



NOTICE OF MEETING

There will be a meeting of the SENATE  
Friday, February 13, 2026, at 2:30pm  
LOCATION: Toldo Room 203 (2<sup>nd</sup> Floor)

AGENDA

*Land Acknowledgement*

- 1 **Approval of Agenda** (Unstarring agenda items)
- 2 **Minutes of the meeting of January 9, 2026** Approval  
S260109M
- 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** Kyle Asquith-Approval  
S260213-5.1.1a-b
      - (a) **Business – New Course Proposal (Form D)**
      - (b) **Business (Specialization in Marketing) – Minor Program Changes (Form C)**
    - \*5.1.2 **PDC Cyclical Program Review Final Assessment Reports and Implementation Plans (FAR/IP), and Progress Reports** Kyle Asquith-Information  
S260213-5.1.2
    - \*5.1.3 **Computer Science (Graduate) – Course Learning Outcomes** Kyle Asquith-Information  
S260213-5.1.3
  - 5.2 **Academic Policy Committee**
    - 5.2.1 **Centre for Teaching and Learning Annual Report** Isabelle Barrette-Ng-Information  
S260213-5.2.1
  - 5.3 **Senate Governance Committee** JJ McMurtry
  - 5.4 **Senate Student Caucus** Michael Macdonald
  - 5.5 **Report from the Student Presidents** UWSA/GSS/OPUS
  - 5.6 **Report of the Academic Colleague** Fazle Baki-Information  
S260213-5.6
  - 5.7 **Report of the President** JJ McMurtry-Information  
S260213-5.7
  - 5.8 **Report of the Provost** Cheryl Collier-Information  
S260213-5.8

**5.8.1 Enrolment Management Update**

**Chris Busch**-Information

S260213-5.8.1

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

**Clinton Beckford**-Information

S260109-5.9

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

**Shanthi Johnson**-Information

S260213-5.10

**6 Question Period/Other Business**

**7 Adjournment**

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

University of Windsor  
Senate

\*5.1.1a: **Business – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course be approved: ^**  
**MKTG-4300: Event Marketing**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- This proposal 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 January 14, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.3.

**University of Windsor  
Senate**

\*5.1.1b: **Business (Specialization in Marketing) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the degree requirements for the Specialization in Marketing be changed in accordance with the program/course change forms. ^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- This proposal has been approved by the 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 January 14, 2026 Combined Program Development Committee PDF posted on the PDC website at: [PDC Agendas and Minutes | University Secretariat](#). To access this item, go to item 5.2.

**University of Windsor  
Senate**

**\*5.1.2: PDC Cyclical Program Reviews Final Assessment Reports and Implementation Plans (FAR/IP), and FAR/IP Progress Reports**

Item for: **Information**

Forwarded by: **Program Development Committee**

**Background:**

- The University Cyclical Program Review Final Assessment Reports and Implementation Plans (FAR/IPs) – Executive Summary have been conducted under the Institutional Quality Assurance Process (IQAP) (combining undergraduate and graduate program reviews) which was developed in accordance with the provincial Quality Assurance Framework. As of Fall 2011, the Ontario Universities' Quality Council is responsible for reviewing, auditing, and approving all new undergraduate and graduate programs and cyclical program reviews.

**This package includes the following reports:**

Chemistry and Biochemistry Cyclical Program Review Final Assessment Report and Implementation Plan.....	2
Economics Cyclical Program Review Final Assessment Report and Implementation Plan.....	4
Electrical and Computer Engineering Final Assessment Report and Implementation Plan Progress Report.....	7
Environment Science Final Assessment Report and Implementation Plan Progress Report.....	10
History Final Assessment Report and Implementation Plan Progress Report.....	18
Mechanical, Automotive, and Materials Engineering Final Assessment Report and Implementation Plan Progress Report.....	22
Nursing Final Assessment Report and Implementation Plan Progress Report.....	29
Philosophy Cyclical Program Review Final Assessment Report and Implementation Plan.....	35
School of the Environment Cyclical Program Review Final Assessment Report and Implementation Plan.....	38

**UNIVERSITY OF WINDSOR**  
**CYCLICAL PROGRAM REVIEW (CPR)**  
**FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN: CHEMISTRY AND BIOCHEMISTRY**  
**UNDERGRADUATE AND GRADUATE PROGRAMS**  
January 2026

**Executive Summary of the Cyclical Program Review of the Department of Chemistry and Biochemistry Programs**

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

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

The Department of Chemistry and Biochemistry's 2021-2022 Self-Study submitted to the Office of Quality Assurance on August 23, 2024, included: 1) a summary of recommendations and actions from the last review; 2) descriptions and an analysis of the programs, their learning outcomes, curriculum structure, and student experience; 3) information on enrolments as well as financial, physical, and human resources; and 4) the program data including the standard data package provided by the Office of Quality Assurance. Included in the appendices to the Self-Study were faculty member CVs, course descriptions, and syllabi.

The Department of Chemistry and Biochemistry programs were reviewed by Dr. Christopher Wiebe (Department of Chemistry, University of Winnipeg), Dr. Elizabeth Gillies (Department of Chemistry, Western University), and Christopher Tindale (Department of Philosophy, University of Windsor). In addition to assessing the Self-Study, the Review Team conducted a two-day on-site visit on February 24-25, 2025, which included meetings with faculty, students, administrative and technical staff, academic librarian, Departmental Committees, the Head (and future Head) of the Department of Chemistry and Biochemistry, Co-op faculty support, the Dean of Science, the Associate Vice-President, Academic, and the Dean of the Faculty of Graduate Studies.

Although the Review Team's report (March 27, 2025) noted the delay in completing the Self-Study and resulting concerns about the currency of some of the information in the document, they also noted that information gaps were, for the most part, addressed during the site visit. Overall, the Review Team confirmed that the undergraduate and graduate programs meet the IQAP evaluation criteria and are aligned with the University's mission, vision, and strategic plan. Admissions requirements and program requirements are clear, appropriate, and aligned with degree-level expectations. Program learning outcomes also are clearly mapped to university and COU-approved degree-level expectations. The Review Team also commended the Department on its early inclusion of undergraduate students in research, and the provision experiential learning opportunities at both the undergraduate and graduate levels. Students have many opportunities to engage and collaborate with faculty on research projects and with local industry through the co-op program.

The Review Team noted that the programs are delivered by research-intensive faculty with diverse areas of expertise, all dedicated to providing an exceptional and supportive graduate and undergraduate student experience. These observations were supported by feedback received from students. The Review Team noted that "[t]he department punches above its weight in terms of research as indicated by the number of awards, funding, and publications. Many of these publications include undergraduates. There are also indicators of excellence in undergraduate teaching as evidenced through awards." (ER, p. 13) The program also demonstrates success in attracting and training high-achieving students, as shown by the number of undergraduates who continue as graduate students within the department.

The Review Team did identify a few areas for improvement. Although there is evidence of scholarly output from undergraduate students, a standard tracking mechanism to provide accurate data on the number of undergraduate research opportunities might enhance recruitment and marketing. Some concerns were also expressed about undergraduate completion times, with a plan to address these through improved mentoring. In terms of graduate programs, while graduate students generally complete their programs on time, the process for MSc to PhD transfers could be improved. More significant areas for improvement relate to anticipated faculty retirements and departures, underscoring the need in the near future for a strategic hiring plan, as well as for infrastructure renewal and associated technical support.

The Head of the Department of Chemistry and Biochemistry and the Dean of the Faculty of Science submitted their responses to the External Reviewers' Report (May 12, 2025 and May 23, 2025, respectively), addressing the recommendations, identifying follow-up actions, and providing clarification or corrections, as appropriate. The Senate Program Development Committee (PDC) Final Assessment Report and Implementation Plan (January 2026) considered all the above documentation. The Executive Summary and Implementation Plan, along with any response from the area on the final recommendations, were submitted to Senate in February 2026.

### **Final Recommendations and Implementation Plan (in priority order)**

*Final recommendations were arrived at by the Program Development Committee, following a review and assessment of the External Reviewers report and the response from the Dean of the Faculty*

**Recommendation 1:** That the Department create a task force to identify infrastructure priorities along with a plan to acquire the instruments through avenues such as the CFI JELF, NSERC RTI, and other potential funding mechanisms.

**Agents:** Head, Departmental Facilities and Planning Committee, Dean of Science, Office of the VPRI

**Completion by:** Fall 2026 or by the next Cyclical Program Review (2027-2028)

**Recommendation 2:** That the Department create a strategic hiring plan regarding short-term and longer-term personnel needs in collaboration with the Dean of Science, to ensure readiness as soon as budgets allow.

**Agents:** Head, Dean of Science

**Completion by:** Fall 2026

**Recommendation 3:** That the Department, working with the Office of Enrolment Management, the Registrar's Office, and Institutional Analysis, review local enrolment data with a view to identifying potential outreach and advertising opportunities to promote the undergraduate programs to local high school students (eg, by highlighting potential careers for chemistry graduates).

**Agents:** Head, the Department's Council for Attraction, Retention, and Engagement (CARE), Office of Enrolment Management, the Registrar's Office, and Institutional Analysis

**Completion by:** Fall 2026 or by the next Cyclical Program Review (2027-2028)

**UNIVERSITY OF WINDSOR**  
**CYCLICAL PROGRAM REVIEW (CPR)**  
**FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN: ECONOMICS**  
**UNDERGRADUATE AND GRADUATE PROGRAMS**  
January 2026

**Executive Summary of the Cyclical Program Review of the Department of Economics Programs**

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

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

The Department of Economics 2021-2022 Self-Study submitted to the Office of Quality Assurance on January 28, 2025, included 1) a summary of recommendations and actions from the last review; 2) descriptions and an analysis of the programs, their learning outcomes, curriculum structure, and student experience; 3) information on enrolments as well as financial, physical, and human resources; and 4) the program data including the standard data package provided by the Office of Quality Assurance. Included in the appendices to the Self-Study were faculty member CVs, and course descriptions.

The Department of Economics programs were reviewed by Dr. Byron Lew (Department of Economics, Trent University), Dr. Valentina Galvani (Department of Economics, University of Alberta) and Dr. Ofelia Jianu (Department of Mechanical, Automotive, and Materials Engineering, University of Windsor). In addition to assessing the Self-Study, the Review Team conducted a two-day virtual site visit on March 17-18, 2025, which included meetings with faculty, students, administrative staff, Departmental Committees, the academic librarian, the Associate Vice-President, Academic, the Dean of Science, and the Head of the Department of Economics.

In their report (April 13, 2025), the Review Team confirmed that the undergraduate and graduate programs meet the IQAP evaluation criteria and are aligned with the University's mission, vision, and strategic plan. Admissions requirements, program requirements, and learning outcomes are clear, appropriate, and aligned with degree-level expectations. The Review Team noted that the programs are delivered by research-intensive faculty, noting that the "research output of the faculty members indicates that they are true experts in their respective fields". They did, however, raise some concerns around graduate supervisory workload distribution. Students reported feeling supported, with graduate students specifically expressing appreciation for how the programs are constructed and delivered.

Overall, the Review Team noted that both the undergraduate and graduate programs provide excellent learning opportunities, with the Review Team noting that undergraduate students "receive a superlative education in Economics and its applications" and commending the provision of "hands-on learning in otherwise theoretical courses" to graduate students. However, the Review Team did note that the undergraduate programs are too small to be sustainable and offered suggestions to make them more attractive to students. Specifically, the Reviewers noted that both the graduate and undergraduate programs are heavy in theoretical content and suggested some streamlining of the econometrics theoretical requirements and expansion of applied or hands-on course learning. This, along with revisions to better pace quantitative requirements, might help with recruitment and retention of undergraduate students, and might also enable both undergraduate and graduate students to better visualize employment prospects.



The Head of the Department of Economics and the Dean of the Faculty of Science submitted their responses to the External Reviewers' Report (August 28, 2025 and October 6, 2025, respectively), addressing the recommendations, identifying follow-up actions, and providing clarification or corrections, as appropriate. The Senate Program Development Committee (PDC) Final Assessment Report and Implementation Plan (January 2026) considered all the above documentation. The Executive Summary and Implementation Plan, along with any response from the area on the final recommendations, were submitted to Senate in February 2026.

### **Final Recommendations and Implementation Plan (in priority order)**

*Final recommendations were arrived at by the Program Development Committee, following a review and assessment of the External Reviewers report and the response from the Dean of the Faculty*

**Recommendation 1:** That the Department embark on a curriculum review and redesign of its undergraduate programs, with a view to:

- a) altering the requirements of the BA in Economics and the corresponding Honours BA programs to allow students to switch between programs at the end of the second year with minimal friction. [ER Recommendation P1]
- b) removing the requirements for Advanced Microeconomics II and Advanced Macroeconomics II from the Honours BSc programs. [ER Recommendation P2]
- c) producing program charts for all programs. [ER Recommendation P4]

**Agents:** Head, Department Council

**Completion by:** Fall 2027

**Recommendation 2:** That the Department embark on a curriculum review and redesign of its graduate programs, with a view to:

- a) minimizing the theoretical component of the Econometrics graduate sequence and expanding hands-on experience in economic data analysis. [ER Recommendation P5]
- b) consolidating the core courses of the MAEP and MA programs.
- c) maximizing cross-listing of MAEP and MA courses and cross-career courses (graduate-undergraduate courses) to enhance the sustainability of the graduate and undergraduate programs. [ER Recommendation P6]

*[PDC reminds the Department that the number of cross-career courses cannot exceed one-third of the graduate student's program.]*

**Agents:** Head, Department Council

**Completion by:** Fall 2027

**Recommendation 3:** That the Department report on how it is assigning instructors to ECON-1000 and ECON-1010, keeping EDI considerations in mind, and on what kinds of supports are provided to assist them in ensuring teaching success in large classes. [ER Recommendation P4]

**Agents:** Head

**Completion by:** Fall 2027

**Recommendation 4:** That the Department report on activities and initiatives to support students' success in large classes and overall.

**Agents:** Head, Department Council

**Completion by:** Fall 2027

**Recommendation 5:** That the Department reflect on assessment approaches and report on how it is engaging in discussions about assessments, particularly around the use of generative AI and other challenges relating to academic integrity. [ER Recommendation P7]

**Agents:** Head, Institutional Advisor on Generative AI, Centre for Teaching and Learning

**Completion by:** Fall 2027

**Recommendation 6:** That the Department report on efforts to encourage broad participation in supervision and to monitor workload distribution periodically. [ER Recommendation P8]

**Agents:** Head, Dean of Science

**Completion by:** Fall 2027

**Recommendation 7:** That the Department make a case to the Dean of the Faculty for a course release for the Directors of the graduate programs (one for the MA and one for the MAEP). [ER Recommendation R1]

**Agents:** Head

**Completion by:** Fall 2027

**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**CYCLICAL PROGRAM REVIEW (CPR)**  
**FINAL ASSESSEMENT REPORT (FAR) IMPLEMENTATION PLAN**  
**PROGRESS REPORT ON: ELECTRICAL AND COMPUTER ENGINEERING**  
**UNDERGRADUATE AND GRADUATE PROGRAMS**  
January 2026

**General**

**Recommendation 1:** That the Department submit its recommendations for changes to the MASc graduate committee composition to the Faculty of Graduate Studies Council, which oversees the policy and requirements for graduate committee composition as approved by Senate and listed in the graduate calendar, and the Department consider establishing a simpler and more effective process, based on clear and standard guidelines and procedures, whereby the advisor is responsible for evaluating the research proposal and monitoring the progress. The committee should be formed only for the final examination to evaluate the written and oral presentation of the thesis. (Suggestions to the Faculty of Graduate Studies Council on the graduate committee size could include: that its size should be reduced by eliminating the need for a member from outside the department and that it should include more relevant members from the area of research with the exception of the chair who could be a faculty member from the department but not from the area of research.)

**Agents:** Head

**Completion by:** Fall 2026

**Progress Report 2025:**

This is a very good suggestion. The ECE Graduate Committee will discuss this matter in their first meeting in Winter 2026 and take the necessary follow-up actions.

**PDC Comments:**

PDC notes that Department's next steps with regard to this recommendation and looks forward to hearing of its completion.

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

**Recommendation 2:** That the Department report on efforts to establish an MEng program coordinator or to otherwise ensure support and coordination of the ECE MEng program and students, including progress on the hiring of two teaching intensive positions with responsibilities for academic advising of MEng students, and on continued cooperation and consultation between the Head, the Associate Dean Professional Programs, and the Manager of Student Success and Academics in the scheduling and coordination of course offerings.

**Agents:** Head

**Completion by:** Fall 2026

**Progress Report 2025:**

This will be noted as a long-term goal for the ECE department. Given the substantial reduction in M.Eng. enrolment and with recent budget cuts, this recommendation cannot be implemented immediately.

**PDC Comments:**

PDC appreciates the constraints under which the Department, and the University as a whole, is operating and concurs with the Department that the part of the recommendation relating to new positions is not feasible at this time. With a report outlining alternative efforts to ensure support and coordination of the ECE MEng program and students, the PDC would consider this recommendation satisfied.

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

**Recommendation 3:** That the Department review and report on its formal and informal processes and mechanisms for receiving, and also for addressing, student feedback, including processes and mechanisms for submitting feedback and concerns individually, collectively, or through student representatives.

**Agents:** Head

**Completion by:** Fall 2026

**Progress Report 2025:**

The new ECE Head Dr. Khalid plans to have yearly meetings with ECE undergraduate and graduate students to obtain first-hand accounts of their issues and concerns. These events will be advertised and used to complement existing student feedback mechanisms.

**PDC Comments:**

PDC looks forward to hearing of enhanced effectiveness in gathering student feedback resulting from the introduction of yearly meetings between the Head of the Department and ECE undergraduate and graduate students, noting at the same time that students may not always be comfortable meeting with the Head. In addition to this initiative, PDC encourages the Department to report on other mechanisms for gathering student feedback (such as anonymous surveys, comment dropboxes, or focus groups run by an external facilitator), as part of its next self-study and cyclical program review.

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

**Recommendation 4 (minor):** That the Department report on efforts to have representation of all areas of concentration on the curriculum committee.

**Agents:** Head

**Completion by:** Fall 2026

**Progress Report 2025:**

The ECE Head will nominate faculty members from all major research areas in ECE to the curriculum committee. Unlike other committees such as RTP, this committee can be formed by nomination.

**PDC Comments:**

PDC thanks the Department for ensuring the nomination of faculty members from all major research areas in ECE to the curriculum committee and encourages the Department to report on whether and how it is considering student representation on the curriculum committee. PDC looks forward to an update on these efforts as part of its next self-study and cyclical program review.

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

**Recommendation 5 (minor):** That the Department either retire Special Topics courses or formally create them as Senate-approved stand-alone courses with a regular course code (PDC Form D).

**Agents:** Head, Graduate Committee, Curriculum Committee

**Completion by:** Fall 2026

**Progress Report 2025:**

This is an ongoing effort. A review of special topics courses will be conducted in Winter 2026 to move those courses to courses with regular course codes. However, the option to create special topics courses will be used to offer specialized courses as needed for new faculty members as well as to cover the latest technological developments.

**PDC Comments:**

PDC urges the Department to increase its efforts to formally create stand-alone courses for topics that are regularly offered under the Special Topics. PDC understands and agrees that Special Topics Courses should continue to be an option when offering or testing specialized courses.

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

**Recommendation 6 (minor):** That the Department make a case to the Dean of Engineering and the Dean of Graduate Studies for enhancing incoming scholarships for PhD students.

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

**Completion by:** Fall 2026

**Progress Report 2025:**

The department regularly advocates for enhanced scholarships for incoming PhD students with the Dean of engineering and the Dean of Graduate Studies.

**PDC Comments:**

PDC thanks the Department for its efforts with regard to this recommendation and notes that this recommendation has been satisfied.

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

**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**CYCLICAL PROGRAM REVIEW (CPR)**  
**FINAL ASSESSEMENT REPORT (FAR) IMPLEMENTATION PLAN**  
**PROGRESS REPORT ON: ENVIRONMENTAL SCIENCE**  
**GRADUATE PROGRAMS**  
January 2026

**Student Financial Support**

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

**Agents:** Director, Dean

**Completion by:** Fall 2024

**Progress Report 2025:**

In principle we are in agreement, especially given that inflation has outpaced any increases to most graduate stipends. Note that part of the funding package is derived from Graduate Assistantships which fall under a collective agreement with CUPE 4580 which is reviewed each time the agreement is renegotiated. As such, a portion of the total remuneration is subject to these considerations (COLA, etc.). However, we must recognize that RA funding is derived principally from soft money (grants, contracts) which are not guaranteed, and we are hesitant to make financial guarantees where we have no way of honouring the obligation should grants and contracts not be available.

In our Graduate Handbook, we identify funding minimums (RA + GA) of \$18,000 (M.Sc.) and \$19,000 (Ph.D.) which have been in line with minimum amounts provided by comparable Science AAUs at the University over recent years. Examining data over the previous three years (2023-2025; n = 16 M.Sc. student years; n = 22 Ph.D. student years), we report that total compensation (RA and GA, but not including scholarships) is substantially higher than the minimum thresholds identified (M.Sc. mean: \$29,650; M.Sc. median: \$26,900; Ph.D. mean: \$38,400; Ph.D. median: \$34,750) and is higher than the minimum levels identified for 'Biology' graduate programs elsewhere in Canada (see Table 3.1 of original site review report). These amounts do not include University of Windsor Entrance Scholarships or other scholarships – including Department awards from which many of our students benefit. Compared to the Living Wage calculated for Windsor (Table 3.1), the mean funding package for both M.Sc. and Ph.D. candidates exceeds this level. This demonstrates we are cognizant of the financial realities of our graduate students and where resources are available, we endeavour to remunerate our students appropriately.

To convey this information to prospective applicants, we have added the following statement to the section on Financial Assistance in the GLIER Handbook: "GLIER guarantees that students admitted into our program will receive at least \$18K/year (M.Sc.) or \$19K/year (Ph.D.). This funding may take the form of scholarships, Graduate Assistantships (GAs), salaried Research Assistantships (RAs) and/or summer stipends. Note that these are program minimums with actual stipends reviewed annually. In our latest review covering the period 2023-2025, all graduate students in our program received financial assistance that exceeded the Living Wage calculated for Windsor."

**PDC Comments:**

PDC commends the area on its efforts to provide graduate students with adequate funding, understanding that RA funding is derived principally from soft money, and for ensuring transparency by providing funding minimums in the Graduate Handbook. PDC encourages the area to continue with these efforts and concurs that this recommendation has been satisfied.

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

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

**Agents:** Director, Dean

**Completion by:** Fall 2024

**Progress Report 2025:**

In reality, apart from the occasional student who goes ‘missing in action’, students who have maintained good standing in the program and who can provide adequate rationale for requesting an extension have been supported when their M.Sc. program goes beyond two years. While ‘grace’ GAs are not guaranteed, the vast majority of requests were honoured by the Faculty of Science through the 2024-25 academic year. Likewise, these students have continued to receive additional RA support from their supervisors. However, with the University facing serious budget constraints, ‘grace’ GAs have not been approved this academic year.

Such a policy is not ours to develop and must be addressed at the Faculty level. Should Faculty budget allow, we ask that Science prioritize grace GAs for students enrolled in graduate programs requiring field work in recognition of extenuating circumstances that sometimes impact progress toward degree completion.

**PDC Comments:**

PDC encourages the area to initiate discussions with the Dean of Science regarding extending GA funding support in extenuating circumstances. With a report on the outcome of these discussions, PDC would consider this recommendation satisfied.

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

**Environmental Sciences graduate program curriculum and processes**

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

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

- Include clear timelines and deadlines for all milestones.
- Standardize (and make transparent) forms and reporting for committee meetings, as well as formats for research updates provided to committees.
- Make clear the process and criteria for requiring additional courses and for documenting their completion.
- Commit the procedures for the Proposal to writing, and reframe Comprehensive Examination, and thesis/dissertation defense descriptions as codified procedures.
- Codify the criteria, scope, content, format, and evaluation processes and procedures for situations where a student’s performance is deemed inadequate are clear for a milestone assessment.
- Clarify the expectations around the MSc->PhD transfer, including the timing of the transition, the structure of the committee meeting, the criteria for approval, the format of any written proposal, and the oversight and documentation of the final decision and any appeals.
- Codify the process and criteria for extensions beyond the normative time for both MSc and PhD degrees.
- Codify the process and criteria for waiving publication requirements for graduation. [ER Recommendation 4]

**Agents:** Director, Graduate Committee

**Completion by:** Fall 2024

**Progress Report 2025:**

These concerns have been addressed in a revised Graduate Handbook with the 2025-26 edition presently available for download on the GLIER Graduate Program website.

**PDC Comments:**

PDC concurs that the 2025-2026 edition of the Graduate Handbook has addressed these issues and commends the area on its work. PDC notes that this recommendation has been satisfied.

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

**Recommendation 4:** That the Program area review the content of the core modeling course, ensuring that it still meets the needs of students (in terms of the computational and statistical skills of incoming graduates) and the breadth of their GLIER research. Consideration might be given to team-teaching or having break-out workshops to better connect the computational skills content to the needs of current GLIER research. [ER Recommendation 6]

**Agents:** Director, Graduate Committee

**Completion by:** Fall 2024

**Progress Report 2025:**

We are pleased to share that this gap in the Environmental Science graduate program has been filled with the hire of Dr. Ali Saber, a GLIER hybrid member in the School of Environment who started in September 2024. GLI-9800 (Multiple Stressors and Environmental Modelling) will become part of his biennial teaching rotation with the course to be offered in alternate years beginning in Winter 2026. In addition, the Graduate Committee reached consensus that this requirement can be fulfilled by a different class offered at the University of Windsor (see Recommendation 5) should the student and their committee be in agreement and the substitution subsequently approved by the Environmental Science Graduate Coordinator.

**PDC Comments:**

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

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

**Recommendation 5:** That the Program area distribute, to both graduate students and faculty, an annual list of appropriate courses from cognate disciplines available to Environmental Science MSc and PhD students, once course lists are posted. [ER Recommendation 5]

**Agents:** Director, Graduate Committee

**Completion by:** Fall 2024

**Progress Report 2025:**

The Graduate Committee has reviewed a list of graduate-level courses offered at the University of Windsor that may be appropriate to substitute for the Environmental Modelling course and/or may be identified as complementary to the degree program of students enrolled in the Environmental Science program. These are now included (and updated annually) in the Graduate Handbook.

**PDC Comments:**

PDC thanks the area for its efforts with regard to this recommendation and concurs that it has been satisfied.

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



**Recommendation 6:** That the Program area host regular networking events for current students, alumni, and adjuncts to facilitate networking and report on these efforts. [ER Recommendation 7]

**Agents:** Director

**Completion by:** Mid-cycle report

**Progress Report 2025:**

We encourage and support both social and networking events for the graduate students enrolled in Environmental Science. For social events, we have hosted regular barbeques in the GLIER courtyard and grassroots efforts initiated by students and supported by the Program have resulted in regular Games Nights, fundraising bake sales and seasonal holiday celebrations. On the networking side, GLIER was the site host for the 2024 International Great Lakes Research Conference which was held in Windsor. Most of our graduate students served as volunteers which helped to integrate them into the Great Lakes community. Hosting a large scale event such as IAGLR has been complemented by active graduate student participation at smaller scale events including a science diplomacy event that brought University students from Mexico and the US to GLIER in fall 2024, hosting the Great Lakes Water Quality Agreement Annex 4 meeting in 2023 and again in 2024 that brings federal, provincial and state agency scientists from Canada and the US to GLIER and regular visits by both provincial and federal politicians to the Institute. The latter included round-table discussions that have included Environmental Science graduate students and federal and provincial cabinet Ministers. Our annual Graduate Showcase event held each spring was expanded in Spring 2025 to include a cohort of students from Wayne State University in Detroit who joined in person.

**PDC Comments:**

PDC commends the area on its consistent and ongoing efforts to provide regular networking opportunities. Although PDC deems this recommendation satisfied, it encourages the area to continue its efforts with regard to this recommendation.

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

**Recommendation 7:** That the Program area report on its efforts to encourage the development of a formal Environmental Science graduate student society or committee to provide a formal conduit for communication. [ER Recommendation 8]

**Agents:** Director

**Completion by:** Mid-cycle report

**Progress Report 2025:**

Student representation is included on GLIER Council, so a formal conduit for communication exists. It is the belief of the Graduate Committee that formation of a student society should be a grassroots effort based on interest by the students. The Program has engaged with leadership of the Jull Environment Club, a primarily undergraduate environmental advocacy club within the School of Environment. Leadership of Jull have stated their willingness for members of the Environmental Science graduate program to join should they be interested.

**PDC Comments:**

PDC notes that a formal conduit for communication with graduate students exists through GLIER Council and agrees that the formation of a student society should be initiated at the grassroots level by the students. PDC commends the area for reaching out to Jull Environmental Club to extend membership to GLIER graduate students.

PDC thanks the area for its report and deems this recommendation satisfied.

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

## **Recruitment to the Environmental Sciences graduate program**

**Recommendation 8:** That the Program area develop a process to ensure that faculty and students are aware that Environmental Science graduate students have the same opportunities for GA positions as all other graduate students in the Faculty of Science. [ER Recommendation 9]

**Agents:** Director

**Completion by:** Fall 2024

**Progress Report 2025:**

The messaging from Science (and which has been conveyed to GLIER faculty) has been clear that Environmental Science graduate students have the same opportunities for GA positions as their counterparts in the AAUs to which their faculty mentors belong. While GA positions are not guaranteed for any student, students in the Environmental Science program are afforded equal consideration for available positions in those respective AAUs. Ultimately, granting of GA positions in Science is at the discretion of the Dean of Science and messaging from the Dean's Office has been consistent with respect to GA opportunities. Further, every Environmental Science student who is eligible and who has applied for a GA position in recent years has received a placement – no exceptions!

**PDC Comments:**

PDC thanks the area for reporting on the existing process and messaging from Science, which ensures that faculty and students are aware that Environmental Science graduate students have the same opportunities for GA positions as all other graduate students in the Faculty of Science. PDC concurs that this recommendation has been satisfied.

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

**Recommendation 9:** That the Program area report on its efforts to advertise the advantages of enrolling in the Environmental Sciences programs (rather than the graduate program of their supervisor's primary AAU), such as possible priority access to office space and networking and collaboration opportunities within GLIER and with its external partners, etc., to make the program attractive for incoming students. [ER Recommendation 10]

**Agents:** Director

**Completion by:** Fall 2025

**Progress Report 2025:**

GLIER's governance protects the rights of its members to enroll students in the graduate programs of either the member's home AAU or through the Environmental Science program. We encourage members to enroll their students through our Environmental Science program but do not penalize members who opt to enroll their students elsewhere. As most faculty members maintain their primary labs at GLIER and their students rely on resources available at the Institute, it is not appropriate to penalize those students who are enrolled through other AAUs. What is proposed is to simply prioritize students from the Environmental Science program for desk space at GLIER. Over recent years, we have been able to accommodate desk space for all Environmental Science students along with students enrolled through other AAUs whose primary advisor is a GLIER-affiliated faculty member. Plans underway to merge the Earth Science graduate program into the Environmental Science program will continue to drive enrollments in the latter.

**PDC Comments:**

PDC concurs with the area's assessment and proposed next steps for enrolment growth. PDC thanks the area for its report and deems this recommendation satisfied.

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

**Recommendation 10:** That the Program area, in consultation with the Office of Enrolment Management and the Office of Graduate Studies, develop an international recruitment strategy. [ER Recommendation 11]

**Agents:** Director, AVP Enrolment Management, Office of Graduate Studies

**Completion by:** Fall 2025

**Progress Report 2025:**

Enrolling international students in our program will promote diversity while strengthening international ties. However, many events have converged since this recommendation was made that make it more challenging to develop an international recruitment strategy. Canada implemented a cap on international student permits starting in January 2024, with the aim of reducing new approvals by approximately 35% in 2024 (to about 360,000) and a further 10% in 2025 (to a total of 437,000). Further, a changing geopolitical landscape continues to challenge implementation of such strategies, although this can be viewed as an opportunity. In that sense, we find it disappointing that the University has failed to prioritize recruitment of graduate students from the U.S. where science and diversity programs have been targeted for funding cuts, thus disillusioning many in the scientific community in the U.S. Finally, funding to support international students remains a challenge and we call upon the University to support these efforts. While a “Good Neighbour” rate exists for U.S. students, it remains substantially higher than tuition for domestic students. We welcome the Faculty of Science International Doctoral Scholarship program which reduces tuition for some incoming international doctoral students to the domestic PhD level. In addition, a cohort of students (including some on exchange visits) from China have received support through the China Scholarship Council and are presently enrolled in the Environmental Science program.

**PDC Comments:**

Given the current context, PDC notes that this recommendation should be withdrawn, since many of the current challenges and drivers of success in international recruitment are outside the control of the area. A broader, University-wide, international recruitment strategy is needed.

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

**Institutional support for GLIER and the Environmental Science graduate programs**

**Recommendation 11:** That the Program area, working with the Office of the Dean, develop a process to ensure that all courses within the Environmental Science program be given full consideration in the development of the 3-year teaching plans for each AAU, to allow consistent, quality delivery of core courses. [ER Recommendation 12]

**Agents:** Director, Dean, Heads with faculty associated with GLIER

**Completion by:** Fall 2025

**Progress Report 2025:**

As mentioned as part of the response to Recommendation 4, with the hire of Dr. Saber to SoE, GLI-9800 (Multiple Stressors and Environmental Modelling) will become part of his biennial teaching rotation with the course to be offered in alternate years beginning in Winter 2026. The other graduate offerings are presently assigned to the GLIER Director facilitating consistency with delivery of courses.

**PDC Comments:**

PDC concurs that this recommendation has been satisfied.

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

**Recommendation 12:** That the Program area report on efforts to renew its complement of faculty associated with the Institute and its programs, in light of upcoming retirements, with a focus on increasing its diversity. [ER Recommendation 13]

**Agents:** Director, Dean, Heads with faculty associated with GLIER

**Completion by:** Fall 2025

**Progress Report 2025:**

Over the past two years, two productive, senior-level GLIER faculty retired, leaving gaps in our research and student mentorship complement. While hiring at the University of Windsor is targeted to fill needs at the level of AAU, continued research excellence of GLIER-affiliated faculty has resulted in several opportunities for new hires that will help to address the gaps created by retirement. In September 2025, we welcomed Dr. Opeyemi Lawal as an Assistant Professor in SoE and CRC Tier 2 nominee in Environmental and Public Health Genomics. Dr. Lawal is physically located at GLIER and was recently approved as a hybrid member of GLIER by Council. Dr. Lawal is also a member of the Black Scholars Institute. GLIER has also assumed a central role to recruit a Canada Excellence Research Chair in Sustainable Waterways with an anticipated start date of July 2027 (contingent on successful nomination to the CERC program). The application portal has closed for this position with the Search Committee beginning to evaluate candidates in October, 2025. Finally, GLIER has stepped up its recruitment of hybrid faculty to complement our program approving the addition of three hybrid members between 2024-2025: Dr. Ali Saber [SoE], Dr. Anneke Smit [Law], Dr. Jennifer Willet [Tier 2 CRC in School of Creative Arts]). We also recruited Adjunct Indigenous Scholar Mr. Clint Jacobs.

**PDC Comments:**

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

PDC deems this recommendation satisfied.

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

**Recommendation 13:** That the Program area participate in the Faculty of Science pilot project which is reviewing core research infrastructure and technical staff to identify gaps and develop potential solutions to better support research in the Faculty, and that, consistent with this and in consultation with the Dean, it develop a plan for the retention and replacement of technicians who support GLIER core facility.

[ER Recommendation 14]

**Agents:** Director, Dean

**Completion by:** Fall 2025

**Progress Report 2025:**

Two members of GLIER (McKay and Weisener) sit on the Steering Committee of NUCLEUS, a pilot program based in Science that seeks to create and harmonize the management of core facilities so that they better reflect research activity and opportunities at the University of Windsor and that they serve the needs of both University and external clients. This structure will also facilitate a more competitive response to infrastructure grant opportunities through the Canada Foundation for Innovation. Technicians that support University core facility labs are part of these discussions as the program seeks to launch. The longer-term goal is for this program to transcend Science such that core facility labs are operated sustainably.

**PDC Comments:**

PDC notes the area's active participation in the Faculty of Science's pilot project (NUCLEUS) which is reviewing core research infrastructure and technical staff. PDC notes that the mandate of NUCLEUS is to develop plans for the retention and replacement of technicians who support research in the Faculty, including the GLIER core facility. In light of this, PDC deems this recommendation satisfied.

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

**Recommendation 14:** That the Program area report on its ongoing efforts to track and promote student achievements for the purposes of celebration and reporting. [ER Recommendation 15]

**Agents:** Director

**Completion by:** Fall 2024

**Progress Report 2025:**

GLIER continues to allocate staff effort to maintaining updated social networks which are used to promote scholarship and achievements of the GLIER community, including graduate students. Our annual Graduate Research Showcase where donor awards are announced likewise offers an opportunity to recognize our most important resource, our graduate students. The Faculty of Science holds an annual awards reception titled 'Spring and Shout' where members of the Science community are recognized and which includes a number of graduate awards. Likewise, Science retained a communications specialist through the end of the 2024-25 academic year tasked with promoting success within the Faculty including four graduate students from Environmental Science whose research was featured in the University of Windsor Daily News. While services of PAC have been centralized due to budget-related realignments, we continue to promote the accomplishments of Environmental Science students.

**PDC Comments:**

PDC concurs that this recommendation is satisfied and encourages the area to continue its efforts to report and celebrate student achievements.

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

**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**CYCLICAL PROGRAM REVIEW (CPR)**  
**FINAL ASSESSEMENT REPORT (FAR) IMPLEMENTATION PLAN**  
**PROGRESS REPORT ON: HISTORY**  
**UNDERGRADUATE AND GRADUATE PROGRAMS**  
January 2026

**General**

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

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

**Agents:** Head, History Council, Faculty of Graduate Studies

**Completion by:** Fall 2023

**Progress Report 2025:**

We explored these options and reject the idea of crosslisting, and for now an integrated program is unfeasible. Instead we are pursuing with the Dean the plan of shared graduate seminars so that there are more offerings for our students.

**PDC Comments:**

PDC thanks the area for its report and concurs that the recommendation has been satisfied. PDC looks forward to hearing more about the Faculty's exploration of shared (pan/multi-disciplinary) graduate seminars across all departments.

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

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

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

[ER Recommendation 4]

**Agents:** Head, History Council

**Completion by:** Fall 2024

**Progress Report 2025:**

The General Degree is being removed for all but emergency use.

**PDC Comments:**

PDC understands that there is proposal under consideration whereby there would be no direct admission to any general programs in FAHSS. However, the general programs would continue to be offered as fallback degrees and, that being the case, PDC encourages the area to review its general program to ensure clarity of program-level learning



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

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

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

**Progress Report 2025:**

There is a hiring freeze for the foreseeable future.

**PDC Comments:**

PDC notes that the department has recently streamlined its courses and program offerings. While PDC understands there is a hiring freeze, the area is encouraged to create a faculty hiring plan, in collaboration with the Dean, to ensure readiness once budgets allow.

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

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

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

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

**Agents:** Head, Dean of the Faculty

**Completion by:** Fall 2024

**Progress Report 2025:**

The faculty now discourages course only MA programs and we have abandoned this idea. We have had recent success in attracting graduate students, with a large incoming class in September 2025.

**PDC Comments:**

PDC understands that, with limited resources, course-based Masters programs are not feasible given the number of courses that would need to be offered. PDC encourages the area to report more fully on this recommendation as part of its next self-study, particularly with regard to efforts which aim to attract internal and external students: namely, to improve time-to-completion rates, to maximize student funding, and to clearly articulate the graduate program's perceived benefits.

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

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

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



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

**Completion by:** Winter 2024

**Progress Report 2025:**

The Head has had discussions with relatively inactive faculty regarding re-activating their research program, with mixed results. The Head is very engaged with junior faculty, monitoring workload and highlighting the danger of burnout.

**PDC Comments:**

PDC notes the area's efforts with regard to this recommendation. Although PDC considers this recommendation satisfied, the committee urges the area to continue to encourage reactivation of faculty research programs and support of junior faculty.

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

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

**Agents:** Head, History Council

**Completion by:** Fall 2024

**Progress Report 2025:**

While the high schools send the department more male than female students, by the time of graduation enough men have left the program that there is a gender balance.

**PDC Comments:**

PDC understands that the department has been very successful with its recruitment efforts recently. PDC encourages the area to continue to develop strategic recruitment efforts with gender in mind, and to report on such efforts in its next self-study.

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

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

**Agents:** Head

**Completion by:** Fall 2023

**Progress Report 2025:**

This work is underway.

**PDC Comments:**

PDC encourages the area to report more fully on its efforts with regard to this recommendation in its next self-study.

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

**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**CYCLICAL PROGRAM REVIEW (CPR)**  
**FINAL ASSESSEMENT REPORT (FAR) IMPLEMENTATION PLAN**  
**PROGRESS REPORT ON: MECHANICAL, AUTOMOTIVE, AND MATERIALS ENGINEERING**  
**UNDERGRADUATE AND MASc/PhD PROGRAMS**  
January 2026

**Preface (2025):**

Before a review of the progress on individual recommendations, it is important to note that some of the administrative tasks identified in the report are assigned in part to the Manager of Student Success and Academics. This position has been eliminated almost a year ago as a part of the University's cost cutting measures to address the 2024/25 and 2025/26 budget shortfalls. There has been a notable effect on the implementation of these recommendations as a result.

**Recommendation 1:** That the Department, ~~with the assistance of the Manager of Student Success and Academics,~~ report on efforts to:

- a) improve course and program information (e.g. courses offered, sequence, etc.); [ER Recommendation 7]
- b) develop a process and supports to alleviate course registration confusion [ER Recommendation 8]
- c) assist students with their progression through their programs particularly in cases where a student fails or misses a course. [ER Recommendation 7]

**Agents:** Head, ~~Manager of Student Success and Academics~~

**Completion by:** Fall 2025

**Progress Report 2025:**

The department assigns Undergraduate Academic Advisor(s) from the faculty to work with students who have questions about course scheduling or program requirements. The UAA maintains an active web presence, and students can connect or schedule appointments online. Normally there are two UAAs assigned, but in recent months, only a single UAA has been available. Further, there have been challenges in allocating UAAs with sufficient time resources available to advance on this recommendation. However, the department has recently filled an opening for an Ancillary Academic Staff member who will be able to contribute in this area.

**PDC Comments:**

PDC notes the area's efforts with regard to this recommendation and encourages it to continue them. Specifically, the area should consider assigning more UAAs to disperse the work among the faculty in support of students. PDC also notes that recommendations (a) and (b) may be satisfied by posting the information to the website.

Note: In light of the response, the recommendation will be revised to remove reference to the Manager of Student Success and Academics.

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

**Recommendation 2:** That the Department modernize the existing Materials option by:

- a) adding courses (on composites and metallurgy, for example), and/or more closely align the option to the Automotive and Aerospace options; or
- b) expanding the option to a Materials and Manufacturing Option.

[ER Recommendation 4]

**Agents:** Head, AAU Council, faculty members in Materials and Industrial engineering

**Completion by:** Fall 2025

**Progress Report 2025:**

The department has made substantial changes to the curriculum for the Materials Option, to more closely align it

to the Aerospace and Automotive Options. This has significantly reduced the teaching burden required to support the Option. However, challenges remain with chronically low enrollment in the Option. Further work on expanding the overlap in the Materials Option and the Industrial Engineering program, as suggested by the Materials and Manufacturing Option is continuing.

**PDC Comments:**

PDC thanks the area for its update and looks forward to hearing more on efforts to modernize the Materials option.

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

**Recommendation 3:** That the Department review and modernize the Mechanical Engineering Automotive option curriculum to include emerging topics (autonomous vehicles, hybrid and electric vehicles, batteries, vehicle light-weighting, etc.). [ER Recommendation 5]

**Agents:** Head, AAU Council, faculty members in Automotive engineering

**Completion by:** Fall 2025

**Progress Report 2025:**

New courses in Electric Machines and in Batteries have been developed and offered as a part of the Automotive Option. However, neither are beyond the Special Topics stage of calendar adoption as questions remain about faculty availability for long-term assignment to these courses.

**PDC Comments:**

PDC understands the caution in introducing new courses, and encourages the area to continue to review the Automotive option to determine how best to modernize it in light of faculty availability and other resource constraints.

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

**Recommendation 4:** That MAME consider realigning the undergraduate curriculum to allow for non-co-op students to graduate in Spring. [ER Recommendation 9]

**Agents:** Head, AAU Council

**Completion by:** Fall 2025

**Progress Report 2025:**

This suggestion has been reviewed by the Head and the Curriculum Committee and has been rejected, as the resources necessary to implement it are disproportionately high, and better deployed in other areas of need.

**PDC Comments:**

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

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

**Recommendation 5:** That the Department explore opportunities to strengthen its relationship with the Co-op Office, with a view to addressing concerns such as with the lack of placements for students in certain options, and advising engineering students on how to take best advantage of co-op program opportunities. [ER Recommendation 15]

**Agents:** Head, Manager Student Success and Academics, Co-op Office

**Completion by:** Fall 2025

**Progress Report 2025:**

The department has not made progress on this recommendation. The position of MAME Co-op liaison has been introduced to assist with Co-op implementation, but shortcomings remain.

**PDC Comments:**

PDC is pleased to hear of the new MAME Co-op liaison position, which should result in positive forward movement with this recommendation. PDC looks forward to hearing of the area's strengthened relationship with the Co-op Office and of efforts to provide and clarify co-op opportunities for students.

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

**Recommendation 6:** That the Department harmonize the MASc and PhD programs in each of ME, IE and Materials Engineering, and that a single Graduate Program Coordinator be assigned to oversee all research graduate programs. [ER Recommendation 10]

**Agents:** Head, AAU Council, faculty members

**Completion by:** Fall 2026

**Progress Report 2025:**

The graduate committees are expected to meet this semester to bring recommendations to Council for this issue. It is part of a larger review of the graduate calendars of all the programs in MAME – see recommendation 11.

**PDC Comments:**

PDC looks forward to hearing of the successful harmonization of the MASc and PhD programs in each of ME, IE and Materials Engineering, including the assignment of a single Graduate Program Coordinator to oversee all research graduate programs.

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

**Recommendation 7:** That the Department further explore developing a policy that guarantees ALL research graduate students (MASc, PhD) a certain minimum level of funding, for a reasonable period of time, and report on challenges or progress made to this end. [ER Recommendation 17]

**Agents:** Head, AAU Council

**Completion by:** Fall 2025

**Progress Report 2025:**

The department has been cooperating with the initiatives coming from the Faculty of Graduate Studies to implement this policy across campus. There has been some progress but the policy has not been applied yet at the MASc level, and there is uncertainty whether it is feasible to do so without substantial decline in graduate enrollment levels.

**PDC Comments:**

PDC thanks the area for cooperating with the Faculty of Graduate Studies on minimum funding for graduate students around GA allocations. Although PDC considers this recommendation satisfied, it encourages the area to continue its efforts, noting that it is unlikely that the area can ensure that all research graduate students receive GA allocations or the same level of overall funding.

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

**Recommendation 8:** That the Department develop a mechanism to review the offer letters provided to graduate students, regarding funding and tuition fees, to ensure that the information is clearly and correctly presented; and to, more generally, review communications to graduate students. [ER Recommendation 18]

**Agents:** Head, Graduate Coordinator

**Completion by:** Fall 2024

**Progress Report 2025:**

The Faculty of Graduate Studies has provided templates for offer letters that are now required. However, as yet, there is no formal review mechanism implemented in the department.

**PDC Comments:**

PDC urges the area to prioritize establishing a formal review mechanism to ensure that the information in offer letters is clearly and correctly presented, given the potentially significant negative impact on students.

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

**Recommendation 9:** That the Department raise the minimum entrance average for applicants to the Mechanical Engineering and Industrial Engineering programs from 74% to 78%, and report back on its consideration of adding Grade 12U Calculus and Vectors to its admission requirements to further support student success. [ER Recommendation 1]

**Agents:** Head, AAU Council

**Completion by:** Fall 2024

**Progress Report 2025:**

This recommendation has been under review by the WinONE office.

**PDC Comments:**

PDC supports the area's initiative to consult with the WinONE office regarding the impact on student success and enrolment, but notes that admission requirements ultimately fall under the purview of the Department and Faculty Council. PDC looks forward to hearing of the outcome of this review.

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

**Recommendation 10:** That the Department improve its messaging around the WINONE program, clarifying to students that its services can be accessed by students beyond first year. [ER Recommendation 21]

**Agents:** Head

**Completion by:** Fall 2024

**Progress Report 2025:**

The WinONE Office remains active in communicating its services to the student body.

**PDC Comments:**

PDC is pleased to hear that the WinONE office is active in communicating its services to students. However, PDC notes that the recommendation calls for increased efforts on the part of the Department to improve its messaging about the program. Such initiatives would further enhance the visibility of the office by providing another source of information about WinONE programming and services. PDC encourages the Department to report more fully on its efforts to promote the WINONE office to all students in its next self-study.

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

**Recommendation 11:** That the Department review and update the lists of graduate courses and Special Topics courses that are likely to be offered at least occasionally, to provide students a clear sense of graduate course offerings in the coming year or two. [ER Recommendation 19]

**Agents:** Head, Graduate Coordinator

**Completion by:** Fall 2024

**Progress Report 2025:**

There have been ongoing discussions at MAME AAU council regarding the graduate calendars for all the graduate degree programs in the department. There has been an extensive study of the delivery of graduate courses in the department offered in the last decade to determine their popularity among the student body, the frequency of their delivery, and the rate of sessional instruction. However, recent and dramatic changes in the enrollment at the graduate level have necessitated further review of the graduate course offerings. There is a plan for the Graduate Coordinators to meet this semester to revise the graduate course offerings in the MAME department. The change is expected to be more than a list update, but rather an update to the calendar to add certain courses requirements for all MASc students in the department, depending on their specific program, and form part of a larger overhaul of the graduate program requirements.

**PDC Comments:**

PDC appreciates the context provided and commends the area on undertaking a larger graduate curriculum review, with a view to streamlining program and course requirements. While PDC supports and encourages this curriculum review, it emphasizes that this recommendation pertains to transparency regarding current course offerings. PDC therefore urges the Department to post the list of graduate courses that are likely to be offered at least occasionally, over a two-year period, in order to provide students with a clear sense of graduate course offerings.

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

**Recommendation 12:** That the Department consider introducing:

- a) an annual in-person orientation session for new research graduate students (MASc, PhD); and
- b) formal agreements between each research graduate student and their supervisor, to establish a mutual understanding of communication, financial support, progress tracking, paper authorship, etc.

[ER Recommendation 20]

**Agents:** Head, faculty members

**Completion by:** Fall 2025

**Progress Report 2025:**

The department has introduced an orientation session for new graduate students. Unfortunately, it has not been particularly well attended. Some progress has been made on the formal agreements, as a part of the updated offer letter templates, but only at the MASc level.

**PDC Comments:**

PDC thanks the area for its update and notes that recommendation (a) has been satisfied. With regard to recommendation (b), PDC understands that the Faculty of Graduate Studies has recently developed resources, and encourages the area to make use of them as it works to complete this recommendation.

(see: <https://www.uwindsor.ca/graduate-studies/3045/graduate-supervision-resources-supervisors>)

**Status:**    ahead of target        X   on target         behind target        X   recommendation satisfied  
(b) (a)

**Recommendation 13:** That faculty be expected to submit three-year progress reports for feedback by the Head, in addition to the annual submission of eCVs, consistent with the collective agreement. [ER Recommendation 16]

**Agents:** Head, Dean

**Completion by:** Fall 2024

**Progress Report 2025:**

There has been no progress on this recommendation.

**PDC Comments:**

PDC encourages the area to increase its efforts in urging faculty to submit three-year progress reports for feedback by the Head, in addition to the annual submission of eCVs, as required by the collective agreement.

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

**Recommendation 14:** That the Department actively participate in discussions around the Faculty-level review and streamlining of administrative, IT, and technical staff positions, and that it report on the progress of this review as relates to administrative and technical staffing support for its programs. [ER Recommendations 11 and 12]

**Agents:** Head, Dean

**Completion by:** Fall 2026

**Progress Report 2025:**

The faculty has hired a Manager of Technical Support and Infrastructure (MTSI). While the levels of administrative and technical staffing support are perhaps less than ideal, financial constraints have imposed some limits in this area. Issues regarding staff support are being effectively addressed by the MTSI in his role in the Faculty Management Group.

**PDC Comments:**

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

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

**Recommendation 15:** That the Department review and revise (as needed) its academic administrative structures and positions to ensure their effectiveness in assisting the Head with MAME leadership and management duties, in alignment with the WUFA collective agreement and Senate bylaws. [ER Recommendation 13]

**Agents:** Head

**Completion by:** Fall 2025

**Progress Report 2025:**

The department has been challenged in providing effective support to the Industrial Engineering program in particular. Noting that none of the Head, the Associate Head, the Dean, or the Associate Deans are formally trained as Industrial Engineers, the Canadian Engineering Accreditation Board has expressed concern about this issue on consecutive accreditation visits for the IE program. However, the department has now hired an Ancillary Academic Staff member particularly well-suited to providing support to the Head by contributing to the administration of the Industrial Engineering program.

**PDC Comments:**

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

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

**Recommendation 16:** That the Department report on whether and how the funding from the MEng programs continues to be used to enhance supports for students, faculty teaching and research, and labs and facilities. [ER Recommendation 14]

*[In their response to the external reviewers, the Department and Dean clarified that funding from the MEng programs has flowed back to the Faculty and its Departments, resulting in the creation of an Associate Dean of Professional Programs, supports for students, research funds for faculty, and upgrades to labs and facilities, and will continue to do so in accordance with the ABB model and within University budget constraints.]*

**Agents:** Head

**Completion by:** Fall 2024

**Progress Report 2025:**

It is notable that in 2024, the department was able to fund a remarkable but long overdue upgrade in the undergraduate Measurements Laboratory, used in a required course for all Mechanical Engineering BASc students. The lab has been brought up to a very impressive standard and the new equipment is state-of-the-art. This upgrade was made possible by funding from the MEng program. Note further that since that time, the MEng program has undergone a dramatic decrease in enrollment, such that any surplus funding is now effectively non-existent. Nevertheless, the position of ADean, Professional Programs has been extended, with the intent of supporting and promoting the MEng program, but also to administer the College Transfer pathways into the BASc programs and the non-accredited BengTech programs in the faculty.

**PDC Comments:**

PDC notes the area's efforts regarding this recommendation, and concurs that it has been satisfied.

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



**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**CYCLICAL PROGRAM REVIEW (CPR)**  
**FINAL ASSESSEMENT REPORT (FAR) IMPLEMENTATION PLAN**  
**PROGRESS REPORT ON: NURSING**  
**UNDERGRADUATE AND GRADUATE PROGRAMS**  
January 2026

**General: Undergraduate and Graduate**

**Recommendation 1:** That Nursing implement an equity-oriented process for admissions to its undergraduate and graduate programs. [ER recommendations 1 and 6]

**Agents:** Dean, Associate Deans, faculty members

**Completion by:** Fall 2025

**Progress Report 2025:**

The Faculty of Nursing is committed to fostering equity, diversity, and inclusion across all aspects of our academic programs. In alignment with this commitment, we are actively working to strengthen our admissions processes for undergraduate and graduate programs by integrating equity-oriented principles.

All applicants to our graduate programs are invited to complete the following EDID Disclosure:

*“The University of Windsor Faculty of Nursing values and is working towards more equitable, diverse and inclusive learning spaces. Therefore, we recognize the following groups: Indigenous people, persons with disabilities, visible minorities, and sexual/gender minorities in our equity efforts. We invite you to disclose if you identify as a member of any of these groups.*

- ☐ *Yes, if yes, please list the group(s) \_\_\_\_\_*
- ☐ *No*
- ☐ *Prefer not to disclose”*

Most graduate applicants chose to disclose in 2025. Although we have not set EDID targets for admission, we admitted two Indigenous graduate students, as well as 4 internationally educated nurses to our course-based MScN program in 2025. We are looking to evaluate and continuously improve our practices in seeking disclosure and determining targets in our graduate admission processes.

**PDC Comments:**

PDC notes the area’s efforts with regard to this recommendation as they relate to graduate admissions. PDC looks forward to further updates on Nursing’s equity-oriented process for both graduate and undergraduate admissions, as applicable and consistent with merit-based admissions requirements, in its next self-study.

**Status:** \_\_ahead of target      X on target      \_\_\_behind target      \_\_\_recommendation satisfied

**Recommendation 2:** That Nursing implement a process to ensure the implementation of its standardized undergraduate course syllabus template and its standardized graduate course syllabus template, across all courses and programs. Such a process should include a syllabus review process prior to the distribution to students to maintain consistency and integrity of information. [ER recommendations 2 and 8]

**Agents:** Dean, Associate Deans, faculty members

**Completion by:** Fall 2024

**Progress Report 2025:**

The Faculty of Nursing developed a standardized syllabus template for undergraduate and graduate nursing

courses, which is implemented across all courses and programs. This template is designed to ensure consistency, clarity, and alignment with academic and professional standards. To support this, we have established a review process that includes regular evaluation and updates to the syllabus template. The standardized syllabi are updated each semester by the Associate Deans before distribution to faculty teaching courses. All instructors are required to submit their syllabi for review to ensure it follows the syllabus format.

This process helps maintain the integrity of the information provided to students and ensures that all course syllabi reflect current expectations and requirements. We remain committed to continuous improvement and will continue to refine our practices to support consistency and quality across all nursing courses.

**PDC Comments:**

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

**Status:** \_\_ahead of target      \_\_on target      \_\_behind target      X recommendation satisfied

**Recommendation 3:** That Nursing continue and report on its work to Indigenize and decolonize the curriculum at all program levels. [ER General Recommendation 1]

**Agents:** Dean, Associate Deans, Faculty Council

**Completion by:** Fall 2025

**Progress Report 2025:**

The Faculty of Nursing has made significant progress toward Indigenizing and decolonizing its curriculum through intentional curriculum design, faculty engagement, and integration of Indigenous knowledge, ceremony, and pedagogical approaches across all program levels.

To support faculty in this ongoing transformation, several experiential professional development opportunities have been implemented, including *The Rebirth of the Nursing Graduate Program* (which began with a sweat ceremony and continued with reflection and dialogue), *Storytelling and Art-Based Ways of Knowing* with First Nations artist John Williams, and a *Traditional Medicine Workshop* where faculty engaged directly with plant-based healing practices led by Lacey George. These initiatives have deepened faculty understanding of Indigenous ways of knowing, being, and doing, while strengthening relationships with Indigenous cultural practitioners and knowledge holders.

Indigenous perspectives have also been infused into learning through case studies and learning activities in both the undergraduate and graduate programs that highlight advocacy for traditional and Western medicines, as well as through reflective frameworks guided by the Medicine Wheel. The adapted *Kairos Blanket Exercise*, revised to focus on healthcare contexts, has become a mandatory learning experience for all third-year nursing students and students in our graduate programs, with over 1,000 participants to date.

**Undergraduate Program:**

Curricular renewal efforts have included the development and delivery of *NURS-4999: Indigenous Health*, a course created in direct response to the Truth and Reconciliation Commission's Call to Action #24 and the Calls for Justice from the National Inquiry into Missing and Murdered Indigenous Women and Girls. The course ensures that students critically engage with the historical, social, and political determinants of Indigenous health and learn culturally safe, relational approaches to practice. In addition, multiple undergraduate and graduate courses have been revised to embed Indigenous content, including *NURS-4571 Experiential Learning Lab VII*, which now incorporates scenarios addressing patient navigation, racism, traditional medicine, and cultural protocols around death and dying; *NURS-4990 Issues in Global & Planetary Health*, which now explores Indigenous global health perspectives; and *NURS-8410 Evidence Utilization*, which integrates a case study on environmental racism.

**Graduate Program:**

The MScN programs (course-based and thesis-based) were completely revised and passed through Senate in 2023.

The redesign committee recognized and adopted decolonization and indigenization practices and pedagogies throughout the process, including the following program outcomes:

- *Demonstrate leadership and professionalism in advocating for social justice, equity, diversity, and inclusion, and in ways that reflect a spirit of inquiry, self-reflection, respectful and reciprocal communication, professional maturity, and continuous learning.*
- *Critically analyze legislative and socio-political issues and trends to inform strategic responses to health and other policies that equitably improve person, family, community, and population health.*
- *Create collaborative interdisciplinary and intersectoral opportunities to promote person/family, community and population health and improve health systems.*

Students in the revised program are currently in their second year of a two-year full-time program. The following courses explicitly address Indigenous perspectives, ways of knowing and being.

- NURS 8400 - The Scholarship of Nursing Knowledge and Practice\*
- NURS 8410 – Evidence Utilization\*
- NURS 8420 – Health Research Methods
- NURS 8450 – Promoting Health Equity among Diverse Groups
- NURS 8460 – Teaching and Learning: Theory and Practice

\*Note - Required courses in all streams of the MScN program

The PhD program is currently under curricular renewal. The working group will engage the same strategies to decolonize and indigenize the PhD program.

#### Summary:

Collectively, these actions demonstrate the Faculty's sustained commitment to reconciliation in nursing education and its leadership in creating a culturally safe, decolonized curriculum that prepares future nurses to provide equitable and respectful care to Indigenous peoples and communities.

#### **PDC Comments:**

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

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

**Recommendation 4:** That Nursing pursue securing funding for a research facilitator/coordinator to support faculty and future post-doctoral student research applications and successful grant administration. [ER General Recommendation 2]

**Agents:** Dean, Senior Development Officer

**Completion by:** Fall 2025

#### **Progress Report 2025:**

We are pleased to report that we have successfully obtained approval for this position on a full-time basis for a one-year term. This role will be instrumental in advancing our research capacity and supporting the strategic goals of the Faculty of Nursing.

We are currently in the process of posting and recruiting for the position, and we look forward to welcoming a qualified candidate who will contribute meaningfully to our research initiatives.

#### **PDC Comments:**

PDC congratulates the area on having secured full-time, one-year funding for a research facilitator/coordinator on a full-time basis for a one-year term. Although PDC considers this recommendation satisfied, once the one-year term is completed, the area is encouraged to continue working to support faculty and post-doctoral student research

applications and successful grant administration with the assistance of the Office of Research and Innovation Services (ORIS).

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

**Undergraduate Program:**

**Recommendation 5:** That Nursing make a case, through the Dean of the Faculty, for the additional or renovated space to support simulation, lab activity, and storage, to meet the needs of the growing BScN program.

[ER Recommendation 3]

**Agents:** Dean

**Completion by:** Fall 2024

**Progress Report 2025:**

Through the strategic use of additional government clinical funding, we successfully established a new nursing lab to support the expanding academic and clinical needs of our students. This lab officially opened for classes in Fall 2025 and features eight beds, accommodating up to sixteen students at a time. The space was repurposed from underutilized Schulich facilities, allowing us to optimize existing resources while addressing our program's growth. We are very pleased with this outcome, which represents a meaningful step forward in enhancing our simulation and lab infrastructure. This initiative not only supports current enrollment demands but also strengthens our capacity for high-quality clinical education.

**PDC Comments:**

PDC congratulates the area on its receipt of funding for additional and renovated learning spaces to support the expanding academic and clinical needs of our students. With the new lab open as of Fall 2025, PDC considers this recommendation satisfied.

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

**Recommendation 6:** That Nursing review and update its staff hiring plan, including the hiring of a technician to maintain and to program simulation and lab equipment; and that it make a case for such a hire, if needed, subject to the outcome of the review. [ER Recommendation 4]

**Agents:** Dean

**Completion by:** Fall 2025

**Progress Report 2025:**

As part of the broader centralization of IT services across the institution, we were able to reassign our existing IT technician to focus exclusively on supporting our simulation and lab environments. This transition has proven to be highly beneficial, particularly in light of the significant technological upgrades implemented over the past year. These include the establishment of a new nursing lab, the acquisition of advanced simulation mannequins and software, and a comprehensive audiovisual upgrade across our simulation rooms and labs. The technician's dedicated support has been instrumental in ensuring the smooth operation and maintenance of these systems.

In terms of staffing, the past year has brought considerable change. The centralization process resulted in five VCTs of faculty positions, and we are currently in the process of backfilling these vacancies. This will greatly enhance our instructional capacity. Additionally, we experienced the loss of our reception role. The Communications Coordinator and Student Development Officer positions were centralized. As a result, existing staff responsibilities have been redistributed to maintain operational continuity.

We are also pleased to report the successful integration of the Continuing Education Nursing portfolio, which has seen significant growth. To support this expansion, we have added an Administrative Assistant position dedicated to this programming area.

Overall, while staffing transitions have presented challenges, we have made strategic adjustments to ensure continued support for our academic and clinical operations. We remain committed to reviewing our staffing needs on an ongoing basis and will make a case for additional hires as required.

**PDC Comments:**

PDC commends the area on its efforts regarding this recommendation. Although PDC considers this recommendation satisfied, the area is encouraged to review its staffing needs on an ongoing basis, and to make a case for additional hires as required, as it says it will do.

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

**Graduate Programs:**

**Recommendation 7:** That Nursing review and revise its PhD program and course learning outcomes for inclusion of EDIIA and for consistency with Bloom's taxonomy (and other best-practice frameworks).

[ER Recommendation 5]

**Agents:** Dean, Associate Dean Research, Faculty Council

**Completion by:** Fall 2025

**Progress Report 2025:**

The PhD program is currently under curricular renewal. A working group is established and meets monthly. We have completed a review of competitor PhD programs in Ontario. The working group has made the decision to adopt Boyer's Model of Scholarship as the overarching framework and will integrate the doctoral level competencies outlined in the Canadian Association of School of Nursing's Educational Framework. We will begin drafting program learning outcomes in late November 2025 during half-day meeting retreat, and with consideration of EDID and Bloom's taxonomy.

**PDC Comments:**

PDC thanks the area for its update and looks forward to receiving and reviewing proposed revisions to the PhD program and course learning outcomes.

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

**Recommendation 8:** That Nursing submit a report mapping graduate course assessments to graduate course learning outcomes. [ER Recommendation 9]

**Agents:** Dean, Associate Dean Research, faculty members

**Completion by:** Fall 2026

**Progress Report 2025:**

The graduate course assessment mapping activity is complete and attached to this report. (see document filed in the University Secretariat)

**PDC Comments:**

PDC thanks the area for submitting graduate course assessments mapped to learning outcomes and concurs that this recommendation is satisfied.

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

**Recommendation 9:** That Nursing, ~~through its Senior Development Officer~~, continue working with University Advancement to recruit donors for graduate student awards. [ER Recommendation 10]

**Agents:** Dean, ~~Senior Development Officer~~, University Advancement

**Completion by:** Fall 2025

**Progress Report 2025:**

As part of the university-wide centralization initiative, the Student Development Officer (SDO) position has been restructured, and there is no longer a dedicated SDO assigned solely to the Faculty of Nursing. However, we now share a University Advancement representative with the Faculty of Education. We look forward to collaborating with this individual to continue our efforts in donor engagement and fundraising.

Our faculty remains committed to securing philanthropic support to enhance graduate student opportunities. We will continue to work closely with University Advancement to identify potential donors and cultivate meaningful partnerships that support our mission to educate and empower future nursing professionals.

**PDC Comments:**

PDC thanks the area for its ongoing efforts, in collaboration with University Advancement, to enhance graduate student awards. Although PDC considers this recommendation satisfied, the area is encouraged to continue working with University Advancement on donor engagement and fundraising efforts, in support of Nursing students, as it says it will do.

Note: In light of the response, the recommendation will be revised to remove reference to the Senior Development Officer.

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

**UNIVERSITY OF WINDSOR**  
**CYCLICAL PROGRAM REVIEW (CPR)**  
**FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN: PHILOSOPHY**  
**UNDERGRADUATE AND GRADUATE PROGRAMS**  
January 2026

**Executive Summary of the Cyclical Program Review of the Department of Philosophy Programs**

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

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

The Department of Philosophy 2021-2022 Self-Study submitted to the Office of Quality Assurance on January 9, 2025, included 1) a summary of recommendations and actions from the last review; 2) descriptions and an analysis of the programs, their learning outcomes, curriculum structure, and student experience; 3) information on enrolments as well as financial, physical, and human resources; and 4) the program data including the standard data package provided by the Office of Quality Assurance. Included in the appendices to the Self-Study were faculty member CVs, the Leddy Library report, course descriptions, syllabi, curriculum map, student satisfaction surveys data.

The Department of Philosophy programs were reviewed by Dr. Shannon Hoff (Department of Philosophy, Memorial University of Newfoundland and Labrador), Dr. Michael Milde (Department of Philosophy, Western University) and Prof. Maggie Liddle (Faculty of Law, University of Windsor). In addition to assessing the Self-Study, the Review Team conducted a two-day on-site visit on February 6-7, 2025, which included meetings with faculty, students, administrative support staff, the Graduate Program Coordinator, the Head of the Department of Philosophy, the academic librarian, the Dean of FAHSS, the Dean of the Faculty of Graduate Studies, and the Associate Vice-President, Academic.

In their report (March 20, 2025), the Review Team confirmed that the undergraduate and graduate programs meet the IQAP evaluation criteria and are aligned with the University's mission, vision, and academic plans. However, it was noted that one specific aspect of the institution's mission to "foster positive change", though implicit, was not directly reflected in the Department's own mission statement. Admissions requirements and program requirements are clear, appropriate, and aligned with degree-level expectations. The Review Team noted that the undergraduate program structure offers sufficient flexibility, that the modes of content delivery are diverse and engaging, and that the graduate program is rigorous in offering course-based, major project and thesis options which are all standard ways to develop experience in research and critical analysis. The Reviewers also noted that the Department is well able to monitor and assess the overall quality of the programs, and whether students are achieving learning outcomes.

The Review Team noted that the programs are delivered by faculty with solid research profiles, who utilize engaging and innovative teaching methods and remain dedicated to providing an exceptional graduate and undergraduate student experience. The Reviewers repeatedly noted that "the Department enjoys a very collegial community". This was supported by feedback from students who also emphasized a collegial and active teaching and learning community.

The Review Team noted that while the current faculty complement is sufficient to offer its current suite of programming, with the loss of four faculty members since the last review period and potential upcoming retirements in the near future, the quality and sustainability of the programs in their current form is at risk. The Review Team noted that “[w]ithout a commitment to hiring of some replacements in the event of a further reduction in the current complement, the Department must prepare to wind down some parts of its current program offerings. It will also have to explore other options, including partnering with other units in the Faculty of Arts, Humanities and Social Sciences or in other parts of the University.” A holistic curriculum review and redesign is needed to ensure that the Department can continue to offer undergraduate and graduate programs that align with a faculty complement and expertise reflective of anticipated retirements and future enrolments.

The Head of the Department of Philosophy and the Dean of the Faculty of Art, Humanities, and Social Sciences submitted their responses to the External Reviewers’ Report (June 13, 2025 and July 18, 2025, respectively), addressing the recommendations, identifying follow-up actions, and providing clarification or corrections, as appropriate. The Senate Program Development Committee (PDC) Final Assessment Report and Implementation Plan (January 2026) considered all the above documentation. The Executive Summary and Implementation Plan, along with any response from the area on the final recommendations, were submitted to Senate in February 2026.

### **Final Recommendations and Implementation Plan (in priority order)**

*Final recommendations were arrived at by the Program Development Committee, following a review and assessment of the External Reviewers report and the response from the Dean of the Faculty*

**Recommendation 1:** That, as part of its holistic undergraduate curriculum review and redesign exercise, the Department consider:

- a) renaming courses of general interest to better attract non-majors and particularly majors outside of FAHSS, as well as consider proposing new courses that could appeal to non-majors, such as a course on AI Ethics. [Statistics show that students regularly change majors, especially if they discover the appeal of a discipline they had not previously experienced.] [ER Recommendation 2.]
- b) the possibility of further cross-listing of Indigenous and feminist philosophy with courses in other departments. [ER Recommendation 7.]
- c) including content related to underrepresented perspectives in its courses, if it has not already done so, and continue efforts to ensure that teaching styles and classrooms are inclusive and welcoming of non-traditional philosophy students. [ER Recommendation 7.]

**Agents:** Head, Department Council, faculty members

**Completion by:** Fall 2027

**Recommendation 2:** That the Department review the viability of its MA program given the intensive demands on its resources and the significant reduction in faculty complement, with specific consideration being given to the following revisions:

- a) Consider dropping the course-intensive “coursework” option for the MA;
- b) Identify courses in other departments that could count toward the MA degree (and flag its own courses as options for other departments in turn);
- c) Discuss the general idea of greater collaboration with other departments and programs.

[ER Recommendation 4.]

**Agents:** Head, Department Council

**Completion by:** Fall 2027

**Recommendation 3:** That the Department report on efforts to assign tenured professors to more 1000- and 2000-level courses, since such a strategy may help to attract majors. [ER Recommendation 3.]

**Agents:** Head, faculty members

**Completion by:** Fall 2027



**Recommendation 4:** That faculty members make every effort to apply for Tri-Council funds to support research (including grants that support varieties of activities beyond carrying out a research project, such as knowledge mobilization and partnership development grants) and that the Department report on the outcome of these efforts. [Grants would boost the Departmental profile, expand research possibilities and provide support for graduate students.] [ER Recommendation 5.]

**Agents:** Head, faculty members

**Completion by:** Fall 2027

**Recommendation 5:** That the Department report on efforts to pursue potential collaborations with other AAUs; a step which might help address the faculty gender and diversity imbalance. [ER Recommendation 6.]

**Agents:** Head, Dean of FAHSS

**Completion by:** Fall 2027

**Recommendation 6:** That the Department consider better harmonizing its mission statement with that of the University by adding the aim of equipping students for positive change. [In fostering development in students of a greater capacity to understand themselves and the world around them, Philosophy equips them for meaningful engagement with and transformation of their conditions.] [ER Recommendation 8.]

**Agents:** Head, Department Council

**Completion by:** Fall 2027

**UNIVERSITY OF WINDSOR**  
**CYCLICAL PROGRAM REVIEW (CPR)**  
**FINAL ASSESSMENT REPORT AND IMPLEMENTATION PLAN: SCHOOL OF THE ENVIRONMENT**  
**UNDERGRADUATE GRADUATE PROGRAMS**  
January 2026

**Executive Summary of the Cyclical Program Review of the School of the Environment Programs**

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

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

The School of the Environment 2020-2021 Self-Study submitted to the Office of Quality Assurance on October 23, 2024, included 1) a summary of recommendations and actions from the last review; 2) descriptions and an analysis of the programs, their learning outcomes, curriculum structure, and student experience; 3) information on enrolments as well as financial, physical, and human resources; and 4) the program data including the standard data package provided by the Office of Quality Assurance. Included in the appendices to the Self-Study were faculty member CVs, the Leddy Library report, course descriptions, syllabi, and the graduate student handbook.

The School of the Environment programs were reviewed by Dr. Bruce Erickson (Faculty of Environment, Earth, and Resources, University of Manitoba), Dr. Murray Richardson (Department of Geography and Environmental Studies, Carleton University) and Dr. Phebe Lam (Department of Psychology, University of Windsor). In addition to assessing the Self-Study, the Review Team conducted a two-day on-site visit on June 2-3, 2025, which included meetings with faculty, students, administrative and technical staff, School Committees, the Director of School of the Environment, the Dean of Science, the Associate Vice-President, Academic, and the Dean of the Faculty of Graduate Studies.

Although the Review Team's report (March 27, 2025) noted the delay in completing the Self-Study and resulting concerns about the currency of some of the information in the document, they also noted that information gaps were, for the most part, addressed during the site visit. The Review Team confirmed that the undergraduate and graduate programs meet the IQAP evaluation criteria and are aligned with the University's mission, vision, and academic plans. Program learning outcomes align with university and COU-approved degree-level expectations. Curriculum mapping is used to track where learning outcomes are introduced, reinforced and mastered across the programs. Assessment methods reflect sound practice in assessing student achievement of program learning outcomes.

However, the Review Team also noted that the Bachelor of Environmental Studies (BES) is structured as a collection of courses drawn from departments across campus, which presents challenges in terms of cohesion and faculty ownership. Depending on course selection, students may not receive the required breadth and depth to achieve program-level learning outcomes and may graduate without meeting all learning outcomes. Further, the more science-focused Resource Management stream, and the lack of available social science-oriented environmental course offerings result in students enrolling in science-oriented environmental courses, thus blurring the distinction between the BES and the BSc in Environmental Science. The Review Team also noted with concern the overlap between the GLIER Environmental Science graduate programs and the School's graduate programs in Earth Sciences, and noted that merging these programs under the School's oversight would improve cohesion and administration.

Admission requirements for the BSc and graduate programs are appropriate, though some concerns were raised about the admission requirements for the BES in light of students taking a larger number of science-oriented courses due to lack of course offerings. An analysis of BES students' grades, conducted by the School in response to this suggestion, revealed no evidence of BES students struggling in the science-oriented courses. Upcoming program revisions also intend to address the number and availability of social science-oriented courses.

The Review Team noted that the programs are delivered by research-intensive faculty with expertise in earth sciences, environmental science, and GIS. While there is no specific expertise in environmental studies, the School is committed to both its undergraduate programs, with some faculty having shifted their teaching towards issues related to policy and human-environment interaction. Further focus in this area will be needed to ensure the sustainability of the BES program. The School is well-supported for faculty and student research spaces, though infrastructure is aging and needs to be monitored. Overall student feedback on their experience was positive.

The Head of the School of the Environment and the Dean of the Faculty of Science submitted their responses to the External Reviewers' Report (September 30, 2025 and October 6, 2025, respectively), addressing the recommendations, identifying follow-up actions, and providing clarification or corrections, as appropriate. The Senate Program Development Committee (PDC) Final Assessment Report and Implementation Plan (January 2026) considered all the above documentation. The Executive Summary and Implementation Plan, along with any response from the area on the final recommendations, were submitted to Senate in February 2026.

#### **Final Recommendations and Implementation Plan (in priority order)**

*Final recommendations were arrived at by the Program Development Committee, following a review and assessment of the External Reviewers report and the response from the Dean of the Faculty*

**Recommendation 1:** That the School continue strategic planning around the BES program strengths and identity to better prioritize its resources, including completing a full curriculum review and redesign. This should include:

- a) Establishing a strategic hiring plan, in collaboration with the Dean of Science, prioritizing hiring a new core faculty member to support the BES program in teaching and research, to ensure readiness as soon as budgets allow.
- b) Offering more core, integrative courses in Years 2 and 3 of the BES program, and emphasizing social science and policy throughout the curriculum, with less (or optional) natural science coursework.
- c) Creating new ESTU courses to the BES program requirements.
- d) Streamlining program requirements, course offerings, and options to better distinguish the BES from the BSc in Environmental Science and possibly create pathways for non-science majors. [ER Recommendation 1]

**Agents:** Head, School Council, Dean of Science

**Completion by:** Next Cyclical Program Review (2027-2028)

**Recommendation 2:** That the School continue to develop and formalize the integration of Indigenous knowledge, histories, and perspectives into the programs. [ER Recommendation 8]

**Agents:** Head, School Council

**Completion by:** Fall 2026 or by the next Cyclical Program Review (2027-2028)

**Recommendation 3:** That the School ensure that BES and BSc students are required to take an appropriate number of 4th-year courses in their program. [ER Recommendation 2]

**Agents:** Head, School Council

**Completion by:** Fall 2026 or by the next Cyclical Program Review (2027-2028)

**Recommendation 4:** That the School, in consultation and collaboration with the Faculty of Science and the Faculty of Graduate Studies, expedite the merging of the Environmental Science and Earth Sciences graduate programs. [ER Recommendation 4]

**Agents:** Head, School Council, Dean of Science, Dean of Graduate Studies

**Completion by:** Next Cyclical Program Review (2027-2028)

**Recommendation 5:** That the School report on cohort-building efforts to strengthen undergraduate and graduate experiences in the programs, including continued support for the Jull group, integrating the field courses, and providing spaces for graduate students. [ER Recommendation 6]

**Agents:** Head, faculty members

**Completion by:** Fall 2026 or by the next Cyclical Program Review (2027-2028)

**Recommendation 6:** That the School report on efforts to work with the Office of the Registrar to identify and address discrepancies between program requirements listed in the calendar and those in UWinsite Student. [ER Recommendation 10]

**Agents:** Head

**Completion by:** Fall 2026 or by the next Cyclical Program Review (2027-2028)

**Recommendation 7:** That the School:

- a) develop annual undergraduate and graduate student satisfaction surveys; and
- b) report on efforts to work with Enrolment Management, Alumni Relations, and Institutional Analysis to collect more detailed information and statistics on alumni and student experience. [ER Recommendation 7]

**Agents:** Head, Enrolment Management, Alumni Relations, Institutional Analysis

**Completion by:** Next Cyclical Program Review (2027-2028)

**Recommendation 8:** That the School, working with the Dean of the Faculty and the Space Planning Committee, report on efforts to establish a long-term plan for the significant geological collection housed in the storage and lab rooms, with a view to reassigning and renovating some or all of the space to teaching and resource space. [ER Recommendation 9]

**Agents:** Head, Dean of Science, Space Planning Committee

**Completion by:** Next Cyclical Program Review (2027-2028)

**University of Windsor  
Senate**

**\*5.1.3: Computer Science (Graduate) – Course Learning Outcomes**

**Item for: Information**

**Forwarded by: Program Development Committee**

This document contains the following learning outcomes:

COMP-8100.	Literature Review and Survey
COMP-8110.	Advanced Software Engineering
COMP-8380.	Information Retrieval Systems
COMP-8400.	Foundations of Programming Languages
COMP-8540.	Advanced Algorithms
COMP-8900.	Directed Special Studies
COMP-8920.	Selected Topics

## COMP-8100. Literature Review and Survey

<p>Learning Outcomes</p> <p>This is a sentence completion exercise.</p> <p><u>At the end of this course, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>Integrate critical reviews of research papers into survey reports.</p> <p>Locate detailed bibliographic data of research papers.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>Identify appropriately narrow topics for which they can construct comprehensive surveys that include reviews of a representative range of refereed research papers.</p> <p>Locate relevant research papers, worldwide, on a narrow research topic, by employing common scholarly search engines and research tools.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>Review, summarize and identify the most-important contributions of refereed research papers.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>Construct well-structured and well-written surveys of refereed papers on narrow research topics.</p> <p>identify appropriate headings and sub-headings for sections and subsections of surveys of research papers</p> <p>Write competent technical papers concisely and precisely to describe the major aspects of refereed research papers.</p> <p>Write abstracts, introductions, and concluding comments at a level expected in Canadian national-level conferences in Computer Science.</p> <p>Create bibliographies conforming to standard formats similar to those used in the ACM Computing Surveys journal format.</p>	<p>D. literacy and numeracy skills</p>
<p>Judge the difference between summarization, and restatement of aspects, of research papers and plagiarism.</p>	<p>E. responsible behaviour to self, others and society</p>
	<p>F. interpersonal and communications skills</p>
	<p>G. teamwork, and personal and group leadership skills</p>
<p>Use good word processing software tools such as Latex typesetting package to <i>create</i> aesthetically-pleasing reports.</p>	<p>H. creativity and aesthetic appreciation</p>
	<p>I. the ability and desire for continuous learning</p>

<p>Learning Outcomes</p> <p><i>This is a sentence completion exercise.</i></p> <p><u>At the end of this course, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A.</p> <p>Explain the principles of Agile software development. Effectively use Scrum for project management and Extreme Programming for technical guidance.</p>	<p>B.       the acquisition, application and integration of knowledge</p>
<p>B.</p> <p>Conduct scientific research or technical investigation on topics related to software engineering. Assess technologies and approaches of Agile software development</p>	<p>B.       research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C.</p> <p>Analyze existing techniques and propose new ideas or applications in software development. Apply principles of Agile software development to industry-oriented projects.</p>	<p>C.       critical thinking and problem-solving skills</p>
<p>D.</p> <p>Identify appropriately narrow topics related to software engineering. Construct comprehensive surveys to include reviews of a representative range of publications.</p>	<p>D.       literacy and numeracy skills</p>
<p>E.</p>	<p>E.       responsible behaviour to self, others and society</p>
<p>F.</p> <p>Interpret customers' expectations and conduct acceptance tests.</p>	<p>F.       interpersonal and communications skills</p>
<p>G.</p> <p>Participate in team projects and solve project-related problems cooperatively.</p>	<p>G.       teamwork, and personal and group leadership skills</p>
<p>H.</p> <p>Evaluate proposed work in reference to other relevant work with respect to functionality and creativity.</p>	<p>H.       creativity and aesthetic appreciation</p>
<p>I.</p> <p>Appraise new approaches to software development.</p>	<p>I.       the ability and desire for continuous learning</p>

<p>Learning Outcomes</p> <p><i>This is a sentence completion exercise.</i></p> <p><u>At the end of this course, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
A. Explain and apply core concepts and models in Information Retrieval, such as vector space model, inverted indexing, large language models, semantic representation and semantic search, graph analyses, and ranking techniques.	C. the acquisition, application and integration of knowledge
B. Identify and define open research questions in the field of Information Retrieval.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Evaluate a variety of algorithms and methods for retrieving relevant documents.	C. critical thinking and problem-solving skills
D. Explain and apply background knowledge (e.g., SVD) in the area of information retrieval (e.g. Latent semantic indexing)	D. literacy and numeracy skills
E. Construct realistic search engines that are beneficial to society.	E. responsible behaviour to self, others and society
F. Communicate findings and results clearly, accurately, and succinctly, both orally and in writing.	F. interpersonal and communications skills
G. Collaborate productively, contributing positively to group dynamics to advance problem-solving and completion of team projects.	G. teamwork, and personal and group leadership skills
H. Write elegant algorithms and project report	H. creativity and aesthetic appreciation
I. Explore recent developments in the search engine construction	I. the ability and desire for continuous learning



## COMP-8400 Course Learning Outcomes

<p>Course Learning Outcomes</p> <p><i>This is a sentence completion exercise.</i></p> <p><u>At the end of the course, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A.</p> <p>Identify and evaluate the characteristics of various programming language paradigms.</p> <p>Assess implications of implementing a typed or untyped programming languages.</p> <p>Specify the program semantics formally and precisely.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B. Extend an existing programming language with new features.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C.</p> <p>Describe the pros and cons of programming languages.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D.</p> <p>Read and write programs fluently in different programming language paradigms.</p>	<p>D. literacy and numeracy skills</p>
<p>E.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F.</p>	<p>F. interpersonal and communications skills</p>
<p>G.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H.</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I.</p>	<p>I. the ability and desire for continuous learning</p>

<p>Course Learning Outcomes</p> <p><i>This is a sentence completion exercise.</i></p> <p><u>At the end of the course, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>A.</p> <p>Design randomized algorithms.</p> <p>Analyze the expected running time of randomized algorithms.</p> <p>Analyze the failure probability of randomized algorithms.</p> <p>Design approximation algorithms.</p> <p>Analyze the performance of approximation algorithms.</p> <p>Explain linear programming (LP) and integer programming (IP).</p> <p>Design algorithmic design techniques-based LP and integer programming IP.</p> <p>Design maximum flow algorithms.</p>	<p>A. the acquisition, application and integration of knowledge</p>
<p>B.</p> <p>Assess research papers related to NP-hard problems</p> <p>Explain and apply the following algorithm design paradigms: randomized algorithms, approximation algorithms, linear programming, integer programming, and maximum flow.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C.</p> <p>Apply concepts to, and choose appropriate algorithmic design techniques for, specific problem domains.</p> <p>Tackle NP-hard problems using design techniques based on linear programming (LP) and integer programming (IP).</p> <p>Design randomized algorithms to solve computationally hard problems.</p>	<p>C. critical thinking and problem-solving skills</p>
<p>D.</p>	<p>D. literacy and numeracy skills</p>
<p>E. Communicate precisely using rigorous design techniques and formal descriptions in scientific research.</p>	<p>E. responsible behaviour to self, others and society</p>
<p>F.</p>	<p>F. interpersonal and communications skills</p>
<p>G.</p>	<p>G. teamwork, and personal and group leadership skills</p>
<p>H. Design elegant algorithms for computationally hard/intractable problems</p> <p>Explain the role of the theoretical aspects of computer science</p>	<p>H. creativity and aesthetic appreciation</p>
<p>I. Explore other advanced algorithmic design techniques</p>	<p>I. the ability and desire for continuous learning</p>

## COMP-8900. Directed Special Studies

<p>Course Learning Outcomes</p> <p><i>This is a sentence completion exercise.</i></p> <p><u>At the end of the course, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
A. Analyze and evaluate the principles of classical and modern computing and/or optimization methods.	A. the acquisition, application and integration of knowledge
B. Identify efficient approaches to solve concrete problems in specific topics in computer science.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Design classical and modern algorithms and methods to solve concrete problems in specific topics in computer science and other disciplines. Use and combine several strategies to solve concrete problems in specific topics in computer science.	C. critical thinking and problem-solving skills
D. Review state-of-the-art techniques, algorithms, and methodologies in specific topics in computer science. Write project reports and survey articles in specific topics in computer science. (Also applies to F.)	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Disseminate research findings in oral or written forms to computer science audiences.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
Design new algorithms in specific topics in computer science and optimization. Identify problems and new theories in specific topics in computer science and optimization.	I. the ability and desire for continuous learning

## COMP-8920. Selected Topics

<p>Course Learning Outcomes</p> <p><i>This is a sentence completion exercise.</i></p> <p><u>At the end of the course, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
A. Explain theoretical and practical foundations of classical and modern computing and/or optimization methods.	A. the acquisition, application and integration of knowledge
B. Determine the best approach or combination of approaches to solve concrete problems in an area of computer science. (Also applies to C.)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Analyze and compare different approaches to solve problems in an area of computer science	C. critical thinking and problem-solving skills
D. Review and report on state-of-the-art techniques, algorithms, and methodologies in computer science.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Present research work and literature to computer science audiences.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Design new algorithms in computer science and optimization. (Also applies to I.)	H. creativity and aesthetic appreciation
I. Solve complex optimization problems in an area of computer science.	I. the ability and desire for continuous learning

**University of Windsor  
Senate**

5.2.1: **CTL Annual Report (2024-2025)**

Item for: **Information**

Submitted by: **Academic Policy Committee**

*See attached.*

## Centre for Teaching and Learning Report to APC (2024-25)

### Introduction

The [Centre for Teaching and Learning](#) (CTL) works in partnership with instructors and students from across all disciplines to enhance teaching and student learning. The unit is central to the University's teaching and learning mission, offering programming and undertaking initiatives that range from professional development opportunities and funding for teaching, research, and program design, to contributions to institution-wide policies and procedures related to teaching and learning.

### Area's Goals and Objectives of the Reporting Year and the University's Strategic Plan

The following report includes a summary of CTL initiatives from July 1, 2024 through June 30, 2025. For additional details (i.e., qualitative and quantitative data, outreach, etc.), please refer to the [full CTL Annual Report](#).

### Addressing Foundational Commitments

#### 1. Establishing and Implementing an Institutional Data Strategy

The CTL continued to explore avenues for collecting data for use in curriculum development and review, and student achievement and retention. Work included:

- Providing support for the CTL's in-house Curriculum Mapping Aid (CuMA); assisting faculty with the extraction and analysis of curricular data for cyclical review and accreditation; and working with Computer Science students to explore the viability of expanding CuMA to include other relevant programming data (e.g., program workflow, IQAP data, etc.).
- Using D2L (Brightspace) tools, investigating the potential of creating customizable dashboards for learning analytics reporting with members from Engineering and Business.
- Developing validated datasets and dashboards for generating reports to capture Brightspace engagement and tool usage to determine gaps in the system, training needs, and resource development: this work will be featured as an on-demand presentation at the 2025 D2L conference.
- Exploring the use of PowerBI to develop dashboards with learning outcomes (and other Brightspace) data for use in curriculum review, programming planning, and teaching development.
- With a team led by the Office of the Provost, identifying software options to better support programmatic workflow, approval processes, calendaring, outcome tracking, and achievement.
- With the Microcredentials Working Group, investigating a process for approving and tracking non-credit microcredentials.
- Beginning work on exploring the value and potential of using Brightspace data to provide early alert notifications to ensure students can receive timely support.

#### 2. Foster Resilience and Institutional Learning through Connection, Reconnection and Collaboration

The CTL offered programming designed to build cross-campus networks and foster community. Initiatives included:

- Hosting networking events for instructors and teaching assistants, engaging hundreds of participants: these included communities of practice, book clubs, and lunches.
- With the Office of the Provost, hosting a Campus Community Event, providing 21 new and early career instructors an opportunity to connect with service units.



"The early career mentorship has broadened my perspective and knowledge on how to best plan, execute, and carry out a tenure-track plan that best helps me achieve my goals."

~ Participant Feedback

- Building capacity for educational leadership and institutional learning through the support of CTL's Teaching Leadership Chair in Educational Leadership, Dave Andrews (Kinesiology), who launched a community of practice made up of faculty leaders working on enhancing student persistence and retention.
- Offering a Teaching and Learning Senior Fellowship Program for retired faculty members to provide a plan for a project that advances teaching and learning at the University: this year's fellows worked on designing accessible teaching materials and learning spaces and incorporating inclusive and resisting pedagogies across disciplines.
- Collaborating with retired and mid- to late-career faculty members to lead teaching and learning workshops and sit on adjudication committees for teaching and learning grants and awards.

### 3. Continue to Foster and Build Welcoming, Inclusive and Engaging Physical and Virtual Spaces

The CTL continued to support the effective use of technology for teaching and learning. Efforts included:

- Leading and facilitating the use of the learning management system (LMS), Brightspace: over 1,500 instructors and staff, and more than 19,000 students, accessed a course in Brightspace, and 3,687 courses across all Faculties had active Brightspace course sites across all terms; this year, instructors predominantly used the LMS to distribute course materials, manage and evaluate assessments, post announcements, and facilitate discussions.
- Ensuring the stability of the LMS and advocating for instructor access to Brightspace under the prevailing conditional access policies implemented by IT Services.
- Delivering 30 Brightspace-related sessions to instructors and staff representing all Faculties; and supporting 881 visits in the virtual drop-in on a range of topics, including grading, assignments, and quizzes.
- Resolving 87% of LMS-related tickets submitted in TeamDynamix.
- Consistently receiving positive feedback regarding the CTL LMS Team's support of the system, with users emphasizing the team's responsiveness, accessibility, patience, and professionalism.
- Refining instructional materials on the use of Brightspace: during the year, the Brightspace website had over 968,000 page views with 4,166 unique users accessing training resources.
- Continuing to offer after hours support through D2L's virtual help desk, with campus members asking the virtual assistant more than 750 questions.
- Beginning planning on the conceptualization of a self-paced Brightspace course for new and sessional instructors, and those who tend to have a short turnaround time from hiring to course delivery.
- Supporting the use of Turnitin, the campus similarity checking software in Brightspace, which was used in 661 unique classes.
- Launching a small pilot to explore and assess Brightspace's New Content Experience feature.
- Chairing or co-chairing seven LMS-related committees, including the cross-campus LMS Advisory, to engage campus partners on the maintenance and use of the LMS.
- After one year of implementation, engaging in a review of the [LMS Policy](#) and [Standards Operating Procedures](#) document.
- Hosting an onsite visit, and monthly virtual meetings, with D2L representatives to discuss the University's use of the LMS, storage limits, and additional features of the system.
- Connecting with Brightspace users across the country and providing insights into Brightspace use: this year, Anna Galka was invited to participate in a panel at the international D2L Conference to share Windsor's best practices.
- With the University approaching the halfway mark of its five-year contract with D2L, beginning work on a campus user and satisfaction survey to be distributed during the next reporting period.
- Providing resources and educational opportunities for faculty to learn about interactive technologies including H5P, Panorama, and MS Teams; and recommendations for instructor-pay and student-pay engagement tools.
- Contributing to the review and maintenance of classroom spaces as a member of the Classroom Prioritization Committee, Accessibility and the Built Environment Committee, and the Classroom Technology Committee.
- Following the integration of the Office of Open Learning's (OOL) staff and mandate into the Centre in May 2025, expanding the CTL's mandate to include online education, open educational resources, and the evaluation and integration of artificial intelligence (AI) in teaching and learning environments.

### 4. Ensuring that Faculty and Staff Have the Skills and Support to Maximize Impact, Growth, and Engagement

The CTL offered programming and launched initiatives designed to support newly hired faculty, sessional instructors, and leadership development. These included:

- With the Office of the Provost, hosting the two-day New Faculty Orientation: CTL oversaw the development of a resource handbook and presentation materials, and facilitated teaching-related workshops.

- Partnering with units across campus to host 61 registrants at six workshops designed for early career faculty.
- Offering the Early Career Mentoring Program: monthly meetings focused on tenure, curricular challenges, work-life balance, and self-care.
- Disseminating teaching and learning resources (e.g., syllabus templates, relevant policies, etc.) and teaching development opportunities to new faculty; and offering early career faculty preferential access to CTL programs.
- Offering targeted support to 121 unique sessional instructors through CTL workshops and hosting [a website designed for sessional instructors](#).
- Working on manual processes to provide sessional instructors earlier access to Brightspace to give them time to prepare their courses well in advance of the start of term.
- Conducting course observations for instructors across three Faculties.
- Offering workshops, extended programs, and modules on tenure, promotion, and teaching dossier development to instructors and graduate students, engaging 173 participants representing all Faculties.
- As members of the Student Perceptions of Teaching (SPT) Steering Committee, supporting the SPT process, and engaging with faculty on interpreting data and using feedback for teaching development and tenure processes.



## 5. Telling Our Stories and Sharing Our Knowledge

The CTL connected with internal and external communities, highlighted UWindsor's instructors, and disseminated stories and resources through several activities:

- Maintaining the [CTL website](#), with 36,663 unique pageviews, as well as the CTL's [registration system](#) and [curriculum services repository](#).
- Hosting the CTL's blog, [Teach and Learn](#), which was accessed by 4,489 users worldwide.
- Conceptualizing and distributing a [Faculty Spotlight Series](#), which featured teaching and learning stories from faculty members in Nursing, Human Kinetics, and Science.
- Producing a Teaching and Learning Newsletter advertising events, relevant news, and teaching stories.
- Distributing a monthly Brightspace Bulletin email series to all UWindsor members with a Brightspace sandbox site, informing them of new features and supports: this year, the Bulletin was expanded to include relevant information about emergent teaching issues and technologies (e.g., online teaching, AI, etc.).
- Through social media tools like [YouTube](#), [LinkedIn](#) and Instagram, sharing upcoming events, announcements, and recorded teaching sessions.
- Distributing news articles, events, and resources through the University's mass email and news system.
- In response to the elimination of the Centre's Media Artist position and the acquisition of OOL, revamping the CTL website to include a static landing page and relevant information about open education.

## 6. Improving Institutional Processes and Coordination of Service

The Centre reviewed its offerings to enhance user engagement and partnered with campus units to review processes to inform and streamline practices. Efforts included:

- Engaging in numerous activities to review and inform CTL programming including regular meetings, campus consultations, attendance data, workshop feedback, and types and duration of sessions; and using registration and Brightspace data to create semantic models and dashboards on event and LMS engagement across Faculties.
- Contributing to the drafting and review of bylaws and policies related to teaching and student learning as members of the Academic Policy Committee (APC) Subcommittee on Cross-Listed Courses, the APC Subcommittee on Generative AI, the APC Subcommittee on Course Modalities, and the Bylaw Review Committee.



- Drafting FAQs related to the Ministry's requirements for the inclusion of course material costs on syllabi; and beginning consultations with Leddy Library on launching initiatives focused on the development and promotion of affordable course materials.
- As members of the Quality Assurance Audit Team, supporting the development of the University's quality assurance self-study for the November 2024 site visit; participating in meetings with the Quality Council; reviewing the Quality Council's recommendations; and providing recommendations to help streamline and accelerate processes.
- Consulting with departments on cyclical program review self-studies and providing feedback IQAP [Institutional Quality Assurance Process] forms, gathering and analyzing student data, and supporting curriculum mapping and assessment reporting.
- Collaborating with Office of Quality Assurance to offer the New Cyclical Program Review Cycle Orientation Session to departments engaging in upcoming cyclical reviews.
- With the Associate Vice-President, Academic (AVPA), reviewing program development processes and workflow to help streamline development and identify efficiencies.
- With the University's Administration, drafting the structure, priorities, and deliverables for a newly conceptualized role, the Institutional Advisor on AI, offered to Nick Baker in June 2025.
- Representing the Centre and teaching and learning more broadly by acting as members, chairs, or co-chairs of 91 University of Windsor committees.

## **Advancing Strategic Priorities**

### **1. Advancing Bold, Impactful Research, Scholarship, and Creative Activity**

The Centre provided funding programs, conducted research, and established national and international partnerships to enhance support for scholarly teaching:

- Through the Centred on Learning Innovation Fund, funding two instructors from FAHSS and Education taking on research related to accessible teaching and learning.
- Continuing to support past recipients of the Nanadagikenim: Seek to Know Grant: with grant funds, instructors have worked toward increasing awareness of Indigenous approaches and incorporating Indigenous ways of knowing across seven Faculties.
- Drafting a call for a second round of the Nanadagikenim Grant and beginning consultations with departments.
- Awarding travel funding to instructors and students from Education, FAHSS, and Science to disseminate teaching and learning research at conferences.
- Supporting faculty members engaging in the scholarship of teaching and learning (SoTL) through one-on-one consultations, feedback on research, and resource dissemination.
- Disseminating targeted invitations to faculty to attend workshops and conferences on teaching and learning; collaborating on conference presentations; and co-authoring academic publications with instructors and students.
- Offering a six-week credit course focused on SoTL development, where participants conceptualized a SoTL project and dissemination plan, and were encouraged to critique dominant colonial research paradigms.
- Pursuing research into teaching and learning with output including 15 journal articles and book chapters, 17 non-peer reviewed and online resources, and eight conference presentations.
- Launching new research projects including a study on the experiences of people in formal leadership roles in Ontario's universities; and studies on the impact of teaching assistant programs on student skill development.

"I genuinely like this course...especially the way it builds towards a final project – such a good use of time. And it's a collaborative learning environment instead of being lecture heavy...The reading materials are excellent and very well chosen...[and] the instructor is extremely knowledgeable. They were clear in their teaching and presented themselves as an excellent role model in the field."

~ SoTL Course Feedback



- Securing more than \$230,000 in funding for research on teaching and learning including a SSHRC Partnership Grant with USaskatchewan and UBC to advance Indigenization in Canadian post-secondary institutions.
- Acting as members of the full Research Ethics Board (REB), the Delegated REB for SoTL, and the Delegated REB for Indigenization-related research.
- Acting as reviewers for journals and conferences, as well as adjudicators for SSHRC Insight grants.

## 2. Advancing the Journey toward Truth and Reconciliation

The CTL remained dedicated to supporting the University in furthering the Indigenization of curriculum and teaching.

- Hosting 96 faculty, staff, and students at five campus-wide workshops.
- Facilitating eight invited sessions for various service units and departments.
- Offering the Gikinoó'amaadiwag Cross-Cultural Instructional Skills Workshop (GCCISW), an Indigenized adaptation of the internationally recognized Instructional Skills Workshop.
- Holding hundreds of consultations – many ongoing – with instructors representing all Faculties.
- Updating resources related to Indigenous [knowledges](#) and [curriculum](#), creating blog posts, and working collaboratively with faculty on creating pressbooks and online guides.
- Providing support on Program Development Committee (PDC) processes with respect to Indigenization of courses and programs.
- With campus partners, revising the University's inaugural Indigenous Strategic Plan.
- Acting as co-chair of the Indigenous Education Council (IEC), spearheading the revision of the IEC's Terms of Reference, and securing internal funding for a two-day retreat for IEC members.
- Acting as a member and/or advisor of numerous internal and external groups: Pow Wow Internal Committee; CUBE: Indigenous and Black Student Talent Incubator; the Council of Educational Developers Community of Practice on Indigenous Knowledges; and the Indigenous Curriculum Specialist Network.
- Providing opening remarks at numerous events including the Canadian National Negotiation Competition, the WE-Spark Health Conference, and the UW-NUPH Science Kinship Circle.
- Delivering talks for external groups including Mitacs, Chippewa of the Thames First Nation, St. Clair, and the CBC.
- Ensuring an annual scholarship established through the acquisition of the LMS continues to be provided in support of Indigenous students.
- Participating in professional development opportunities on campus and externally; and integrating Indigenous-related concepts, research, and practices into all CTL credit courses.
- Completing the development of a six-week credit course focused on the Indigenization of curriculum and pedagogy, to be offered as part of the Graduate Diploma in University Teaching.
- Engaging in research on Indigenization, and frequently partnering with Indigenous student research assistants at UWindsor and collaborating with peers from institutions throughout Canada.

"On behalf of myself and Mitacs, I want to send my most sincere gratitude for sharing your stories with the folks at Mitacs. From the questions and reactions, it was clear the impact that you have made and the emotions you were able to stir up for people to think of reconciliation in a more meaningful and tangible way. This...interaction really solidified the impact you have made, and I am hopeful to see the top-down ripple effects to take on this effort across the organization."

~ Senior Advisor, Equity, Diversity and Inclusion, Mitacs



### 3. Becoming an Increasingly Equitable, Diverse, Inclusive and Just University

The CTL launched and supported several initiatives, and contributed to institutional committees, processes, and policies, related to equity, decolonization, inclusion, and accessibility. Work included:

- Engaging 35 participants in Resisting Pedagogies, a monthly Community of Practice that served as an open forum to exchange ideas, resources, and methodologies aimed at renewing curriculum and teaching.
- Hosting workshops on accessible teaching to 16 instructors; and sessions on anti-racism practices and implicit bias to 188 student participants from all Faculties.
- Consulting with campus offices on the development of web content focused on anti-racism and anti-oppression; and holding one-on-one consultations with instructors about accessibility and inclusive teaching.
- Creating teaching resources focused on [Anti-Black Racism and Anti-Racism](#), [resisting and critical pedagogies](#), [inclusive teaching and learning approaches](#), [positionality and inclusivity statements](#); and [resources](#) to support instructors in creating accessible content in Brightspace.
- Chairing the Accessible Postsecondary Education Committee, a cross-campus group tasked with supporting the University in maintaining/achieving compliance with the Accessibility for Ontarians with Disabilities Act (AODA).
- With Cherie Gagnon (Accessibility Specialist), working toward conceptualizing a working plan to mobilize accessibility efforts; and on the development of a Faculty Guide to the AODA Post-Secondary Education Standards.
- Supporting the review of Western University's modules on Antisemitism and Islamophobia, and integrating the short courses, and attestation surveys, into Brightspace for widespread dissemination.
- Acting as members of campus-wide committees including the Accessibility Coordinating Committee, Accessibility Information and Communications Committee, Training Advisory Committee, EDID Senate Subcommittee, Anti-Racism Strategic Plan Advisory Council, and the Training and Education Subcommittee.
- Providing feedback on the University's Anti-Racism Action Plan and the People, Equity, and Inclusion Strategy.
- Acting as an adjudicator for the first offering of the CUBE bursary.
- With the Office of Human Rights, Equity, Accessibility, completing a long-standing project which included the supervision and support of students engaging in a campus-wide scan of anti-racism and anti-oppression initiatives undertaken by academic and service units.
- Undertaking and disseminating research on equitable education, decolonization of courses and curricula, and inclusive approaches to assessment design.
- Acting as members of numerous external groups including D2L's Accessibility Advisory Group and Interest Group; Ontario Network of Accessibility Professionals (ONAP) and ONAP Digital Accessibility Sub-Group; and the Council of Ontario Universities Accessible Technology Working Group.

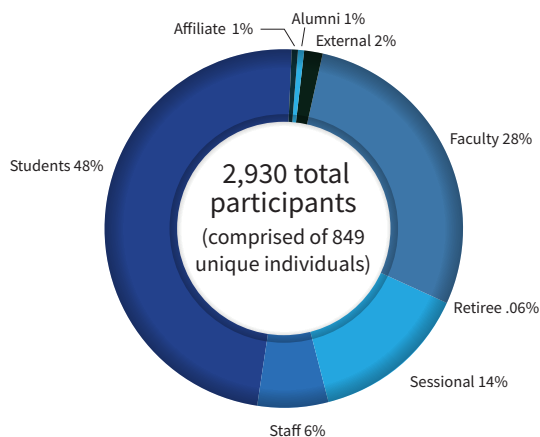
### 4. Ensuring High Quality, Relevant, and Just Teaching, Learning, and Student Experience for Everyone

CTL members engaged with members representing all Faculties, departments, and teaching-related support units on campus through workshops, events, and consultations. Work included:

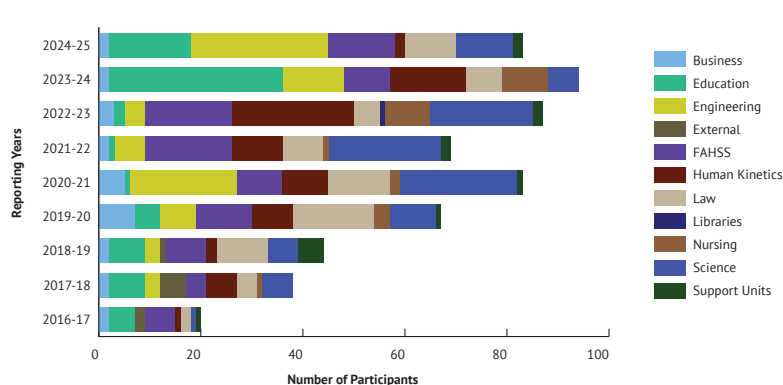
- As a member of the Teaching and Learning Plan Working Group led by the AVPA, working toward conceptualizing the University's first teaching and learning plan.
- Working with departments on the development of three new programs and numerous major program revisions, and offering iterative support on program design, mapping, and assessment.
- Offering support on course and program-level learning outcome development and refinement, reviewing more than 3,400 learning outcomes across 298 courses and 17 programs.
- Working with instructors on all aspects of course design (i.e., assessment planning, academic integrity, artificial intelligence, rubric development, etc.), and as members of New Program Steering, PDC, and PDC Advisory, supporting the approvals of all levels of program and course design and revision.
- Facilitating a two-day retreat for faculty in Law to enhance curriculum reform.
- Supporting departmental accreditation processes and review.
- Offering funding to support the creation and enhancement of curricula: eight distinct projects were funded across five Faculties (total: \$47,213.53); and ushering the completion of projects funded in 2023-24, leading to advances in curricula focused on Indigenization, student retention and recruitment, and experiential learning.
- Offering 99 courses, programs, and workshops to 2,930 total instructors, staff, graduate students, and teaching assistants (849 unique participants); and 28 invited sessions at departmental councils, orientations, and courses.

- Holding one-on-one consultations with instructors, staff, and students representing all Faculties: sessions focused on AI, course and curriculum design, Indigenization, dossier development, and academic integrity.
- Developing and refining syllabus templates and resources on the [Centre's main](#) and [Curriculum Services](#) sites.
- Offering the University Teaching Certificate Program: 116 people from across disciplines have completed the program, many of whom are now in faculty positions around the world; and 19 are working toward completion.
- Developing and ushering the approval of the [Graduate Diploma in University Teaching](#), the first for-credit diploma program of its kind in Canada: the Diploma is scheduled to launch in Fall 2025 with an inaugural cohort of 17 graduate students and a waitlist of nine applicants for the Winter 2026 intake.
- Working directly with more than 50 students through research partnerships, student hires, practicum courses, guest lectures, and committees, fostering opportunities for students to develop academic and leadership skills.
- Partnering with Graduate Studies to oversee the GA/TA Network, a graduate student team tasked with supporting campus GA/TAs. This year's highlights included:
  - Offering professional development events to 1,067 total student participants representing all Faculties; and additional sessions for Graduate Studies, Career Development and Experiential Learning, Lancer Care, etc.
  - Launching a workshops series on fostering inclusive learning environments and understanding and addressing implicit bias and microaggressions in classroom contexts.
  - Supporting the 3MT, which included redesigning and facilitating a training session for UWindsor participants.
  - Completing an environmental scan of TA offerings at post-secondary institutions across Canada.
  - Acting as graduate student representatives on campus-wide teaching and learning committees.
  - Hosting social media accounts (Twitter, Facebook, Instagram, LinkedIn, and YouTube), which have been accessed by thousands of students, educational developers, researchers, and teaching and learning institutions worldwide; and a Brightspace site with more than 2,900 graduate students.
- Facilitating the [GA/TA Awards for Educational Practice and Educational Leadership](#): recipients were Ailin Barzegar (Engineering), Samantha Monk (Kinesiology), Chloe Brescia (FAHSS), and Ashley Watt (Science).
- Launching the [University of Windsor Graduate Assistant and Teaching Assistant Handbook](#), an open-source text covering topics including inclusive teaching, lesson planning, leading effective labs and tutorials, and more.
- Supporting the [Graduate Teaching and Learning Fellowship Program](#), an institution-wide program designed to provide targeted support to GA/TAs within Faculties: Fellows hired in Engineering coordinated workshops, developed resources, and completed peer observations.

**Course, Program, and Workshop Attendance by Role**



**UTC Course Completions by Reporting Year and Faculty**



"Participating in the UTC program significantly enhanced my teaching skills, particularly in creating engaging and interactive classroom environments. The program provided me with practical tools and strategies to foster student participation and inclusivity, which I have already started applying in my teaching and will continue to use in future roles. For example, I applied storytelling techniques learned during the program to explain complex legal concepts in a way that resonates with students."

~ UTC Graduate, Faculty of Law



## 5. Generating Local and Global Impact through Partnership and Community Engagement

The CTL continued to foster and establish relationships with teaching and learning colleagues, associations, and institutions around the world. Efforts included:

- Hosting three [Visiting Fellows in Educational Development](#) who consulted with faculty members and offered workshops on international student support, teaching during times of crisis, and AI and writing pedagogy.
- Acting as members of 22 national and international societies, and 31 external committees and boards, exploring emergent topics in higher education including AI, curricular innovation, accessibility, and assistive technologies.
- Establishing a listserv for, and participating in monthly meetings with, Ontario post-secondary institutions who use Brightspace, sharing ideas and best practices and encouraging cross-provincial collaborations.
- Acting as an external reviewer for Saint Mary's University teaching and learning centre, and drafting recommendations on the Centre's reporting structure, budget, programming, and staffing levels.
- Supporting granting schemes focused on establishing relationships with local Indigenous communities.
- Providing feedback on the University's Global Engagement Strategy.
- Consulting with members from institutions including the Fraser Valley, Guelph, Victoria, British Columbia, and Saskatchewan on various topics including teaching awards, educational leadership, teaching technologies, etc.
- Connecting with national groups by acting as members of the Society for Teaching and Learning in Higher Education's (STLHE) Teaching Assistant and Graduate Student Advancement Executive Committee and facilitating a pre-conference session on the role of AI and graduate student engagement at the STLHE conference.

### **Challenges**

The (Crisis and the) Aftermath: Like most campus units, the CTL has faced significant challenges resulting from recent financial difficulties experienced at Canadian post-secondary institutions. In response to cross-campus budget cuts, some CTL program funding lines (e.g., Visiting Fellows Program, Celebration of Teaching Excellence, LMS Fund) were centrally reallocated; and in February 2025, the Media Artist and Consultant position was eliminated as part of the University-wide centralization of communications-related positions. These changes will impact the unit's ability to continue its outreach strategy, maintain teaching and learning resources and websites (e.g., CTL Registration Site, CTL Website, Teaching Online, Curriculum Services, etc.), and coordinate teaching recognition initiatives. Further, given the inability to hire students (i.e., Ignite, etc.) for a period of two years in accordance with a clause in the CUPE collective agreement related to member layoffs, an institution-wide hiring freeze in place since September 2024, and numerous vacancies related to maternity leaves, secondments, sabbaticals, and retirements, the CTL is not able to properly staff and support existing programming. Staff are navigating the psychological and emotional consequences of these ongoing changes, and are facing burnout, uncertainty, and compassion fatigue.

The 'Expanding' Mandate: Following the closure of the Office of Open Learning (OOL) on April 30, 2025, four (three AAS-LS and one LTA) of OOL's members, as well as elements of their mandate and programming, moved into the CTL on May 1, 2025. Though this shift presents the Centre with new opportunities for teaching development and programmatic innovation across all teaching modalities, the unit has entered a period of organizational transition, which presents significant challenges related to change management, community-building, visioning, and resource allocation.

The Fast-Forward Effect: Higher education is undergoing rapid and continuous transformation driven by advances in technology, shifting student needs, and a budget-strapped post-secondary environment. For example, the CTL has been challenged to keep abreast with ongoing developments in artificial intelligence, particularly around its impact on student learning, teaching approaches, equity and decolonization, and university-wide programming.

### **Future Actions/Initiatives**

Community-Building and Community Builders: It's no secret that universities tend to operate in siloes, a reality which becomes more pronounced when resources are scarce, the future is unknown, and information is limited. We will commit the next year to disrupting this narrative, and toward intentionally building community within our unit, and actively contributing to fostering community across the University. As our unit is uniquely positioned in such a way that we are directly engaged in many university functions (e.g., course delivery, program development, student engagement, teaching and learning policy development, etc.), we can actively work toward strengthening relationships between units, helping to dismantle silos and identify partnerships and new collaborations. Further, we will continue to elevate educational enhancement and student learning over the weight of efficiency; explore operations that support integrity-

based decision-making; encourage grassroots approaches to teaching and learning; and offer low-risk programming (e.g., communities of practice, watercoolers, networking events, etc.) to encourage connection across units. Within the CTL, we will take time to reconnect and ensure our values and activities are aligned. We will recognize the emotional effects of financial uncertainty, foster open dialogue about well-being, and acknowledge achievements.

**Prioritizing Essential Programming:** Given the challenges identified above, and after consultations with campus members, we will prioritize the following areas:

- **Program Development and Renewal:** This includes supporting new program development at Windsor and between institutions; reviewing existing programming to identify challenges related to student and sector needs; and expanding our support of departments engaging in cyclical program reviews and accreditation.
- **Student Persistence, Engagement, and Retention:** This includes exploring the impact of teaching and learning on student retention; exploring the value and potential of using Brightspace data to provide early alert notifications; and with campus partners (e.g., Leddy Library, Student Services, Graduate Studies) working on initiatives focused on student engagement, student access to affordable course materials, and student skill development.
- **Artificial Intelligence and Learning:** This includes offering workshops and consultations, developing resources on the impact and integration of AI within teaching and learning environments, and reviewing programs to identify challenges and opportunities related to AI.
- **Inclusive Teaching and Learning and Indigenization:** This includes the development of a Faculty Guide to the AODA Post-Secondary Education Standards; and reviving our small grant scheme in support of Indigenization of courses, curricula, and departments.
- **Technology-Enhanced Teaching:** With the University approaching the halfway mark of its five-year contract with D2L, this includes launching a campus user and satisfaction survey; reviewing the use of the LMS and storage obligations; and disseminating resources related to online instruction, open learning, and open educational materials.

**From Crisis to Creative Action:** Crises of any kind often disrupt routinized practice, and while such situations can be disorienting and provoke anxiety, they can present opportunities for meaningful change and innovation. In light of recent reductions to certain funding streams and programs—including the Celebration of Teaching Excellence, the Visiting Fellows in Educational Development Program, and the Curriculum Project Engagement Grant—we will collaborate with PAC to explore avenues for reviving outreach initiatives; and build new partnerships by drawing on established programs such as the Fulbright Fellowship. Additionally, we will develop online, self-paced modules on GA/TA development and Brightspace use so that we might decrease one-off workshop offerings and address staff capacity.

### **Recommendations for Senate consideration**

We do not have specific recommendations for Senate consideration. Many existing recommendations (i.e., re. support of Indigenization, accessibility, course-related policies, etc.) are in progress, and we are actively contributing to these and other teaching and learning-related issues through representation on APC, PDC, and Bylaw Review Committee.

**University of Windsor  
Senate**

**5.5: Report from the Student Presidents**

Item for: **Information**

Forwarded by: **UWSA/GSS/OPUS**

**University of Windsor Students' Alliance (UWSA)**

- The UWSA 2026 General Elections are underway. Voting will conclude on March 4. For more information, please visit: <https://www.uwsa.ca/elections-info>
- The UWSA has worked with GSS and the International Student Centre to re-ratify the International Student Society. All elections-related updates will be shared through the International Student Centre's social media channels. Voting will occur alongside the UWSA General Election. This is the first ratification since before COVID.
- The UWSA has approved and finalized the UWSA Student Support Fund, a \$50,000 grant program open to student groups, faculty, departments, and initiatives. Proposals must demonstrate how they improve or sustain the student experience, particularly in light of recent financial challenges. Applications will open during the week of February 9, 2026, with updates shared on UWSA social media.
- The UWSA Board approved a referendum question to reduce the UWSA Capital Fee from \$20 to \$17.50 and redirect \$2.50 towards student scholarships. This change will not increase student fees, will double the scholarship program, and will free up over \$20,000 in operating capacity. The referendum question will be proposed to Members during the voting period of the UWSA General Elections.
- The UWSA hosted its annual Frost Week, featuring 10 events including: Kittens & Hot Chocolate, Society Late Skate Night, Puppy Yoga, Spicy Bingo, Winter Wonderland & Club Social, Faculty Feud Finale (congratulations to the Odette Commerce Society!!!), Frost Fair with over 20 vendors, UWSA Talent Show Live Auditions, and the Frost Fest Winter Bash.
- The UWSA is hosting a Super Bowl Watch Party in the CAW Commons with free entry and food for students on Sunday, March 8th, 2026 at 5:30 PM.
- In collaboration with StudentVIP and Sobeys, the UWSA launched a Grocery Rebate Program. Students earned 500 Scene+ points when spending \$40 at Sobeys or FreshCo locations. The program ran during the last two weeks of January while quantities lasted.
- Preliminary planning for the Annual General Meeting (AGM) has begun. The tentative AGM date is March 25.
- Follow-up from previous report: The UWSA partnered with the Office of Student Awards & Financial Aid to promote Enriched Academy, a free financial literacy service for students. A collaborative post has been published and the resource is now featured on the UWSA website.
- The UWSA continues financial literacy initiatives with TD, hosting two webinars:
  - Insurance Fraud Awareness: February 10 at 1:00 PM ET:  
<https://event.on24.com/wcc/r/5192024/ADE3636F7F29F626213BDA0DD8FC8DA5>
  - Direct Investing: February 19 at 12:00 PM ET:  
<https://event.on24.com/wcc/r/5014870/54E010F7CEFEAD40B2E2EB4E3E273DF8>
- The UWSA will host its Mid-Year Meeting on February 6 at 2:00 PM. The primary discussion will focus on budget updates, as well as Summer and Fall activities. The meeting will be open to all full-time undergraduate students.
- Following the previous update regarding the U-Pass, the UWSA is scheduling a meeting with all student unions to discuss next steps and student concerns in the coming weeks. Feedback continues to be collected.
- The UWSA partnered with Black Kids in Action, providing free rehearsal space in the CAW Student Centre.
- Planning is underway for the 2nd Annual UWSA Sustainability Competition and related sustainability events.

- The UWSA SREO has produced the first tutorial video explaining how to submit grade appeals, now available for students at any time: <https://www.uwsa.ca/sreo>
- The Afrofest Centre is hosting multiple events for Black History Month. Full programming is available on Afrofest social media.
- UWSA Service Centres - Pride Centre, Women's Centre, SREO, WalkSafe, Food Pantry, Peer Support Centre, and Afrofest - continue their outreach and programming, with multiple events held and more scheduled this month. Students are encouraged to follow their respective social media for updates.
- The UWSA met with the Vice-President, People, Equity, and Inclusion regarding the upcoming Student Needs Assessment. While the survey will likely not be a joint project due to scope, next steps include building the survey framework, selecting a third-party vendor, and submitting to REB.
- The Lance revival is nearing completion. Interviews for journal positions will begin soon, and the new website is complete (so exciting!!!)
- The UWSA hosted its annual Winter Clubs Day, with over 75 clubs participating.
- The UWSA finalized a partnership with VIA Rail, providing students 10% off train tickets (Economy and above), extendable to three additional passengers using the student code.
- The UWSA has supported over 10 student cases, including academic misconduct appeals and procedural irregularity cases.
- The UWSA is working to explore a bylaw amendment proposal allowing exam accommodations when students have three exams within two calendar days, instead of within 24 hours. Currently in discussion with the Registrar's Office.
- Issues regarding AI use in academics has been discussed and resolved for students.
- The UWSA attended the Rodzik Dining Hall ribbon cutting and unveiled the new UWSA Student Lounge, funded as a capital contribution from students, to students.
- The Board Chamber Advancement Project installation is expected in 6-8 weeks.
- The UWSA has continued supporting student life through sponsorships and funding, with over \$25,000 approved as of February, 2026. That is now including \$7,500 to support the Engineering Iron Ring Ceremony (completely separate from the mentioned Student Support Fund).
- The UWSA Scholarship Program will run February 12 - March 12, awarding \$25,000 to over 30 recipients.
- The UWSA continues to meet with university and external partners and participate in committees to advocate for students.

## **Graduate Students' Society (GSS)**

### Canadian Federation of Students (CFS) CPI Rate

Each year the CFS sends all member associations their annual CPI rate increase for their membership fee. This rate is used for all GSS related ancillary fees. This year, the rate increase was only 2.072% which is a reasonable rate increase. The GSS as a voting member of the Fee Ancillary Committee, will present this increase to the Committee for approval.

### Ancillary Fees | Update

The UPass rate change and GSS Supplemental Benefits Plan (SBP), commonly referred to as the Drug and Dental Plan, are still under review for their rate change. This past Fall, the GSS UPass Program saw the following;

- 2950 students assessed the UPass 8-month pass
  - We exclude certain students from being charged the pass like MSW-WP or MBA-Managers & Professionals as the UPass program does not align with their academic experience. They are able to opt-in if they wish to.
- 544 Opted-out of the program (18.4% of those assessed).
  - This is the highest opt-out rate the GSS has ever had. This may be attributed to an increase in domestic graduate student membership increases.
- We had a 70% pass pick up rate. This is lower than compared to previous Fall semesters but membership demographic changes over time speak to this change.



### GSS Events

- Piano after Dark Social - Feb 9 - 7pm, McPhearson Lounge
- GSS Photobooth - Feb 12 - 1pm-3pm - Engineering Building and across campus
- Curling at the CAW - In collaboration with Student Centre - 2 day Winter Carnival Feb 23 & 24.
- CPR / First Aid Training - two sessions with Lancer Recreation.
  - Potential dates: Wed Feb 18 and Sun Feb 22 (or another Sat/Sun in March)
  - Cost - \$100pp - max 18 people each session.
    - \$25 from the student and \$75 from GSS.
  - We have run an event like this in the past and saw it was very well attended.

### Sponsorships

Part of the many sponsorships and donations that GSS contributes to the Campus-Community, the GSS is focusing this program towards academic-related experiences. We have this past year given money to;

- WE-Spark Research Conference - \$1000
- ChemiCon Research Conference - \$1000
- Inorganic Discussion Weekend Conference - \$1000

Recently, the GSS has committed to the following new groups,

- Hult Prize 2026 Competition - \$1500
- Women In Engineering (WIE) - \$1500

Moving forward, with the changes to membership enrolment resulting in changes in our operating budget, we will look to focus more on academic student experiences whenever we can.

### **Organization of Part-time University Students (OPUS)**

From Nov. 1<sup>st</sup>, 2025, to Dec. 16<sup>th</sup>, 2025, the OPUS team conducted our local campus community Can Food Drive for the campus food bank initiative we hold every year. We had a great turnout for donations along with additional funding to provide additional supplies for students in need during the holiday season. Thank you everyone that took part in this initiative this season.

During the month of December 2025 and January 2026, OPUS and UWSA continue to meet with the CAW SC BAS Modernization team for regular scheduled update meetings for follow-up on project progression from Phase 1 nearing completion to move forward into Phase 2 as work is ongoing. A work in progress.

On January 5<sup>th</sup>, 2026, our OPUS team participated in the Winter 2026 Orientation to welcome new and returning students to campus. We had approximately 25 students who attended to learn information on how to navigate campus, how to best succeed, and take part in enjoying a meal during the occasion during the information session. The students who attended were happy with the event overall.

During the week of January 5<sup>th</sup> to 9<sup>th</sup>, 2026, we welcomed students during our Annual OPUS Winter Appreciation Week for incoming and returning students for the Winter 2026 semester to hand out swag and answer any questions that new or returning students may have about our services or the campus overall.

On January 30<sup>th</sup>, 2026, we held our first Free Pizza Friday of the year for the Winter 2026 semester scheduled from 12:30pm to 1:30pm for all students to connect with us in our OPUS lounge as a break and information session. We had a great turnout with many happy students who were able to take part in the event. Thank you all who attended.

On February 12<sup>th</sup>, 2026, our OPUS team will be hosting our annual Winter 2026 Social event in the Alumni Auditorium with guest speakers listed on social media and flyers around campus of the event and all students are welcome. The event will start at 5:30pm and we welcome all those that can attend.

**University of Windsor  
Senate**

**5.6: Report of the Academic Colleague**

Item for: **Information**

Forwarded by: **Mohammed Fazle Baki**

Academic Colleagues met on December 9-10, 2025.

During reports from member institutions, the majority of colleagues indicated that their universities are experiencing significant financial pressures, including operating deficits. Only two of the twenty member institutions reported being in a relatively stable financial position. This situation aligns with the Council of Ontario Universities' (COU) public statement of December 17, which noted that, despite cost reductions and operational efficiencies, the sector is projected to face an annual deficit of \$265 million in 2025-26, with further increases anticipated.

COU President and CEO Steve Orsini highlighted several structural challenges facing Ontario universities, including the tuition cut and subsequent freeze, the lowest operating grant per student in Canada—continuing to decline—and the cap on international student enrolment. These factors were described as damaging to Canada's postsecondary education system. Approval rates for international students have declined; while universities are currently maintaining an approval rate of approximately 68 per cent, colleges experienced approval rates as low as 20 per cent in June. Universities are investing significant effort in recruitment, and competition for enrolment has intensified.

Federal measures to reduce international student numbers have resulted in substantial revenue losses for Ontario universities, estimated at more than \$300 million last year, \$700 million this year, and \$1.1 billion next year. As most academic programs span multiple years, these reductions are expected to have cumulative financial impacts for years to come. Colleges have been disproportionately affected, particularly those with campuses dedicated to international students, resulting in the loss of approximately 10,000 jobs, 600 programs, and \$2.5 billion in revenue over three years. In contrast, international students account for approximately 19 per cent of university enrolment, rather than a majority. As a result of the cap, universities now report excess capacity and increased enrolment of domestic students.

Housing and community service pressures were cited as primary drivers of the international student cap. It was also noted that quality assurance concerns had arisen in parts of the system, including high concentrations of enrolment in certain fields without clear labour market alignment.

COU has responded to these challenges by engaging in confidential discussions with ministers, rather than pursuing public advocacy, recognizing the complexities involved. It was emphasized that education should be viewed not as an expense, but as a long-term investment. Reductions in research and innovation capacity weaken the talent pipeline and contribute to lower productivity. Mr. Orsini stressed the need for stable, predictable, long-term funding, noting that many current funding commitments are time-limited. For example, the \$1.3 billion sustainability funding is allocated over only three years, alongside targeted STEM funding.

In the context of rapid technological change, including AI, colleagues emphasized the continued importance of the humanities and critical thinking. Program reductions were noted to limit student choice and were characterized as an undesirable approach. While efficiency reviews have been conducted, it was observed that "efficiency" is often used as a euphemism for cuts. The recommendations of the Blue Ribbon Panel have not been implemented, and there remains concern that the sector's fundamental needs are not fully understood.

The funding requests to government were described as modest in comparison to other sectors: \$1.5 billion for healthcare, \$1.5 billion for colleges, and \$2.5 billion for universities. Some participants suggested closer collaboration between COU and OCUFA on advocacy efforts. Comparisons were also drawn to the healthcare sector, where financial pressures during COVID were clearly recognized and addressed through targeted funding. Universities expressed concern about publicly reporting financial distress, including program reductions and service cuts.

COU indicated that it is continuing work on articulating the sector's value proposition, including contributions to AI, healthcare, manufacturing, and other priority areas. It was noted that positive developments in the sector often receive limited media attention. COU continues to seek meetings with ministers and the Premier to advocate for increased funding, while responding to ongoing expectations from government for further efficiency gains. One minister was quoted as stating that funding increases would not be considered until universities are "as efficient as possible."

**AI Task Force (AITF):** The Council of Ontario Universities (COU) has established an Artificial Intelligence Task Force (AITF) to support the safe, ethical, and effective integration of AI across Ontario universities. The Task Force is consulting with advisory bodies and stakeholders to inform sector-wide recommendations on AI adoption.

As part of this process, the AITF Chair, Vivek Goel (President, University of Waterloo), and Vice-Chair, Mark Daley (Chief AI Officer, Western University), participated in a discussion with Academic Colleagues on December 9, 2025. The session included a presentation by William Turkel (Western University) on the use of AI in research and teaching.

The consultation seeks faculty input on the opportunities and risks associated with AI, including academic integrity, ethical use, algorithmic bias, environmental impact, and potential deskilling. It also focuses on student-centred integration, emphasizing the continued development of critical thinking and human judgment alongside the responsible use of AI to support learning and personalization.

Additional discussion topics include institutional readiness, faculty training and resources, equitable access to AI tools, impacts on research and scholarly publishing, changes to faculty roles and workload, and considerations related to privacy, data sovereignty, and academic freedom.

Input from these consultations will inform recommendations to university Executive Heads. The Task Force is expected to deliver an interim report in Fall 2025 and a final report in Spring 2026.

**Impact of AI:** In addition, an article titled *"How AI Is Changing Higher Education: The Technology Is Reshaping Every Aspect of University Life. Fifteen Scholars on What Happens Next"* from *The Chronicle of Higher Education* was shared with Academic Colleagues.

The article argues that ChatGPT and related large language models (LLMs) represent a significant turning point for higher education, shifting attention from concerns about plagiarism to broader transformations in teaching, learning, research, assessment, and institutional operations. Several contributors suggest that while AI's near-term impact may appear modest, it is likely to accelerate as students enter university with extensive prior experience using AI tools. A recurring theme is the need to educate students to use AI fluently while simultaneously protecting core human capacities that AI may erode, including careful reasoning, writing, and independent judgment.

The contributors express divergent views on teaching and assessment. Some advocate a dual approach: requiring AI-free work in contexts where foundational skills must be demonstrated, while designing other contexts in which students learn to use AI responsibly for higher-level tasks. Others caution that chatbot-generated prose is antithetical to learning, emphasizing that "writing is thinking," and arguing that AI can diminish authentic feedback, student voice, learning communities, and critical information-seeking. Many contributors also note that when education is organized primarily around grades and credentials, student reliance on AI shortcuts becomes predictable. This has renewed interest in alternative assessment approaches, such as mastery- or competency-based models and contract grading, and in re-centering educational practice on learning outcomes rather than procedural compliance.

Several essays further emphasize that AI challenges the credibility of take-home writing and that detection tools are unreliable, potentially fostering a culture of mistrust. While some responses call for increased in-person assessment (e.g., blue-book exams or oral assessments), others warn that a return to older methods may be insufficient and risks overlooking deeper issues, including attention fragmentation, declining deep reading, and an emerging epistemic crisis in which AI-generated content undermines trust in shared reality. Proposed constructive responses include strengthening AI literacy, redesigning curricula around experiential learning and real-world projects, using AI to reduce drudgery while preserving human judgment, and investing in university-controlled AI systems grounded in library and scholarly resources.

Overall, AI is framed not as a discrete problem to be solved, but as a catalyst compelling universities to confront long-standing questions about institutional values, the evidence of learning, and the preservation of human agency in an increasingly AI-saturated environment.

**Discussion on AI:** Colleagues engaged in an extensive discussion on the topic, noting that the capabilities of generative AI are evolving rapidly and are increasingly challenging established university practices. It was observed that AI is reshaping the risk landscape for institutions, raising important questions about how these risks can be understood, managed, and integrated into institutional frameworks. Discussion also noted that generative AI carries environmental costs, particularly related to energy consumption and resource use. There was broad agreement that generative AI is likely to remain a permanent feature of the academic environment and that teaching and learning practices will need to adapt accordingly.

Participants expressed concern that students may not be developing critical thinking skills to an adequate degree and emphasized the importance of reinforcing that students remain fully responsible for the work they submit, regardless of the tools employed. Colleagues highlighted the need for careful consideration of how student performance is measured and assessed, including approaches to evaluation and quality assurance in an AI-enabled environment. The potential role of AI in marking and providing feedback was also discussed.

Colleagues further noted that AI should be used intentionally within the classroom and that students should be encouraged to engage with these tools in structured and transparent ways. When used appropriately, generative AI can support synthesis and significantly enhance scholarly efficiency. In particular, upper-level undergraduate and doctoral students are now able to review and synthesize academic literature in a matter of days—tasks that previously required months—thereby potentially accelerating research and learning outcomes.

**COU Statement on International Student Cap:** In a statement issued on December 17, the Council of Ontario Universities (COU) expressed serious concern regarding recent federal and provincial decisions that significantly reduce Ontario's allocation of Provincial Attestation Letters (PALs) for international students. The federal allocation reduces Ontario's total PAL cap by 42 per cent, while the Ontario government's allocation reduces university PALs for undergraduate international study permits by 33 per cent—from 36,725 to approximately 24,600. COU noted that these reductions occur at a critical time for Ontario's economic competitiveness.

COU warned that continued reductions in university PALs will limit Ontario's ability to attract and develop highly skilled talent, weaken university research and innovation capacity, and intensify existing financial pressures on universities, particularly as demand from domestic students continues to rise. Federal measures to reduce international student numbers are projected to reduce Ontario university revenues by a cumulative \$5.4 billion over five years.

The statement emphasized that Ontario universities have pursued responsible international enrolment practices, with international students comprising approximately 19 per cent of total enrolment, supported by robust academic and student services. COU highlighted the essential role international students play in strengthening Ontario's workforce, research ecosystem, and global competitiveness.

While acknowledging recent federal initiatives to support talent attraction—such as investments in research talent, exemptions for master’s and PhD students from PAL requirements, and expedited PhD study permit processing—COU noted that universities continue to face significant financial challenges.

COU concluded by calling for urgent increased investment in Ontario’s universities to ensure they can continue to deliver the skilled workforce, research capacity, and innovation required to support Ontario’s long-term economic growth and prosperity.

**Capital Funding:** While the province recently announced \$242 million for facilities renewal and equipment upgrades, this investment is capital-focused rather than operating funding. As such, it does not address core challenges related to instructional capacity, staffing, or the ongoing costs of program delivery and long-term sustainability.

Steve Orsini, President of the Council of Ontario Universities (COU), has emphasized that Ontario universities face a structural funding gap, not a temporary shortfall. His central message is that universities cannot remain internationally competitive, accessible, and research-intensive when operating funding fails to keep pace with enrolment growth, inflation, and societal expectations. In practical terms, institutions are being asked to do more with less, while capital investments—though welcome—cannot substitute for predictable operating funding. Continued underfunding risks long-term erosion of Ontario’s knowledge economy, innovation pipeline, and talent retention.

**Faculty Advocacy and the University of Windsor:** In response, the Ontario Confederation of University Faculty Associations (OCUFA) mobilized a province-wide legislative petition calling for reform to university funding and for faculty inclusion in funding-model reviews. This advocacy was effective: the University of Windsor recorded the highest number of petition signatures among Ontario universities, demonstrating strong faculty engagement and leadership. As a result, OCUFA has been invited to participate in Ministry consultations on the university funding model, helping restore stakeholder voice in policy design.

**Recent COU Pre-Budget Advocacy Update:** On January 21, COU President and CEO Steve Orsini delivered a presentation to the Standing Committee on Finance and Economic Affairs as part of COU’s Pre-Budget advocacy. The most significant message was a call for a major increase in base operating funding for Ontario universities—\$1.2 billion beginning in 2026–27, rising to \$1.6 billion by 2028–29—to stabilize the sector, expand access for Ontario students, and sustain academic and research capacity. The submission reinforces that the sector’s challenges are structural rather than temporary, driven by prolonged tuition freezes, declining real per-student funding, and recent federal constraints on international enrolment. COU emphasized that universities have already implemented extensive efficiencies, but the scale of the funding gap cannot be addressed through internal measures or capital investments alone, underscoring the need for predictable operating funding to maintain instructional quality, staffing stability, student services, and Ontario’s long-term economic competitiveness.

**University of Windsor  
Senate**

**5.7: Report of the President**

Item for: **Information**

Forwarded by: **Dr. J.J. McMurtry, President and Vice-Chancellor**

**1. Four Pillars Planning**

Over the next several months, in collaboration with the relevant unit leads, the Office of the President will be looking to make progress on the four identified growth pillars: enrolment, government grants and research, advancement, and monetization. As part of the framework and next steps, meetings will take place with various interest groups across campus. Discussions will be centred around enrolment expansion, increased research funding, a bold new fundraising campaign, and diversified revenue streams. The four pillars framework maps well with the Aspire Strategic Plan priorities into measurable growth goals, KPIs, and operational actions across the institution.

**2. 2026/27 Operating Budget**

The University is shifting to a more strategic, mission-driven financial framework focused on long-term sustainability and growth. Aligned with the Four Pillars strategy, the budget approach will prioritize enrolment, research, advancement, and revenue diversification while exploring strategic cost reductions. Integrated planning efforts across the institution should allow for resource allocations that are aligned with enrolment realities. In Year 1, we plan to narrow the deficit to 2-3% of revenues, and in Years 2-3 we will work toward a balanced operating position.

**3. Update on Provost and Vice-President, Academic Search**

The search for the next Provost and Vice-President, Academic is well underway, with the job advertisement being placed across multiple media with an anticipated close date of February 20. Interviews are expected to follow late into the Winter term.

**4. Update on University Registrar Search**

Initial preparations are in progress for the upcoming University Registrar search, ensuring the University identifies a leader who will help achieve UWindsor's growth targets.

**5. Meetings with Presidents, MP and Mayors**

In January, I attended the Professional Program for Presidents in Toronto, organized by Universities Canada and the University conference in Ottawa, hosted by Higher Education Strategy Associates. These two opportunities were productive for university presidents and other senior leaders in attendance to have honest conversations about the complex and evolving challenges in the sector. Also in January, I had the pleasure of meeting with Windsor-Tecumseh-Lakeshore MP Kathy Borrelli, Ward 2 Councillor Frazier Fathers, Kingsville Mayor Dennis Rogers, and Tecumseh Mayor Gary McNamara. I look forward to collaborating more with these and other officials on shared priorities for the region.

**6. International Efforts**

I attended the University Presidents' mission to India, led by Universities Canada from February 2-6, 2026. The mission brought together 21 Canadian university presidents to deepen research collaboration, expand academic and industry partnerships, and support knowledge exchange. The mission hoped to build on renewed Canada-India relations, including ongoing Comprehensive Economic Partnership Agreement negotiations and Canada's federal research and talent strategy. As a member of the delegation, I met with leaders from India's higher education, government, and industry sectors to explore joint initiatives, academic exchange, and sustainable transnational education models that strengthen long-term bilateral cooperation.

**University of Windsor  
Senate**

5.8: **Report of the Provost and Vice-President, Academic**

Item for: **Information**

Forwarded by: **Cheryl Collier**

**1. Appointment of Interim Registrar**

Following the departure of University Registrar Ray Darling, Lorraine Chandler will be appointed as Interim University Registrar, effective March 16, 2026. Lorraine is no stranger to the University of Windsor. She first joined the institution in 2004 and has served in a variety of roles over the years, most recently retiring in 2025 from the Faculty of Engineering as Manager of Student Success and Academics. From 2020-2023, she served as Acting University Registrar, and we are grateful that she has agreed to return from retirement to assume this interim role while a formal search for the next University Registrar takes place.

**2. Dean Renewal & Search Updates**

- Dean of Engineering review process continues,
- Dean of Human Kinetics review process continues,
- Dean of the Faculty of Law review process continues, and
- Dean of Graduate Studies search process continues.

Updates will be provided as they are available.

**3. Collaborative Initiatives with St. Clair College**

Engagement continues with the Senior Vice President, Academic and Career Supports at St. Clair College to explore strategic academic collaborations. We have also recently hired a part-time Academic Initiatives Officer to assist with project managing these collaborative efforts.

**4. Infosilem**

The Infosilem project continues to advance on schedule. Launched in August 2025, the project comprises three phases: implementation of the Exam module, Academic Timetabling, and Campus Room Booking. The Exam Scheduling module went live on January 16, with the Registrar's Office successfully transitioning to the new cloud-based system, which offers improved integrity and reliability for exam scheduling across campus.

The next phase, Academic Timetabling, will begin in March. An Advisory Committee is being established to ensure stakeholder needs are well represented. Full implementation of the Academic Timetabling module is expected to take approximately 12–15 months. Campus Room Booking will commence after the completion of Academic Timetabling.

**University of Windsor  
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**5.8.1: Enrolment Management Update**

Item for: **Information**

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

**Enrolment Management**

New Enrolment by Level and Registration Status (Winter 2022–Winter 2026)

This table displays new student enrolment by academic level (undergraduate and graduate) and registration status (full-time and part-time) for Winter terms from 2022 to 2026, reflecting intake patterns during the add/drop period. It shows recent shifts in the composition of new enrolment, including stability in undergraduate enrolment and a significant decrease in graduate enrolment, particularly in ICBM programs.

<b>New Enrolment</b>	<b>W22</b>	<b>W23</b>	<b>W24</b>	<b>W25</b>	<b>W26</b>
<i>Undergraduate</i>					
Part-time	56	42	41	38	44
Full-time	642	685	694	651	682
<b>Total NEW UG</b>	698	727	735	689	726
<i>Graduate</i>					
Masters & PhD	192	181	152	146	135
ICBM	1,039	1,112	642	382	213
<b>Total NEW Grad</b>	1,231	1,293	794	528	348
<b>Total NEW</b>	1,929	2,020	1,529	1,217	1,074
<b>Total Enrolment</b>	<b>W22</b>	<b>W23</b>	<b>W24</b>	<b>W25</b>	<b>W26</b>
<i>Undergraduate</i>					
Part-time	1,701	1,593	1,490	1,460	1,394
Full-time	9,943	9,912	10,142	10,312	10,543
<b>Total NEW UG</b>	11,644	11,505	11,632	11,772	11,937
<i>Graduate</i>					
Masters & PhD	1,896	1,885	1,899	1,808	1,768
ICBM	3,496	3,958	3,548	2,120	1,268
<b>Total NEW Grad</b>	5,392	5,843	5,447	3,928	3,036
<b>Total Enrolment</b>	17,036	17,348	17,079	15,700	14,973
<i>Note: As of add/drop</i>					

2026/27 Enrolment Planning

The two phases of enrolment planning for the 2026–27 cycle are complete. Phase 1 (October–December) involved data sharing, faculty interviews (Deans), and updating the SEMP to establish draft enrolment targets and identify gaps and opportunities. Phase 2 (January) validated these assumptions against January 15 undergraduate application data, confirming projections and identifying areas for adjustments. The next steps include incorporating confirmed targets into preliminary budget calculations, reporting to the Senate, and advancing budget approval through the Senate and the Board in Spring 2026.



## **Domestic Undergraduate Recruitment & Admissions**

### **Work Completed**

Work completed to date includes the conclusion and analysis of the Flight 2 application-driving campaign and a targeted “hot lead” conversion initiative focused on high-intent domestic undergraduate prospects. This work combined applicant-day activations, segmented and urgency-based email outreach, and targeted digital amplification aligned with faculty interests, supported by improvements to lead data accuracy, segmentation, and performance tracking. Outcomes from this activity confirmed that event-engaged prospects represent the strongest conversion opportunity, demonstrated above-benchmark engagement rates, and provided clear evidence to refine messaging, audience prioritization, and sequencing for subsequent recruitment and yield activity.

### **Work Underway**

Current efforts are focused on conversion through Flight 3 activities, including targeted advertising to admitted students aligned with weekly Registrar processes, preparation for the Spring Open House, and expanded outreach to admitted and late applicants. A direct-mail postcard campaign led by Dr. Gregg French is currently underway, alongside the rescheduled High Achievers Breakfast, both aimed at strengthening yield and applicant conversion. In parallel, the Registrar’s Office is reviewing early entrance criteria, and work is underway to explore two short-term, time-limited interventions to support growth in undergraduate applications for Fall 2026: out-of-province recruitment and expanded transfer recruitment from both colleges and universities.

### **Work Planned**

Planned work will concentrate on deepening conversion through coordinated in-person and virtual engagement opportunities from February through June, including faculty showcases, parent and supporter events, and enrolment-focused programming across key regional and out-of-province markets. Additional emphasis will be placed on strengthening transfer pathways through targeted events and outreach, while a comprehensive review of the undergraduate entrance scholarship program will be completed to assess competitiveness, award distribution, and impact on applicant behaviour, conversion, and enrolment outcomes. Findings from this review will inform Fall 2027 recruitment decisions and support strategic decision-making and financial stewardship aligned with institutional enrolment priorities.

## **International Recruitment**

Collaborated with Marketing to gather feedback from Winter 2026 students who could not arrive on time. International Recruitment and Admissions are now supporting these students with deferrals and guidance for future enrolment.

Winter intake remains crucial. Recruiters attend global events to attract applications for all open intakes from Summer 2026 to Winter 2027. They also follow up with students in the pipeline to ensure complete applications and confirm admissions.

## **Global Engagement**

### **Universities Canada Mission**

The University of Windsor joined the recent Universities Canada mission to India, with President J.J. McMurtry leading Canadian university leaders in advancing national priorities for academic collaboration, research partnerships, and talent development. After the mission, UWindsor continued in-country engagement to support academic partnerships, student recruitment, agent management, relationship-building, and transnational education opportunities. These efforts align with the University’s strategy to diversify enrolment, strengthen global partnerships, and ensure sustainable international growth.

### **Delegation – Suzhou Centennial College (SCC)**

The University of Windsor recently welcomed a delegation from SCC, a joint international institution with Centennial College, to strengthen international academic partnerships and student mobility. The visit followed recent leadership exchanges, including a November 2025 visit to Suzhou by the Provost and Vice-President, Academic. Discussions

focused on future collaboration, program pathways, and strategic growth, reaffirming UWindsor's commitment to sustainable international partnerships that expand access and opportunity for students.

**Upcoming Important Dates:**

March Break (Tours Plus) - February 14 – 21, 2026

High-Achievers Undergraduate Scholarship Breakfast, February 27, 2026 **(NEW DATE)**

Spring Open House, April 25, 2026 **(NEW DATE)**

Spring Virtual Open Day, May 14, 2026

**University of Windsor  
Senate**

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

Item for: **Information**

Forwarded by: **Clinton Beckford**

**University Diversity, Indigeneity, and Anti-Racism Professional Development Fund (Article U)**

- Applications are open for the March 2026 disbursement for the University Diversity, Indigeneity, and Anti-Racism Professional Development Fund (Article U). The fund provides targeted financial support for WUFA members to engage in scholarly, teaching or professional development work that strengthens professional growth and advances equity, diversity, Indigeneity and anti-racism.
- Eligible WUFA members may apply for funding in one of two categories: scholarship and teaching in Indigeneity or scholarship and teaching in anti-racist pedagogies. Successful applicants may receive up to \$5,000 for activities that lead to their professional and career development.

**Employee Engagement Survey – March 16-27, 2026**

- On Monday **March 16, 2026**, we will be launching the University's second Employee Engagement Survey. This survey is a vital tool to deepen our understanding of the experiences of faculty and staff and help identify meaningful actions to strengthen our workplace.
- **Your Feedback Matters.** Your feedback is key to addressing the evolving needs of faculty and staff and co-creating a work environment we can all be proud of and thrive in.
- A strong response rate is important to get a more accurate representation of the workplace experiences of staff and faculty. Greater participation ensures that more areas meet the privacy threshold to receive Faculty/Department specific results to drive change.
- The feedback faculty and staff provided in 2022 led to **21 targeted action items** to improve our work environment. We invite you to explore the [status of these initiatives](#). Your perspective is central to measuring progress and pinpointing areas where continued attention and action are needed the most.
- The survey is confidential and voluntary. An application for review has been submitted to the Research Ethics Board, and we have again partnered with Talent Map, a Canadian-based survey provider to administer the survey.
- To protect your privacy the university will not have access to individual responses. A minimum of five responses will be required for unit-level reports.
- I invite you to visit the survey website at [www.uwindsor.ca/engagementsurvey](http://www.uwindsor.ca/engagementsurvey) to learn more about the survey, confidentiality, data privacy, and security.

**EDID Training and Education Updates**

- As we continue our commitment to building equitable, inclusive, and just academic communities, and in addition to the [current modules on Anti-Semitism and Islamophobia](#), The University has entered into a license agreement with Western to offer the following modules to our campus community:
  - Historical Review of Racism in Canada
  - Transforming Power and Privilege
  - Bias and Microaggressions: Impact, Prevention and Intervention
  - Unpacking and Addressing Anti-Black Racism
  - Building Inclusivity Through Anti Racism
  - Unpacking and Addressing Anti-Asian Racism
- All modules are available on the Office of the Vice-President, People, and Inclusion website: [EDID Online Modules](#)

- The Office of the Senior Advisor to the President on Indigenous Initiatives has completed a review of Western's module on Unpacking and Addressing Anti-Indigenous Racism and we are now working on the next steps to make this module available to our campus community
- We are also looking forward to developing additional modules to address issues of ableism, sexism, and heterosexism, as well as a module that unpacks and addresses Anti-Palestinian Racism.

### **Employment Equity Survey**

- The data from the [Employment Equity Self Identification Survey](#) was extracted from the survey at the end of December for the Employment Equity Annual Report 2025 which is in progress.

### **Leadership Development**

- The **Leadership & Culture Management Program**, grounded on the University of Windsor's [Leadership Competency Framework](#), will commence on February 11 with a cohort of 30 participants in various academic and administrative leadership positions. program has been designed to help university people-centric leaders excel in today's complex and uncertain environment. More details can be found at <https://www.uwindsor.ca/vp-people-equity-inclusion/LeadershipandCulture>.

### **Goal Setting and Performance Development Program**

- Goal setting is the cornerstone of effective performance management. Clear, specific goals empower employees to focus their efforts, prioritize their work, and directly contribute to departmental and organizational goals. Well defined goals also enable leaders to provide targeted feedback and coaching, proactively addressing any challenges that may hinder employee success.
- A committee has been established for the Goal setting program. This will serve as the foundation for a continuous performance management framework and will include a cascading approach to ensure goal alignment with institutional goals. Year one of implementation will focus on AVPs, Deans, Directors, Managers and other members of the Managerial and Professional Group.

### **Employee Engagement and Recognition**

- The Years of Service programming will be reimagined for 2026. Employees who have achieved significant milestones received a certificate of recognition in November or December 2025. Human Resources, in partnership with the Office of President, will host the 25 Years of Service event on April 22, 2026.

### **Employee Labour Relations - Collective Agreements**

- The CUPE 1393 Collective Agreement was officially signed by the relevant parties on January 27th and has been posted on the [Human Resources Website](#).
- We are awaiting a final review for two of the Unifor Employee Groups before the collective agreements are signed by all parties.

### **UWinsite People (HRIS Platform)**

- Configuration and testing have been completed within the Recruitment Module to incorporate Academic and Non-student Research hiring. The integration will promote a more collaborative working relationship between the Offices of the Provost, the Vice-President, Research and Innovation, and Human Resources. Candidate selection will move from a manual process to a more coordinated workflow in UWinsite People.
- Health and Safety, specifically the incident reporting functionality, has been launched in UWinsite People. The HRIS team are investigating additional functionality to support the Workplace Wellness and Accommodation process.
- An implementation plan has been developed and approved for the Learning Module. The functionality within the Learning Module is directly connect to the processed Goal Setting and Performance Development Program.

**University of Windsor  
Senate**

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

Item for: **Information**

Forwarded by: **Shanthi Johnson**

Research and innovation drive the University's academic mission enabling bold and impactful research, scholarship, creative activity and innovation fueling recruitment, student success and high-quality learning and reputation. The Office of the Vice-President, Research and Innovation (OVPRI) advances this work through inclusive research, collaboration, and engagement aligned with *Aspire: Together for Tomorrow* and the University's institutional growth agenda.

The Office of the Vice-President, Research and Innovation brings together teams focused on research and integrity services (RIS); research innovation, partnerships, and entrepreneurship (IPE); Senate-approved research centres and institutes (GLIER, BSI, CBI, and WE-SPARK); and strategic institutional research initiatives. OVPRI supports approximately 600 faculty members and Faculties across campus in advancing bold, impactful research, scholarship, creative activity, and innovation.

**Strengthening the University's Research and Innovation Capacities**

Canada Impact+ Research Chair Program Search

- Government of Canada announced the International Talent Attraction Program (ITAP) in the Fall budget and the Impact+ Research Chairs program launched on Dec 19, 2025 with a nomination deadline of March 10, 2026 to attract talent in 8 key areas of importance for Canada including:
  - advanced digital technologies (including artificial intelligence, quantum and cybersecurity);
  - health, including biotechnology;
  - clean technology and resource value chains;
  - environment, climate resilience and the Arctic;
  - food and water security;
  - democratic and community resilience;
  - manufacturing and advanced materials; and
  - defence and dual-use technologies.
- At UWindsor, two aligned approaches were used for this accelerated search: 1) Input from the Deans/Associate Deans Research on critical areas for Faculties following a briefing Teams call and 2) external advertisement to begin the recruitment process working across functional areas including the President's Office, Provost's Office, Office of the Vice-President, People, Equity, and Inclusion, and Human Resources to support the accelerated Canada Impact+ Research Chair search, selection, and nomination process. Additional information is available at <https://www.uwindsor.ca/research/364/canada-impact-research-chairs>.
- Advertisement was launched shortly after the federal announcement of the Canada Impact+ Research Chair program on December 23, 2025 with a closing date January 15, 2026. Of the 53 applications received for the position, 36 were deemed eligible, and 8 have been shortlisted.

- The University of Windsor's Canada Impact+ Research Chairs (valued at \$1million or \$500k each) will build unique research and innovation programs along with significant training opportunities that will contribute not only to Canada's research outputs internationally, but will also bolster the University's local to global reputation for research and innovation excellence.

#### Canada Impact+ Research Training Awards Program

- OVPRI is collaborating with the Faculty of Graduate Studies, the Provost's Office, and the Office of the Vice-President, People, Equity, and Inclusion to recruit and nominate Graduate Students and Post-doctoral Fellows through the Canada Impact+ Research Training Awards program. Calls to faculty members were sent out on Jan 14, 2025 with the closing date of Feb 9, 2026, for the federal nomination deadline of Mar 4, 2026. An institution-wide central approach will be used for the adjudication.
- This training program supports the University's efforts to recruit top tier International and returning Canadian Doctoral Students (3) and Post-doctoral Fellows (2) in priority areas that will build the capacities, research ecosystem, and global competitiveness for the University of Windsor and Canada.

#### **Fostering Innovation, Partnership and Entrepreneurship**

Knowledge mobilization (KMb) includes not only publications and presentations but also technology transfer across the full pathway: from disclosure of discovery, to intellectual property protection and patenting, to commercialization. At UWindsor, these processes have been streamlined, with particular strength in Engineering and the Sciences, and we are actively and strategically scaling this capacity working with the Faculties and faculty members, where appropriate.

#### Technology Transfer & Commercialization

- We are now working with IPON (Intellectual Property Ontario) to offer support to the momentum in research commercialization to date. This added support creates a fellowship program for developing entrepreneurial talent and IP commercialization. With IPONs support, we will continue to build strategic capacities that maintain the momentum.
- Since December, we have seen 3 new invention disclosures to the University, are actively engaged in 5 discussions on new IP assignments, and are working with 3 groups on potential discoveries for patentability and strategic market alignment.
- Our team is readying a "University Affiliated Start-up" program to formalize support for faculty-based start-ups or spin-outs to help qualify and quantify University support for these early companies. It is anticipated that there will be 6 companies included in the initial cohort.

#### Research Security

- We have participated in consultations led by the Ontario Ministry of Colleges, Universities, Research Excellence and Security (MCURES) to support the first year of the Research Security Action Plan, part of the University's SMA4 agreement. The campus-wide Institutional Cybersecurity Committee, represented by ITS, Campus Security, faculty, and other stakeholders, has been updated on the ongoing development process to ensure that research at UWindsor remains safe, secure, and aligned with the best interests of both the University and Canada.