with Spanish. Please see paragraph above pertaining to Spanish.

Finally, the module focusing on immigrant and heritage cultures consists of courses on Arabic, Spanish and Latin American, French and francophone, Italian and German immigrant and heritage cultural expressions. The expertise of the faculty members offering these courses has been described above.

The module also contains a concentration of three (3) courses in Asian Studies. The ASIA courses were developed with the assistance of a sessional instructor, who is a native speaker of Mandarin, and holds a Ph.D. from the Chinese Academy of Sciences (Beijing, China). The instructor teaches sessionally for both LLC and the Faculty of Education. Their research interests focus on cross-cultural learning experiences, as well as on the adoption of educational technology by preservice teachers.

The remaining two (2) courses in this module are in Greek and Roman Studies. Courses in this area are delivered by a team of three (3) full-time faculty members, holding Ph.Ds. from Princeton University, the University of Toronto, and the University of British Columbia. All are active researchers with national and international reputations.

All EDUC courses will be offered, as previously, by full-time and part-time faculty housed in the Faculty of Education.

**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.*

The Department of Languages, Literatures, and Cultures does not currently house adjunct or limited-term faculty. However, for course delivery, the Department does rely on sessional instructors on an as needed basis. While most LLC courses included in the revised degree program will be offered by full-time tenured faculty and sessional lecturers, some first-year and second-year language training courses in Arabic, French, German, and Italian will be offered by sessional instructors, as is already the case currently. Sessional instructors for these courses are required to hold an MA, and preferably a Ph.D., in Linguistics, Literary Studies, or connected field, with a focus on Arabic, French, German, or Italian, and have native to near-native fluency in the language they teach. The three ASIA courses, as mentioned earlier, are offered by a sessional instructor shared with the Faculty of Education.

The Faculty of Education's reliance on adjunct, limited term, and sessional faculty will be largely the same as for other Concurrent degree programs.

**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

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**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.

N/A

**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.)

The modified degree program presents at least two types of cost-savings:

- The program removes ten (10) BA course requirements from the original Concurrent BA H Modern Languages with Second Language Education/BEd.
- The program is the first program, offered by LLC, to which all areas housed in LLC – French Studies, Greek and Roman Studies, Modern Languages (Arabic, Spanish, Italian, German) – will contribute courses.

**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
<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.

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**Application and Admission**

Normally, admission will be to first year only, with a minimum high school (or equivalent) average of 75%. Alternatively, students will be able to apply to transfer into the program with a minimum high school (or equivalent) average of 75%, at the sole discretion of the Associate Dean, ~~Pre-Service~~ **Teacher Education**. In order to be considered, applicants will need to present six Grade 12 "U" or "M" courses, including Grade 12 "U" English, or equivalent. **Grade 12U French with a minimum 75% is also required for students wishing to specialize in French.** Admission to this program will be limited.

Students must successfully complete the Bachelor of Arts degree program to be eligible to graduate with a Bachelor of Education degree.

**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.*

The admission requirements for the revised Concurrent degree program are higher than those for the stand-alone degrees offered by LLC, and Modern Languages in particular, for which the minimum required high school average is 70%.

**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.*

**Total courses:**

- General Bachelor of Arts (Modern Languages with Second Language Education): Thirty
- Bachelor of Education: Equivalence of twenty in the Primary/Junior Division ONLY

**Degree requirements:**

Concurrent ~~Honours~~ **General Bachelor of Arts (Modern Languages with Second Language Education) (Intercultural Stream)/Bachelor of Education**

**~~Honours~~ General Bachelor of Arts in Modern Languages with Second Language Education (Intercultural Stream) Requirements**

Total courses: ~~forty~~ **thirty**

- (a) **five Linguistics and Second-Language Education courses:** INCS-1200, INCS-2200, INCS-3200, INCS-3210 and INCS-4200;
- (b) **four Language Training courses in a chosen language: ARAB-1100, ARAB-1110, ARAB-2100, ARAB 2110 or ARAB-2150; or FREN-1210, FREN-1220, FREN-2210 and FREN-2220; or SPAN-1020 (6.0 credits) and SPAN-2020 (6.0 credits); or GRMN-1020 (6.0 credits) and GRMN-2020 (6.0 credits); or ITLN-1020 (6.0 credits) and ITLN-2020 (6.0 credits);**

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(c) six courses in Intercultural Studies: ARAB-2610, ARAB-2620, ARAB-3610, ASIA-1100, ASIA-2620, ASIA-2640, FREN-2600, FREN-2700, FREN-2810, FREN-2830, SPAN-2600, SPAN-2610, SPAN-2480, GRMN-2600, GRMN-2610, GRMN-2480, ITLN-2600, ITLN-2610, ITLN-2480, GRST-3012, or GRST-3011.

~~(b) Intercultural stream: 18 course equivalents including:~~

~~GRMN-2600 or ASIA-2620; GRMN-2610; ITLN-2600 or ASIA-2640; ITLN-2610; SPAN-2600; SPAN-2610; ARAB-2610; ARAB-2620; GRMN-2480; ITLN-2480; SPAN-2480; INCS-4990 (6.0 credits);~~

~~plus one of the following language pairs: GRMN-1020 (6.0 credits) and GRMN-2020 (6.0 credits); or ITLN-1020 (6.0 credits) and ITLN-2020 (6.0 credits); or SPAN-1020 (6.0 credits) and SPAN-2020 (6.0 credits);~~

**(d) two courses in Indigenous Studies: GART/SOSC-1210, PHIL-1350, PHIL-2300, ENGL-2320, HIST-2460, or HIST-2470;**

(e) two courses from **Arts or** Social Sciences;

(f) two courses from Arts ~~or~~ Science;

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

(g) GART-1500; GART-1510;

(h) ~~four~~ **three** courses from any area of study, including Modern Languages **and French Studies** ~~(for example INCS-1370; INCS-2370; INCS-3370; INCS-4370);~~

(i) ~~five~~ **four** courses from any area of study, excluding Modern Languages **and French Studies**.

### **Bachelor of Education Requirements**

Total course equivalents: **Equivalence of** twenty in the Primary/Junior Division ONLY

All students are required to complete the requirements of the Bachelor of Arts: Modern Languages ~~and~~ **with** Second Language Education degree program (**General Honours**), in addition to the following Education courses: ~~EDUC-1199, EDUC-2299, EDUC-3399,~~ 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-5311 (3.0), EDUC-5312 (3.0), EDUC-5313 (3.0), EDUC-5314 (3.0), EDUC-5315 (3.0), EDUC-5316 (3.0), EDUC-5317 (3.0), EDUC-5318 (3.0), EDUC-5215 (1.5), EDUC-5411 (1.5), EDUC-5412 (1.5), EDUC-5414 (1.5), EDUC-5499.

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

- General Bachelor of Arts (Modern Languages with Second Language Education):  
Courses used to calculate the major average are: courses listed under requirements (a) to (c), and any courses taken in the major area(s) of study.
  
- Bachelor of Education:  
Courses used to calculate the Education major average are: All required Education courses.

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

N/A

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**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)*

**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).*

**Suggested Sequencing**

First Year: ~~Ten courses from~~ **towards** the Honours **General** BA in Modern Languages **with** ~~and~~ Second Language Education and EDUC-1199.

Second Year: ~~Twelve~~ **Ten** courses towards the Honours **General** BA in Modern Languages **with** ~~and~~ Second Language Education and EDUC-2299.

Third Year: ~~In the third year, students will take the entire Year 1 of the BEd program.~~ **Ten courses towards the General BA in Modern Languages with and Second Language Education and EDUC-3399.**

Fourth Year: ~~Eleven Courses towards the Honours BA in Modern Languages and Second Language Education and EDUC-3399.~~ **In the fourth year, students will take the entire Year 1 of the BEd program.**

Fifth Year: In the fifth year, students will take the entire Year 2 of the BEd program.

Summer: ~~Seven courses towards the Honours BA in Modern Languages and Second Language Education, in a summer term, at any point in the degree, but prior to the final Education year (Year 5).~~

A student may complete the requirements for an honours degree in Modern Languages with Second Language Education by completing additional courses during the summer term and/or completing a Sixth Year.

**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.*

The BA portion of the revised Concurrent General Bachelor of Arts (Modern Languages with Second Language Education) is comprised of three modules: Module 1 – Linguistics and Second Language Education, Module 2 –



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Concentration in an immigrant (or heritage) language, Module 3 – Culture courses focusing on the cultural forms of an immigrant (or heritage) language community.

*Module 1* introduces students to key concepts of structural linguistics and sociolinguistics, to theories about second-language learning and to various methods of second language teaching. The module includes a fourth-year practicum course centered around the design of a second language education course for a specific ELL learner profile.

Courses included in Module 1 help students attain the following program learning outcomes:

- A - Identify learning problems due to different language backgrounds and develop solutions to these problems. Design tools to help students transition into the Ontario school system.
- B - Formulate the best strategies for ELL learners based on current SLE best practices and research.
- C - Critically assess students' ELL learner profiles.
- C - Tailor solutions to student situations and ELL learner profiles in the best viable way.
- H - Implement new pedagogical solutions when needed.

*Module 2* introduces students to an immigrant (or heritage) language. Students acquire intermediate to advanced proficiency in the chosen immigrant (or heritage) language, while gaining personal experience in second-language learning. Students also gain a better understanding of the grammatical differences existing between these languages and English, the language of the ESL classroom.

Courses included in Module 2 facilitate students' attainment of the following learning outcomes:

- D - Communicate coherently, both orally and in writing, in an immigrant or heritage language, such as Arabic, Spanish, French, German, or Italian.
- D - Identify, analyze, and assess grammatical differences between English and Indo-European and non-Indo-European immigrant and heritage languages, such as Arabic, Spanish, French, German, or Italian.
- D - Evaluate the impact of grammatical differences on ELL learners' progress.
- F - Explain the impact of cultural and linguistic backgrounds on learning modes, pace, and formats.

*Module 3*, finally, introduces students to the history and cultural forms of various immigrant (or heritage) language communities.

Courses included in this third and last module prepare students for the successful attainment of the following program learning outcomes:

- E - Constructively discuss language and culture as expressions of human condition, histories, and identities.
- E - Evaluate how language and culture shape the profiles of immigrant, heritage, minority, and Indigenous language learners.
- E - Advocate for an educated culture of integration and cooperation.
- F - Explain the impact of cultural and linguistic backgrounds on learning modes, pace, and formats.
- G - Provide cultural mediation, advocate for and support ESL at the university and school level, and in the wider community.
- I - Articulate strategies to enhance cultural awareness and sensitivity.

An Indigenous Studies module has been included among the non-major courses that students are required to take to satisfy all course requirements towards the revised degree program. These courses help students attain the following program learning outcome:

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- E - Evaluate how language and culture shape the profiles of immigrant, heritage, minority, and Indigenous language learners.

The complement of Education courses aims to facilitate the attainment of all Education program learning outcomes listed under C.4.

Students with a major GPA of 70% or higher in the BA portion of the modified degree program will be considered as having attained in a satisfactory manner the program learning outcomes of the General Bachelor of Arts – Modern Languages with Second Language Education.

Students with a major GPA of 70% or higher will likewise be considered as having attained in a satisfactory manner the program learning outcomes of the Bachelor of Education. In addition, as per the University of Windsor Undergraduate Calendar, “to complete the Bachelor of Education (BEd) Degree and be recommended to the Ontario College of Teachers for certification, teacher candidates must meet the expectations in all areas of the pre-service education program. This means that candidates must successfully complete their course work, field experience (Each teacher candidate must receive a pass in EDUC-5499 as a prerequisite for both the BEd degree and recommendation for certification to the Ontario College of Teachers), professional learning series activities and the Professional Growth Portfolio.”

([https://www.uwindsor.ca/secretariat/sites/uwindsor.ca.secretariat/files/undergraduate\\_calendar\\_winter\\_2024.pdf](https://www.uwindsor.ca/secretariat/sites/uwindsor.ca.secretariat/files/undergraduate_calendar_winter_2024.pdf), p. 360)

**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.*

**Standing Required for Continuation**

70% major average and 60% cumulative average in the Honours **General** BA in Modern Languages and **with** Second Language Education. 70% major average in the Bachelor of Education.

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**Students who do not meet these standards during the three undergraduate years of the Concurrent program will be required to withdraw from the Concurrent program or put on academic probation following the collaborative review decision between the Faculty of Arts, Humanities and Social Sciences and the Faculty of Education. A student who has not met these standards or completed all required BA courses will not be permitted to continue into the Education years of the Concurrent program.**

Teacher Candidates, who obtain three or more final grades below a 60%–62.9%–in any Education course in the program, or one or more final grades below 0–49.9% **50%** in any course in the Education program, over the duration of the program, will have failed the Bachelor of Education (BEd) Degree and will not be eligible for recommendation to the Ontario College of Teachers for certification. In all such cases, upon a cumulative academic record as defined above, Teacher Candidates will be required to meet with the Associate Dean, Teacher Education, immediately to review their academic standing, which may lead to the requirement to withdraw from the program. Teacher Candidates may be provided with an opportunity to return to the Faculty of Education to fulfill outstanding requirements for the completion of the BEd Degree. Conditions of reinstatement are the sole prerogative of the Dean or her/his designate. Teacher candidates must pass the practice teaching course.

**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.*

**Standing Required for Graduation**

70% major average and 60% cumulative average in the Honours **General** BA in Modern Languages and **with** Second Language Education. 70% major average in the Bachelor of Education.

**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.*

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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>A.</p> <p>Modern Languages: Identify learning problems due to different language backgrounds and develop solutions to these problems.</p> <p>Modern Languages: Design tools to help students transition into the Ontario school system.</p> <p>Education: Create and maintain inclusive classroom environments that engage and facilitate the learning of all students.</p> <p>Education: Design lesson and unit plans with clear curricular and pedagogical goals, and with appropriate assessment and evaluation metrics.</p> <p>Education: Apply their knowledge of subject-matter in Ministry of Education curriculum documents in the candidate’s division (PJ/JI/IS) and curriculum specialization.</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.</p> <p>Modern Languages: Formulate the best strategies for ELL learners based on current SLE best practices and research.</p> <p>Education: Recognize, differentiate among, select, and apply general and subject specific theories and models of teaching and learning.</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.</p> <p>Modern Languages: Critically assess students’ ELL learner profiles.</p> <p>Modern Languages: Tailor solutions to student situations and ELL learner profiles in the best viable way.</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>

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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>Education: Locate, examine, assess, analyze and apply professional literature related to educational practice.</p> <p>Education: Question alternative perceptions such as post-colonial bodies of knowledge.</p> <p>Education: Critically reflect and commit to professional learning to enhance and develop their practice.</p> <p>Education: Demonstrate professional aptitude for observation, critique and assessment to improve student learning. Engage in critical perspectives on different theories of assessment.</p> <p>Education: Use instructional strategies, technologies, tools, and media, including assistive and adaptive learning technologies appropriate to students' needs, abilities, and contexts.</p> <p>Education: Employ strategies to elicit critical and creative thinking and developing problem solving capabilities in students.</p> <p>Education: Think critically about issues in education and the role of teachers in society, informed by a sound knowledge of the social, historical, political and cultural foundations of public education.</p>		
<p>D.</p> <p>Modern Languages: Communicate coherently, both orally and in writing, in an immigrant or heritage language, such as Arabic, Spanish, French, German, or Italian.</p> <p>Modern Languages: Identify, analyze, and assess grammatical differences between English and Indo-European and non-Indo-European immigrant and</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>

**PROGRAM DEVELOPMENT COMMITTEE  
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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>heritage languages, such as Arabic, Spanish, French, German, or Italian.</p> <p>Modern Languages: Evaluate the impact of grammatical differences on ELL learners' progress.</p> <p>Education: Apply literacies, ways of knowing, and pedagogical expertise in the context of subject-matter knowledge.</p> <p>Education: Communicate fluently and proficiently in both oral and written forms in academic and professional settings.</p>		
<p>E.</p> <p>Modern Languages: Constructively discuss language and culture as expressions of human condition, histories, and identities.</p> <p>Modern Languages: Evaluate how language and culture shape the profiles of immigrant, heritage, minority, and Indigenous language learners.</p> <p>Modern Languages: Advocate for an educated culture of integration and cooperation. (Also applies to I.)</p> <p>Education: Employ effective practices and subject expertise to support and develop students' abilities in reading, writing and mathematics including financial literacy.</p> <p>Education: Commit to the values of social justice, equity, and diversity in all aspects of their professional roles.</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge</p> <p>6. Autonomy and Professional Capacity</p>

**PROGRAM DEVELOPMENT COMMITTEE  
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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>F.</p> <p>Modern Languages: Explain the impact of cultural and linguistic backgrounds on learning modes, pace, and formats.</p> <p>Education: Engage and embrace the strengths of English language learners and multilingual learners.</p> <p>Education: Contribute to the life of the school and community by employing effective approaches to communication and collaboration with stakeholders.</p> <p>Education: Utilize effective curricular, pedagogical, and evaluative tools and practices to promote the educational success of Indigenous learners.</p> <p>Education: Pursue opportunities to advance social responsibility and environmental citizenship; facilitate the civic responsibility of students and the development of citizenship.</p> <p>Education: Cultivate and support collaborative and communicative abilities in learners through a variety of approaches.</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>G.</p> <p>Modern Languages: Provide cultural mediation, advocate for and support ESL at the university and school level, and in the wider community. (Also applies to I.)</p> <p>Education: Apply/integrate educationally appropriate uses of social media and communications technologies.</p> <p>Education: Respond to and be responsible to learners, families, colleagues, and communities.</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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<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>H.</p> <p>Modern Languages: Implement new pedagogical solutions when needed.</p> <p>Education: Promote collegiality, cooperation, and professionalism in schools and among teachers in an equity-based context.</p> <p>Education: Demonstrate inclusive and collaborative pedagogical praxis that values diversity and prepares students for living in a global, multicultural, and equity-informed context.</p> <p>Education: Recognize the transformative power of learning for individuals and communities.</p> <p>Education: Act responsibly for their own learning and professional growth.</p> <p>Education: Utilize classroom research to advance their own professional practice.</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity</p>
<p>I.</p> <p>Modern Languages: Articulate strategies to enhance cultural awareness and sensitivity.</p> <p>Education: Facilitate the application of subject-matter to real-life experience in areas such as career education and financial literacy, and foster life-long learning habits and post-secondary aspirations in students.</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

*Note:* The learning outcomes listed in the table above were reviewed by the Centre for Teaching and Learning.



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**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.*

The preferred and default mode of delivery for the courses contained in the BA portion of the revised Concurrent General Bachelor of Arts (Modern Languages with Second Language Education)/ Bachelor of Education is face-to-face course delivery.

The series of five (5) Linguistics and Second-Language Education courses will facilitate students' successful attainment of the revised degree program's learning outcomes through lectures and tutorials (i.e., workshops during which students practice various types of linguistic data analyses). The last course in the series, INCS-4200 *Second Language Education Practicum*, is an experiential learning course. Students observe and analyze language-training courses offered by LLC and are further required to design a second language education course for a specific group of ELL learners, deliver their curriculum, and have that curriculum assessed critically.

All language training courses will be offered in a face-to-face format while also applying, where appropriate, TELL (Technology-enhanced language learning) strategies.

Culture courses will use a lecture or seminar format to facilitate students' successful attainment of the revised degree program's learning outcomes. Culture courses generally require that students complete a research project on a specific topic or manifestation of culture.

The Education courses making up the Bachelor of Education portion of the modified degree program also tend to be offered in a face-to-face format and tend to use a PBL (Project Based Learning) approach. Students take faculty courses alternated with placements for practice teaching.

**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.*

The BA portion of the revised Concurrent General Bachelor of Arts (Modern Languages with Second Language Education)/ Bachelor of Education will use a wide range of methods to assess student achievement and attainment of the program's learning outcomes.

The Linguistics and Second-Language Education courses will use a combination of projects, quizzes, essays, and exams to monitor student progress towards the program learning outcomes, while the experiential learning course in the series, INCS-4200 *Second Language Education Practicum*, is structured around a capstone project which requires students to apply what they have learned by designing a second language education course adapted to the needs of a specific group of ELL learners.

The language training courses do not require students to master the language in which they have chosen to specialize, but to attain intermediate (Arabic, Spanish, German, Italian) to advanced (French) levels of proficiency, as per, for instance, the Common European Framework of Reference (CEFR), which provides a structure to identify these skill levels from beginner to mastery level. The aim of the language training courses is threefold. The obvious aim is to introduce students to an immigrant (or heritage) language. While doing so, however, the courses also raise the students' awareness of the grammatical differences with English, and help students gauge how these grammatical differences may impact ELL learners' progress in the ESL classroom. Further, while learning an immigrant (or heritage) language, students experience first-hand what it means to learn a second language in a classroom setting. For instance, they are likely to experience a number of second language learning-related hurdles and challenges and will have to develop strategies to overcome these. Students' progress in the chosen immigrant (or heritage) language will

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be assessed through a variety of written and oral tasks and evaluations, such as grammar exercises, compositions, oral presentations, group work, peer review, blogs, journal entries, quizzes, and exams. Students’ ability to appropriately assess ELL learner profiles based, for example, on the nature and status of their first language (L1), and on the L1’s grammatical differences with English, will be evaluated in the INCS-4200 capstone project.

The culture courses tend to use a PBL (Project Based Learning) approach, but may also use more traditional assessment tools, such as quizzes and exams, to monitor students’ progress towards the program learning outcomes.

Education courses generally use a PBL approach, while the program’s field experience component provides for a minimum of 80 days of classroom teaching and observation. Placement requirements for the Primary/Junior division (the division selected for this Concurrent degree program) are as follows:

Division	Placement Requirements
Primary/Junior	At least one Primary (grades JK-3) At least one Junior (grades 4-6)

As per the *Field Experience Handbook*: “Teacher Candidates receive a Pass/Fail grade for Practice Teaching (EDUC-5499). A pass is required for both the B.Ed. degree and recommendation for Ontario College of Teachers certification. The Faculty/Advisor determines the Pass/Fail based on practicum reports and a portfolio assessment. In order to pass, a Teacher Candidate must receive a “Satisfactory” Summative assessment at the end of each placement. If a Teacher Candidate receives an “Unsatisfactory” Summative Evaluation, their status will be reviewed by the Associate Dean of Teacher Education” (<https://www.uwindsor.ca/education/field-experience-handbook#Field%20Experience%20Requirements>).

**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.*

To monitor and assess the appropriateness of the BA portion of the revised Concurrent General Bachelor of Arts (Modern Languages with Second Language Education)/Bachelor of Education, the Department of Languages, Literatures, and Cultures plans to assign a Program Coordinator to the modified degree program. The Program Coordinator will be a full-time member of the Modern Languages section of the Department.

The Program Coordinator will be tasked with the following duties:

- Monitor students’ progress towards the program degree requirements.
- Provide academic support and help students with course selection.
- Assist the Department Head with yearly course scheduling.
- Inform the Department Head in a timely manner of structural impediments to timely degree completion.
- Inform the Department Head of any student complaints regarding the program’s structure, curriculum, course availability, etc.
- Provide input to the yearly Academic Standing Committee.

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Special attention will be given by the Program Coordinator and the Department Head to the following indicators of program quality:

- Students' ability to timely complete all BA course requirements.
- The number of students put on probation or asked to withdraw from the program by the Academic Standing Committee.
- Students' overall performance in the capstone experiential learning course, INCS-4200 – *Second Language Education Practicum*.
- Students' overall performance in the B. Education portion of the degree (EDUC-courses and placements).

Helpful information may also be gleaned from the Student Perception of Teaching surveys, particularly from responses to questions 23 to 25 regarding course workload and difficulty level.

The Program Coordinator and the Department Head will consult regularly and meet with all members of Modern Languages and French Studies to discuss program-related matters once per term or as dictated by circumstances. Curriculum changes and course requirement changes will be examined on an as-needed basis. The required PDC forms will be completed by the Program Coordinator with the assistance of the Department Head and vetted by all members of Modern Languages and French Studies. The PDC forms will be examined and approved by the full LLC AAU Council before being submitted to the Faculty Coordinating Council and the Program Development Committee for further evaluation and approval.

The Dean of the Faculty of Education and the Associate Dean, Teacher Education, will regularly review the B. Education portion of the revised degree program, and inform the LLC Program Coordinator and Department Head in a timely manner of any changes that may impact the BA portion of the degree program.

**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

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No additional funds will be required for the program change.

**APPENDIX A – BUDGET SUMMARY SHEET**

Contact the Office of Quality Assurance for assistance in completing this form.

Tuition Fee and Funding Level (Program Weight) Assessed by Ministry (sections 4&5)

<b>Projections of Enrolment, Expenditures and Revenues (enrolments over 5 years)</b>						
<b>Year</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
<b>Revenue</b>						
Tuition income*						
Potential Provincial funding**						
Other sources of funding <i>(please list)</i>						
<b>Total Revenue</b>						
<b>Expenses</b>						
Additional Faculty member						
Additional Staff/Technician						
GA/TA***						
External Examiners <i>(for graduate programs)</i>						
Library Resources						
New Facilities/Equipment						
Facilities/Equipment Maintenance						
Technology/CTL resources						
Other expenses <i>(please list)</i>						
<b>Total Expenses</b>						
<b>Net Income</b>						

\*Estimate \$xxx per full-time equivalent domestic undergraduate student; \$xxx per full-time equivalent international undergraduate student; \$xxxx per full-time equivalent domestic Masters student; \$xxxx per full-time equivalent international Masters student; \$xxxx per full-time equivalent domestic doctoral student; \$xxxx per full-time equivalent international doctoral student.

\*\*Estimate \$xxx per full-time equivalent domestic undergraduate student; \$xxx per full-time equivalent international undergraduate student; \$xxxx per full-time equivalent domestic Masters student; \$xxxx per full-time equivalent international Masters student; \$xxxx per full-time equivalent domestic doctoral student; \$xxxx per full-time equivalent international doctoral student.

\*\*\*Estimate \$xxx per GA/TA allocation

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**APPENDIX B – LETTERS IN SUPPORT OF THE REVISED DEGREE PROGRAM**

- **Letter 1**

Michelle Badour  
Elementary School Teacher  
Frank W. Begley Public School  
1093 Assumption St.  
Windsor, Ontario N9A 3C5  
Wednesday, November 1, 2023

To Whom it May Concern,

As an elementary school teacher with over 15 years of experience with the Greater Essex County District School Board (GECD SB), I am writing to express my full support for the proposed Concurrent General Bachelor of Arts (Modern Languages with a Second Language Education)/Bachelor of Education program being developed between the Department of Languages, Literatures, and Cultures, and the Faculty of Education at the University of Windsor.

The proposed program is essential for addressing the diverse needs in today's Primary/Junior classrooms. As the multicultural and linguistic diversity in schools continues to grow, it is crucial to have teachers equipped to serve these students effectively. This program focuses on second language education and cultural competence, preparing future educators to create inclusive learning environments.

By emphasizing cultural sensitivity, this program will empower teachers to connect with students from various backgrounds. The inclusion of students' native languages and cultures positively impacts their academic achievement, social-emotional development, and sense of identity. Teachers trained in this program will also be equipped to differentiate instruction and support English language learners effectively.

In conclusion, I wholeheartedly endorse the development and implementation of this program. It will produce teachers with specialised skills, cultural understanding, and language proficiency, making a remarkable difference in students' lives and promoting inclusivity and diversity.

Please feel free to contact me for further support or information.

Sincerely,

Michelle Badour  
Teacher  
Frank W. Begley Public School

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- Letter 2

# Catholic Central High School

2465 McDougall St., Windsor, Ontario, N8X 3N9 Tel: (519) 256-3171 Fax: (519) 256-6691



*Director of Education – Emelda Byrne  
Superintendent of Education – Joumana Tawil  
Trustee – Bernie Mastromattei*



Mr. M. Naicker  
Vice Principal

Mrs. Amy Lo Faso  
Principal

Mr. S. Sleiman  
Vice Principal

**“Building communities of faith, hope and service”**

Tuesday, November 7, 2023

To Whom It May Concern:

Please accept the following letter of support for the Concurrent General Bachelor of Arts (Modern Languages with Second Language Education/Bachelor of Education. For the past 14 years, I have been a member of the teaching staff of Catholic Central High School, teaching in full ELL literacy programming as well as mainstream classes, heavily populated with prior and current ELL learners. Now as a guidance counselor, I've gained a wider perspective of an ELL student's educational journey, especially in the transition from elementary school. In a school climate such as Catholic Central, one of the most diverse schools in Ontario, the type of learner we service is one with unique needs that require a particular level of understanding and support.

Historically, becoming a strong ELL educator was learned on the job, in hub schools, with high populations of newcomers often in inner city, core areas; however, as the demographic of Windsor-Essex and beyond is rapidly changing and in such large quantities, so too are the areas where newcomers are settling. Multicultural neighbourhoods result in diverse classrooms with many ranges of learners, abilities, and high needs. While best practices and strategies from other, specialized qualifications are always an asset in any classroom, teaching ELL learners requires a unique skill set that goes beyond curriculum expectations. It requires intimate knowledge of the student: their age, literacy development of first language, prior education, environmental, physical, mental, emotional, and societal experiences that make up their story. Above that are the differences in cultural norms and traditions that exist in a multicultural society and greatly impact the triangle of home, school, and community.

Now more than ever, all educators need to be prepared for a diverse classroom and have the ability to reach all learners regardless of age, language barrier, life circumstance, or exceptionalities. With the Concurrent General Bachelor of Arts (Modern Languages with Second Language Education/Bachelor of Education), elementary teachers will be trained in the strategies needed for this unique and vulnerable population. This programming will ensure student success in literacy and numeracy throughout their educational journey, and as a secondary educator with a passion in ensuring that all students reach their full potential, this level of teacher preparation could not come soon enough!

Tracey Nehmetallah, OCT  
Guidance Counsellor, Catholic Central High School  
tracey\_nehmetallah@wecdsb.on.ca (519) 256 - 3171 ext. 2511

**University of Windsor  
Senate**

5.1.3: **Master of Business Administration (Professional Accounting Specialization) – Major Program Changes (Form B)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the revisions to the Master of Business Administration (Professional Accounting Specialization) be approved. ^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The major program change has been approved by the Odette School of Business Council, the Faculty of Graduate Studies Council (January 29, 2024), the Provost (March 11, 2024), and the Program Development Committee.
- The program will now offer students the option to exit after the first semester, at which point they will be granted a *Graduate Diploma in Accounting*, a type one graduate diploma. Therefore, if a student completes the five accounting courses within the program at the required minimum grades and does not wish to complete the MBA-PAS program in its entirety, a Graduate Diploma in Accounting will be granted.
- This flexibility allows students to tailor their educational path to align with their specific goals. The impact of this redesign not only streamlines the learning process but also enhances the overall student experience, making the program more appealing to a wider audience.
- *See attached.*

**PROGRAM DEVELOPMENT COMMITTEE  
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**A. Basic Program Information**

<b>Faculty(ies)</b>	Business
<b>Department(s)/School(s)</b>	Odette School of Business
<b>Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)</b>	Master of Business Administration – Professional Accounting Specialization
<b>Proposed Year of Offering*</b> [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Summer and Fall, Beginning Fall 2024
<b>Mode of Delivery:</b>	In-person followed by online instruction
<b>Planned steady-state Student Enrolment (per section B.4.2)</b>	60
<b>Normal Duration for Completion:</b>	12-16 months
<b>Will the program run on a cost-recovery basis?</b>	Yes

**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))*

The primary aim of the MBA-Professional Accounting Specialization (MBA-PAS) program modifications is to enhance its appeal to a wider range of prospective students by offering a dynamic program that reflects the demands of the job market. These adjustments also ensure alignment with the accreditation criteria set forth by both The Association to Advance Collegiate Schools of Business (AACSB) and The Chartered Professional Accountants of Ontario (CPA Ontario), strengthening the program's credibility and relevance in academic and professional environments. By adapting the curriculum to address current industry needs while maintaining strict adherence to accreditation standards, the MBA-PAS program seeks to position itself as the top program choice for aspiring business leaders and accounting professionals.

**Relevance and Importance:** In 2025, CPA Ontario and CPA Canada will implement a new competency map (CM2.0) and designation process for Canadian professional accountants. Under this new framework, no postsecondary institution will be able to take students through the CPA Professional Education Program (PEP) in its entirety but rather the final stage will be completed through CPA Ontario directly. This will significantly change the current MBA-PAS program, as the existing structure takes students through CPA PEP so that students are eligible for the licensing exam. In response to these imminent changes, the Odette School of Business has restructured its program to align with the requirements of CM2.0. By doing so, the institution is sustaining its competitive edge in the educational landscape and demonstrates a commitment to providing students with the latest and most relevant training in the field of accounting.

**Aim and Impact:** The overall aim of the MBA-PAS program is to provide individuals pursuing the Chartered Professional Accountant (CPA) designation with a comprehensive and specialized education in the field of accounting while concurrently earning a Master of Business Administration (MBA) degree. The program has been restructured to enable students in the first semester to focus on the mandatory accounting courses covering the Core 1, Core 2, Elective 1, and Elective 2 modules within the CPA PEP. Subsequently, they can seamlessly transition to fulfilling the



# PROGRAM DEVELOPMENT COMMITTEE

## MAJOR PROGRAM CHANGES

### FORM B

MBA course requirements in the remaining two semesters online. The program will now offer students the option to exit after the first semester, at which point they will be granted a Graduate Diploma in Accounting, a type one graduate diploma. This flexibility allows students to tailor their educational path to align with their specific goals. The impact of this redesign not only streamlines the learning process but also enhances the overall student experience, making the program more appealing to a wider audience.

**Consistency with Institutional Goals and Objectives:** The MBA-PAS program modifications align with the University of Windsor's strategic priority of *Ensuring a High Quality, Relevant Teaching, Learning, and Student Experience for Everyone*. Under the new program structure, varied student journeys will be supported through a more flexible educational offering in terms of format and credential type. The revamped program structure represents a significant advancement in facilitating student success. This updated framework has been designed to cater to the diverse needs and aspirations of students, fostering an environment that optimizes their potential for achievement.

#### 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 revised curriculum for the MBA-PAS program is consistent with the professional accounting discipline. The curriculum integrates the latest accounting standards, regulations, and practices, ensuring that students are well-versed in the most current industry requirements. The learning outcomes are closely monitored by CPA Ontario and CPA Canada to ensure consistency across every accounting curriculum. Additionally, the faculty responsible for delivering the program possess extensive industry experience and are leaders in the field of accounting research, education, and scholarship.

The MBA phase of the program will include mandatory courses from every discipline within the Odette School of Business. This strategic reconfiguration aims to provide students with a comprehensive and well-rounded business education that covers essential courses in multiple business domains.

#### 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.*

The revised program structure is unique in that the program will be separated into two phases. The first phase is one semester where students will focus on completing the accounting courses that are needed to pursue the CPA designation. The second phase of the program is two semesters where students will complete the remaining MBA courses. This adjustment will enable students to concentrate and engage on a deeper level with each phase of the program.

An innovative feature of the new structure lies in its capacity to confer a graduate diploma upon successful completion of the five accounting courses in phase one of the program. This strategic enhancement will competitively position the program and broaden its appeal to a more diverse applicant pool.

The MBA-PAS program will utilize an integrated approach where the courses offered throughout the program are connected to create a holistic learning experience. The program will emphasize the interconnectedness of accounting techniques to appropriately establish the breadth and depth of knowledge and skills required to become a successful CPA and business professional. The MBA-PAS program utilizes accounting alumni and successful CFE writers as teaching assistants. This offers students unique mentorship opportunities to learn from experienced professionals in the field who can provide personalized support to assist students in achieving their academic and professional goals.

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**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?*

- *What **process** has your department/Faculty used to consider Indigenization?*
  - The Odette School of Business does not have a formalized process to consider Indigenization but encourages and supports instructors and course developers in their efforts to incorporate Indigenous content, perspectives, and materials into the curriculum. This has led to outcomes like University of Windsor Indigenous Scholars presenting at our Faculty Council and at various Odette committees.
  - Faculty area groups have met to identify and share opportunities to indigenize course content and faculty who are tasked with course development are encouraged to participate in workshops and program development sessions designed to support their efforts to indigenize the curriculum.
- ***How** have you considered the importance or relevance to the course/program?*
  - This program is critical for accounting students as it builds on learner's specific, foundational, and sub-foundational competencies required for the CPA designation.
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
  - The Odette School of Business hosted an Indigenizing Business Education event as an initial way to foster learning about Indigenization at the school. The aim of the event was to build a better understanding of the process of Indigenizing our curriculum, decolonizing our student experience, and learning more about our Indigenous neighbours.
  - The Accounting department at the Odette School of Business has created the *CPA Ontario Foundation Bursary for Indigenous Student Success*. The goal is to better address existing barriers to the CPA profession and support the educational success of Indigenous students completing the CPA designation.

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- *What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?*
  - The TRC item 92, business and reconciliation, calls for the corporate sector in Canada to involve Indigenous peoples and perspectives into corporate norms, principles, policies, and operational activities. Throughout the MBA-PAS program, students will learn the importance of building respectful relationships with Indigenous peoples and the importance of stewardship of the land for future generations.
- *What have other similar courses/programs done that might be relevant to your course/program?*
  - As Indigenous Views/Indigeneity is a sub-foundational competency within the CPA Competency Map 2.0, other Odette undergraduate accounting courses will be building learner's understanding of Indigenous views and perspectives.
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*
  - The content in this program is multi-modal in nature, relying upon case readings, presentations, lectures, written reflections, and multi-media content such as videos and audio recordings. Assessment will be holistic in nature, drawing on student assessment of their own work, peer assessments, and instructor assessments of student work. It will emphasize the development of students as accounting professionals rather than simply focusing on their capacity to retain intellectual knowledge.
- *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?*
  - Many faculty members have attended workshops and events organized by CTL to learn and gain understanding on efforts to integrate Indigenous content and perspectives into course curriculum.
- *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)*
  - Jaimie Kechego, Learning Specialist – Field of Indigenization
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
  - Not at this time, but this is a topic that will be explored in the future.
- *Have you included the information in the other relevant areas in the PDC form (such as learning outcomes) or in the course syllabus where appropriate?*
  - Beginning in 2025 the CPA competency map, which establishes the accounting curriculum, will include a sub-foundational competency of Indigenous Views/Indigeneity.
  - Indigenous cases will be used as they are made available by CPA Ontario and CPA Canada.
  - Land acknowledgement will be included on all course syllabi within the program.

**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 program name and degree designation will remain the same, as Master of Business Administration - Professional Accounting Specialization. If a student completes the five accounting courses within the program at the required minimum grades and does not wish to complete the MBA-PAS program in its entirety, a Graduate Diploma in Accounting will be granted. This is an appropriate name and degree designation for this credential as it accurately describes the program's content, aligns with industry practices, and provides clarity to students and employers regarding its focus and educational level. Additionally, it maintains consistency with the University's policy and practices for program naming.

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**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 Odette School of Business conducted an analysis on four years of enrolment data for accounting undergraduate students and subsequent enrolment in the MBA-PAS program. It shows that on average Odette converts 30% of accounting students to the MBA-PAS program with 70% of eligible students pursuing CPA PEP through a competitor. This presents an opportunity for the Odette School of Business to tailor the current program offering to capture a larger percentage of eligible accounting undergraduate students.

<b>MBA-PAS Cohort</b>	<b>Undergrad Term Completion</b>	<b># of Odette Students Eligible</b>	<b>Total MBA-PAS Enrolment</b>	<b># of Odette Students in Cohort</b>	<b>Conversion from Odette</b>	<b># of Eligible Odette Students That Did Not Do MBA-PAS</b>	<b>Opportunity for Odette</b>
Fall 2019	F18, W19, S19	80	32	25	31%	55	69%
Fall 2020	F19, W20, S20	73	37	25	34%	48	66%
Fall 2021	F20, W21, S21	93	25	21	23%	72	77%
Fall 2022	F21, W22, S22	54	34	18	33%	36	67%
<b>Total</b>		<b>300</b>	<b>128</b>	<b>89</b>	<b>30%</b>	<b>211</b>	<b>70%</b>

A survey to Odette accounting students was conducted in September 2023. The survey was distributed to 98 undergraduate accounting students with 53 students responding. When asked if they planned to complete the MBA-PAS program after their undergraduate program, 26% of respondents (14 students) indicated yes, 26% of respondents (14 students) indicated no, and 47% of respondents (25 students) were undecided. When asked if they would be interested in a one semester credential that took students to the electives for CPA PEP (Core 1, Core 2, Elective 1, and Elective 2) 81% of respondents indicated yes (43 students), 4% of respondents indicated no (2 students), and 15% of respondents indicated they were undecided (8 students). 60% of respondents (32 students) indicated that they would continue with an MBA program after the accounting courses were complete. Noticeably, this is 18 more students than the 14 students who indicated they were interested in the MBA-PAS program. Based on this invaluable student feedback, the Odette School of Business worked to restructure the MBA-PAS program to meet the needs of a larger group of students.

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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>	25	5	34	6	42	8	51	9	51	9
<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

The revised MBA-PAS program is projecting an increase of 10 domestic students each year with 15% of enrolment every year from international students. The steady state of enrolment will be 60 students, which will be achieved in year four of operation.

**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*

The revised program is not a new area of study or delivery for the institution. Rather, the new structure will leverage the institution's strengths to increase enrolments and strategically compete with other postsecondary institutions.

The revisions to the MBA-PAS program will enable the institution to grant a Graduate Diploma in Accounting as an alternative credential to compete with other institutions. The MBA-PAS program is the only program that has the accounting courses built into a Master of Business Administration giving the institution a unique competitive advantage.

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**Program Comparators**

Post-Secondary Institutions	Programs	Length	Cost	Full-Time/ Part-Time	Students/Candidates successfully completing the program are exempt from:					
					Core 1	Core 2	Elect 1	Elect 2	Cap 1	Cap 2
<b>Ontario</b>										
Brock University, Goodman School of Business	<a href="#">BAcc + Graduate Diploma</a>	1 semester	9,030.70	Full-time	♦	♦	♦	♦		
	<a href="#">BAcc + MAcc</a>	2 semesters	\$18,061.4 (program not eligible for funding)	Full-time	♦	♦	♦	♦	♦	♦
Carleton University, Sprott School of Business	<a href="#">BComm + MAcc</a>	2 summer semesters + 2 online courses in the fall	\$5,012 per term	16 months (full-time); 24 months (part-time)	♦	♦	♦	♦	♦	♦
Lakehead University	<a href="#">HBComm + Graduate Diploma</a>	1 semester	\$5,771.21	Full-time	♦	♦	♦	♦		
McMaster University, DeGroote School of Business	<a href="#">BComm + Graduate Diploma</a>	1 semester	\$10,000	Full-time, summer semester only	♦	♦	♦	♦		
Queen's University, Smith School of Business	<a href="#">BComm + Graduate Diploma</a>	1 semester	\$10,700	Full-time, summer semester only	♦	♦	♦	♦		
Toronto Metropolitan University, School of Accounting and Finance	<a href="#">BComm + Professional Masters Diploma</a>	1 semester	9,598.15	Full-time, winter and summer semesters	♦	♦	♦	♦		
Western University, DAN Management and Organizational Studies	<a href="#">BMOS + Graduate Diploma</a>	1 semester	\$9,326	Full-time, summer semester only	♦	♦	♦	♦		
Western University, Richard Ivey School of Business	<a href="#">HBA-Graduate Diploma</a>	1 semester	\$9,326	Full-time, summer semester only	♦	♦	♦	♦		
Wilfrid Laurier University, Lazaridis School of Business and Economics	<a href="#">BBA + Graduate Diploma</a>	1 semester	\$9,400	Full-time, summer and fall semester	♦	♦	♦	♦		
	<a href="#">BA Econ + Graduate Diploma</a>				♦	♦	♦	♦		
	<a href="#">BBA double degree + Graduate Diploma</a>				♦	♦	♦	♦		
University of Guelph, Gordon S. Lang School of Business and Economics	<a href="#">BComm + Graduate Diploma</a>	1 semester	8,737.42	Full-time, summer semester only	♦	♦	♦	♦		
University of Ontario Institute of Technology	<a href="#">BComm + Graduate Diploma</a>	1 semester	\$8,508.20	Full-time, summer, hybrid/in-class delivery	♦	♦	♦	♦		
University of Ottawa, Telfer School of Management	<a href="#">HBComm + Graduate Diploma (in English and French)</a>	1 semester	\$9,500.00	Full-time, fall semester only	♦	♦	♦	♦		
	<a href="#">MMPA 24 or 27 month</a>	4 semesters + 2 co-op terms	\$31,599 (per year for 2 years)	Part-time	♦	♦	♦	♦	♦	

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University of Toronto, Mississauga Campus	<a href="#">BComm + MMP A 12 month</a>	2 semesters + 1 co-op	\$31,599	Full-time	♦	♦	♦	♦	♦	
	<a href="#">BComm + Graduate Diploma</a>	1 semester	\$10,700	Full-time, summer only	♦	♦	♦	♦		
	<a href="#">BComm + MAcc Fin</a>	3 semesters + co-op	\$29,385	Full-time	♦	♦	♦	♦	♦	
University of Toronto, Scarborough Campus	<a href="#">BBA + MMPA 1 2 month</a>	2 semesters + 1 co-op	\$31,599	Full-time	♦	♦	♦	♦	♦	
	<a href="#">BBA + Graduate Diploma</a>	1 semester	\$10,700	Full-time, summer only	♦	♦	♦	♦		
	<a href="#">BBA + MAccFin</a>	3 semesters + co-op	\$29,385	Full-time	♦	♦	♦	♦	♦	
University of Toronto, St. George Campus	<a href="#">BComm + MMP A 12 month</a>	2 semesters + 1 co-op	\$31,599	Full-time	♦	♦	♦	♦	♦	
	<a href="#">BComm + Graduate Diploma</a>	1 semester	\$10,700	Full-time, summer only	♦	♦	♦	♦		
	<a href="#">BComm + MAcc Fin</a>	3 semesters + co-op	\$29,385	Full-time	♦	♦	♦	♦	♦	
University of Waterloo, School of Accounting and Finance	<a href="#">BAFM + MAcc</a>	2 semesters	\$14,228	Full-time, starts in Winter semester only	♦	♦	♦	♦	♦	♦
	<a href="#">BSci + MAcc</a>				♦	♦	♦	♦	♦	♦
	<a href="#">BMath + MAcc</a>				♦	♦	♦	♦	♦	♦
University of Windsor, Odette School of Business	<a href="#">BComm (Honours Bus. Admin) Co-op option + MBA-PAS</a>	3 semesters	\$30,000	Full-time	♦	♦	♦	♦	♦	♦
	<a href="#">BComm (Honours Bus. Admin) non Co-op option + MBA-PAS</a>				♦	♦	♦	♦	♦	♦
	<a href="#">BComm (Honours Bus. Admin + Computer Science) Co-op option + MBA-PAS</a>				♦	♦	♦	♦	♦	♦
	<a href="#">BComm (Honours Bus. Admin + Computer Science) non Co-op option + MBA-PAS</a>				♦	♦	♦	♦	♦	♦
	<a href="#">BComm (Honours Bus. Admin + Economics) + MBA-PAS</a>				♦	♦	♦	♦	♦	♦
	<a href="#">PGCA + MBA-PAS</a>				♦	♦	♦	♦	♦	♦
	<a href="#">BComm + Graduate Diploma</a>				1 semester	\$7,813.97	Option to space out over 2 or 3 semesters and work	♦	♦	♦
York University, Schulich School of Business	<a href="#">BBA or iBBA + MAcc (term 2)</a>	3 semesters	\$8,984 per term, \$26,950 total	Full-time	♦	♦	♦	♦		
	<a href="#">MAcc</a>				♦	♦	♦	♦	♦	♦
	<a href="#">BBA or iBBA + MAcc (terms 2 and 3)</a>				♦	♦	♦	♦	♦	♦

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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*

N/A

**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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The current compliment of faculty and staff administering the MBA-PAS program will be sufficient for the revised program. Currently, the Odette School of Business has 12 accounting faculty members with a variety of research expertise and professional accounting experience. The five accounting courses within the revised program are the same five courses that are offered within the current program structure. Therefore, the quality of the faculty is sufficient to promote innovation and foster an intellectual climate.

**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.*

The revised program may require additional sessional faculty due to offering both a summer and fall intake; however, the sessional faculty within the pool has the capacity to meet these demands. Each of these sessional faculty members has a CPA designation, coupled with significant industry experience, ensuring a high-quality educational experience and exposure to practical applications of the materials.

**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 - The MBA-PAS program is a course-based graduate program that does not include a research component. Faculty members are not required to provide supervision within the program.

**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)**

N/A

**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.)*

The revised program design allows for internal cost-savings for the business school. The six MBA courses in semesters two and three are designed to align with MBA for Managers and Professional program. This alignment will streamline the number of courses offered at the graduate level and create dynamic networking opportunities for students in both programs.

**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
<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.*

To be admissible to the MBA-Professional Accounting Specialization program, applicants must meet the following requirements:

- Successful completion of 120 credit hour undergraduate business degree or equivalent
- A cumulative GPA of 70% in the previous academic degree/last 20 courses/ 4 full-time semesters and minimum average of 70% CGPA in Core Preparatory Courses.
- Must be eligible to begin the CPA Professional Education Program (CPA PEP).
- A completed Graduate Management Admission Test (GMAT) with a minimum score of 550 for accepted applicants.
- Applicants must also upload two letters of reference, a resume, and a letter of intent.

Applicants who have a four-year Bachelor of Commerce degree, minimum two years of work experience, and a completed CPA designation, may qualify for advanced standing in the MBA Professional Accounting Specialization program. The determination for direct entry into the MBA phase of the program is granted by the MBA Professional Accounting Specialization Program Director.

GMAT may be waived based at the discretion of the MBA-PAS Academic Director.

**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.*

The admission requirements are sufficient to prepare students for successful attainment of the intended learning outcomes. Applicants will be considered if a sufficient academic background is demonstrated by the completion of a bachelor's degree in a relevant field with a minimum grade point average. Applicants must also have successfully

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completed the CPA preparatory courses with the required minimum grades as a prerequisite to the MBA-PAS program. This ensures all students have a foundational understanding of the core accounting concepts that are needed to be successful in the program.

**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.*

**Master of Business Administration – Professional Accounting Specialization**

**Total courses: 11**

**Degree requirements:**

ACCT-8010 Advanced Topics in Financial Reporting

ACCT-8020 Advanced Topics in Management Accounting and Control

ACCT-8050 Advanced Audit and Assurance

ACCT-8060 Advanced Topics in Taxation

ACCT-8080 Integrative Case Analysis

BUSI- 8010 Interpersonal Dynamics

STEN- 8980 Strategic Management

~~ACCT-8030 Performance Management~~ **MGMT-8030 Performance Management and Governance**

~~ACCT-8040 FINA-8040 Advanced Corporate Finance~~

~~ACCT-8070 Integration and Team Building~~ **BUSI-8140 Digital Business Systems**

~~BUSI-8673 Special Topics in Management~~ **BUSI-8050 Marketing Management**

*Students who elect not to continue in the MBA-PAS may receive a Graduate Diploma in Accounting after successful completion of all accounting courses.*

**Courses used to calculate the major average are: N/A**

**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.*

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*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).*

The MBA-PAS program will follow the sequence below:

**Semester 1: (Accounting Phase)**

ACCT-8010 Advanced Topics in Financial Reporting  
ACCT-8020 Advanced Topics in Management Accounting and Control  
ACCT-8050 Advanced Audit and Assurance  
ACCT-8060 Advanced Topics in Taxation  
ACCT-8080 Integrative Case Analysis

**Semester 2: (MBA Phase)**

BUSI- 8010 Interpersonal Dynamics  
FINA-8040 Advanced Corporate Finance  
BUSI-8050 Marketing Management

**Semester 3: (MBA Phase)**

STEN- 8980 Strategic Management  
MGMT-8030 Performance Management and Governance  
BUSI-8140 Digital Business Systems

**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.*

Separating the MBA-PAS program into two phases is a strategic approach to ensure students are sufficiently prepared for the successful attainment of program learning outcomes. During the first semester in phase one of the program, students will focus on the accounting courses needed to meet the CPA requirements. This will allow students the opportunity to focus on the specific accounting courses needed for the CPA designation. Once these accounting courses are completed, students will move into the MBA phase of the program, which builds on the strong accounting knowledge with essential theoretical concepts and practical skills required for an MBA graduate. This structure allows for a focused and targeted approach to skill development.

The modified structure allows for flexibility in the delivery of content. During the accounting phase in the first semester, students will complete the 5 foundational accounting courses through face-to-face instruction. In the MBA phase of the program in the second and third semester, the remaining 6 courses will be primarily delivered through online modes of delivery.

**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.*

The normal completion of the MBA-PAS program is 3 semesters. Students may opt to take a leave of absence during the program to complete capstone 1 and 2 with CPA Ontario before writing the common final exam (CFE). In this situation, most students will take a 1 or 2 semester leave of absence between the accounting phase (semester 1) and the MBA phase (beginning in semester 2).

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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.*

There are no changes to the average requirements for continuation in the program.

**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.*

The graduation requirements for the MBA-PAS program include:

- Must have a cumulative average of 70%
- Must not have more than two C grades (between 60%-69%).
- Must have a cumulative average of 70% in the 5 required accounting courses (8010, 8020, 8050, 8060, 8080).
- Must not have more than one C grade (between 60%-69%) within the 5 required accounting courses (8010, 8020, 8050, 8060, 8080).
- Must obtain a minimum grade of 70% in ACCT-8080.

If a student leaves the graduate program but wishes to obtain the Graduate Certificate in Accounting, the following graduation requirements must be met:

- Must have a cumulative average of 70% in the 5 required accounting courses (8010, 8020, 8050, 8060, 8080).
- Must not have more than one C grade (between 60%-69%) within the 5 required accounting courses (8010, 8020, 8050, 8060, 8080).
- Must obtain a minimum grade of 70% in ACCT-8080.

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**C.4 NEW OR CHANGES TO LEARNING OUTCOMES (Degree Level Expectations)(QAF section 2)  
COMPLETE THIS TABLE FOR GRADUATE 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.*

<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>OCGS-approved Graduate Degree Level Expectations</b></p>
<p>A. 1. Display a depth of knowledge in a specific business discipline and explain how theoretical knowledge affects professional management practice. 2. Locate and apply existing regulatory and discipline specific frameworks to analyze and improve management practice. 3. Explain the impact of limitations to existing analytical techniques and theory on the practice of a specific business discipline. 4. Apply contemporary theory and principles of professional management practice within all business disciplines (e.g. interpersonal capacity, communication, social responsibility and critical thinking).</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge</p>

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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>OCGS-approved Graduate Degree Level Expectations</b></p>
<p>B. Conduct guided research on a business discipline specific issue to produce and analyze evidence justifying improvement to professional business practice.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge</p>
<p>C. 1. Apply research and scholarship to advanced level business decisions within a specified fact situation. 2. Apply contemporary analytical techniques to recommend resolution to complex and ill-defined business issues. 3. Recognize the weaknesses and limitations of recommendations and explain ways to mitigate their impact on management success.</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge</p>
<p>D. 1. Apply contemporary quantitative techniques relevant to a specific business discipline to predict likely outcomes under varying assumptions and justify the assumptions. 2. Explain the outcomes of analyses on organizational success across business disciplines in a professional, effective manner. 3. Distinguish and explain the relevance of qualitative and quantitative data and findings to the resolution of professional accounting and business management issues (e.g. advise on how best to resolve Indigenous business management issues; develop and revise professional standards in consultation with Indigenous Peoples; assure free, prior, informed, consent (FPIC); comply with Bill C-15 etc.).</p>	<p>D. literacy and numeracy skills</p>	<p>2. Research and Scholarship 5. Level of Communication Skills</p>
<p>E. 1. Recognize and explain how personal ethical beliefs influence and align with management practice 2. Recognize and explain the interconnectedness of issues and resolutions arising in managing the economy, society, and the environment</p>	<p>E. responsible behaviour to self, others and society</p>	<p>4. Professional Capacity/Autonomy 6. Awareness of Limits</p>
<p>F. 1. Communicate at an advanced business professional level both verbally, and non-verbally. 2. Write and speak in the appropriate context of</p>	<p>F. interpersonal and communications skills</p>	<p>5. Level of Communication Skills</p>

**PROGRAM DEVELOPMENT COMMITTEE  
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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>OCGS-approved Graduate Degree Level Expectations</b>
professional vocabulary in management disciplines.		
G. 1. Apply principles of leadership, team building and team maintenance to complete team tasks effectively. 2. Explain how to build and maintain teams and groups to achieve success beyond each individual's personal capabilities. 3. Produce succinct written business reports and oral presentations in a professional manner.	G. teamwork, and personal and group leadership skills	4. Professional Capacity/Autonomy 5. Level of Communication Skills
H. 1. Think "outside the box" using creative processes relevant to a variety of complex business contexts in a novel and insightful way. 2. Recognize and explain the value added of creativity and innovation in the application of successful principles resident in one business function to improve the effectiveness of other functions.	H. creativity and aesthetic appreciation	2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
I. 1. Recognize and explain the limitations of their own business sense, and have the personal awareness to identify those whom they would choose to surround themselves and explain their choices. 2. Identify areas of weakness then develop and implement a plan to improve.	I. the ability and desire for continuous learning	4. Professional Capacity/autonomy

There has only been a minor change to the learning outcomes of the MBA-PAS program, with the addition of point number three in section D literacy and numeracy skills.

**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.*

The first semester of MBA-PAS will be delivered face-to-face which is required through the program's accreditation with CPA Ontario. The MBA phase of the program will use an online mode of delivery like other MBA programs offered by the Odette School of Business and other post-secondary institutions.



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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.*

Formal monitoring of students' progress will occur at various points throughout each course. The curriculum prioritizes the imparting of knowledge and the application of professional judgment based on that knowledge. While technical knowledge can be assessed through examinations in isolation, it is essential to evaluate a student's ability to apply this knowledge in the context of analyzing and resolving real business problems. The assessment of progress will encompass multiple dimensions, incorporating direct participation in class, peer evaluations, and instructor assessments of achievements across a range of relevant tasks. Evaluation will be conducted both on an individual basis and within the context of team/group work as deemed appropriate.

**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.*

The overall quality of the program will be monitored and evaluated through regular reviews conducted externally by CPA Ontario and the Association to Advance Collegiate Schools of Business, and internally through assurance of learning and the university's Institutional Quality Assurance Process (IQAP).

Student progress will be formally monitored in each course at multiple points throughout the course. Regular program reviews will seek feedback from all program stakeholders and evaluate key performance indicators to engage in continuous program improvement. Some indicators that will be monitored include admissions data, retention rates, class size distribution, grade distributions, SPT scores, and graduation rates.

**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

**PROGRAM DEVELOPMENT COMMITTEE  
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FORM B**

**APPENDIX A – BUDGET SUMMARY SHEET**

Contact the Office of Quality Assurance for assistance in completing this form.

Tuition Fee and Funding Level (Program Weight) Assessed by Ministry (sections 4&5)

<b>Projections of Enrolment, Expenditures and Revenues (enrolments over 5 years)</b>						
<b>Year</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total</b>
<b>Revenue</b>						
Tuition income* (\$)	450,000	600,000	720,000	970,000	1,060,000	3,800,000
Potential Provincial funding**						
Other sources of funding <i>(please list)</i>						
<b>Total Revenue</b>	<b>450,000</b>	<b>600,000</b>	<b>720,000</b>	<b>970,000</b>	<b>1,060,000</b>	<b>3,800,000</b>
<b>Expenses</b>						
Additional Faculty member						
Additional Staff/Technician						
GA/TA*** (1000-1500hrs@ \$50)	50,000	60,000	60,000	75,000	75,000	320,000
External Examiners <i>(for graduate programs)</i>						
Library Resources						
New Facilities/Equipment						
Facilities/Equipment Maintenance						
Technology/CTL resources						
Other expenses:						
Marketing	12,500	12,500	12,500	12,500	12,500	62,500
<b>Sessional Instructors (6 - 8)</b>	<b>60,000</b>	<b>60,000</b>	<b>60,000</b>	<b>80,000</b>	<b>80,000</b>	<b>340,000</b>
<b>Total Expenses</b>	<b>122,500</b>	<b>132,500</b>	<b>132,500</b>	<b>167,500</b>	<b>167,500</b>	<b>722,500</b>
<b>Net Income</b>	<b>327,500</b>	<b>467,500</b>	<b>587,500</b>	<b>802,500</b>	<b>892,500</b>	<b>3,077,500</b>

\*Estimate \$xxx per full-time equivalent domestic undergraduate student; \$xxx per full-time equivalent international undergraduate student; \$xxxx per full-time equivalent domestic Masters student; \$xxxx per full-time equivalent international Masters student; \$xxxx per full-time equivalent domestic doctoral student; \$xxxx per full-time equivalent international doctoral student.

\*\*Estimate \$xxx per full-time equivalent domestic undergraduate student; \$xxx per full-time equivalent international undergraduate student; \$xxxx per full-time equivalent domestic Masters student; \$xxxx per full-time equivalent international Masters student; \$xxxx per full-time equivalent domestic doctoral student; \$xxxx per full-time equivalent international doctoral student.

\*\*\*Estimate \$xxx per GA/TA allocation

**University of Windsor  
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\*5.1.4: **Honours Bachelor of Sport Management and Leadership – Revised Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee.**

*[Learning Outcomes were last updated: May 8, 2020]*

<p><b>Honours Bachelor of Sport Management and Leadership 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></p>	<p><b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<p>A. Identify and describe current concepts and issues in Sport Management.</p> <p>Identify, measure and evaluate effective management practices across multiple sport and recreation settings.</p> <p>Explain the importance of Sport Management research and the application of knowledge gained from such inquiry.</p> <p>For CO-OP: apply Sport Management research and the application of knowledge gained from such inquiry. .</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. Locate research through library databases.</p> <p>Appraise, interpret and summarize Sport Management research, relating the findings to relevant literature and industry practice.</p> <p>Utilize applicable software and scientific principles to collect and report research data.</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. Identify and apply appropriate Sport Management concepts, theories and</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><b>Honours Bachelor of Sport Management and Leadership Program Learning Outcomes (Degree Level Expectations)</b></p> <p><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>methodologies to improve organizational functioning.</p> <p>Utilize academic knowledge and critical thinking skills to analyze problems within the field of Sport Management.</p> <p>For CO-OP: utilize academic knowledge to solve practical problems relevant to Sport Management.</p>		
<p>D. Use clear, concise written work to describe problems and solutions in Sport Management.</p> <p>Use appropriate statistical analysis techniques as required by the research design.</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. Interpret quantitative and qualitative data to solve questions related to the functioning of sport-related organizations.</p> <p>Recognize and follow the University of Windsor ethics guidelines and academic integrity standards when conducting scholarly, professional and/or research work.</p> <p><b>Recognize the nature and value of diversity across the spectrum (cognition, behaviour, physiology, region/nationality, socioeconomic status, race, ethnicity, Indigeneity, religion, sex, gender and gender identity, sexual orientation, ability, language, and/or age) where they work, learn, live, and play.</b></p> <p>For CO-OP: recognize and follow professional etiquette standards specific to the workplace.</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. Communicate Sport Management concepts, methods and research effectively, in both oral and written formats.</p> <p>For CO-OP: reflect on work-related requirements, duties and outcomes, in both oral and written formats.</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>

<p><b>Honours Bachelor of Sport Management and Leadership Program Learning Outcomes (Degree Level Expectations)</b></p> <p><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>G. Work successfully and respectfully with peers, university personnel and community organizations, both independently and as a team member.</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>H. Identify and apply innovative solutions to current Sport Management issues.</p> <p>Recognize and assess management and leadership practices within and across sport-related settings.</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity</p>
<p>I. Identify relevant academic and non-academic sources to remain current with research and popular trends in Sport Management.</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

**Note:**

The following core courses provide sufficient evidence that our students would meet the following program learning outcome at the introductory level:

Course	Year	Required	Major	Reviewed	Indigenous Peoples	Race and Ethnicity	Sex and gender	LGBTQIA2S+	Peoples with a disability	Religion	Older People
KINE-1000	1	Required	SML/KMS	Reviewed	yes	yes	no	yes	yes	yes	yes
KINE-1400	1	Required	SML	Reviewed	yes	yes	yes	yes	yes	yes	yes
KINE-1500	1	Required	SML	Reviewed	yes	yes	yes	yes	yes	yes	yes
KINE-2300	1	Required	SML	Reviewed	yes	yes	yes	yes	yes	yes	yes
KINE-2450	2	Required	SML	Reviewed	yes	yes	yes	yes	no	no	yes
KINE-2500	2	Required	SML	Reviewed	yes	yes	yes	yes	yes	no	yes
KINE-2520	2	Required	SML	Reviewed	no	no	no	no	no	yes	no
					6	6	5	6	5	5	6

**University of Windsor  
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\*5.1.5: **Honours Bachelor of Science (Kinesiology and Health Studies) – Revised Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee.**

*[Learning Outcomes were last updated: May 8, 2020]*

<p><b>Honours Bachelor of Science (Kinesiology and Health Studies) 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></p>	<p><b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<p>A. Identify and describe current concepts and issues in Kinesiology and Health Studies</p> <p>Identify, measure and evaluate appropriate movement patterns and functioning across multiple settings including: the workplace, sport, health, and rehabilitation.</p> <p>Explain the importance of Kinesiology and Health Studies research and the application of knowledge gained from such inquiry.</p> <p>For CO-OP: apply Kinesiology and Health Studies concepts in a practical context.</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. Locate research through library databases. Appraise, interpret and summarize Kinesiology and Health Studies research, relating the findings to relevant literature and industry practice.</p> <p>Define research questions relevant to the study of human movement.</p> <p>Utilize applicable laboratory equipment, software and scientific principles to collect and report research data.</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><b>Honours Bachelor of Science (Kinesiology and Health Studies) Program Learning Outcomes (Degree Level Expectations)</b></p> <p><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>C.</p> <p>Identify and apply appropriate Kinesiology and Health Studies concepts, theories and methodologies to improve human functioning and well-being.</p> <p>Utilize academic knowledge and critical thinking skills to analyze problems within the field of Kinesiology and Health Studies.</p> <p>For CO-OP: utilize academic knowledge to solve practical problems relevant to Kinesiology and Health Studies.</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.</p> <p>Use appropriate statistical analysis techniques as required by the research design.</p> <p>Interpret quantitative and qualitative data to solve questions related to the description and cause of human movement.</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E.</p> <p>Recognize and follow the University of Windsor ethics guidelines and academic integrity standards when conducting scholarly, professional and/or research work.</p> <p><b>Recognize the nature and value of diversity across the spectrum (cognition, behaviour, physiology, region/nationality, socioeconomic status, race, ethnicity, Indigeneity, religion, sex, gender and gender identity, sexual orientation, ability, language, and/or age) where they work, learn, live, and play.</b></p> <p>For CO-OP: recognize and follow professional etiquette standards specific to the workplace.</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.</p> <p>Communicate Kinesiology and Health Studies concepts, methods and research effectively, in both oral and written formats.</p> <p>For CO-OP: reflect on work-related requirements, duties and outcomes, in both oral and written formats.</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>

<p><b>Honours Bachelor of Science (Kinesiology and Health Studies) Program Learning Outcomes (Degree Level Expectations)</b></p> <p><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>G. Work successfully and respectfully with peers, university personnel and community organizations, both independently and as a team member.</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>H. Identify and apply innovative solutions to current Kinesiology and Health Studies issues.</p> <p>Recognize and assess human movement patterns and development across the lifespan and within different settings, including the workplace, sport, and rehabilitation.</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity</p>
<p>I. Identify relevant academic and non-academic sources to remain current with research and popular trends in Kinesiology and Health Studies .</p>	<p>I. the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

**Note:**

The following core courses provide sufficient evidence that our students would meet the following program learning outcome at the introductory level:

Course	Year	Required	Major	Reviewed	Indigenous Peoples	Race and Ethnicity	Sex and gender	LGBTQIA2S+	Peoples with a disability	Religion	Older People
KINE-1000	1	Required	SML/KMS	Reviewed	yes	yes	no	yes	yes	yes	yes
KINE-1110	1	Required	KMS	Reviewed	no	no	yes	no	yes	no	yes
KINE-1650	1	Required	KMS	Reviewed	no	yes	yes	no	yes	no	yes
KINE-2100	1	Required	KMS	Reviewed	no	no	no	no	no	no	no
KINE-2250	1	Required	SML/KMS	Reviewed	yes	yes	yes	yes	yes	yes	yes
KINE-2850	2	Required	KMS	Reviewed	no	no	yes	no	yes	no	yes
					2	3	4	2	5	2	5



**University of Windsor  
Senate**

5.3.1: **Report of the Review Committee on Employment Equity (RCEE) 2022-2023**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

*See attached.*

# Report of the Review Committee on Employment Equity (RCEE) September 2023

## 1 BACKGROUND

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

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

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

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

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

## 2 ACTIVITIES AND KEY ISSUES FOR 2022-2023

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

Agenda items addressed in committee meetings included:

- 1) Review 2022 EE Data on Faculty Members
- 2) Retirement & Termination Data
- 3) Progression Charts for Designated Groups
- 4) New Faculty Hires
- 5) Review Graphs Based on Gender & Rank Data from CAUT
- 6) The DEAP Tool (Diversity & Equity Assessment & Planning) Updates
- 7) Outstanding Recommendations from Past RCEE Reports
- 8) Equity Assessor Service Recognition

The RCEE noted that the Office of the Provost did extensive revisions to the academic job advertisement templates. Employment equity considerations, including equity vision/initiatives, are now prominently incorporated throughout the advertisements. This is an important movement towards demonstrating the University's commitment to advancing equity.

The RCEE identified nine (9) new recommendations in order to contribute to the momentum towards enhanced employment equity.

The 2022 report had a section with a table of the recommendations from 2015-2021, along with the corresponding updates. There was a question at the Senate presentation of the Report on Feb 10, 2023, regarding why 2015 recommendation 3a was listed as no longer applicable since it was part of the 50 New Faculty Hires initiative. The recommendation at Senate was made to bring back that RCEE recommendation in the next report, as it was still relevant for other new faculty positions; there were no objections.

**RCEE recommends** that units that are requesting budgetary consideration for new positions include their equity goals. Additional weight during that process should then be given to units that include a strategy for improving an AAU's equity profile.

There continued to be discussions on ways to recognize Equity Assessor service, including a discussion at a Provost's Council meeting. One possibility would have two different options: one for active University employees and another for retirees.

**RCEE recommends** that the University create a special PD fund for Equity Assessors who are active employees to access in order to enhance their equity-related skills. This would be an investment in people to feel more confident and supported in the role.

**RCEE recommends** that retiree Equity Assessors have their EA hours accumulate within a formula that would reach a point in which a certain amount of money is contributed to student support in their name.

RCEE recognizes that there are requirements for periodic training for EAs, Deans, Heads, Chairs, and other members of Search/Appointments (and PTR/RPP) committees. The University needs to invest in providing additional training opportunities to enhance skills, understanding, and leadership in the various areas of equity.

**RCEE recommends** that the University offer topic/practice-specific equity workshops outside the regular required training cycle for EAs and other search/appointments committee members. This can include bringing in external facilitators for extra programming from the sector to provide diversity in expertise and perspectives.

RCEE believes that there is much value in engaging in activities that establish, reinforce, and revisit our shared values regarding employment equity.

**RCEE recommends** that the University engage in a series of ongoing meetings with Deans and others in leadership positions on shared employment equity purpose/vision.

**RCEE recommends** that the University engage in a series of meetings with Deans and others in leadership positions on retention of equity groups.

RCEE noted that over the past several years, the internal representation of women has stalled in the overall percentages. The result is a continued under-representation in many AAUs.

**RCEE recommends** that the University undertake an exploration of the under-representation of women in various AAUs and explore possible approaches to address this.

RCEE considered the many benefits of the University's New Faculty Orientation and recognizes the work that is being done. Programming is offered throughout the first year, with subsequent invitations to participate in the second and third years. Such initiatives can complement the value of cluster hires, sharing practices and ideas that are being used to create a positive shift in the environment for equity groups. This includes facilitating collaboration, mentoring, inter-disciplinary discussions, and helping new scholars thrive and succeed.

**RCEE recommends** that the University continue to offer, and increase supports to enhance new faculty orientation programming. In addition, the University should identify where there are gaps in offerings to enable increased resources and supports. Existing internal initiatives that can be tied into the new faculty orientation should be explored.

**RCEE recommends** that the University enhance supports for the ongoing development and offerings of an early career faculty community of practice for networking, sharing, and succeeding in the RTP/RPP processes. This should also be explored for various equity groups. The University should explore other internal, existing initiatives that can be tied into the new faculty orientation.

### 3 PROMISING PRACTICES FEATURE – BLACK SCHOLARS HIRING INITIATIVE

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

For the academic year beginning July 2023, the Black Scholars Hiring Initiative (BSHI) had successfully recruited 13 outstanding Black scholars. The initial commitment was to recruit and retain 12 Black scholars; however, with well over 400 applicants from across the globe, and an impressive applicant pool that was described as superb, an additional position was able to be filled.

As stated in the Executive Brief of the recruiting package:

The recruitment effort focuses on attracting Black scholars from a range of disciplines, including the arts, humanities, social sciences, education, nursing, human kinetics, and science, who will help deepen the University's commitment to Black ways of knowing, inclusion and scholarship. In addition to being appointed to various faculties that are aligned with their scholarship and research interests, the Cohort will play a vital role in the establishment of the University of Windsor's Black Studies Institute and Black Studies Program.

The Black Studies Institute (BSI) was unique in Canada. Having become a signatory to the Scarborough Charter on Anti-Black Racism and Black Inclusion in Higher Education in 2021, the BSI was intended to be part of the University's commitment to the four action areas: Black Flourishing, Inclusion, Mutuality, and Accountability. For more information on the Black Studies Institute, see <https://www.uwindsor.ca/blackstudies/303/black-studies-institute>.

The Black Scholars Hiring Initiative was thoughtfully created in a manner that was intentionally innovative. It brought together perspectives and contributions from the Office of the VP People, Equity, & Inclusion (VP PE&I), the Office of the Provost, the Anti-Black Racism Task Force, the Senate, WUFA, Deans and Heads, and many more. The process was comprehensive and truly unique, reflecting the creativity from working collegially with a common commitment to see the initiatives succeed. Equally important was the building of consensus of values and goals.

Early on in the process, a Working Group was established, co-Chaired by the Acting Provost and the VP PE&I. It was critical for Black faculty to have leadership and be actively engaged as part of the process from the start. The Working Group laid out the framework for the process and how it would unfold.

Another innovation was a request made to Senate that certain aspects of the normal process and structure be waived. The subsequent approach was groundbreaking. Approval was granted to bring in a second layer in terms of the committee structure. The two-layer structure was the creation of a Core Committee comprised of Black faculty and the AAU's Appointments Committee. There was one Equity Assessor assigned to the process for all of the various committees. Members of the Core Committee and the AAU Appointments Committees worked together to assess applicants/candidates. In the gridding processes, the input of the AAU committee was 70% and the Core committee was 30%. Collegial governance respected subject expertise of the AAUs along with the expertise of the Core Committee.

In the earlier advertising stage, one ad was created for all the positions. There had been numerous discussions and consultations with various units. The intention was to be selective about whether units had the needs, the means, and the right timing to participate. AAUs considered their own efforts to increase the diversity of their unit. Everything was thoughtfully and intentionally done, and best practices were explored and used.

The Working Group maintained a vision that the initiative must encompass processes in place for the tenure-track journey. This was also related to the importance of avoiding having the Black scholars scattered across the University without community and experiencing isolation. The aforementioned new Black Studies Institute is expected to be a key mechanism in place to support career progression and develop an environment of meaningful inclusion and belonging.

An example from this vision is the ongoing development of a cohort community of practice mentoring group for the Black scholars. This collaboration between the BSI and the Office of the Provost involves a pilot project in which the Black scholars have access to the NCFDD (National Center for Faculty Development and Diversity). For information on the NCFDD, visit <https://www.ncfdd.org/>.

In the end, thirteen offers were accepted. The University welcomed the new Black scholars in the following units: one in Business, three in Education, two in Engineering, one in Leddy Library, two in Sociology, one in the School of Creative Arts, one in the School of the Environment, one in Interdisciplinary and Critical Studies, and one in Nursing.

There remains a sense of optimism that the BSHI is a good model for adaptation for other cohort hiring initiatives. Described as having been both challenging and uplifting, it was a process with a high level of collegiality across disciplines and structures.

As the United Nations' International Decade for People of African Descent (January 2015 – December 2024) nears its end, this is an initiative that can help ensure the University's vision extends well beyond the bounds of any particular decade.

## 4 DATA

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

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

In the 2016 Canada Census, what was included under disabilities was made clearer. For example, three questions were added: one asking if there is any "difficulty learning, remembering or concentrating"; another if there are any "emotional, psychological or mental health conditions (e.g., anxiety, depression, bipolar disorder, substance abuse, anorexia, etc.)"; and a third asking if there was an "other health problem or long-term condition that has lasted or is expected to last for six months or more." As a result of this (and the added availability of online reporting) the number of people identifying as having a disability rose significantly. This in turn impacted the percentages within the external availability pool, resulting in a higher target and an increase in under-representation. This explains the dramatic increase in the external availability pool from 3.8% in 2017 to 8.9% in 2018 in this designated group, as noted under "External Representation" in the applicable charts.

### OVERVIEW

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

The data include information from the UWindsor's Employment Equity Census 2006, 2013, and 2020 as well as updated information from the self-identification information up to and including December 2022.

The external data information for Women, Indigenous/Aboriginal Peoples, and Racialized People/Visible Minorities are from Statistic Canada's 2006 and 2016 National Censuses and the 2011 National Household Survey. The external information for Persons with Disabilities is from the 2006 Participation and Activity Limitation Survey (PALS) and from Statistics Canada's Canadian Survey on Disability (CSD) (2012 and 2017).

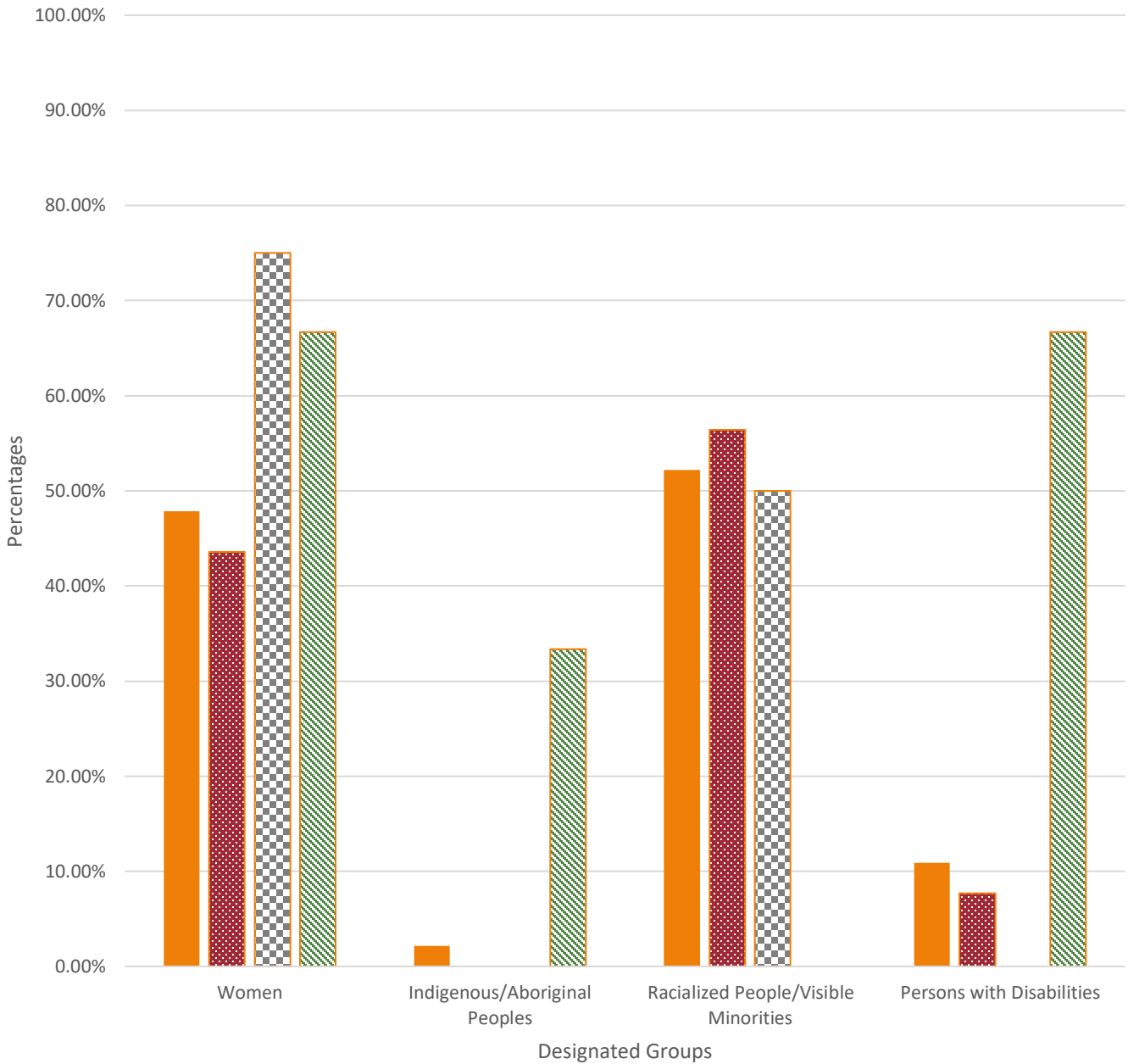
The University recognizes sexual/gender minorities as a fifth designated group. However, there are no available external data for comparison purposes.

**New Hires – Faculty (January 01 2023 to September 30 2023)**

(Tenured, Tenure-Track, and Limited-Term Appointments rank of: Assistant Professors, Associate Professor, Full Professor, Lecturers, and Ancillary Academic Staff (new hires from January 01 2023 to September 30 2023))					
<b>Rank</b>	<b>Total</b>	<b>Women</b>	<b>Indigenous/Aboriginal Peoples</b>	<b>Racialized People/Visible Minorities</b>	<b>Persons with Disabilities</b>
All: Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Associate Professor, Full Professor, Lecturers, and Ancillary Academic Staff	46	47.83%	2.17%	52.17%	10.87%
Tenured and Tenure-Track Assistant Professors, Associate Professor, Full Professor and Lecturers only	39	43.59%	0.00%	56.41%	7.69%
Limited-Term Appointment Assistant Professors and Lecturer only	4	75.00%	0.00%	50.00%	0.00%
Learning Specialist, AAS only	3	66.67%	33.33%	0.00%	66.67%



**New Hires**  
**Employment Equity Data Profile**  
 (Tenured, Tenure-Track, Limited-Term Appointment ranks of: Assistant Professors, Associate Professor, Full Professor, Lecturers, and Ancillary Academic Staff)  
 (January 01 2023 to September 30 2023)

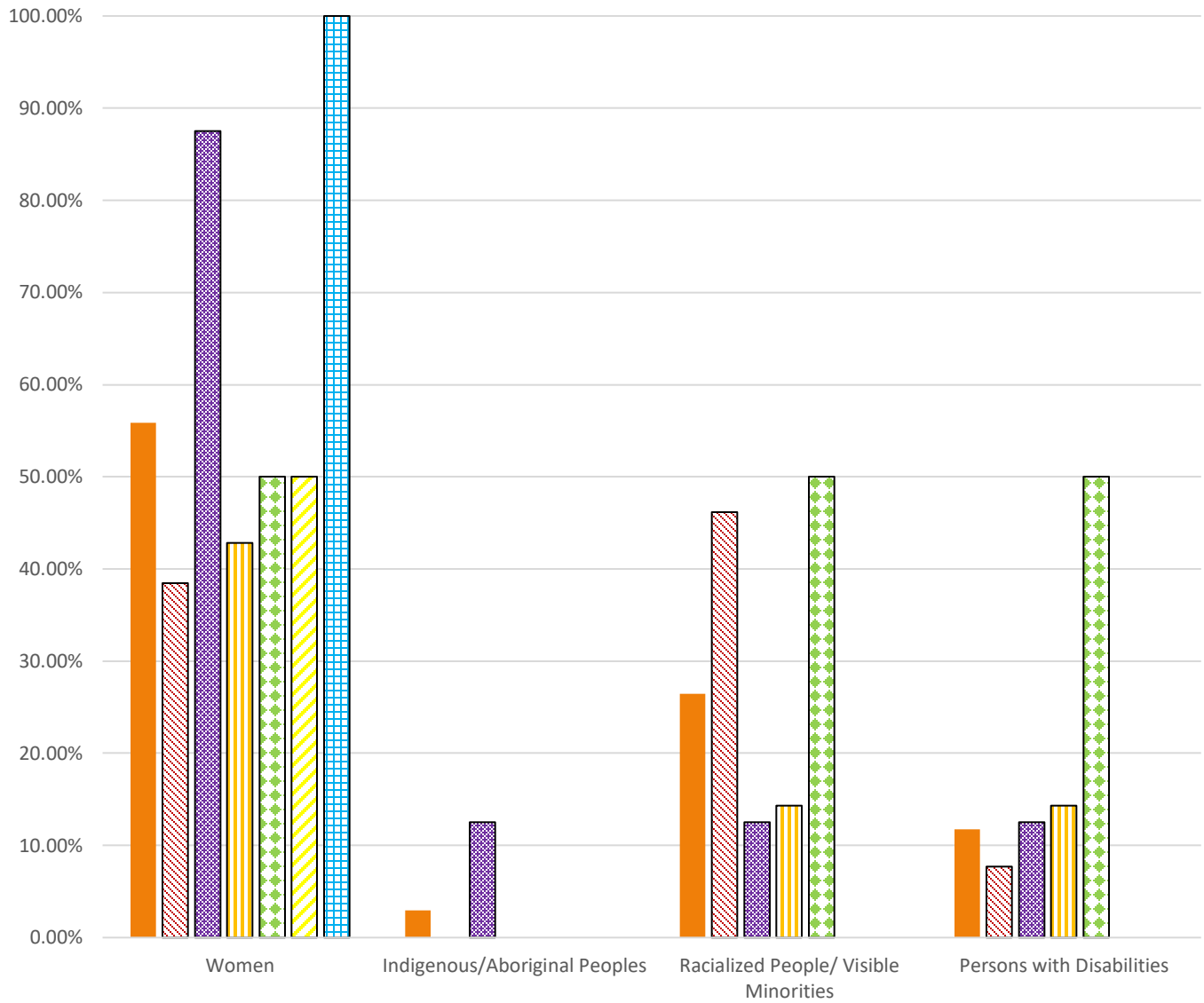


- All: Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Associate Professor, Full Professor, Lecturers, and Ancillary Academic Staff
- Tenured and Tenure-Track Assistant Professors, Associate Professor, Full Professor and Lecturers only
- Limited-Term Appointment Assistant Professors and Lecturer only
- Learning Specialist, AAS only

All Faculty Ranks, Assistant Professors, Associate Professors, Full Professors, Learning Specialist AAS, Sessional Lecturers, and Librarians  
Terminations (resignations, retirements, terminations, and decease)  
from January 01 2023 to December 31 2023

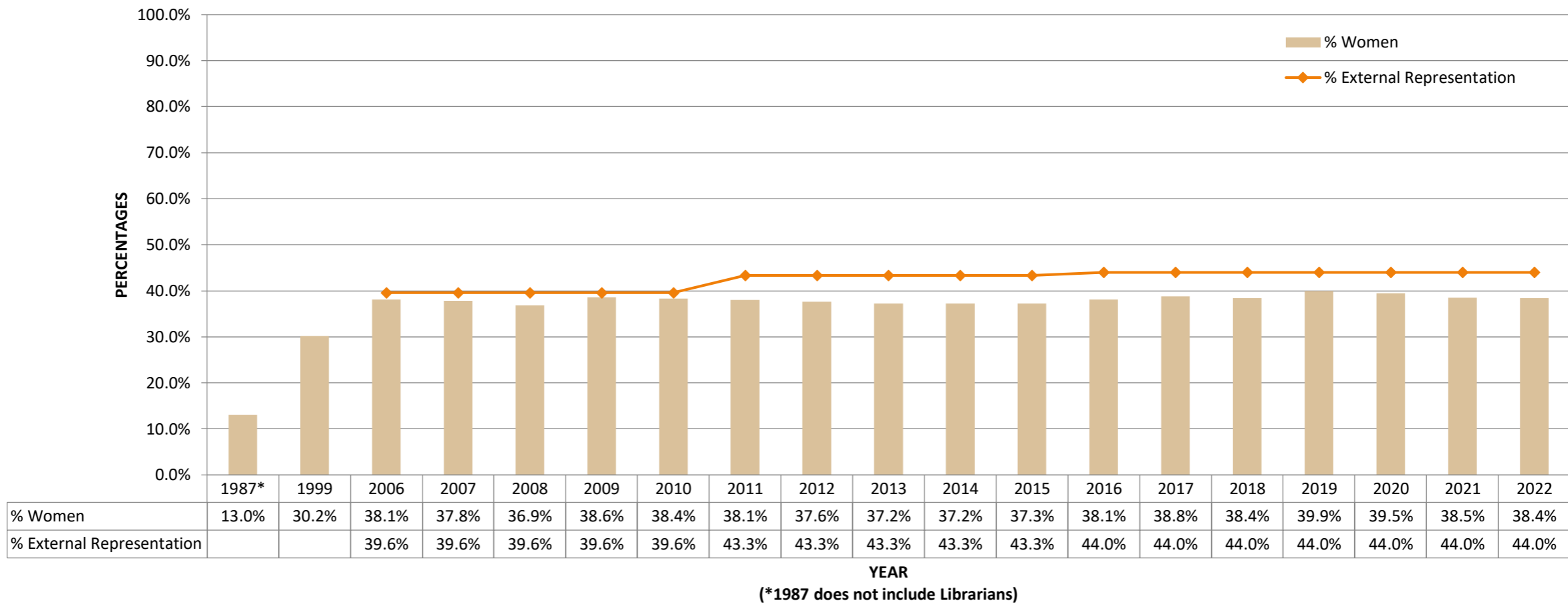
<b>Rank</b>	<b>Total</b>	<b>Women</b>	<b>Indigenous/Aboriginal Peoples</b>	<b>Racialized People/ Visible Minorities</b>	<b>Persons with Disabilities</b>
All: Assistant Professors, Associate Professors, Full Professors, Learning Specialist AAS, Sessional Lecturers, and Librarians	34	55.88%	2.94%	26.47%	11.76%
Assistant Professors only	13	38.46%	0.00%	46.15%	7.69%
Associate Professors only	8	87.50%	12.50%	12.50%	12.50%
Full Professors only	7	42.86%	0.00%	14.29%	14.29%
Learning Specialist AAS only	2	50.00%	0.00%	50.00%	50.00%
Sessional Lecturers only	2	50.00%	0.00%	0.00%	0.00%
Librarians Only	2	100.00%	0.00%	0.00%	0.00%
<b><u>Termination by Status</u></b>					
Deceased	1				
Resigned	9				
Retired	16				
Contractual	8				

**Terminations**  
**Employment Equity Data Profile**  
 All Faculty Ranks, Assistant Professors, Associate Professors, Full Professors, Learning Specialist AAS, Sessional Lecturers, and Librarians  
 Terminations (resignations, retirements, terminations, and decease)  
 from J



■ All: Assistant Professors, Associate Professors, Full Professors, Learning Specialist AAS, Sessional Lecturers, and Librarians  
 Assistant Professors only

### Professors & Librarians (internal representation) - Women 1987, 1999, 2006-2022



\*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
 2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.  
 2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

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

<b>Professors and Librarians</b>																			
	1987*	1999	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Total	484	431	514	508	515	503	498	486	481	470	454	483	462	464	484	506	496	488	474
Men	421	301	318	316	325	309	307	301	300	295	285	303	286	284	298	304	300	300	292
Women	63	130	196	192	190	194	191	185	181	175	169	180	176	180	186	202	196	188	182
% Women	13.0%	30.2%	38.1%	37.8%	36.9%	38.6%	38.4%	38.1%	37.6%	37.2%	37.2%	37.3%	38.1%	38.8%	38.4%	39.9%	39.5%	38.5%	38.4%

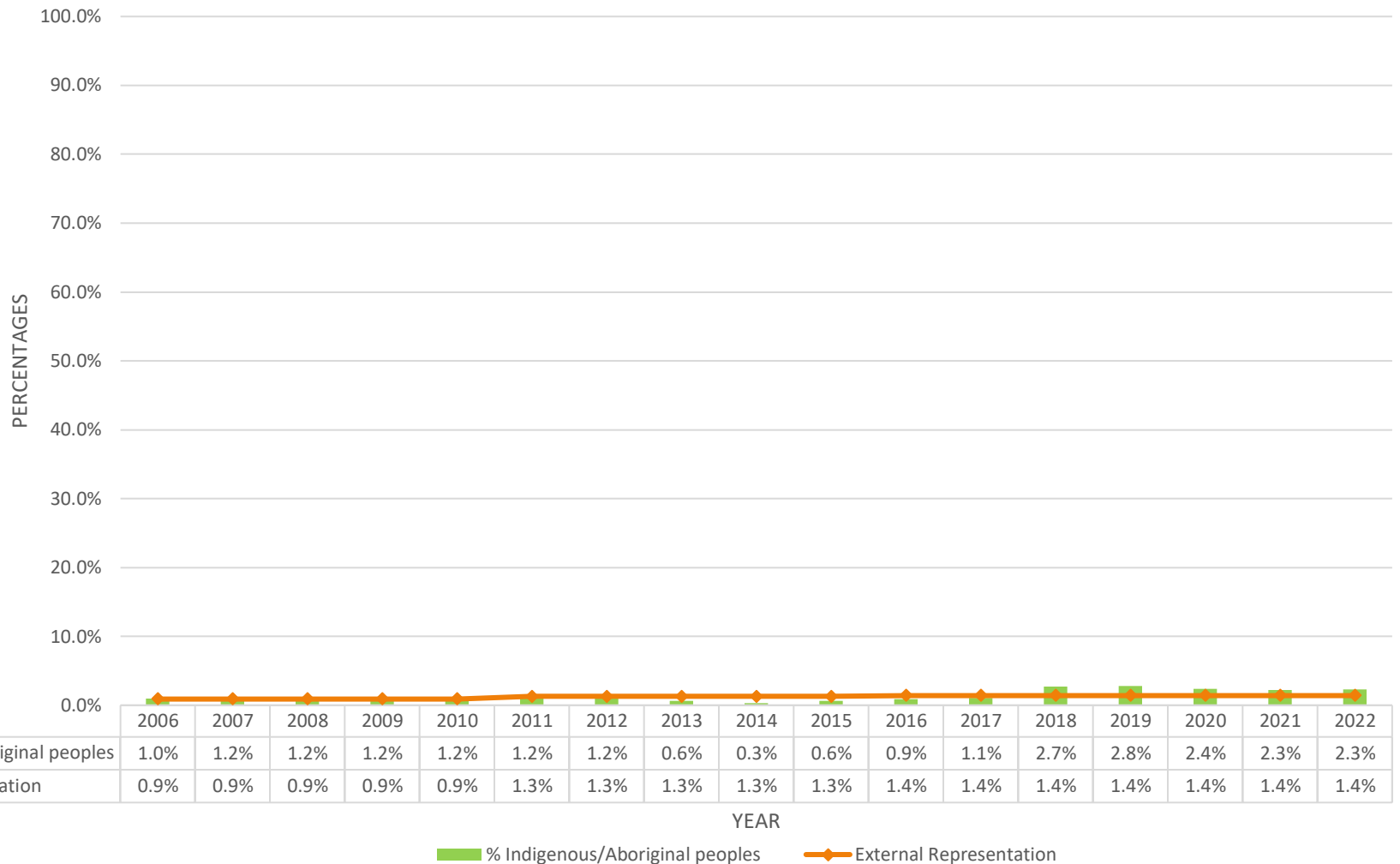
\* 1987 data does not include librarians

<b>Professors (no Librarians)</b>																			
	1987	1999	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Total	484	409	490	482	490	478	477	465	460	449	433	461	440	444	462	482	472	464	450
Men	421	292	309	307	318	302	302	296	294	289	279	296	282	280	293	299	294	293	285
Women	63	117	181	175	172	176	175	169	166	160	154	165	158	164	169	183	178	171	154
% Women	13.0%	28.6%	36.9%	36.3%	35.1%	36.8%	36.7%	36.3%	36.1%	35.6%	35.6%	35.8%	35.9%	36.9%	36.6%	38.0%	37.7%	36.9%	34.2%

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

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

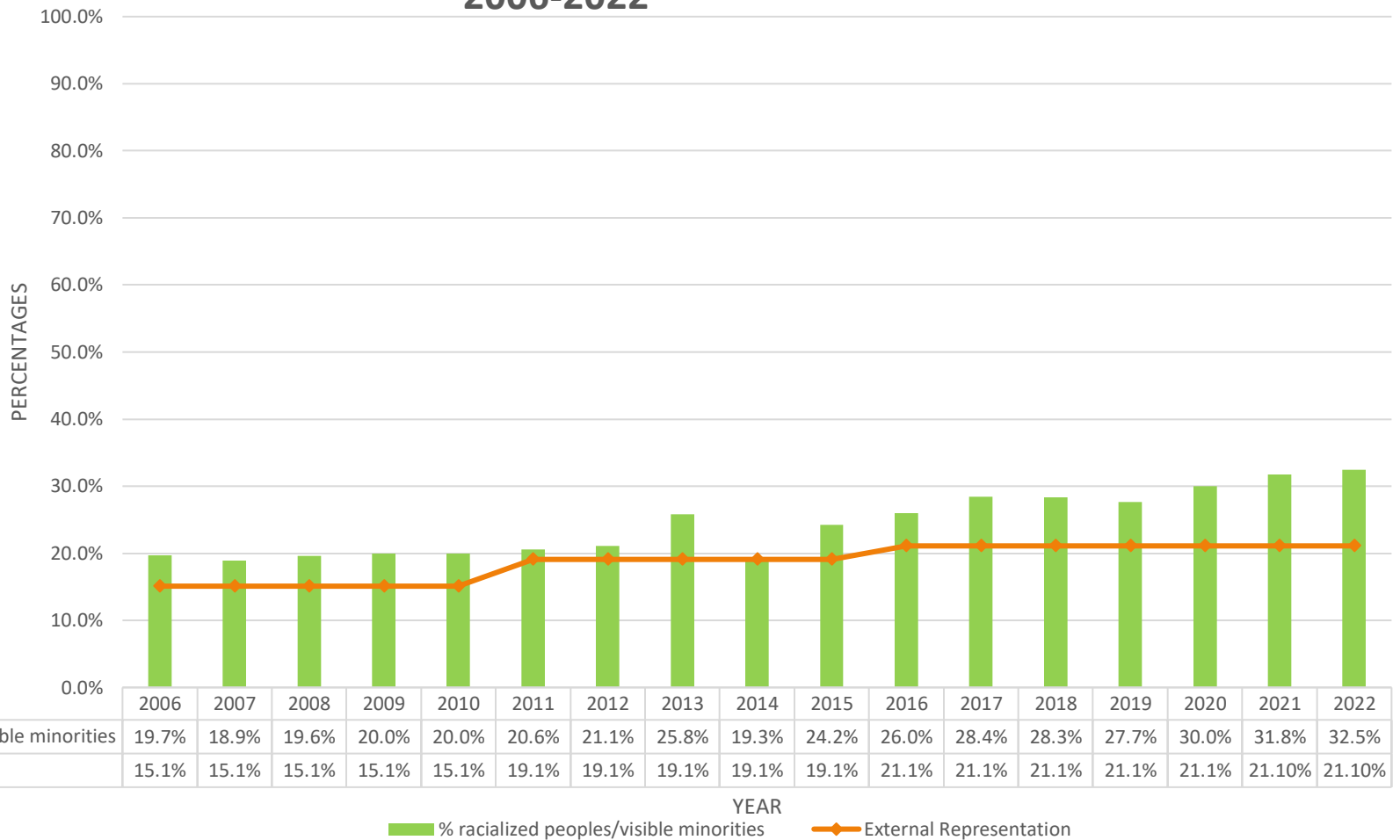
## Professors & Librarians (Internal Representation) Indigenous/Aboriginal Peoples 2006-2022



\*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
 2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.  
 2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

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

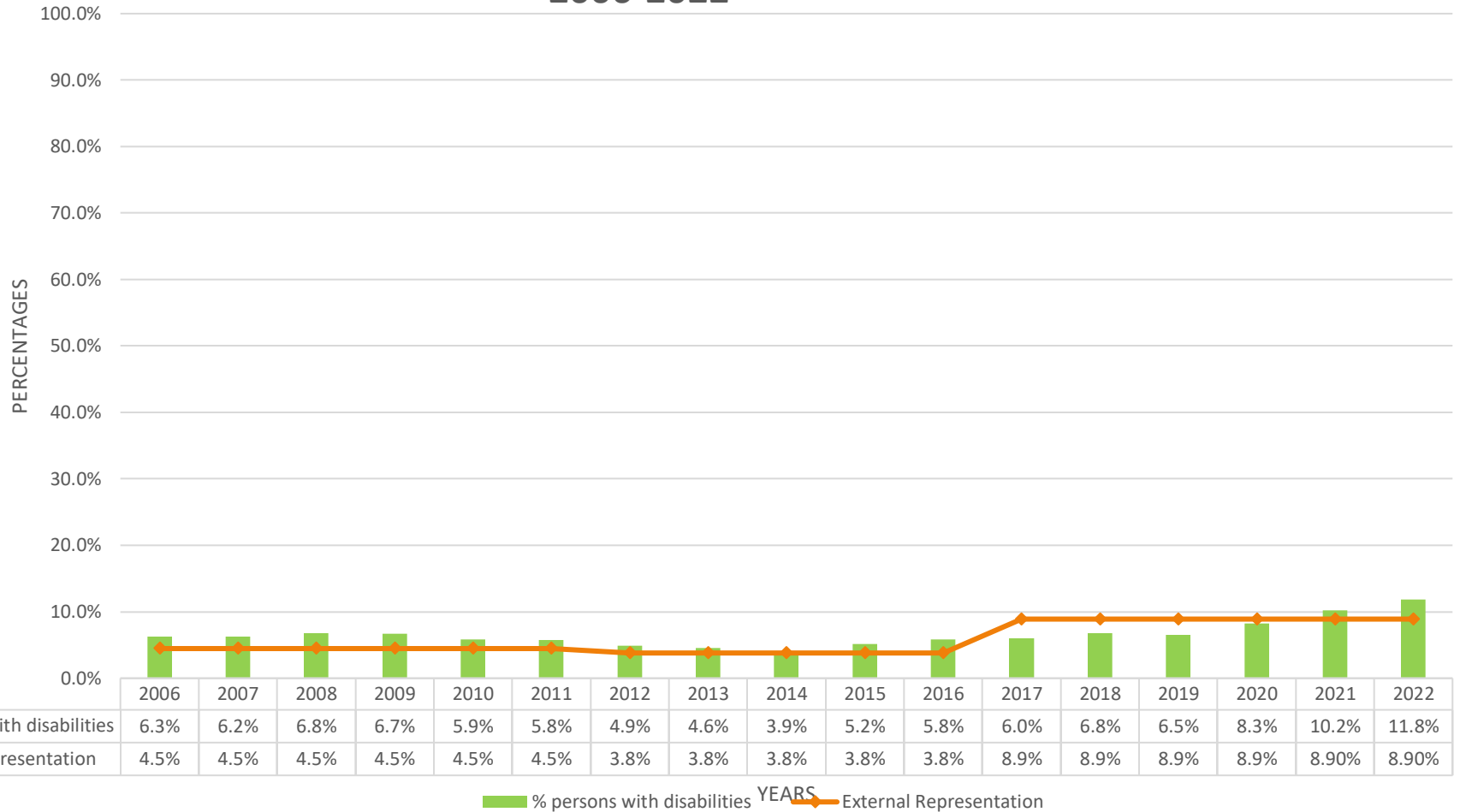
## Professors & Librarians (internal representation) Racialized Peoples/Visible Minorities 2006-2022



\*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
 2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.  
 2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

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

## Professors & Librarians (internal representation) - Persons with Disabilities 2006-2022

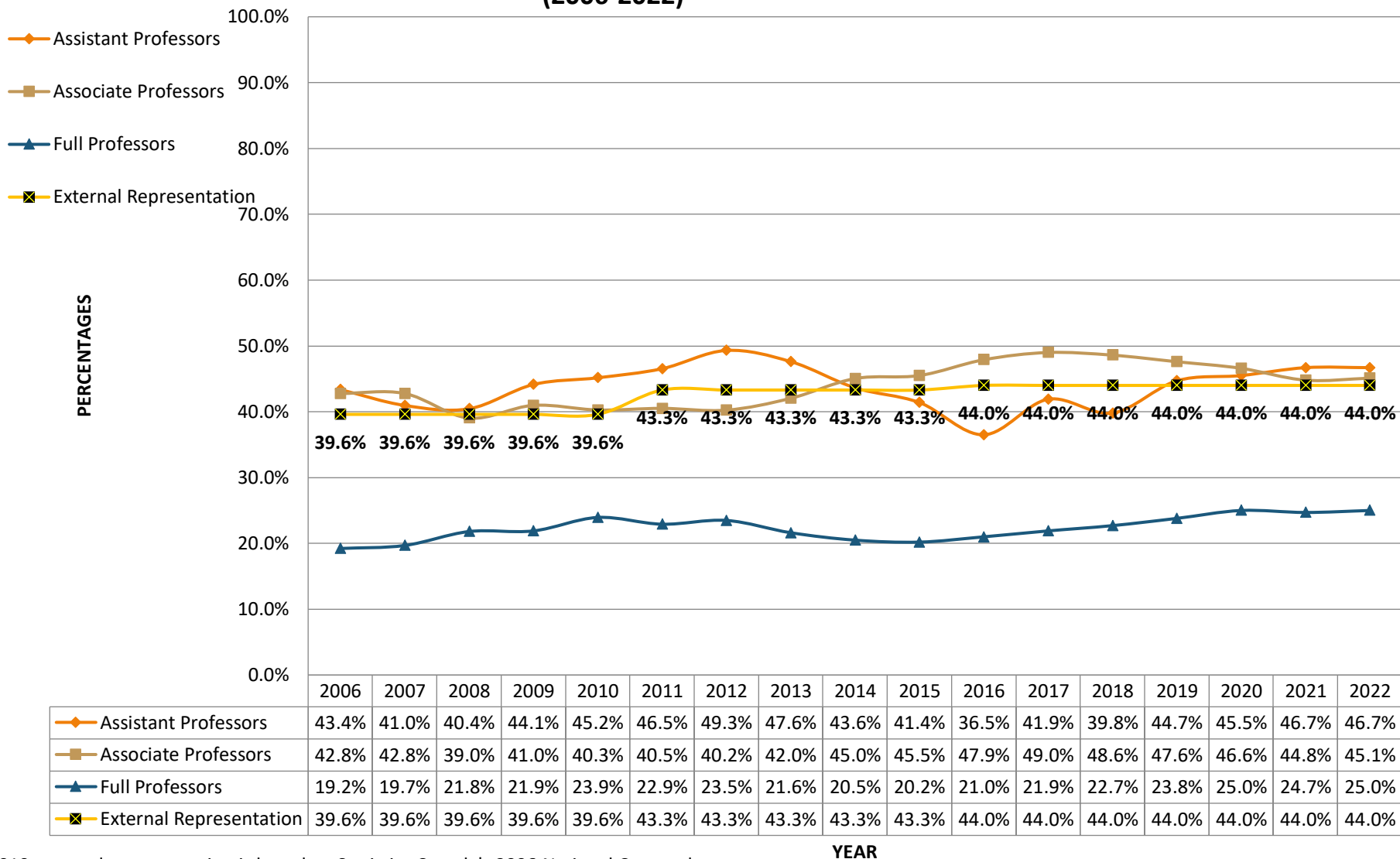


\*2006-2011 external representation is based on the 2006 Participation and Limitation Survey (PALS) data.  
 2012-2016 external representation is based on Statistic Canada's 2012 Canadian Survey on Disability (CSD) data.  
 2017-2022 external representation is based on Statistic Canada's 2017 Canadian Survey on Disability (CSD) data.



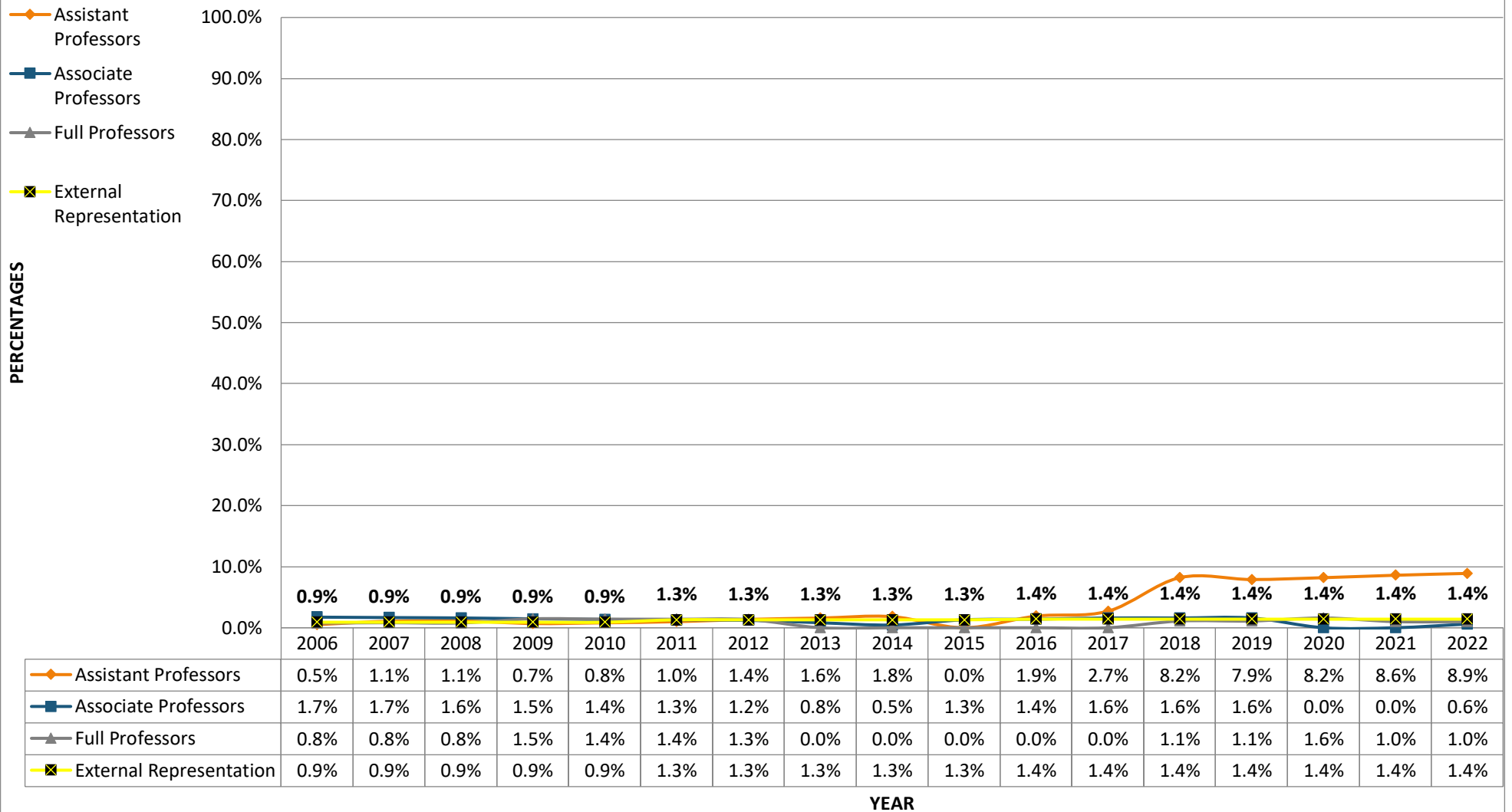
Data includes academic ranks of: Assistant Professors, Associate Professors, Full Professors, and Librarians. (NB: Assistant and Associate Deans and Deans are not included in these data.)

### Professors (Tenured or Tenure-Track) by rank - Women (2006-2022)



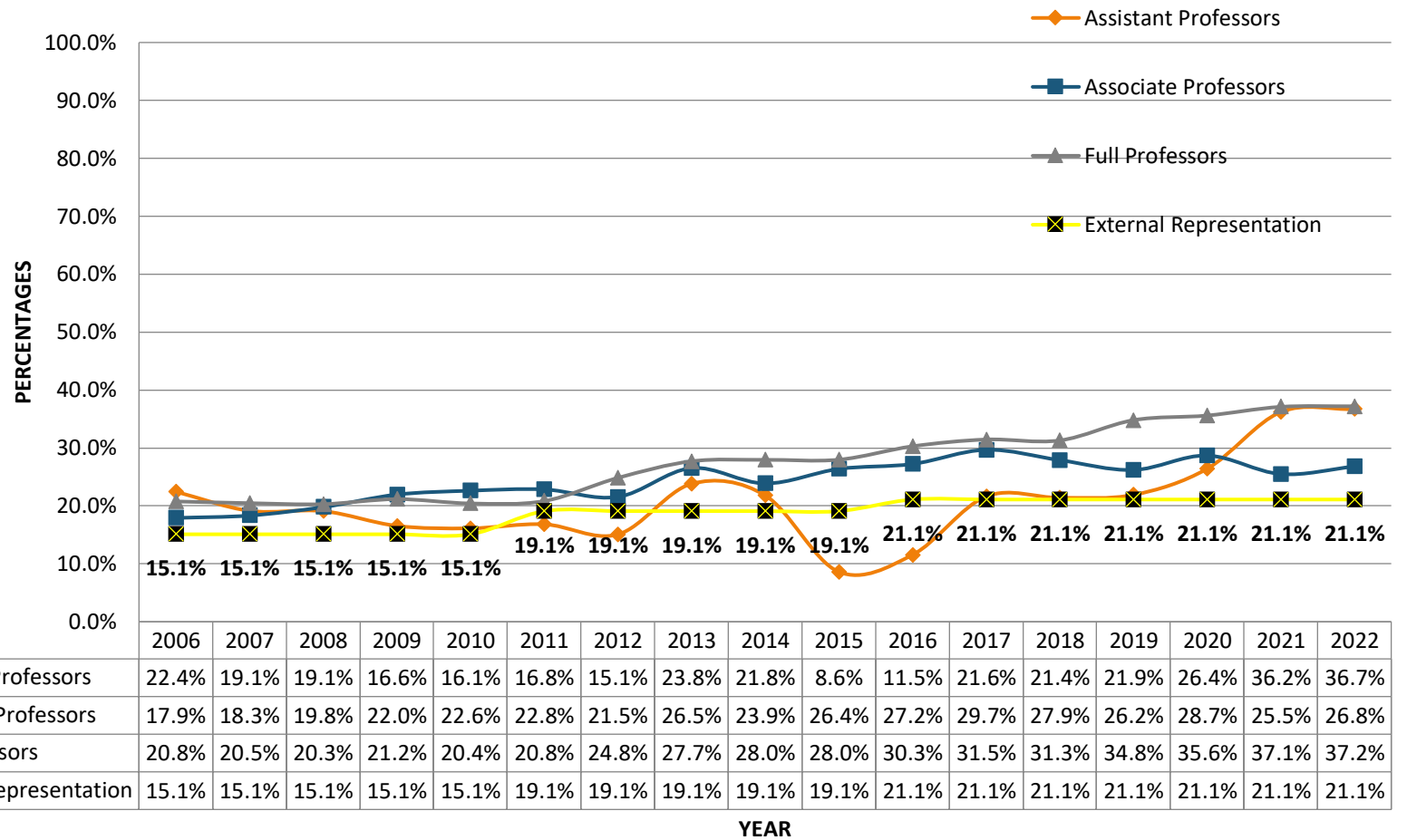
\*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
 2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.  
 2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

## Professors (Tenured or Tenure-Track) by Rank - Indigenous/Aboriginal Peoples (2006-2022)



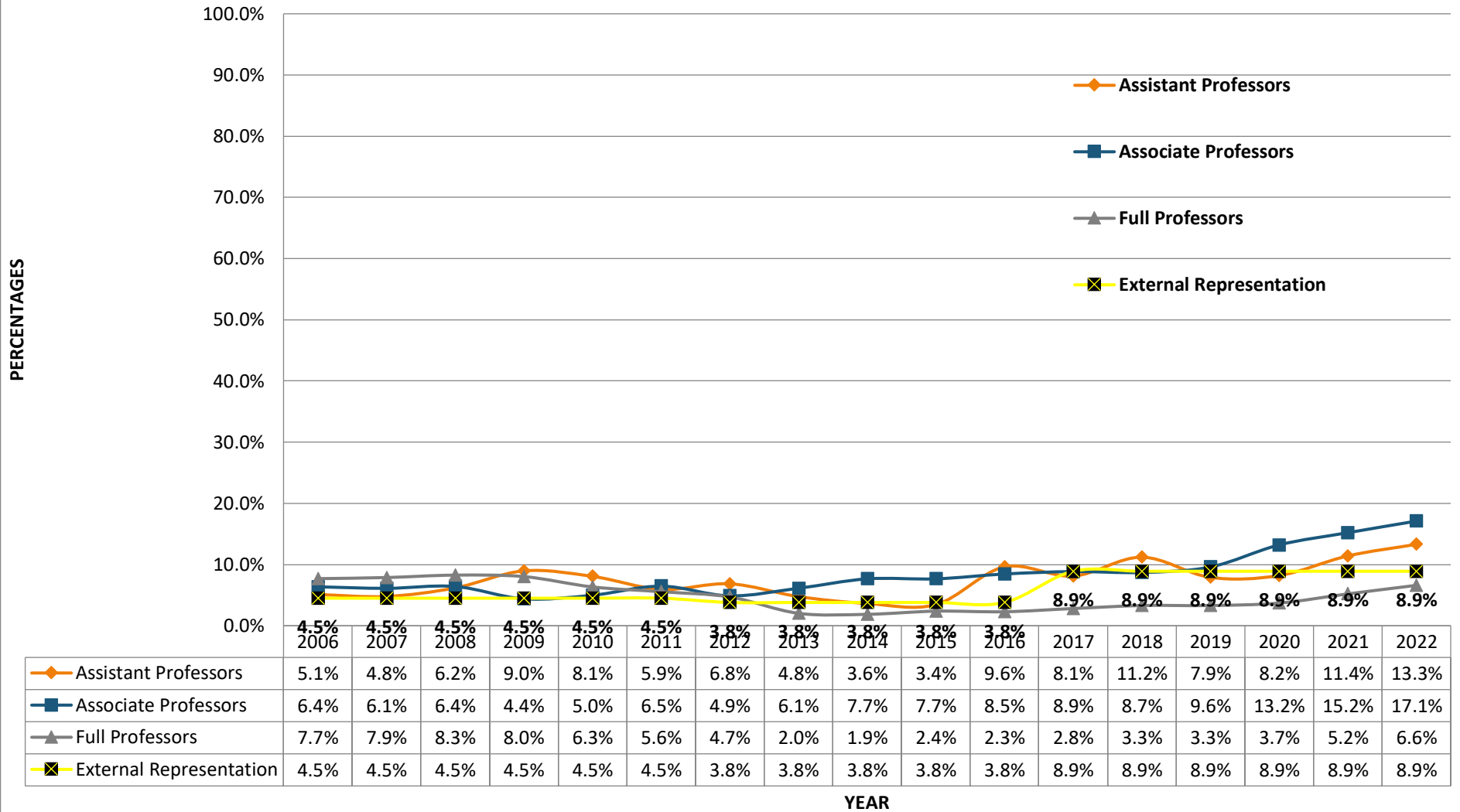
\*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
 2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.  
 2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

## Professors (Tenured or Tenure-Track) by Rank - Racialized People/Visible Minorities (2006-2022)



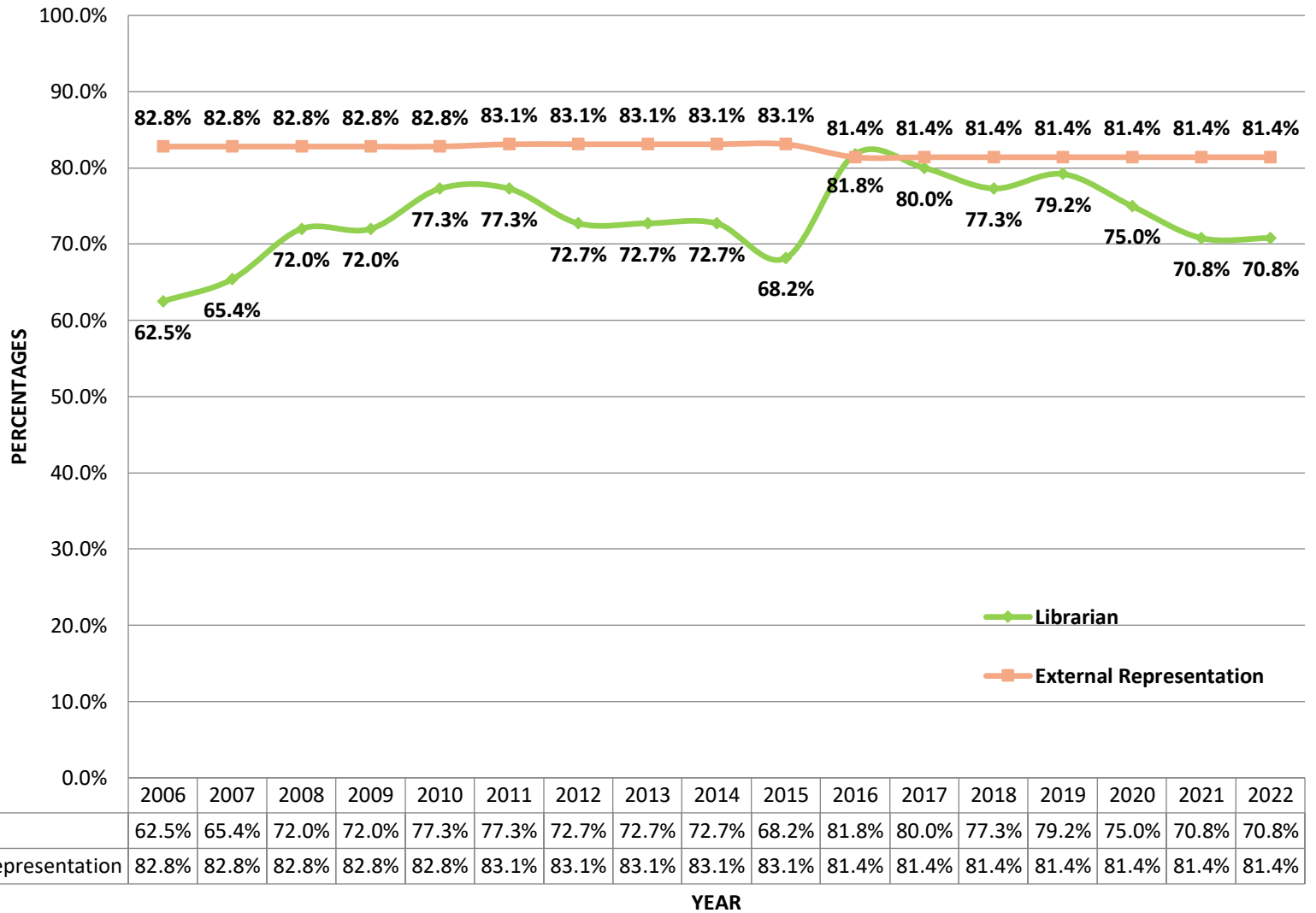
\*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
 2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.  
 2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

## Professors (Tenured and Tenure-Track) by Rank - Persons with Disabilities (2006-2022)



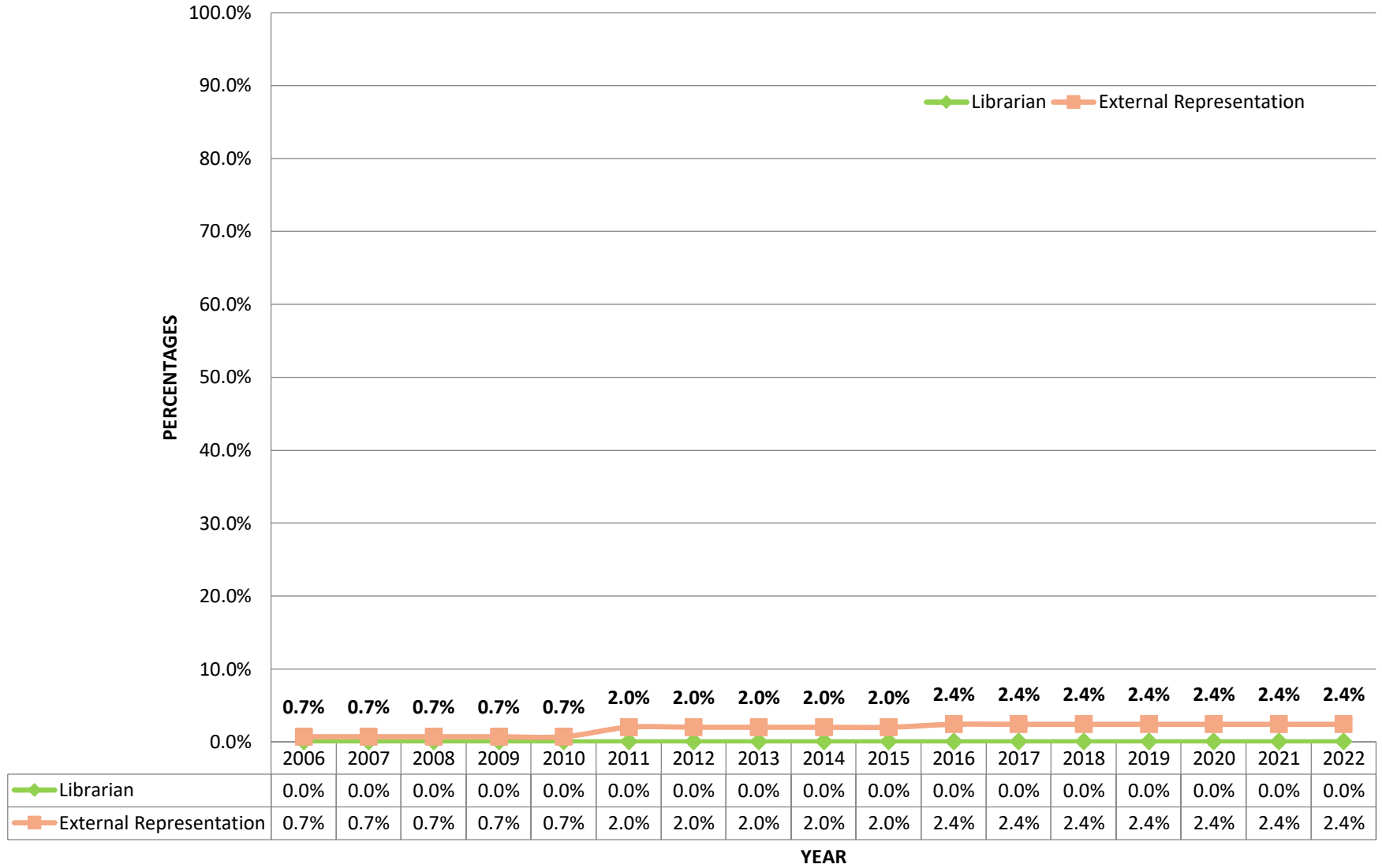
\*2006-2011 external representation is based on the 2006 Participation and Limitation Survey (PALS) data.  
 2012-2016 external representation is based on Statistic Canada's 2012 Canadian Survey on Disability (CSD) data.  
 2017-2022 external representation is based on Statistic Canada's 2017 Canadian Survey on Disability (CSD) data.

### Librarians - Women (2006-2022)



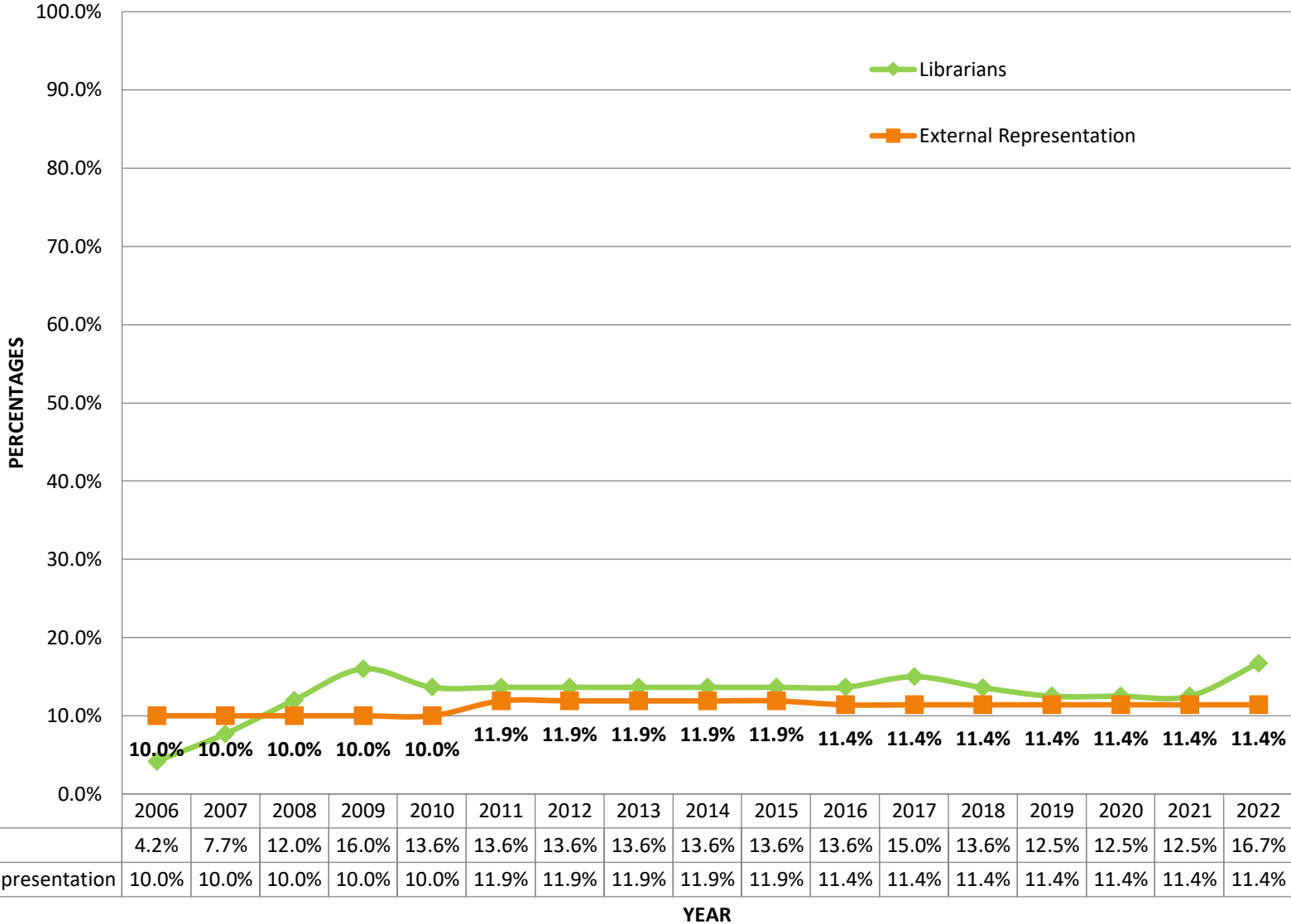
\*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
 2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.  
 2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

### Librarians - Indigenous/Aboriginal Peoples (2006-2022)



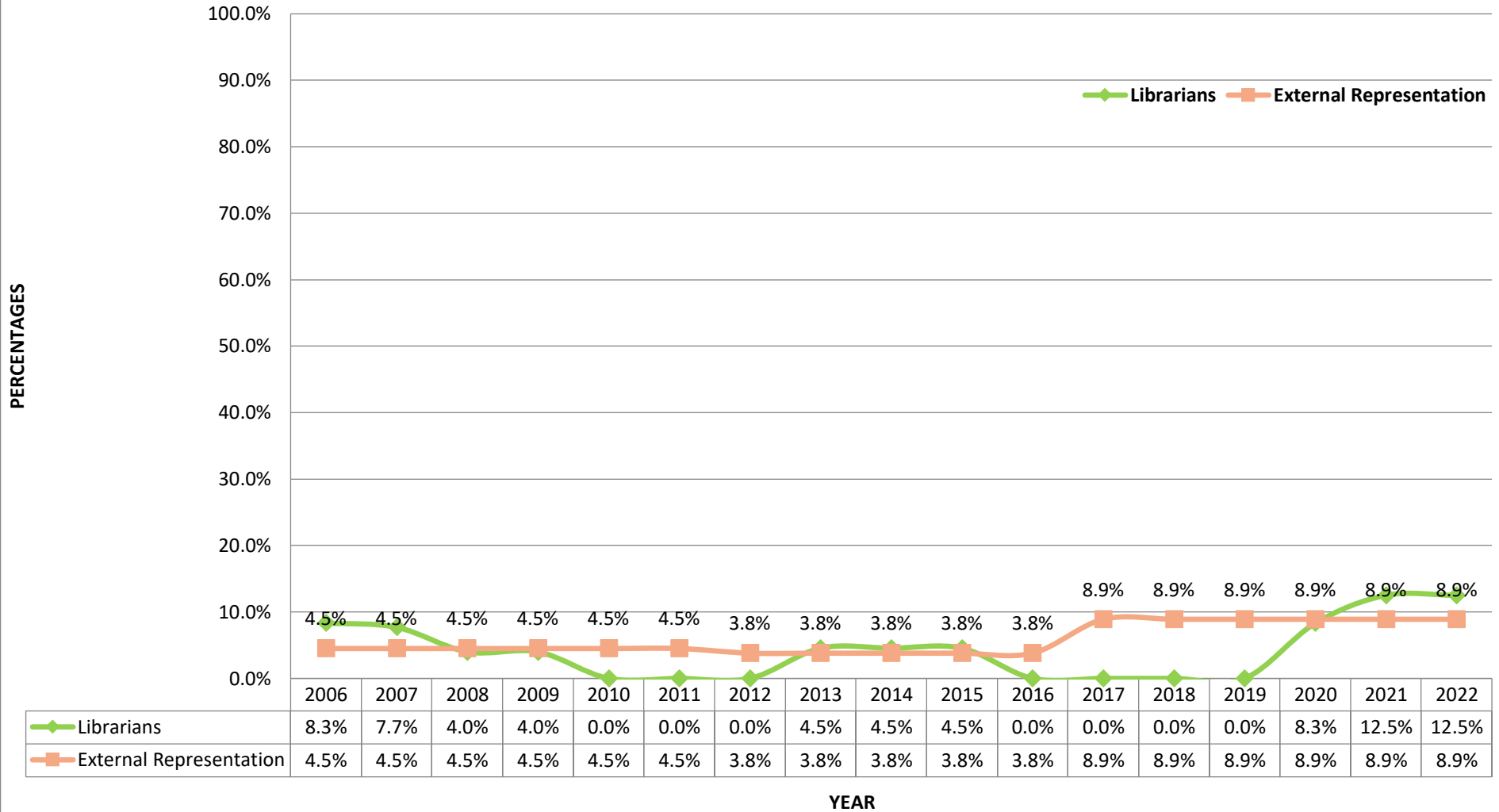
\*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
 2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.  
 2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

### Librarians - Racialized People/Visible Minorities (2006-2022)



\*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
 2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.  
 2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

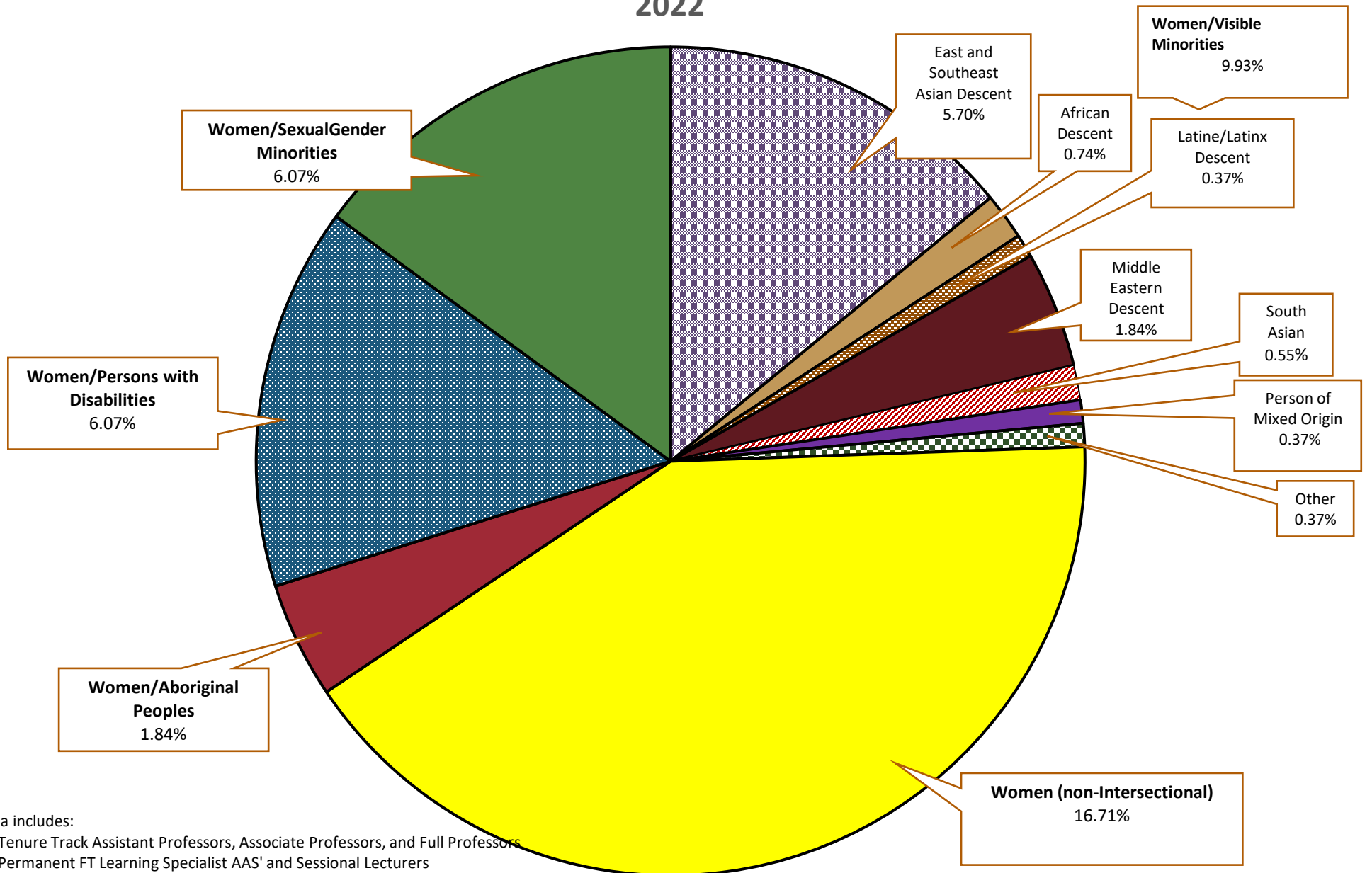
## Librarians (Persons with Disabilities) 2006-2022



\*2006-2011 external representation is based on the 2006 Participation and Limitation Survey (PALS) data.  
 2012-2016 external representation is based on Statistic Canada's 2012 Canadian Survey on Disability (CSD) data.  
 2017-2022 external representation is based on Statistic Canada's 2017 Canadian Survey on Disability (CSD) data.

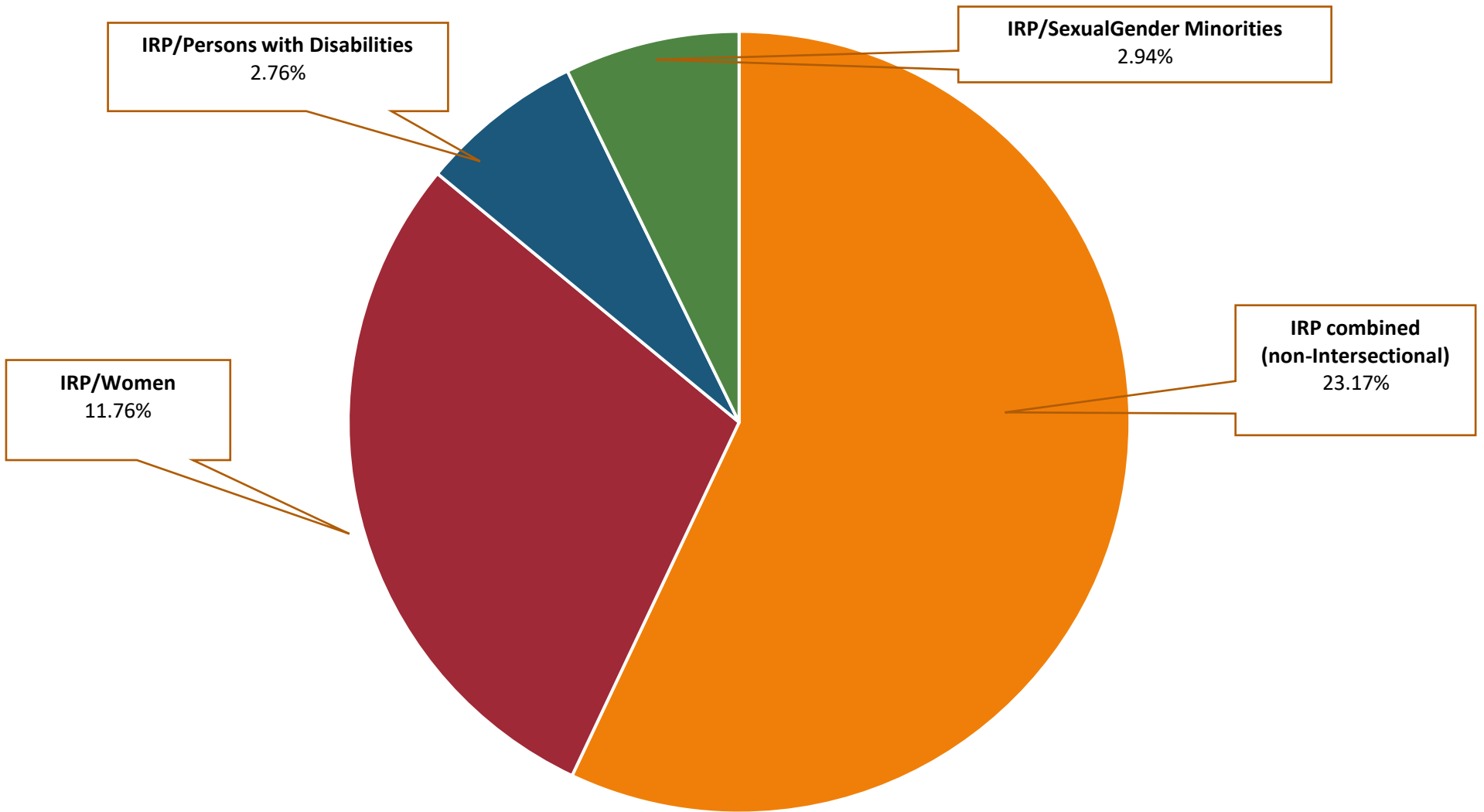


# Faculty and Librarians (Internal Representation) - Women Intersectionality 2022

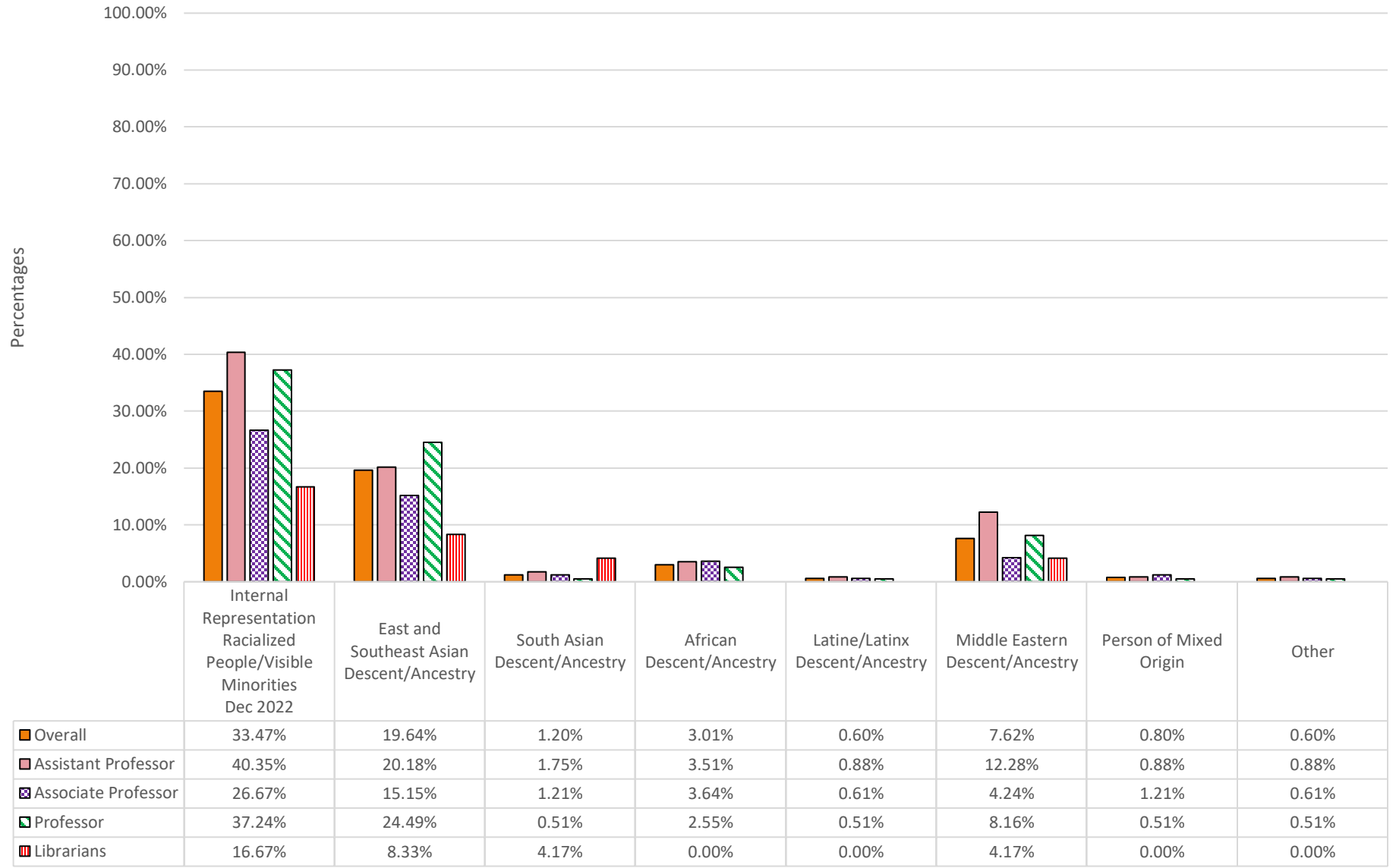


Data includes:  
 All Tenure Track Assistant Professors, Associate Professors, and Full Professors  
 All Permanent FT Learning Specialist AAS' and Sessional Lecturers  
 All Permanent FT Librarians

**Faculty and Librarians (Internal Representation)  
Indigenous Peoples in combination with Racialized Peoples (IRP)  
Intersectionality  
2022**



**Racialized People/Visible Minorities - Disaggregated Groups  
As of December 2022  
(includes assistant professors, associate professors, full professors and librarians)**



Racialized People/Visible Minorities - Disaggregated Groups

## 5 UPDATE ON OUTSTANDING RECOMMENDATIONS FROM 2015-2022 REPORTS

This section of the RCEE Report provides an update on the outstanding *next steps* and recommendations that were in the previous RCEE Reports for 2015-2022. It does not include items that were marked as Completed in previous reports. However, the first table includes all the recommendations for 2022, as this is the first report in which there is a status update for that year. Within the various reports, they have been organized into 5 possible categories: Data, Enhancing Equity, Enhancing the Equity Infrastructure, Equity Items Actioned at Time of Report, and Equity Items Outside Our Mandate. Next steps are included for information purposes.

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

Item	2022 Report <i>Next Steps</i> and Recommendations	Status
	<b>Data</b>	
1	<b>RCEE recommends</b> that OHREA set up a cyclical practice to connect with the units on an annual basis to assist with updating and reporting with the DEAP Tool.	Completed
2	<b>RCEE recommends</b> that, notwithstanding the added consideration of 60% for the RCEE as being “serious underrepresentation,” the University not lose sight of its FCP obligations to address underrepresentation when it reaches the level of “significant,” which is 80% or less.	In Progress
	<b><u>Enhancing Equity</u></b>	
3	<b>RCEE recommends</b> that the University review reports, policies, procedures, and documents from other institutions that have been created to address the possibility of fraudulent or misleading equity-related self-identification, which may be adapted for use in recruiting practices.	In Progress
	<b><u>Enhancing the Equity Infrastructure</u></b>	
4	<b>RCEE recommends</b> that the University undertake an analysis pairing recruitment with retention rates of designated groups to identify potential trends and possible barriers.	For Consideration
	<b><u>Equity Items Outside RCEE Mandate</u></b>	
5	<b>RCEE recommends</b> that the University review the material contained in the Thriving on Campus initiative with the intention of identifying possibilities in which it can be expanded for improving the climate on campus for 2SLGBTQIA+ faculty.	In Progress

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

Item	2020 Report <i>Next Steps</i> and Recommendations	Status
1.	<b>RCEE recommends</b> that the University ensure that the disaggregated data are used in the various searches/appointments.	Completed
2.	<b>RCEE recommends</b> that New Faculty Orientation regularly include at least one section on anti-racism, anti-oppression, unconscious bias, et cetera.	Completed

3.	<b>RCEE recommends</b> that the University explore the impact of the pandemic on the recruiting and hiring processes.	For Consideration
4.	<b>RCEE recommends</b> the University continue to recognize the unique pressures on junior faculty, and RCEE supports steps they are initiating, such as enabling the requests for consideration for extensions of the tenure or permanence probationary period.	Completed
5.	<b>RCEE recommends</b> that the University follow up on research and action regarding pay equity to ensure any discrepancies are identified and rectified.	Completed
6.	<b>RCEE recommends</b> that the University identify best practices to prevent equity-based anomalies in compensation.	For Consideration
7.	<b>RCEE recommends</b> that incoming faculty and librarians are made aware of the negotiating range of salary, and that faculties are consistent in offers.	For Consideration
8.	<b>RCEE recommends</b> that the University work with stakeholders, such as WUFA/SWDEAC, to explore options or best practices to proactively address racism and other forms of oppression.	Ongoing
9.	<b>RCEE recommends</b> that the University and stakeholders build professional development relationships and engage in capacity building for cultural competency, anti-bias training, et cetera.	Completed and Ongoing
Item	2019 Report <i>Next Steps</i> and Recommendations	Status
		All Recommendations from the 2019 Report have been Completed
Item	2018 Report <i>Next Steps</i> and Recommendations	Status
4.	<b>RCEE recommends</b> that the University explore the application of another program similar to PIPS or the Academic Career Award to address other areas of serious under-representation of certain designated groups in specific units, particularly women in units such as in the STEM fields.	Ongoing and For Consideration
5.	<b>RCEE recommends</b> under Next Steps that OHREA provide the Deans and Heads a list of individual Equity Assessor activities at the end of each academic year.	Pending
6.	<b>RCEE recommends</b> that the University explore the addition of academic service awards. Included would be recognition of service of Equity Assessors.	For Consideration
7.	<b>RCEE recommends</b> that, as part of its commitment to equity, the University examine the composition of its committees in order to identify patterns of inequity. For example, which faculty members are serving and where, including on high profile committees or on committees with low impact for advancement, et cetera.	For Consideration
Item	2017 Report <i>Next Steps</i> and Recommendations	Status
8.	<b>RCEE recommends</b> that the University declare the valuing of equity/diversity more prominently and clearly in job advertisements such as in the example on the website for the SPF 50 positions.	Completed

	<u>Note</u> : This refers to the candidate’s knowledge and commitment to equity, and is not regarding self-identification in a designated group.	
9.	<b>RCEE recommends</b> that the University ensure equity is weighted on all hiring grids.	Mostly Completed
Item	2016 Report <i>Next Steps</i> and Recommendations	Status
10.	<b>RCEE recommends</b> that Deans and Heads work collaboratively and proactively with Equity Assessors from their units to ensure the EAs are meeting their commitments to actively serve on a committee. An example of a proactive approach might be for EAs to report annually their EA service as part of workload considerations.	In Progress
Item	2015 Report <i>Next Steps</i> and Recommendations	Status
		All Recommendations from the 2015 Report have been Completed

## 6 SUMMARY OF CURRENT *NEXT STEPS* AND RECOMMENDATIONS

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

### Data

No data-related recommendations in this report

### Enhancing Equity

- 1) **RCEE recommends** that the University offer topic/practice-specific equity workshops outside the regular required training cycle for EAs and other search/appointments committee members. This can include bringing in external facilitators for extra programming from the sector to provide diversity in expertise and perspectives.
- 2) **RCEE recommends** that the University continue to offer, and increase supports to enhance new faculty orientation programming. In addition, the University should identify where there are gaps in offerings to enable increased resources and supports. Existing internal initiatives that can be tied into the new faculty orientation should be explored.
- 3) **RCEE recommends** that the University enhance supports for the ongoing development and offerings of an early career faculty community of practice for networking, sharing, and succeeding in the RTP/RPP processes. This should also be explored for various equity groups. The University should explore other internal, existing initiatives that can be tied into the new faculty orientation.

### Enhancing the Equity Infrastructure

- 4) **RCEE recommends** that units that are requesting budgetary consideration for new positions include their equity goals. Additional weight during that process should then be given to units that include a strategy for improving an AAU's equity profile.
- 5) **RCEE recommends** that the University create a special PD fund for Equity Assessors who are active employees to access in order to enhance their equity-related skills. This would be an investment in people to feel more confident and supported in the role.
- 6) **RCEE recommends** that retiree Equity Assessors have their EA hours accumulate within a formula that would reach a point in which a certain amount of money is contributed to student support in their name.

### Equity Items Outside RCEE Mandate

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

- 7) **RCEE recommends** that the University engage in a series of ongoing meetings with Deans and others in leadership positions on shared employment equity purpose/vision.
- 8) **RCEE recommends** that the University engage in a series of meetings with Deans and others in leadership positions on retention of equity groups.
- 9) **RCEE recommends** that the University undertake an exploration of the under-representation of women in various AAUs and explore possible approaches to address this.

### RCEE Committee Members:

Kaye Johnson  
Daniella Beaulieu  
Pardeep K. Jasra  
Vicki Jay Leung



**University of Windsor  
Senate**

5.3.2: **Report of the Research Ethics Board**  
(January 2023 – March 2024)

Item for: **Information**

Forwarded by: **Senate Governance Committee**

*See attached.*



University  
of Windsor

Office of Research Ethics

## REPORT TO SENATE

January 1, 2023 – June 30, 2023

and

July 1, 2023 - March 31, 2024



University  
of Windsor

Office of Research Ethics

## RESEARCH ETHICS BOARD Report to Senate

January 1, 2023 – March 31, 2024

### INTRODUCTION

Ethics review and the approval of research involving human participants derives its legitimacy from the *Declaration of Helsinki*, which indicates that protocols must be submitted for consideration, comment, guidance, and approval to a research ethics committee before the study begins (WMA, Guidance 23). Nations who agree to abide by the *Declaration* can establish their own ethics framework; however, they must meet the standards established in the *Declaration*, including ethics review of protocols. As a signatory to the *Declaration*, the Canadian *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2022)* complies with the principles in the *Declaration*, including the establishment of ethics review committees and their responsibilities.

The University of Windsor Research Ethics Boards (REB) and the Office of Research Ethics (ORE) operate in accordance with the *TCPS2* and the *Declaration*. The two Full Boards, and their delegated Committees, are responsible for reviewing the ethical acceptability of all research involving humans conducted within the jurisdiction of the University of Windsor or under its auspices. This includes research conducted by faculty, staff, students, and affiliates regardless of where the research takes place or whether the project is funded (*TCPS2*, 6.1). Research requiring REB review includes all projects involving human participants or human biological materials derived from living or deceased individuals (*TCPS2*, 2.1).

### Relationship to the University

As noted in the *TCPS2* Article 6, to ensure the integrity of the research ethics review process and to safeguard public trust in that process, the REB operates independently in its decision making and should be free of inappropriate influence, including situations of real, potential, or perceived conflicts of interest (*TCPS2*, 6.2). REB communications with researchers, review deliberations, and records are confidential and accessible only to REB members on a need-to-know basis. The REB is accountable to the highest body that established them for the process of research ethics review (*TCPS2*, 6.2) and so reports to the University of Windsor Senate on its operations. The REB Chair meets periodically together with the Chair of the ACC, and Chair of the RSC, with the Vice President, Research and Innovation.

Although the REB and ORE operate at arms-length from the University, their work provides an important contribution to the core mission of the University. Through consultation with faculty, students, and affiliated researchers on the ethical conduct of research, the REB contributes to improvements in research protocols which support ethical participant engagement and trustworthiness. Educational presentations, workshops and resources on research ethics scholarship contribute to the quality of research education for students and support the research endeavors of faculty and staff. University community engagement is strengthened through providing ethics review and acting as the Board of Record for community partners, including regional hospitals and the Windsor Essex Community Health Unit as well as responding to requests from local community organizations. The creation of the new Indigenous Review Committee is a first step in the work toward building more trustworthy and respectful relationships with our Indigenous scholars and communities. Finally, the expertise that the ORE, REB Chair and REB members bring to protocol reviews and provide to their colleagues strengthens the research community and promotes impactful research contributing to the improvement of the Windsor-Essex region, nationally, and globally.

## THE OFFICE OF RESEARCH ETHICS

The TCPS2 stipulates that institutions provide appropriate administrative resources to their REBs (e.g., research ethics administration staff, a research ethics office, review resources) for the effective and efficient operation of the REB (TCPS2, 6.2). The University of Windsor ORE is staffed by a faculty member acting as Research Ethics Board Chair, a full-time Manager and a full-time Coordinator. The ORE is responsible for supporting all activities of the REB including: developing policies and procedures for operational and committee functions; managing the protocol review process from pre-submission through to file closure; scheduling Full Board and Delegated Review Committee meetings; communicating with researchers on REB requests for revisions, comments and final decisions; documentation and record-keeping; and protocol monitoring. The ORE is also responsible for providing education to the University of Windsor community on research ethics, offering consultation and guidance, conducting workshops and presentations, developing resources on research ethics, and providing expertise on local, national, and international regulations and issues on research ethics.

### Office of Research Ethics Staff

#### Manager, Office of Research Ethics

Ms. Harmony Peach

#### Coordinator, Office of Research Ethics

Mrs. Mary Jane Nohra

## RESEARCH ETHICS BOARDS AND DELEGATED REVIEW COMMITTEES

Protocol reviews are conducted under the TCPS2 guidance of proportionate review (TCPS2, 1C, 2.9, 6.12). The Chair of the REB determines the level of review and assigns protocols to REB Committees. Protocols considered *more than minimal risk* are reviewed by one of two Research Ethics Full Boards—Socio-Behavioral or Biomedical—which meet monthly. Protocols determined to be *minimal risk* are reviewed by the main Delegated Review Committee which is comprised of four Full Board members who are specifically assigned as delegated reviewers or a specialty Delegated Review Committee. The primary Delegated Review Committee meets at least once every week during the academic year and weekly or bi-weekly over the summer, unless the number of protocol submissions requires additional meetings. The specialty Delegated Review Committees include a Biomedical Delegated Review Committee, the Scholarship of Teaching and Learning (SoTL-E) Committee and a recently established Indigenous Research Committee.

Protocols involving secondary use of data, administrative research, protocols cleared by another REB, and other minimal-risk applications, are executively reviewed by the Chair, or the Chair and a second REB member. Determinations of exemptions from REB review under TCPS2 2.2-2.6 are determined by the REB Chair. Please see *Appendix A* for a detailed flow chart of how applications are processed, *Appendix B* for an overview of the REB Board review and responsibilities and *Appendix C* for the ORE and REB Workflow.

## REB MEMBERSHIP

The REB depends upon service commitments from faculty, students, and community members to conduct its work. The TCPS2 requires that the REB be comprised of faculty members with expertise in relevant research disciplines, fields, and methodologies representative of the types of research reviewed by the REB (TCPS2, 6.4). Additional members required by the TCPS2 are: one member knowledgeable in ethics; one member knowledgeable in law; student representatives; and members from the community who are not associated with the University (TCPS2, 6.4 a-d). Full Board members serve three-year terms which are renewable. Full Board REB members do not receive any compensation and provide approximately 10-12 hours per month of service. The primary Delegated Review Committee is comprised of the Chair

plus four Full Board members who serve one-year terms, which are renewable. Delegated review members receive compensation in the form of workload relief or research grants and provide 8-15 hours per week in service throughout the year, including the summer. Members of the specialty Delegated Review Committees do not receive compensation and only meet when a relevant protocol is assigned to them for review.

The REB Chair facilitates meetings of both Socio-Behavioral and Biomedical Boards, the primary Delegated Review Committee and the Biomedical Delegated Review Committee. The Manager, Office of Research Ethics chairs the SoTL-E Committee and the Indigenous Research Committee. Members of Delegated Review Committees are all assigned to one of the two Full Boards as per the TCPS2 requirement (TCPS2, 6.12). The two Full Boards set policy for the REB, engage with the Chair on research ethics issues, and are the final arbiters on application decisions.

## **REB Members Full Board and Delegated Committees, January 2023-June 2024**

### **SOCIO-BEHAVIOURAL FULL BOARD**

**Dr. Scott Martyn, Chair January 1, 2023-June 30, 2023**

**Dr. Suzanne McMurphy, Chair, July 1, 2023—June 30, 2024**

**Ms. Harmony Peach, Manager, Office Research Ethics**

**Ms. Elise Bosson, M.S.W., R.S.W.**

Full Board Socio-Behavioural; Community Representative

**Dr. Laura Chittle**

Full Board Socio-Behavioural, SoTL-E; Centre for Teaching and Learning

**Dr. Marc Frey**

Full Board Socio-Behavioural, Full Board Biomedical; WECHU representative, community representative

**Dr. Glynis George**

Full Board Socio-Behavioural; Sociology, Anthropology, and Criminology, Faculty Member

**Ms. Kristen Hales**

Full Board Socio-Behavioural; Legal Representative

**Ms. Megan Kalbfleisch**

Full Board Socio-Behavioural; Student Representative

**Dr. Calvin Langton**

Full Board Socio-Behavioural, Delegated Review Committee; Psychology, Faculty Member

**Dr. Rosanne Menna**

Full Board Socio-Behavioural, Delegated Review Committee; Psychology, Faculty Member

**Dr. Carlin Miller**

Full Board Socio-Behavioural; Delegated Review Committee, Psychology, Faculty Member

**Ms. Fallon Mitchell**

Full Board Socio-Behavioural; Kinesiology, Student Representative

**Ms. Samantha Monk**

Full Board Socio-Behavioural; Student Representative

**Mr. Jesse Myers**

Full Board Socio-Behavioural; Student Representative

**Mr. Russell Nahdee**

Full Board Socio-Behavioural; Indigenous Research Committee; Office of Open Learning

**Dr. Kathy Pfaff**

Full Board Socio-Behavioural; Nursing, Faculty Member

**Dr. Katherine Rudzinski**

Full Board Socio-Behavioural, Delegated Review Committee; Social Work, Post Doctoral Fellow

**Dr. Francine Schlosser**

Full Board Socio-Behavioural; Odette Research Chair

**Mr. Mason Sheppard**

Full Board Socio-Behavioural; Student Representative

**Dr. Allyson Skene, CTL**

Full Board Socio-Behavioural, SoTL-E; Centre for Teaching and Learning

**Dr. Maureen Sterling**

Full Board Socio-Behavioural; Business, Faculty Member

**Dr. Vasanthi Venkatesh**

Full Board Socio-Behavioural; Law, Faculty Member

**BIOMEDICAL FULL BOARD**

**Dr. Scott Martyn, Chair January 1, 2023-June 30, 2023**

**Dr. Suzanne McMurphy, Chair, July 1, 2023—June 30, 2024**

**Ms. Harmony Peach, Manager, Office Research Ethics**

**Dr. Stephen Bartol**

Full Board Biomedical; Community Representative

**Mr. Victor Eghujovbo**

Full Board Biomedical; Student Representative

**Dr. Shelley Evans**

Full Board Biomedical; Faculty Member

**Dr. Catherine Febria**

Full Board Biomedical; GLIER, Faculty Member

**Dr. Marc Frey**

Full Board Socio-Behavioural, Full Board Biomedical; WECHU representative, community representative

**Dr. Adrian Guta**

Full Board Biomedical and Delegated Review Committee; Social Work, Faculty Member

**Ms. Maja Jelich**

Full Board Biomedical; Student Representative

**Dr. Philip Karpowicz**

Full Board Biomedical; Biology, Faculty Member

**Dr. Jessica Kichler**

Full Board Biomedical; Psychology, Faculty Member

**Dr. Matthew Krause**

Full Board Biomedical; Delegated Biomedical Committee, Research Safety Committee Representative; Kinesiology, Faculty Member

**Dr. Wallace Liang**

Full Board Biomedical; WRH Representative, Medical and Community Representative

**Dr. Saverpierre Maggio**

Full Board Biomedical; Windsor Regional Hospital/Legal Representative

**Ms. Sherri Lynne Menard**

Full Board Biomedical; Health and Safety Representative

**Ms. Karen Metcalfe**

Full Board Biomedical; Associate Director WE-Spark

**Ms. Krista Naccarato**

Full Board Biomedical; Vice Chair; WRH Representative, Community Representative

**Ms. Samira Narimannejad**

Full Board Biomedical; Student Representative

**Dr. Siyaram Pandey**

Full Board Socio-Behavioural; Full Board Biomedical; Chemistry & Biochemistry, Faculty Member

**Ms. Elnaz Akhavan Rezaee**

Full Board Biomedical; Student Representative

**Ms. Nadia Roopnarine**

Full Board Biomedical; Student Representative

**Dr. Jennifer Voth**

Full Board Biomedical; HDGH Representative; Community Representative

**Mr. Andrew Ward**

Full Board Biomedical; Student Representative

**DELEGATED REVIEW COMMITTEE**

**Dr. Scott Martyn, Chair January 1, 2023-June 30, 2023**

**Dr. Suzanne McMurphy, Chair, July 1, 2023—June 30, 2024**

**Dr. Adrian Guta**

Full Board Biomedical and Delegated Review Committee; Social Work, Faculty Member

**Dr. Calvin Langton**

Full Board Socio-Behavioural, Delegated Review Committee; Psychology, Faculty Member

**Dr. Rosanne Menna**

Full Board Socio-Behavioural, Delegated Review Committee; Psychology, Faculty Member

**Dr. Katherine Rudzinski**

Full Board Socio-Behavioural, Delegated Review Committee; Social Work, Post Doctoral Fellow

**SCHOLARSHIP OF TEACHING AND LEARNING AND EDUCATION (SOTL-E) REVIEW COMMITTEE**

**Ms. Harmony Peach, Manager, Office Research Ethics, Chair**

**Dr. Allyson Skene, CTL**

Full Board Socio-Behavioural, SoTL-E; Centre for Teaching and Learning

**Dr. Clayton Smith**

Education, Faculty Member

**Dr. Christopher Greig**

Education, Faculty Member

**Ms. Ashlyne O'Neil**

Full Board Socio-Behavioural, SoTL-E; Office of Open Learning

**Dr. Laura Chittle**

Full Board Socio-Behavioural, SoTL-E; Centre for Teaching and Learning

**BIOMEDICAL DELEGATED REVIEW COMMITTEE**

**Dr. Suzanne McMurphy, Chair, July 1, 2023—June 30, 2024**

**Dr. Christopher Abeare**

Psychology, Faculty Member

**Dr. Anthony Bain**

Full Board Biomedical; Human Kinetics, Faculty Member

**Mr. Victor Eghujovbo**

Engineering, Student Representative

**Dr. Matthew Krause**

Full Board Biomedical; Human Kinetics, Faculty Member

**Dr. Cheri McGowan**

Human Kinetics, Faculty Member



## **INDIGENOUS REVIEW COMMITTEE**

**Ms. Harmony Peach, Manager, Office Research Ethics, Chair**

**Dr. Catherine Febria**

Full Board Biomedical; GLIER, Faculty Member

**Ms. Jaimie Kehego**

Centre for Teaching and Learning Field of Indigenization

**Mr. Russell Nahdee**

Full Board Socio-Behavioural; Office of Open Learning

**Ms. Naomi Williams**

Doctoral Student, Social Work

## **REGIONAL BOARD OF RECORD AND COLLABORATION WITH WINDSOR REGIONAL HOSPITAL**

The University of Windsor REB is under contract with several institutional partners as their Board of Record to review, clear, and provide oversight of the ethical acceptability of research being conducted by their staff or taking place under their auspices. The REB operates as the Board of Record for Erie Shores Healthcare, Hôtel-Dieu Grace Healthcare (HDGH) and Windsor-Essex County Health Unit (WECHU). The REB provides research ethics guidance to community organizations on research ethics issues but provides ethical review and clearance only under contract; the REB establishes short-term contracts with community organizations for individual projects.

The University of Windsor REB and Windsor Regional Hospital (WRH) REB collaborate to streamline ethics review for research which falls under both jurisdictions. To foster this ongoing collaboration, Dr. Wally Liang, Dr. Saverpierre Maggio, and Krista Naccarato, are members of the University of Windsor Full Biomedical Board as WRH representatives and Dr. Suzanne McMurphy is a member of the WRH REB. The REB is currently exploring a Memorandum of Understanding with WRH to establish reciprocity for clearing applications for secondary use of WRH patient and medical data and human tissue research protocols.

### **Single Institutional Review Board with US Universities and International Research**

The University of Windsor REB acts as the Single Institutional Board of Record (sIRB) for the University of Michigan and the University of Nebraska for projects being conducted by University of Windsor researchers. Since 2019, the US regulations under US 45 CFR 46 allow for a single IRB to be the Board of Record with multi-jurisdictional studies. As the sIRB, the University of Windsor operates under the US regulatory guidelines to approve and oversee the ethical acceptability of specific research projects conducted by the University of Windsor researchers. This is a significant service to University of Windsor researchers as it means that applications and oversight are under one ethics review committee and researchers do not need to duplicate applications, requests to revise, and reporting across ethics committees in two countries.

To provide this level of support to the University of Windsor researchers, the REB Chair must have a background in reviewing applications under US 45 CFR 46, the Federal Policy on Protection of Human Subjects (Common Rule) and remain familiar with interpretations of these regulations under the Office of Human Research Protection (OHRP). It is also beneficial if the REB Chair is familiar with international research guidelines and their interpretation and application, including World Medical Association guidelines under CIOMS, UK BERA, GDPR requirements and generally within the International Compilation of Human Research Standards (<https://www.hhs.gov/ohrp/international/compilation-human-research-standards/index.html>) to support University of Windsor researchers conducting international projects.

## REB PROTOCOL REVIEW ACTIVITY January 1, 2023—December 31, 2023, and January 1-March 31, 2024

Protocol reviews and monitoring are the activities of the REB which require the most amount of REB labour. Each new file submitted to the REB requires approximately 10-20 hours from point of submission to clearance. This includes: initial processing for file completeness and assessment of readiness for review; assignment to review committee; committee members' individual time to review the protocol; time in committee review; sending comments and communicating with researchers; reviewing researchers' response to comments, protocol modifications, and determining clearance; data entry and file processing. Pre-submission consultations with researchers can vary from several minutes to several hours and over multiple time periods depending upon the complexity of the protocol. Please see *Appendices A, B and C* for visual overviews of application review processes, Boards and committees by type of application, and a detailed flow chart of REB and ORE workflow.

**Table 1A: New Applications by Level of Review**  
January 1, 2023-December 31, 2023

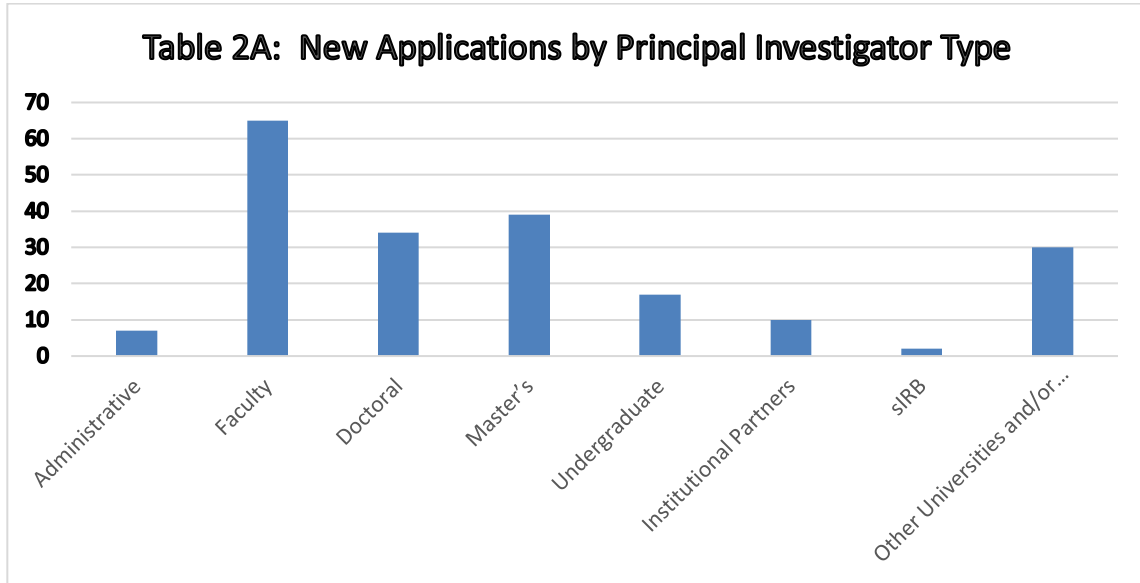
Socio-Behavioural Board	2
Delegated	110
Executive	65
Biomedical	6
SoTL-E	13
Withdrawn	8
<b>Total</b>	<b>204</b>

**Table 1B: New Applications by Level of Review**  
January 1, 2024-March 31, 2024

Socio-Behavioural Board	2
Delegated	32
Executive	16
Biomedical	4
SoTL-E	3
Withdrawn	1
<b>Total</b>	<b>58</b>

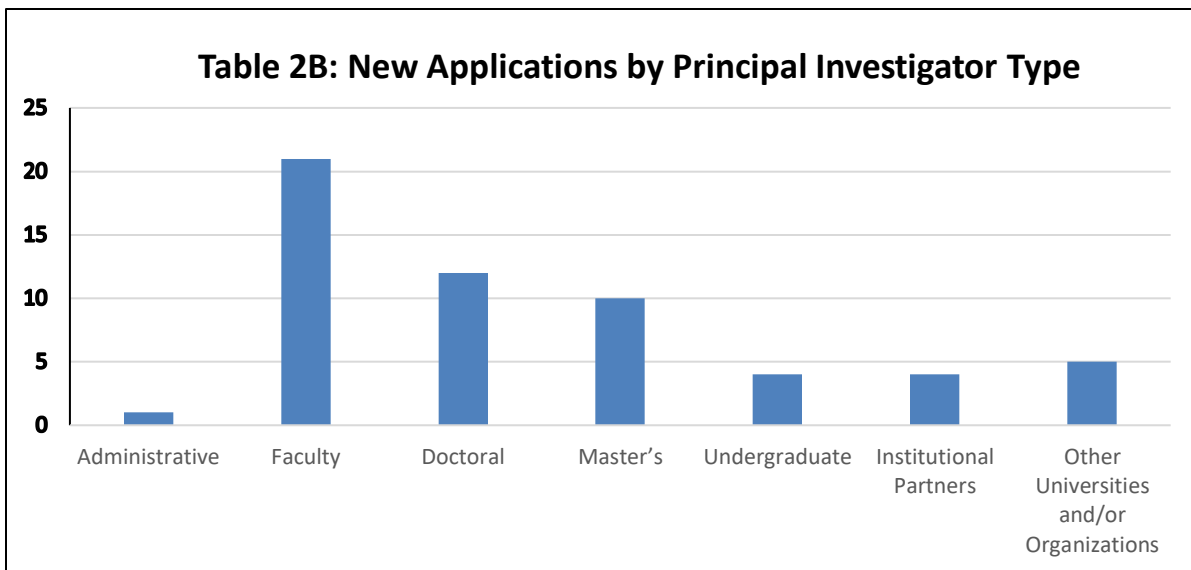
**Table 2A: New Applications by Principal Investigator Type**  
January 1, 2023-December 31, 2023

Administrative	7
Faculty	65
Doctoral	34
Master's	39
Undergraduate	17
Institutional Partners	10
sIRB	2
Other Universities and/or Organizations	30
<b>Total</b>	<b>204</b>



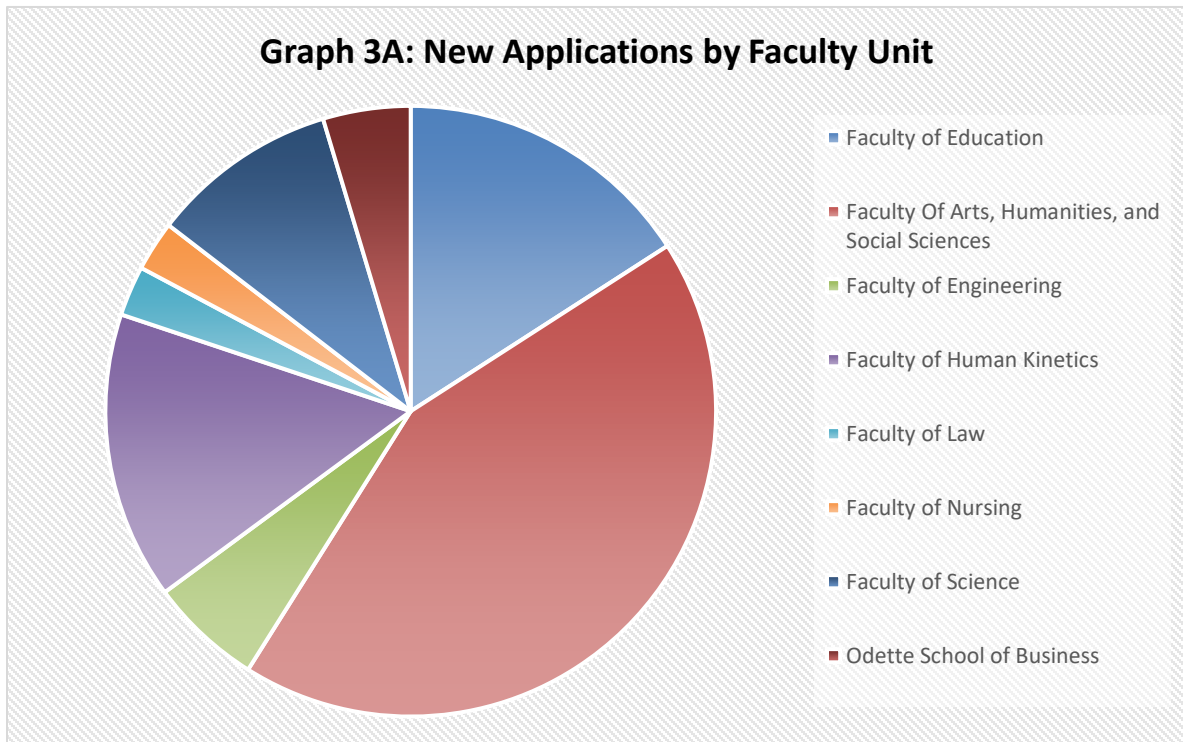
**Table 2B: New Applications by Principal Investigator Type**  
January 1, 2024-March 31, 2024

Administrative	1
Faculty	21
Doctoral	12
Master's	10
Undergraduate	4
Institutional Partners	4
Other Universities and/or Organizations	5
sIRB	1
<b>Total</b>	<b>58</b>



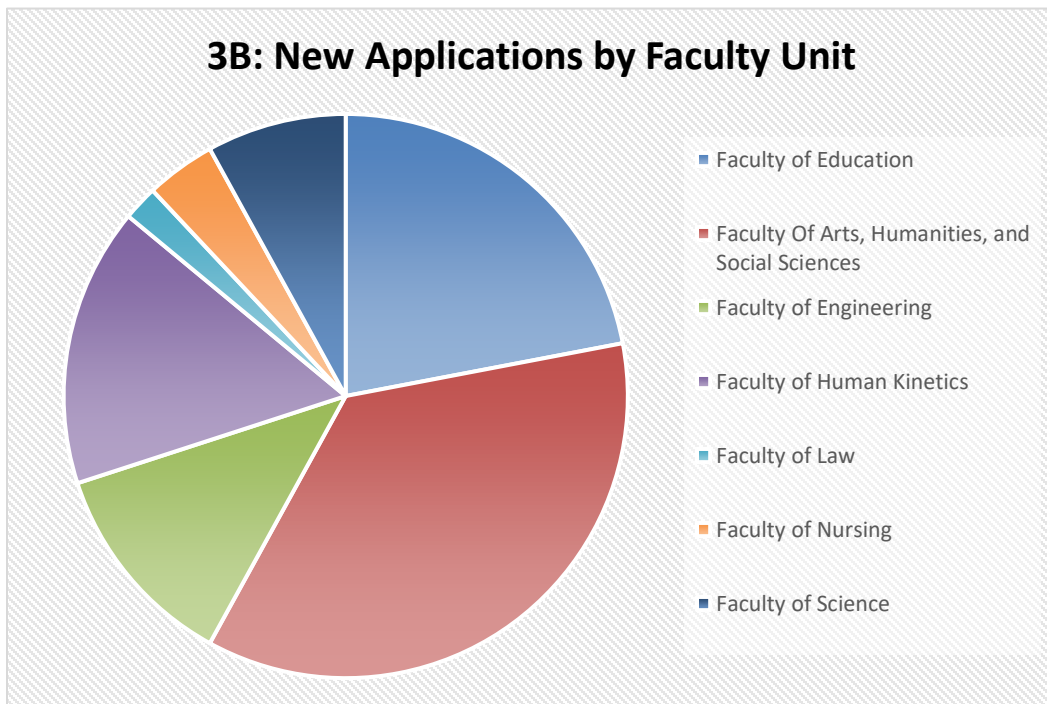
**Table 3A: New Applications by Faculty Unit**  
**January 1, 2023-December 31, 2023**

Faculty of Education	24
Faculty Of Arts, Humanities, and Social Sciences	65
Faculty of Engineering	9
Faculty of Human Kinetics	23
Faculty of Law	4
Faculty of Nursing	4
Faculty of Science	15
Leddy Library	1
Odette School of Business	7
Office of Enrolment Management	1
Office of the Provost & Vice President Academic	5
Other (Includes Open Learning)	20
External (Non-UWindsor)	26
<b>Total</b>	<b>204</b>



**Table 3B: New Applications by Faculty Unit**  
**January 1, 2024-March 31, 2024**

Faculty of Education	11
Faculty Of Arts, Humanities, and Social Sciences	18
Faculty of Engineering	6
Faculty of Human Kinetics	8
Faculty of Law	1
Faculty of Nursing	2
Faculty of Science	4
Office of the Provost & Vice President Academic	1
External (Non-UWindsor)	7
<b>Total</b>	<b>58</b>



Tables 1, 2 and 3, and the corresponding graphs, illustrate the activity of the REB by level of review, principal investigator type, and by academic Faculty. In keeping with the TCPS2 principle of proportionate review (TCPS2, Chapter 1C, Article 2.9, Article 6.12), Table 1 shows that most protocols are reviewed by a Delegated Review Committee or as an executive review by the Chair alone or together with another REB member. Table 2 and the corresponding graph illustrate that the majority of protocols over the academic year are faculty-based research projects, followed by student applications, primarily master’s theses and doctoral dissertation projects. Institutional partner applications are from organizations in which the REB is considered the Board of Record and is contracted for ethical review and protocol oversight services as well as consultation and guidance on research ethics issues, including Erie Shores Healthcare, Hôtel-Dieu Grace Hospital, the Windsor-Essex County Health Unit and community organizations as requested. ‘Other’ applications refer to external researchers who are seeking to conduct research at the University of Windsor and are typically cleared at another REB and executively reviewed by the REB Chair. Table 3 illustrates that most applications come from FAHSS affiliated researchers, with Faculty of Education and HK researchers having the second highest applications followed closely by the Faculty of Science and Faculty of Engineering.

## Post Clearance Review Activity

After protocols are cleared, four additional areas of protocol activity are monitored by the REB. These include: requests to revise an existing protocol; unanticipated or adverse events; annual progress reports, and final reports. Post clearance requests to revise reviews can require one to several hours each of the ORE and REB Chair’s time depending upon the number and complexity of the requests. Unanticipated and adverse events range in severity and occur infrequently, but when they do occur, they often require several hours for the REB Chair to review, communicate and/or meet with the researcher, sometimes communication with participants, file documentation, clearance, and follow-up. Progress reports and final reports require less time as these tend to be straightforward descriptions of project process or conclusion.

**Table 4: Protocols requiring modifications, adverse events, and other monitoring**  
January 1, 2023-December 31, 2023

Files closed	130
Final Reports	136
Progress Reports	156
Requests to revise*	149
Unanticipated/Adverse Events	10
Cleared	<b>195</b>

\* Number of protocol files in which revisions were requested. The total number of revisions reviewed and cleared is much higher as researchers can submit multiple revisions.

**Table 4: Protocols requiring modifications, adverse events, and other monitoring**  
January 1, 2024-March 31, 2024

Files closed	8
Final Reports	8
Progress Reports	14
Requests to revise*	39
Unanticipated/Adverse Events	6
Cleared	<b>48</b>

\* Number of protocol files in which revisions were requested. The total number of revisions reviewed and cleared is much higher as researchers can submit multiple revisions.

## RESEARCH ETHICS EDUCATION, PRESENTATIONS, AND CONSULTATION

In addition to assessing the ethical acceptability of research through application reviews and post-review oversight, the REB and Office of Research Ethics is instructed under the TCPS2 and *Declaration of Helsinki* to provide research ethics education, guidance and consultation services to faculty, staff, students, community partners and others as requested (TCPS2, 6.2 and *Declaration* Guideline 23).

### Consultation

The REB Chair and ORE Manager provide on-going consultations to the campus community, researchers, and Windsor-Essex community about various aspects of the REB application process, application content, requests for guidance on research ethics issues and other research ethics questions. Consultations requests are made through the ethics mailbox, some are sent directly to the REB Chair’s or ORE Manager’s personal email, and Teams chat requests. A Bookings site is available on the REB website where meetings can be scheduled with the REB Chair during the day, evenings, and weekends. Since July 1, 2023, the REB Chair has had over 52 meetings scheduled through the Bookings site and 50 additional consultation meetings and the ORE Manager has had 62 consultation requests since July 1, 2023. Jointly, the REB Chair and the ORE Manager have responded to 173 consultation communications in the Ethics mailbox over the same time period.

Application content support at the pre-review stage is primarily available from the ORE Manager. These consultations can be requested by researchers prior to submission or if an application has been determined to require revisions prior to being allocated to Board or Committee review. The ORE Manager has provided 36 pre-review meetings since July 1, 2023.

Post-review consultations on Board/Committee review comments, project revisions, guidance on research ethics issues during project implementation, research integrity questions, adverse event consultations and other questions are handled by the REB Chair. The REB Chair has provided approximately 67 post-review meetings and guidance requests since July 1, 2023.

## **EXPANDED EDUCATIONAL RESOURCES IN RESEARCH ETHICS – EDUCATION WORKSHOPS AND PRESENTATIONS**

### **Indigenous Research Review Committee**

The REB, under the guidance of the Chair, has advanced its efforts towards Indigenization and decolonization of the review process by establishing an Indigenous Research Review Committee. The Committee is made of members who bring Indigenous voices and Indigenous-specific knowledges and leadership which is moving the REB towards appropriate sensitivity to cultural and community rights, roles and responsibilities across all research projects. The Committee provides research review of Indigenous research projects and provides guidance to the Socio-Behavioural and Biomedical Boards with Committee representation on each Board. The ORE Manager chairs this new Committee and together with the members, will be developing resources for the research community.

## **REB AND ORE EFFORTS FOR IMPROVEMENT**

### **Environmental Scan of Canadian University REBs as Part of Needs Assessment for the ORE**

Despite the increased number of applications and responsibilities under the TCPS2, the Office of Research Ethics/Research Ethics Board with its 2 full-time staff and 1 part-time REB Chair who is also a full-time faculty member, remains one of the smallest ORE/REBs in the country. A scan of Canadian university REBs highlights the need for additional support as other comprehensive institutions, such as Brock University, University of Guelph, and Concordia University have 4 staff, while larger institutions such as Western University and the University of British Columbia have 14 and 19 staff respectively. Based on available data, the known staffing levels of the Canadian University REBs are as follows:

- Windsor: 2 Staff
- Brock, Guelph, Concordia: 4 Staff
- Manitoba, Victoria: 5 Staff
- McGill, Alberta: 6 Staff
- McMaster, York: 7 Staff
- Toronto, New Brunswick, Dalhousie: 8 Staff
- Waterloo: 9 Staff
- Calgary, Regina: 10 Staff
- Ottawa: 11 Staff
- Western: 14 Staff
- UBC: 19 Staff

## **Identifying Bottlenecks and Areas for Streamlining the Application and Review process**

The REB Chair and ORE have identified several areas for streamlining and bottlenecks which cause delays in the application and review process. These bottlenecks include: review time for managing poorly written applications; applications with insufficient content for review; time for editing comments on lengthy and complex reviews—often related to the quality and content of the application; and managing the review process and research oversight while also providing consultation, education and support to the research community. The amount of work required to manage all the activities involved in the administration of the ethics review process, education and consultation, and post review monitoring by the ORE and by the REB Chair, requires that the Chair work weekends, during all vacations and holidays, and, depending upon the volume of work, necessitates ORE staff work evenings and weekends as well.

To portion the workload, the REB and ORE have modified the consultation process so that the ORE Manager provides consultation and support at the pre-review stage and the Chair provides support at the post review stage. To address the bottlenecks related to quality of applications and impact on review time, the REB Chair has increased their availability for consultation to include evenings and weekends. These consultations provide support for the improvement of application content, and to lesson reviewer time, but require the REB Chair and ORE staff to work more and longer hours. The introduction of the workshop series by the REB Chair is another initiative to address bottlenecks related to application quality and content as well as providing additional time for consultation.

The application forms were another area identified as needing improvement to address bottlenecks. The Main Application form has undergone several updates including additional items required to ensure compliance with the most recent version of the TCPS2. A Tissue and Fluids Form has been created for researchers who conduct research using these biological materials, which streamlines services to researchers who require approval from several institutions and/or require Research Safety Committee approval. The Human Somatic Cell Line Exemption form continues to help researchers who utilize immortalized cell lines to navigate the Research Safety Committee process more quickly when there is overlap between RSC and the REB. Updates to the Institutional Quality Assurance Process (IQAP) form which provide consistency across campus are under currently under review.

## **Collaboration with WE-SPARK on Educational Resources and Training through CITI**

The REB has effectively transitioned its membership in Network to Networks (N2), a national alliance which supports collaboration across provinces in clinical research, to WE-SPARK. As noted in the previous Senate Report, The Canadian Collaborative Institutional Training Initiative (CITI) courses are still available for free to the University of Windsor research community and institutional partners; the move to provide these trainings under WE-SPARK expands these offerings to their members and the broader research community including biomedical sciences. The CITI courses include not only research ethics with human participants, but also information on all research guidelines in Canada and the US including Health Canada guidelines for clinical trials, drug and device trials, Food and Drug Administration in the US and International Conference on Harmonization (ICH) Guidelines for Good Clinical Practice. The REB and WE-SPARK collaboration and transitioning the CITI training oversight improves the process of access, increases the opportunity to develop CITI certificates across biomedical and clinical research, as well as fosters additional collaboration between institutional partners and the University of Windsor through WE-SPARK.

## **Updated US IRB Registration and Federal Wide Assurance Certification**

The REB has updated its registration as a recognized Institutional Review Board (IRB) with the US Office of Human Research Protection. This allows the University of Windsor REB to act as an IRB for research conducted in the US, projects conducted in collaboration with US researchers, and as a single IRB of Record. The Federal Wide Assurance Certification is necessary for any federally funded project in the US and supports collaboration with funded research in the US and researchers at the University of Windsor. The University of Windsor REB is currently the Single Board of Record for several research projects being conducted by University of Windsor affiliated researchers in the US as noted above.



## **LOOKING FORWARD 2024-2025**

### **Funding for educational support**

The Secretariat on Responsible Conduct of Research (SRCR), in conjunction with the Panel on Research Ethics (PRE) and the Panel on Responsible Conduct of Research (PRCR), administer a grant program to support events that complement their mandate to promote research ethics and the responsible conduct of research. The ORE is eligible to seek funding for at least one educational conference.

### **Decolonization and Indigenization**

The ORE and REB, under the guidance of the Chair, will continue to seek out additional means of decolonizing and Indigenizing research ethics review through ongoing consultation and communication with Indigenous leaders, Elders and Knowledge Keepers. The REB will seek out additional support to be able to expand its efforts toward an independent Indigenous ethics review process.

### **Review of the Research Ethics Committees (RECs)**

TCPS2, 2022 included strengthened guidelines for the type of reviews that can be conducted at the department level RECs limiting oversight to research activities related specifically to pedagogical purposes (TCPS2 6.12). The REB Chair has initiated communications with the REC Chairs on campus to discuss the development of common forms, shared operating procedures, and standard reporting practices to the University REB. The ORE will also explore annual training for all REC members on campus as suggested in the last Senate report. The ORE will also explore mechanisms for communicating with the RECs on changes in ethics guidelines, updates in review practices as well as other support as needed.

### **File Management and Quality Assurance (New Database?)**

The on-line platform used by the ORE/REB, ORIS, RSC (and ACC) for research file management (eRSO) continues to underserve the Office of Research Ethics and does not provide the file management or reporting capabilities necessary for the ORE. The eRSO platform is not designed for research ethics administration and this limitation, combined with insufficient training supplied by the vendor, continues to present challenges. Last year, the ORE Manager worked in collaboration with the Research Systems and Metrics Coordinator to address the limitations for systems reporting. Their solutions have improved internal benchmarking capabilities, but substantial limitations still exist. As noted in previous Senate reports, the database was not structured correctly at its inception and so the data being entered were not captured appropriately. Further, the current eRSO platform does not provide the capacity for producing aggregate or detailed reports and only allows for data entry that may be manipulated outside of the database, meaning that the ORE staff must duplicate the information entered in the database in two, sometimes three different systems in order to oversee systems flow and management, provide monitoring reports and track protocol progress, revisions and communications. The limitations of the eRSO system and need for duplication of information significantly increases ORE staff burden. Finally, the eRSO platform does not provide the ability to communicate with researchers regarding compliance, so the ORE is not able to send requests or reminders to researchers when progress and final reports are due, increasing the rate of non-compliance.

Recently, a committee was formed to explore other database options; the ORE Manager is a member of the committee representing the ORE and REB. We are hopeful that a new platform and database system will be identified that will be applicable to research ethics administration, responsive to ORE management and reporting needs, and allow for researchers to submit their applications through an online portal. This will reduce the administrative burden including duplication of work and create greater transparency and more effective communications between the ORE, REB and the research community.

**On behalf of the University of Windsor Research Ethics Board, this report is respectfully submitted.**

## **APPENDICES**

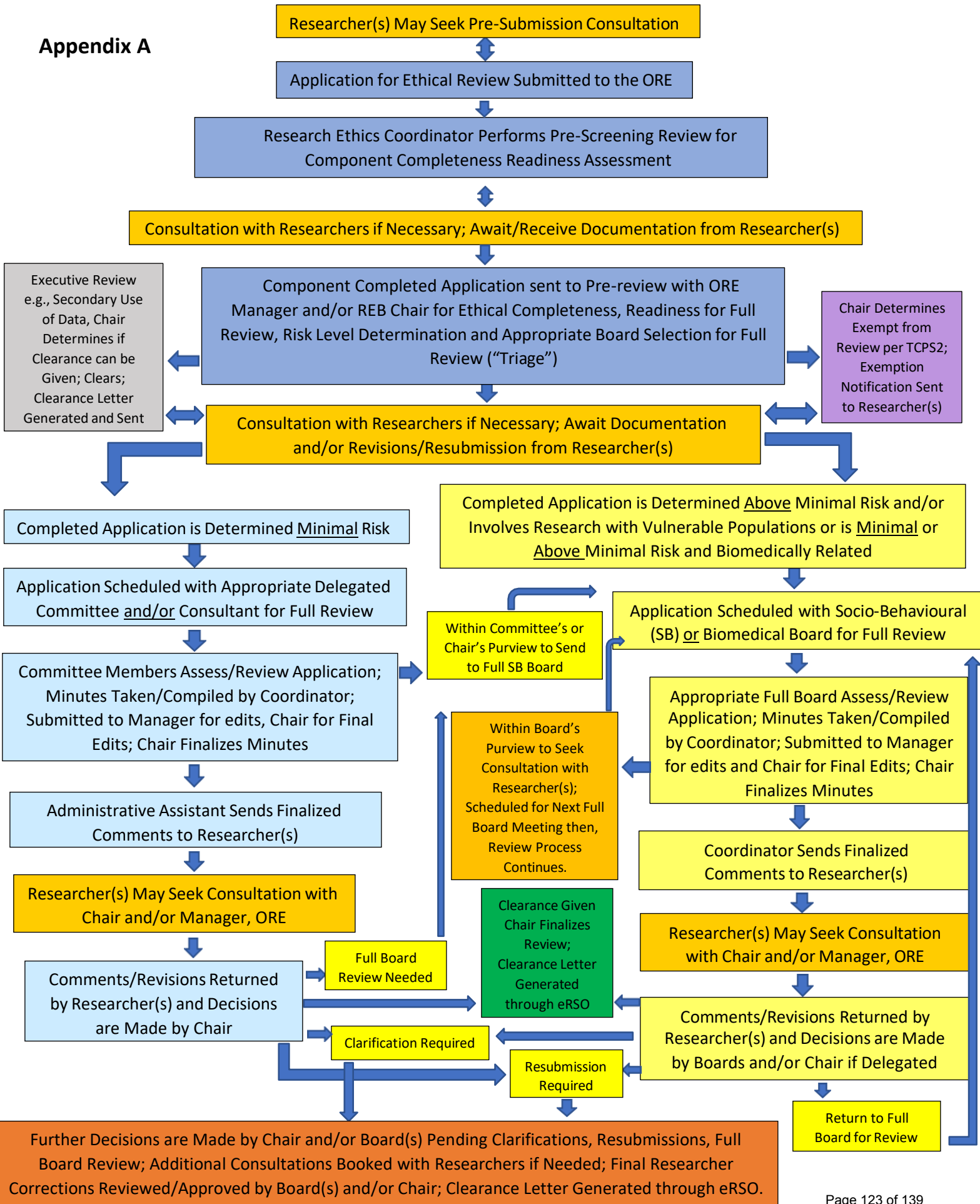
Appendix A: Office of Research Ethics Detailed Application Review Flow Chart

Appendix B: Research Ethics Board Review by Application Type and Responsibility

Appendix C: Overview of ORE and REB Structure and Workflow

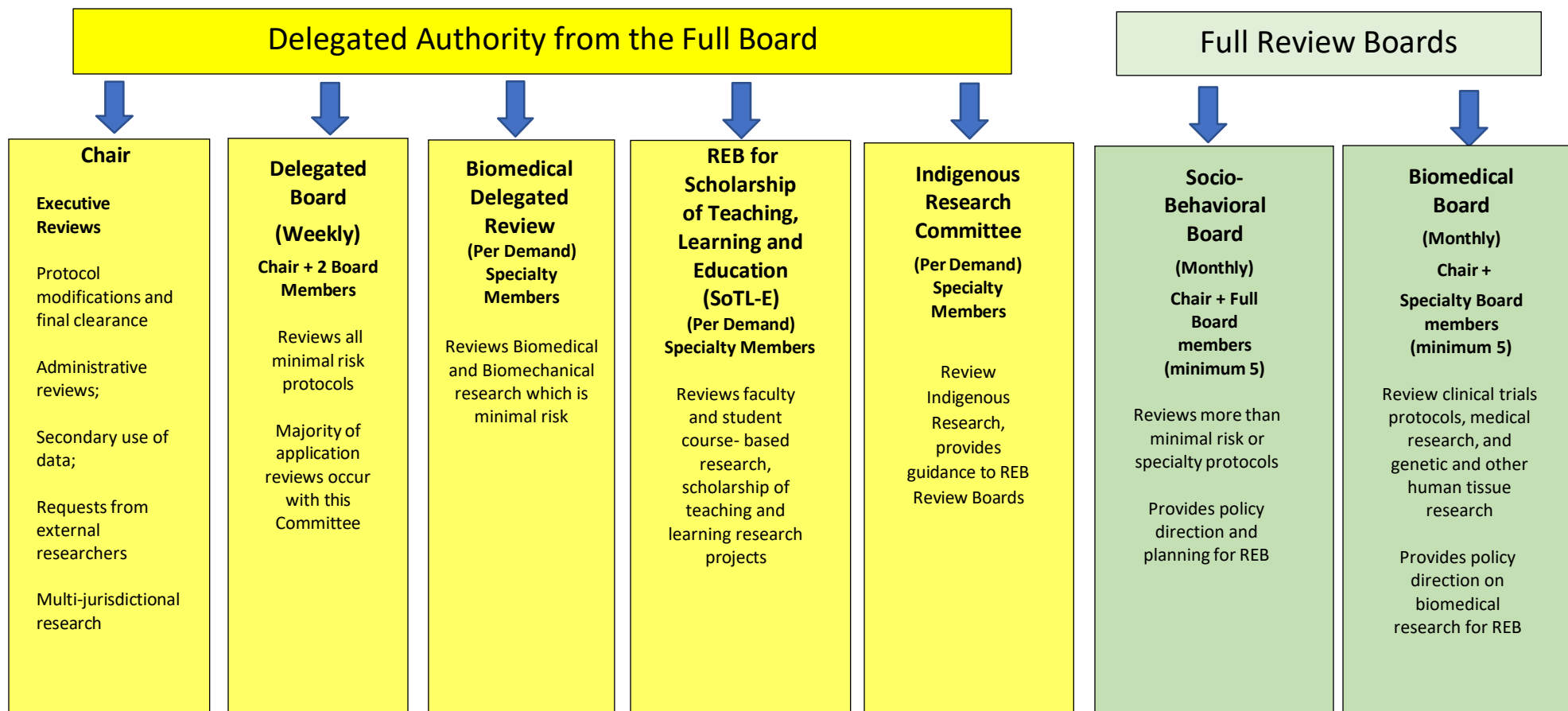
Office of Research Ethics (ORE) Detailed Application Review Flowchart

Appendix A



## Research Ethics Board and Committee Review by Application Type and Responsibility

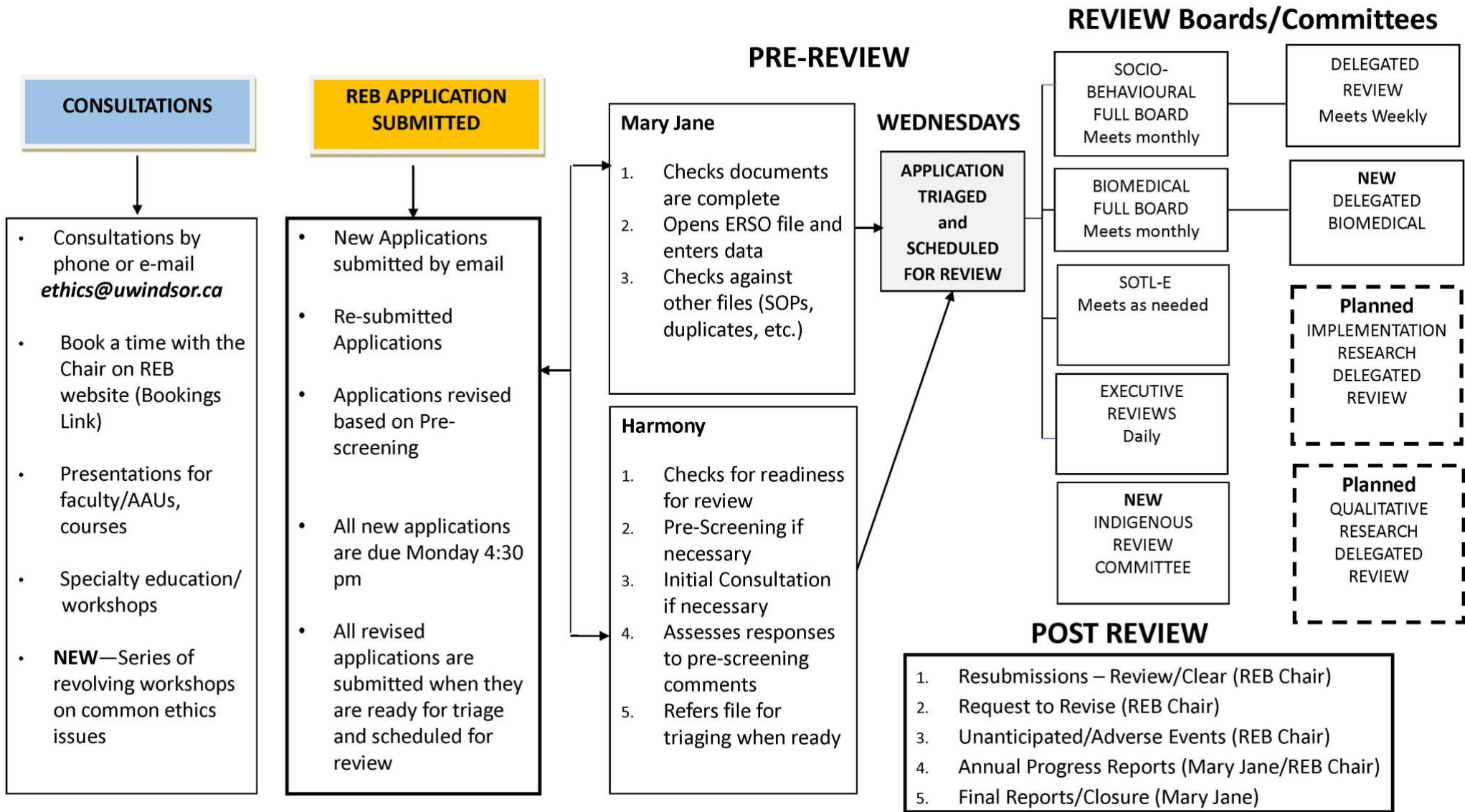
### Appendix B



\*Note: The Full Board can ask for specialty expert consultations and form ad hoc advisory committees as required.

# Overview of ORE and REB Structure and Workflow

## APPENDIX C



**University of Windsor  
Senate**

5.3.3: **Proposed Revisions to Bylaws 10, 22, 54**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

**MOTION 1: That the proposed revisions to Senate Bylaw 10 be approved.**

Proposed Revisions to the Bylaw 10:  
*[changes are in bold and strikethrough]*

2.2 Search Committee

2.2.1 In each Faculty there shall be a Search Committee for the appointment of a Dean.

2.2.1.1 With the exception of the Faculty of Human Kinetics, the Search Committee shall be composed of the Provost and Vice-President, Academic, chair, three to six regular faculty members (per bylaw 20, 1.1(ii))/sessional lecturers representing the areas, interests and disciplines of the Faculty and elected from and by the regular faculty members/sessional lecturers within the Faculty; an Employment Equity/Procedures Assessor (EE/PA) [non-voting and from a different Faculty]; **one staff member elected from and by all full-time staff members within the Faculty; and**, student representatives, the number to be determined by dividing the number of ~~faculty~~ **non-student** members/~~sessional lecturers~~ with voting privileges on the committee by three and rounding to the nearest whole number (in accordance with Bylaw 3, 1.1). In the case of the Faculty of Graduate Studies, the faculty members/sessional lecturers shall be elected by and from the Faculty of Graduate Studies Coordinating Council.

2.2.1.2 In the Faculty of Human Kinetics, the Search Committee shall be composed of the Provost and Vice-President, Academic, chair; three to four regular faculty members (per bylaw 20, 1.1(ii))/sessional lecturers representing the areas, interests and disciplines of the Faculty and elected from and by the regular faculty members/sessional lecturers within the Faculty; an Employment Equity/Procedures Assessor (EE/PA) [non-voting and from a different Faculty]; student representatives, the number to be determined by dividing the number of **non-student** members with voting privileges on the committee by three and rounding to the nearest whole number (in accordance with Bylaw 3, 1.1); and two members elected by all full time employees from the Division of Athletics and Recreational Services. Such member(s) shall be elected from among the following: Athletics Director, Associate Director(s), ancillary academic staff coaching members, and team leaders.

2.2.1.3 The students shall be elected from and by the student members of the Faculty Coordinating Council or, in the case of a Faculty that has no departments, the Faculty. In the Faculty of Graduate Studies, the students shall be elected from and by the student members of the Graduate Studies Council.

2.2.1.4 Where appropriate, staff, professional or community participation shall be determined by the Search Committee and shall be limited to a maximum of two members.

**Rationale:**

- Although decanal appointments are academic appointments, they do oversee operational matters within the Faculty, which impacts staff. This change ensures there is staff representation on decanal search committees, rather than leaving it to the Search Committee to determine whether to include staff.
- Clarification and revision regarding the ratio to ensure the student voice is not diluted.

**MOTION 2: That the proposed revisions to Senate Bylaw 22 be approved.**

Proposed Revisions to the Bylaw 22:

*[changes are in bold and strikethrough]*

[...]

5.2.4 All communications between all the referees (both potential and actual) and the AAU Head shall be in writing and copies of all such communications shall be submitted by the Chair of the AAU RTP Committee to the UCAPT.

**5.2.5 All communications between the candidate and the AAU RTP Committee or UCAPT shall be through the Chair of the respective Committee. There shall be no communication between a candidate and individual committee members in relation to their file.**

**Rationale:**

- As stated in the bylaw (6.1-6.2), all meetings and proceedings of RTP Committee meetings are strictly confidential. RTP/RPP Committee members are not to disclose information on any file under review to anyone, including candidates. RTP/RPP Committee members and UCAPT have asked that it be explicitly stated that communications between the candidate and the RTP/RPP Committee or UCAPT be only through the chairs of the respective committees.

**MOTION 3: That the proposed revisions to Senate Bylaw 54 be approved.**

Proposed Revisions to Bylaw 54:

*[changes are in bold and strikethrough]*

2.1 By the first day of each course, the Instructor must provide students with a course outline (hard copy or electronic) which includes precise information concerning the following:

[...]

**2.1.8 information or restrictions regarding the use of generative artificial intelligence (AI) in the course.**

~~2.1.89~~ information regarding the University's mental health resources.

~~2.1.910~~ and any other matters mandated by University, Senate, or Faculty Policy.

**Rationale:**

- Course syllabi will clearly inform the student of whether and how the use of generative AI may be used in course work and assignments. This will vary from course to course and from instructor to instructor.
- See attached for samples of course syllabus wording, which will be posted on the CTL website, in the Learning-Centred Syllabus and Bylaw Checklist, and the central policies database website.

## Sample Syllabus Statements on the Use of Generative Artificial Intelligence (AI)

*[not exhaustive list]*

Generative AI is technology that creates human-like content – including text, images, video and computer code – by identifying patterns in large quantities of training data, and then creates original material that has similar characteristics. Examples include: ChatGPT, Google Gemini, Claude, and Jenni, which can generate text, Github Co-pilot, which can generate coding and programming, and DALL-E and Midjourney, which can generate images. (Pasick, 2023)

### Use Prohibited

Example 1:

In this course, use of any generative AI system (including, but not limited to ChatGPT, Claude, Jenni, Github Co-pilot, DaLL-E, and Mdiourney) is considered an unauthorized aid that may provide an unearned advantage, and therefore may not be used in the creation of work submitted for grades or as part of any assignment in this class. Use of generative AI systems in graded assignments for this course is considered academic misconduct and may be subject to discipline under Bylaw 31: Academic Integrity.

Example 2:

Generative AI tools, such as ChatGPT, Google Gemini, Claude, Jenni, Github Co-pilot, DaLL-E, and Mdiourney, are considered unauthorized aids in this course. Use of generative AI is not permitted in any stages of the **[e.g. writing process, creative process, image creation process]** on any assignment in this course. Use in this way will be considered academic misconduct and may be subject to discipline under Bylaw 31: Academic Integrity.

Example 3:

The use of generative AI tools (such as ChatGPT, Google Gemini, Claude, Jenni, Github Co-pilot, DaLL-E, and Mdiourney, etc.) are not permitted in this class; therefore, any use of AI tools for work in this class will be considered a violation of the University's Student Code of Conduct, since the work is not completely your own, and may be subject to discipline under Bylaw 31: Academic Integrity.

Example 4:

The use of generative artificial intelligence tools is strictly prohibited in all assignments in this course, unless explicitly stated otherwise by the instructor. This includes ChatGPT, Google Gemini, Claude, Jenni, Github Co-pilot, DaLL-E, and Mdiourney, and other artificial intelligence tools. Use of unauthorized aids constitutes academic misconduct and may be subject to discipline under Bylaw 31: Academic Integrity.

### Some Permitted Uses

Example 1:

Students may use generative AI in this course in accordance with the guidelines outlined for each assessment, so long as the use of generative AI is acknowledged and cited following citation instructions given in the course outline and/or assignment instructions. This includes ChatGPT, Google Gemini, Claude, Jenni, Github Co-pilot, DaLL-E, and Mdiourney, and other artificial intelligence tools. Use of generative AI outside assessment guidelines or without citation will constitute academic misconduct and may be subject to discipline under Bylaw 31: Academic Integrity. It is the student's responsibility to be clear on the limitations for each assessment, the expectations for citation, and to do so appropriately.

Example 2:

Generative Artificial Intelligence (AI) models, such as ChatGPT, Google Gemini, Claude, Jenni, Github Co-pilot, DaLL-E, and Mdiourney, may be used for any assignment in this course with appropriate acknowledgement and citation. Examples of citing AI language models are available at: [libguides.umn.edu/chatgpt](https://libguides.umn.edu/chatgpt) [or provide an alternative reference appropriate for your class]. You are responsible for fact-checking statements composed by AI language



models. Failure to acknowledge or cite GAI use will constitute academic misconduct and may be subject to discipline under Bylaw 31: Academic Integrity.

Example 3:

Students may use generative AI for **[insert acceptable uses e.g. composing, editing, translating, outlining, brainstorming, revising, etc.]** their work throughout this course, so long as the use of these tools is acknowledged and cited following citation instructions given in the course outline and/or assignment instructions. This includes ChatGPT, Google Gemini, Claude, Jenni, Github Co-pilot, DaLL-E, and Mdiourney, and other artificial intelligence tools. Use of generative AI outside the stated use of **[e.g. composing, editing, translating, outlining, brainstorming, revising, etc.]**, or without citation/acknowledgement constitutes academic misconduct and may be subject to discipline under Bylaw 31: Academic Integrity. It is the student's responsibility to be clear on the limitations and expectations for use and to do so appropriately.

Example 4:

Generative artificial intelligence (AI) models, such as ChatGPT, Google Gemini, Claude, Jenni, Github Co-pilot, DaLL-E, and Mdiourney, may be used **for [insert assignments they can use it for e.g. assignment types A, B & C]** with appropriate citation/acknowledgement, but not for **[insert assignments they can't use it for e.g. assignment types D, E & F]**. If you are in doubt as to whether your plan for using AI is considered appropriate in this course, I encourage you to discuss your ideas with me. Examples of citing AI language models are available at: [www.libguides.umn.edu/chatgpt](http://www.libguides.umn.edu/chatgpt) **[or provide an alternative reference appropriate for your class]**. You are responsible for fact checking statements composed by AI language models. Failure to acknowledge or cite generative AI use will constitute academic misconduct and may be subject to discipline under Bylaw 31: Academic Integrity.

Example 5:

You may use the following specific AI tools in completing assignments for this course **[list approved tools]** with appropriate acknowledgement and citation. No other generative AI tools or technologies are permitted for assessed work. If you are unclear about the use of AI tools or applications for coursework, please speak with me as soon as possible.

Example 6:

Students are permitted to use artificial intelligence tools, including generative AI, to gather information, review concepts or to help produce assignments. This includes ChatGPT, Google Gemini, Claude, Jenni, Github Co-pilot, DaLL-E, and Mdiourney, and other artificial intelligence tools. However, students are ultimately accountable for the work they submit, and any content generated or supported by an artificial intelligence tool must be cited appropriately, and checked for accuracy.

### **Unrestricted responsible use**

Example 1:

Students may use generative AI, such as ChatGPT, Google Gemini, Claude, Jenni, Github Co-pilot, DaLL-E, and Mdiourney, throughout this course in whatever way enhances their learning; no special documentation or citation is required. However it is good practice to be transparent about where generative AI is used in your work and how.

**University of Windsor  
Senate**

**5.5.1: Report from the Student Presidents – UWSA**

Item for: **Information**

Forwarded by: **Ghalla Hashem**

Hello, Senators:

Below you will find a summary of what has been accomplished by the University of Windsor Students' Alliance from May 1, 2024. The report is broken into three sections: (1) New Executive Team and Transition; (2) UWSA Services; and (3) UWSA Operations.

If you have any questions, comments, and/or concerns with the information detailed below, please do not hesitate to reach out to the executive team.

**New Executive Team and Transition**

- The executive team has completed their onboarding process.
  - Ghalla Hashem was reelected as President
  - Husam Morra was reelected as Vice President Finance & Operations
  - Kristina Marrocco has been elected as the Vice President Student Advocacy
  - Hamza Behiry has been elected as the Vice President Student Life
- UWSA Board of Directors
  - Incoming directors recently attended a transitional board meeting to familiarize themselves with the UWSA Board of Directors. The process for Board chair nominations was initiated on May 1st, with the election set to conclude by Friday, May 10. Additionally, the Student Senators for the 2024/25 term have been announced. The senators are Aiden Carr, Jana Jandal Alrifai, Louie Elias, Adam Merheb, Suki Randhawa, Walter Rischke, Ghalla Hashem, and Husam Morra.
  - Thank you to our outgoing Senators: Lauren Pupulin, and Victoria lanetta.

**UWSA Services**

- Website Revamp
  - The new UWSA website is set to launch by the end of May.
- Student Groups Hub
  - The Group Clubs Hub is set to launch by the end of May.
- Coordinator Position Posting
  - Coordinator positions have been posted, and interviews are on-going. The positions that are open: Pride Centre Coordinator, Peer Support Coordinator, Afrofest Coordinator, Student Rights and Empowerment Officer, Food Pantry Coordinator, Womxn's Centre Coordinator, and Student Groups Coordinator.
  - Chief Returning Officer will be hired in the summer, and Walksafe Coordinator(s) will be hired in the Fall pending Ignite funding.
- Summer Bus Pass
  - The Summer Bus Pass is available for undergraduate students at the UWSA office for \$82.41.
- Pride Centre Incident
  - The Pride Centre faced three separate instances of hate-driven vandalism on April 10, 11, and 12. As a result, the UWSA released a Needs Assessment that is designed to be comprehensive yet concise, requiring approximately 15-20 minutes to complete across 11 targeted sections. We invite students,

faculty, staff, alumni, and administration to fill in the survey so that we can best understand the needs of the 2SLGBTQIA+ community and look to create lasting solutions.

### **UWSA Operations**

- SMRS
  - We have been working closely with Special Constable Services to revamp the policies for the Student Medical Response Service Team (SMRS). More information about this to come during the next Senate meeting.
- Leddy Space
  - The VPFO, Husam Morra, has met with Leddy to discuss the target areas for UWSA to focus on for renovations.
- Preliminary Budget
  - The UWSA's Preliminary Budget has been approved by the BOD, and work on the Final Budget is underway.
- Executive Retreat
  - The yearly executive retreat is in the planning stage. More information to come.

**University of Windsor  
Senate**

**5.5.2: Report from the Student Presidents – GSS**

Item for: **Information**

Forwarded by: **Amangel Bhullar**

1. The GSS Executive Elections concluded and the new Executive Team is;
  1. President - Amangel Bhullar
  2. VP Academic – Milad Moradi Heydarloo
  3. VP University – Sharma Bhagwat
  4. VP Finance and Operations – RJ Sivanesan

Official terms began on May 1<sup>st</sup> and will run until April 30<sup>th</sup> 2025. The GSS is excited for the upcoming year with new activities including a Summer 3 Day Welcome event.

2. A gift agreement between the GSS, Faculty of Human Kinetics and The University has been signed for \$225,000 in support of the Lancer Cricket Pitch Renovations Project. The pitch, located at Alumni Stadium will see new irrigation, drainage, and a complete overhaul of the pitching area. Both the Odette School of Business and the Faculty of Engineering have made contributions to this project.
3. The GSS is partnering again with The Bike Kitchen for our 4<sup>th</sup> Student Center Bike Sale. Over 25 bikes were donated to the Bike Kitchen, which have been repaired and refurbished. The bikes will be on sale for students, faculty, and staff. Students who buy a bike will receive a discount from GSS and a bike lock. The GSS is proud to support the growing cycling culture on campus and the continued development of more cycling services through the University.
4. The GSS has created a new Student Enhancement Fund with the Master of Management program. A \$9,000 fund has been created to directly support the MoM program's student experience operations. Program Director Brent Furneaux and the program Student Experience Coordinator will oversee the funds on a per semester basis.

**University of Windsor  
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5.5.3: **Report from the Student Presidents – OPUS**

Item for: **Information**

Forwarded by: **Christopher Baillargeon**

**OPUS Free Pizza Friday – April 5<sup>th</sup>, 2024**

We had several students in attendance, mostly international students. We served approx. 200 to 250 students. All students attending these events were appreciative and asked when the next event/activity is to follow. Board, staff, and volunteers assisted with the distribution to make it a continued success.

**UWSA Annual Awards Gala – April 5<sup>th</sup>, 2024**

We, along with GSS, took part in the awards gala. It was attended by many and was a great event overall.

**Spring Open House – April 6<sup>th</sup>, 2024.**

At the Spring Open House, we had a great turn out with a steady flow of students and parents. During our tabling event, we handed out swag and gave first year students a chance to win a bursary prize. Also, we conducted an information session to discuss part-time transfer and mature students' options with our guest speaker, retired academic advisor Marty Lowman. The day was a great success.

**Alumni Awards of Excellence – April 11<sup>th</sup>, 2024**

We took part in this noteworthy tribute of excellence for returning alumni to speak on their past experiences, their current successes and anticipation of how bright their futures are and will be because of attending the University of Windsor. The event was well attended, well organized, and great food, drink, and company to enjoy the evening. The event was a great success.

**Pilot program for textbooks – Bookstore/Follett update September 2024**

In collaboration with the University, UWSA, GSS, and OPUS, textbooks for Fall 2024, for select courses will be offered at a discount at an overall assessed upfront fee based on number of courses. The assessed fee per course is approx. \$55 at a cost savings to the student from the regular textbook fee costs well over \$100 normally per course. This service will be offered digitally with an easy "opt-out" option, if students do not wish to take part in the program itself. This ancillary fee service is voluntary and offered at cost savings to students through an app and/or link to UWinsite. It will be evaluated for success following the test pilot implementation period.

**OPUS/UWSA/GSS Transit Windsor UPass update – September 2024**

In collaboration with GSS and UWSA, the UPass fees for returning students will be assessed at \$95 for returning undergraduate students, and newly attending will be assessed at \$148 per semester with discussions with Transit Windsor for Fall 2024. For graduate students, UPass will be assessed at a \$148 per semester fee. Summer will opt-in by choice at approximately \$200. Finalization for contract renewal is set for August 2024.

**OPUS Health Plan Fee update – September 2024**

Our OPUS Health Plan will be assessed with a slight increase from \$340.97 to \$349.49 for the Fall 2024-25 academic year. This is still at a cost savings, however with increased plan usage and coverage of premiums we needed to adjust ancillary fee and absorb majority of cost for our members for this upcoming year.

**University of Windsor  
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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—Renewal, Dean of the Faculty of Nursing**

I am pleased to report to the Senate that the Faculty of Nursing decanal review committee, in accordance with Senate procedures, has recommended the renewal of Dr. Debbie Sheppard-Lemoine for a second 5-year term. This recommendation was unanimously affirmed by the Council. I am grateful to the Faculty of Nursing and the review committee for their confidence-inspiring engagement with this process. Dr. Sheppard-Lemoine was praised by the review committee for her considerable accomplishments as Dean, her open and collegial leadership style, and her advocacy for the Faculty of Nursing, both internally and externally.

**2. Campus Update—Appointment of Acting Executive Director of Institutional Analysis**

After a long and distinguished career at the University of Windsor, Rose Zanutto has indicated her desire to step down from her role as Executive Director of Institutional Analysis, effective July 1, 2024. Her portfolio is large and complex, involving data analysis for the University, a key role in budget and enrolment planning, and government relations, among many other important files. I am pleased, therefore, that Mr. John Dube, Manager of Data and Analysis in the institutional analysis office, has agreed to serve as acting executive director. John is himself an accomplished professional in this field. An alumnus of the University of Windsor (B.A. and M.A.), John worked for several years in the McMaster IA office, specializing in policy and stakeholder engagement. Since arriving at the University of Windsor in 2017, he has focused on government relations as well as budget and planning.

**3. Campus Update—Indigenous Hiring Initiative**

As announced by President Gordon at Senate, the University has committed to developing a framework for an Indigenous hiring initiative, which will be led by the Office of the Provost in collaboration with Faculties, our Indigenous colleagues, and campus partners. This initiative will unfold over the next two to three years and will provide for opportunities across campus, focusing on academic staff and faculty positions. Conversations about the scope, resourcing, and the necessary support structures to ensure success have begun and will continue. Further information will be brought forward to Senate as the plan develops.

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**5.8.1: Enrolment Management Update**

Item for: **Information**

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

**Fall 2024 Enrolment**

*Table 1: Historical Fall Applicants by Degree Level and Type (PowerBI – As of April 21, 2024; accessed April 22, 2024)*

<b>Applications</b>							
<b>Undergraduate</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>	<b>Fall 2023</b>	<b>Fall 2024</b>	<b>YoY Delta</b>	
Domestic (High School)	12,009	10,235	10,991	11,817	<b>11,107</b>	-6.0%	
Domestic (Transfer)	682	663	731	667	<b>620</b>	-7.0%	
International (all)	3,543	2,786	3,388	3,134	<b>2,601</b>	-17.0%	
<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>	<b>YoY Delta</b>	
Domestic (High School)	6,184	5,807	6,251	6,871	<b>7,188</b>	4.6%	
Domestic (Transfer)	452	474	522	492	<b>620</b>	26.0%	
International (all)	2,675	2,184	2,645	2,478	<b>2,011</b>	-18.8%	
<b>Offers</b>							
<b>Undergraduate</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>	<b>Fall 2023</b>	<b>Fall 2024</b>	<b>YoY Delta</b>	<b>Admit rate</b>
Domestic (High School)	7,023	6,602	7,711	7,561	<b>7,523</b>	-0.5%	68%
Domestic (Transfer)	232	332	375	340	<b>295</b>	-13.2%	48%
International (all)	1,595	1,240	1,519	1,474	<b>1,476</b>	0.1%	57%
<b>Confirmations</b>							
<b>Undergraduate</b>	<b>Fall 2020</b>	<b>Fall 2021</b>	<b>Fall 2022</b>	<b>Fall 2023</b>	<b>Fall 2024</b>	<b>YoY Delta</b>	<b>Confirm Rate</b>
Domestic (High School)	855	832	792	858	<b>971</b>	13.2%	13%
Domestic (Transfer)	57	81	77	68	<b>55</b>	-19.1%	19%
International (all)	244	165	190	223	<b>335</b>	50.2%	23%

Undergraduate applicants are beginning to accept their offers, in line with the Ontario Universities Application Centre (OUAC) deadlines, which typically require Ontario high school students to respond to their offers of admission by June 1st to secure their place in the upcoming academic year.

Efforts to convert admitted students into confirmed enrollees at the University are comprehensive, engaging prospective students through various interactive and personalized activities. The Spring Open House was a significant event, drawing 4,151 registrants, including 1,795 prospects and 2,356 guests. Additionally, 5,972 admissions packages featuring QR codes that led to virtual fireworks were sent out to individuals residing in Canada, supported by an effective complementary email campaign with an 82% open rate and a 15% click-through rate.

Virtual Spring Open Day, to be held on May 16<sup>th</sup>, offers asynchronous video content and live sessions to facilitate interaction and private appointments. A similar event in the Fall attracted over 3,300 registrants, 75% of whom were international, demonstrating the global reach of the university's recruitment efforts. Faculty-specific initiatives

further personalize the experience; these include handwritten postcards by faculty, staff, and Lancers. The "Plan Your Program" initiative, starting May 1, 2024, and a proactive calling campaign led by Student Ambassadors target applicants who have received offers but have not yet accepted, leveraging both past event participation and direct outreach to solidify student commitments.

### **International Student and Scholars Supports**

The Government of Canada announced that the temporary policy allowing international students to work over 20 hours per week off-campus will end on April 30, 2024. This policy will be replaced in the Fall with a new rule permitting students to work up to 24 hours per week. This change aims to help students maintain a focus on their studies while still having the opportunity to earn income. During scheduled academic breaks, students can continue to work unlimited hours. The modification is designed to balance students' financial needs with the importance of their academic performance, and student needs, international policies, and research on educational outcomes informed it.

Additionally, the government is advancing the Recognized Institutions Framework to enhance standards for supporting and retaining international students, continuing efforts to protect them from financial vulnerability and uphold the integrity of the International Student Program. More information should become available later in 2024.

### **Global Engagement**

The University is set to engage with international educational leaders at NAFSA in late May, focusing on partnership management, agent relations, and networking as critical strategies to diversify international student recruitment and explore global educational trends. It will also participate in the CBIE's International Student Dialogue in Ottawa, targeting discussions on the unique challenges and opportunities that affect international students. Additionally, during the Higher Education Partnership Forum in the Middle East, which the Government of Canada organizes amid warming relations with the Kingdom of Saudi Arabia, the University plans to meet with ten leading Arab institutions to explore academic and research partnerships and introduce our graduate programs, further aiming to bolster future recruitment efforts – while meeting with incoming students joining us this Fall.

Respectfully submitted,  
Chris

### **Upcoming Important Dates:**

Spring Virtual Open Day, May 16, 2024

Head Start\*:

Friday, July 12th: Faculty of Science, Nursing & Education

Friday, July 19th: Faculty of Arts, Humanities & Social Sciences & Education

Saturday, July 20th: Odette School of Business & Faculty of Human Kinetics

Friday, July 26th: Faculty of Engineering

Saturday, August 10th: General/All Faculties

Ontario Universities' Fair, October 5 & 6, 2024

Fall Open House, October 26, 2024

\* - Organized by Student Success & Leadership Centre



**University of Windsor  
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5.9: **Report of the Vice-President, People, Equity, and Inclusion**

Item for: **Information**

Forwarded by: **Clinton Beckford**

**Organizational & Leadership Development**

**Employee Mental Health Strategy Implementation**

- Meetings with Central Safety Committee and Downtown Safety Committee were held in April to provide updates on the EMHS Implementation.
- The EMHS Ambassador initiative was launched in January to enhance communication and engagement with faculty and staff. Over 60 ambassadors have been recruited, an orientation session was held on April 25. We look forward to working together with the Ambassadors as we continue the EMHS implementation.
- Draft Mental Health and Psychological Safety Leadership Development program – currently in the feedback phase. Implementation planning to commence mid May.
- Lead with Care: A Supervisor’s Guide – draft completed, currently in the feedback phase.

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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.

**Shedding Light on our Senate-Approved Research Institutes**

The University of Windsor has six Senate-approved research institutes, including the Black Scholars Institute (BSI), the Cross-Border Institute (CBI), the Fluid Dynamics Research Institute (FDRI), the Great Lakes Institute for Environmental Research (GLIER), the Institute for Diagnostic Imaging Research (IDIR), and the WE-Spark Health Institute (WE-Spark). These six institutes are governed by the [Senate Policy on the Establishment, Management, and Renewal of University Research Centres and Institutes](#), adopted in 1981 and last amended in 2014.

**Black Scholars Institute (BSI)**

BSI was established in 2022 as the Black Studies Institute. It was originally envisioned as a multi-disciplinary hub to enhance research, creative activity, scholarly work, and community collaboration in the Windsor-Essex-Erie-St. Clair region and establish the University as a centre of excellence in a region with great historic importance for Black Canadians with a significant role in joining the Canadian Black diaspora to that of the Caribbean, the United States, and Latin America. Earlier this year, its name was formally changed to the Black Scholars Institute to promote inclusivity and better reflect its purpose as a home to Black scholars and knowledge producers, irrespective of their field of study. The University is home to a growing internal community of nearly 30 Black scholars who are establishing themselves as a cohesive entity under BSI. To support this development, BSI has created a mentorship program for new hires and are hosting a retreat to continue strategic planning for BSI. BSI has also partnered with the inaugural Windsor International Black Film Festival and is planning many exciting events and activities that will take place in the space recently dedicated for BSI use. BSI will officially launch this fall. Festivities are planned for September 26, 2024. For more information, visit the [BSI website](#). Dr. Camisha Sibblis has served as the Director of BSI since 2023. A review of BSI has yet to be scheduled.

**Cross-Border Institute (CBI)**

CBI was established in 2013. CBI is dedicated to research, education, and public outreach related to the movement of people, goods, and funds across borders. Its mission is to leverage expertise to provide private- and public-sector decision makers with access to innovative and pragmatic solutions to cross-border issues. Two recent studies undertaken by CBI, the *Scotiabank Global Financial Transactions Initiative* and *Towards Performance Measurement of Transborder Trucking Corridors: The Case of Automotive Supply Chains* for Transport Canada, highlight how CBI advances its mission. For the Scotiabank initiative, which focused on small and medium-sized enterprises that concentrate on the role transaction banking plays in advancing Canada's trade agenda, CBI studied emerging technologies; political and policy impacts on global business; and supply chain finance and the international policy environment. The Transport Canada study looked at how transborder Canada-US highway corridors are performing in support of automotive supply chains and what might be expected in the future in a period of dynamic change as electrification increasingly takes hold. Dr. Bill Anderson served as Director of CBI from 2013-2023. A search for the next Director will begin in the coming months. A review of CBI was initiated in March 2024 with the establishment of

a review committee comprising Dr. Christopher Waters (Chair), Dr. Tanya Basok, and Dr. Ram Balachandar with support provided by the OVPRI.

### **Fluid Dynamics Research Institute (FDRI)**

FDRI was established in 1983 to provide an inter-departmental and inter-faculty home for researchers engaged in theoretical, experimental, and computational fluid dynamics. In addition to promoting inter-departmental and faculty collaboration, the institute aims to provide broader training opportunities for graduate students in the field. Recently, FDRI has recruited four new members from Engineering and is garnering interest from faculty members in Physics. Going forward, FDRI aims to increase visibility and impact within our research community, regionally, nationally, and internationally. Dr. Gary Rankin is currently serving as Interim Director of FDRI. A review of FDRI was initiated in March 2024 with the establishment of a review committee comprising Dr. Mehrdad Saif (Chair), Dr. Mike McKay, and Dr. Arezoo Emadi with support provided by the OVPRI.

### **Great Lakes Institute for Environmental Research (GLIER)**

GLIER was established in 1981 to provide dedicated research and training to protect and conserve the Great Lakes while generating knowledge and data to help manage these unique and diverse ecosystems. Since its inception, GLIER scientists have helped to shape federal and binational policy aimed at restoring, protecting and managing our Great Lakes. Current high-profile federal grants are promoting the development of SMART Great Lakes (Real-time Aquatic Ecosystem Observation Network), positioning Canada as a global leader in fisheries conservation and management through application of genomics (GEN-FISH), supporting graduate training and amplifying Indigenous perspectives in fisheries science (FISH-CAST) and emphasizing the University's commitment to environmental stewardship, reconciliation with Indigenous Peoples, and inclusive community engagement (NUPH: National Urban Park Hub). Partnering with colleagues across Science, Engineering, and Business along with WE-Spark and the Cross-Border Institute, GLIER is excited to announce the creation of INSPIRE, a newly announced Canada Biomedical Research Fund-supported program that will integrate biomanufacturing and health sector supply chains, cross-border trade and mobility, and robust and timely cross-border pathogen surveillance to instill resilience and build capacity in the biomanufacturing sector in Canada. Dr. Mike McKay as served as Director of GLIER since 2019. A review of GLIER is scheduled for Fall 2024.

### **Institute for Diagnostic Imaging Research (IDIR)**

IDIR was established in 2008 as a regional research centre to develop and commercialize innovative diagnostic imaging technologies for industrial, biomedical, and biometrics applications. Its mission is to conduct novel imaging research and innovation projects that encompass all elements of the innovation value chain, from fundamental discovery to the commercialization of globally competitive products and services; foster the growth of collaborative partnerships and commercialization opportunities locally, nationally, and globally; and provide enhanced learning opportunities that will assist with developing highly qualified personnel (HQP) who will nurture the institute's legacy while continuing its journey of discovery. Dr. Roman Maev has served as Director of IDIR since 2008. A review of IDIR completed in March 2024. The review committee was comprised Dr. Marcello Guarini (Chair), Dr. Narayan Kar, and Dr. Kathy Pfaff with support from the VPRI. Forthcoming recommendations are currently under consideration.

### **WE-Spark Health Institute (WE-Spark)**

WE-Spark was established in 2019 as a network of five partners – University of Windsor, Windsor Regional Hospital, Hotel Dieu Grace Healthcare, Erie Shore HealthCare, and St. Clair College with the mission of enhancing health, well-being, and care of people through transformative research, evidence-based interventions, and knowledge translation. It is a central hub for research and innovation in Windsor-Essex that supports researchers by bringing together health research strengths across the region. Since its inception, WE-Spark Core Principal Members have secured more than \$47,500,000 in research funding. WE-Spark has established a seed grant program to stimulate development of early-stage, novel, and innovative health research and education project that has awarded \$1,400,000, leveraged to secure \$5,000,000 in additional funding, increase research collaboration, deliver unique training opportunities, and build strong community relationships. Further information is available on the [WE-Spark website](#). Dr. Lisa Porter served as Director of We-Spark from 2019-2024. Dr. Dora Cavallo-Medved, Interim Dean of Science, is currently providing oversight for WE-spark. A review of WE-Spark is scheduled for Fall 2024.

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.