

**NOTICE OF MEETING**

There will be a meeting of the Senate  
**on, Friday, February 10, 2017, at 2:30 p.m.**  
Room 203 in the Anthony P. Toldo Health Education Centre

**A G E N D A**

- 1 Approval of Agenda** (Unstarring agenda items)
- 2 Minutes of the meetings of January 13, 2017** SM170113
- 3 Business arising from the minutes**
- 4 Outstanding Business/Action Items**
  - 4.1 New Course Numbering Framework - Schedule** Jeff Berryman-Information  
Sa170210-4.1
- 5 Reports/New Business**
  - 5.1 Report from the Student Presidents** UWSA-Information  
(UWSA, OPUS, GSS) OPUS-Information  
GSS-Information
  - 5.2 Report of the President** Alan Wildeman
  - 5.3 Report of the Academic Colleague** Philip Dutton
  - 5.4 Senate Student Caucus** Ziad Kobti
  - 5.5 Program Development Committee**
    - \*5.5.1 University Program Reviews** Lionel Walsh-Information  
Sa160212-5.5.1
    - \*5.5.2 Undergraduate Program Review Status Reports** Lionel Walsh-Information  
Sa160212-5.5.2
    - \*5.5.3 Program/Course Changes** Lionel Walsh-Approval  
      - \*a) Concurrent Bachelor of Music-Music Education (Honours)** Sa170210-5.5.3a-e  
and Bachelor of Education – Minor Program Changes
      - \*b) Honours Bachelor of Music Education Stream – Minor Program Changes**
      - \*c) Psychology/Developmental Psychology (Honours) for Autism and Behavioural Sciences**  
Graduates - Degree Completion Program
      - \*d) Economics – New Course Proposal**
      - \*e) FAHSS (LAPS) – New Course Proposal**
    - 5.5.4 Bachelor of Mathematics (Honours) with Finance** Lionel Walsh-Approval  
Concentration – Major Program Change Sa170210-5.5.4

**\*5.5.5 Spanish for Beginners – Request for Waiver of Course Deletion**

**Lionel Walsh-Approval**  
Sa170210-5.5.5

**5.6 Academic Policy Committee**

**\*5.6.1 Admission Policy for Graduates of Fanshawe College’s General Arts and Science Certificate**

**Philip Dutton-Approval**  
Sa170210-5.6.1

**5.6.2 Transcript Notation – Bystander Initiative Peer Facilitator Program**

**Philip Dutton-Approval**  
Sa170210-5.6.2

**5.7 Senate Governance Committee**

**5.7.1 Review Committee on Employment Equity (RCEE) Annual Report 2015-2016**

**Alan Wildeman–Information**  
Sa170210-5.7.1

**5.8 Report of the Provost**

**Douglas Kneale**

**5.8.1 Search Committee for the Associate Vice-President, Academic Recommendation (*in camera*)**

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

**K W Michael Siu**

**5.10 Search Committee for President and Vice-Chancellor – Election**

**Douglas Kneale-Approval**  
Sa170210-5.10

**6 Question Period/Other Business**

**7 Adjournment**

Please carefully review the ‘starred’ (\*) agenda items. As per the June 3, 2004 Senate meeting, ‘starred’ item 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**

**4.1: New Course Numbering Framework - Schedule**

Item for: **Information**

Excerpt from January 13, 2017 Senate minutes:

As part of an overall curriculum review, it was suggested (at a prior Senate meeting) that it is timely to embark on a wholesale review of course offerings, including possibly renaming and renumbering courses, if appropriate, to provide a more reasoned presentation of courses and so that it is easier for students to find courses during registration without having to refer to a Faculty and/or department code. Moving forward, the new Enterprise Resource Planning (ERP) software will be replacing the current Student Information System (SIS) with an up-to-date system that will be more powerful and user friendly. In light of this new, more flexible infrastructure, areas will be provided with the opportunity to review their course and calendar descriptions with a view to making them more succinct and user-friendly. (e.g., alpha subject codes vs. numeric.) It was noted that a schedule of activities for revising the course numbering system will be provided at a future Senate meeting.

Schedule

Mid February 2017	Announcement of vendor for new system
Mid March	Provost's Task Force reviews capabilities of system and proposes a course numbering framework based on alpha/numeric coding
Late March/early April	Campus community consultation on proposed alpha/numeric course numbering framework
Mid April 2017	Provost's Task Force reviews feedback and revises proposal as appropriate
May 2017	Proposed Course Numbering Framework presented to APC for approval
June 2017	Proposed Course Numbering Framework presented to Senate for approval
July 2017 – January 2018	Departments determine the appropriate alpha/numeric codes for their courses, consistent with the framework, in consultation with their Dean and the Provost to ensure no overlap in assigned codes.
February 2018	Report to PDC on final course renumberings
March 2018	Report to Senate on final course renumberings
April 2018	System and calendars updated

*Other logistics will need to be addressed to ensure the seamless transition to a new course numbering system.*

**University of Windsor  
Senate**

\*5.5.1:           **University Program Reviews**

Item for:           **Information**

Forwarded by: **Program Development Committee**

**Background**

- The attached reviews have been conducted under the Institutional Quality Assurance Process (IQAP) (combining undergraduate and graduate program reviews) which was developed in accordance with the COU's Quality Assurance Framework. As of Fall 2011, the Ontario universities' Quality Council is responsible for reviewing, auditing and approving all new undergraduate and graduate programs and cyclical program reviews.

**Undergraduate Program Reviews:**

Forensic Science Programs	New Report	p.2
Mathematics and Statistics (Undergraduate and Graduate)	New Report	p.5
Physics (MSc and PhD)	New Report	p.9
Sociology, Anthropology and Criminology (Undergraduate and Graduate)	New Report	p.13
Labour Studies Report	New Report	p.17

**UNIVERSITY OF WINDSOR**  
**UNIVERSITY PROGRAM REVIEW (UPR)**  
**REPORT ON: FORENSIC SCIENCE PROGRAMS**  
**UNDERGRADUATE PROGRAM**  
January 2017

## **EXECUTIVE SUMMARY**

### **Review Preparation**

In preparing this document, the Program Development Committee reviewed the following: Forensic Science Programs Self-Study (SS) (2013/14), the report of the external reviewers (ER) (April 2015), the response from the Program Chair (PC) (Winter 2016), and the response from the Assistant Provost (Winter 2016) to the above material. The external reviewers were: Dr. Michael J. Shkrum, Department of Pathology and Laboratory Medicine, Schulich School of Medicine and Dentistry, Western University, Dr. James Watterson, Department of Forensic Science, Faculty of Science, Engineering and Architecture, Laurentian University, and Dr. David Tanovich, Faculty of Law, University of Windsor.

### **Program Overview**

The Honours Bachelor of Forensic Science (BFS), with concentrations in either Biology, Chemistry, or Molecular Biology/Biochemistry, and the Combined Honours Bachelor of Arts in Forensics were housed in the Centre for Inter-Faculty Programs during the period of review but have now transitioned to the Faculty of Science. The programs provide students with an interdisciplinary education in both the arts and the sciences. "The BFS degree focusses on training and analysis of scientific evidence." (ER, p.2) The BFS is "intended for students who will want to continue on in Forensic Science, in graduate school in science, in crime labs, as forensic police officers, or in professional school such as medicine, dentistry, pharmacy, etc." (SS, p.10) The Combined BA in Forensics provides training in the identification, collection and presentation of evidence in criminal investigations, as well as an education in a second area of study in the Faculty of Arts, Humanities and Social Sciences. The Combined BA in Forensics is "intended for students going into law school, policing, social work, social justice, forensic anthropology, communication or media, visual arts, etc." (SS, p.10)

### **Enrolments**

#### **Undergraduate**

	<b>Fall 2012</b>	<b>Fall 2013</b>	<b>Fall 2014</b>	<b>Fall 2015</b>	<b>Fall 2016</b>
<b>BFS Full-Time</b>	85	102	101	96	89
<b>BFS Part-Time</b>	2	5	6	11	13
<b>Combined BA Forensics Full-time</b>	15.5	17	15.5	15	23.5
<b>Combined BA Forensics Part-Time</b>	0.5	2.5	2.5	2	2

### **Human Resources**

#### **Faculty/Instructors**

Program Chair and AAS III	1
Limited-term AAS II	1

#### **Full/Part-time Staff**

The programs are administered by the Office of the Dean of Science (Associate Dean), with support from full and part-time staff available in that office.

## FINAL ASSESSMENT REPORT (with Implementation Plan)

### Significant Strengths of the Programs

The Forensic programs are academically rigorous interdisciplinary programs. In addition to providing broad-based theoretical knowledge in the discipline, the curriculum incorporates a practical research component ensuring “that any student either pursuing a forensic science career or interacting with a forensic scientist is well-prepared to critically assess the available scientific information”. (ER, pp. 3,4,10) Of note is that one of only two certified forensic entomologists in Canada teaches a course in the programs. (ER, p.4)

### Opportunities for Program Improvement/Enhancements

With regard to the Bachelor of Forensic Science, the reviewers noted that specialized courses in forensic chemistry, forensic toxicology, or forensic DNA analysis should be considered for those students seeking to pursue advanced study or employment in forensic biology or forensic chemistry. (ER, p.3). These courses would also benefit students in the Combined Honours BA in Forensics as they may pursue careers (e.g. law) in which they will interact with forensic scientists. Their understanding of key forensic disciplines such as forensic DNA analysis or toxicology will be hindered by a lack of courses focused on these areas in their curriculum.” (ER, p.3) Since the programs are now housed in the Faculty of Science, there may be increased opportunities for movement in this direction.

There is also an opportunity to address concerns raised by the external reviewers around adequate resources in terms of support staff and physical space with the move to the Faculty of Science.

Further opportunities for program improvements are captured in the recommendations listed below.

## IMPLEMENTATION PLAN

### Recommendations (in priority order)

*(Final recommendations arrived at by the Program Development Committee, following a review and assessment of the External Reviewers report, the Program Chair's response and the Assistant Provost's response.)*

**Recommendation 1:** That the Program submit learning outcomes for both the Bachelor of Forensic Science and the Combined Honours Bachelor of Arts in Forensics that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate". *[The Self-Study only included one set of program-level learning outcomes and it is unclear to which program they relate.]*

**Agents:** Forensics Program Chair, CTL, Vice-Provost, Teaching and Learning

**Completion by:** Fall 2018

**Recommendation 2:** That the Program submit learning outcomes and assessment methods for each of its “57-xxx” courses that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate".

**Agents:** Forensics Program Chair, CTL, Vice-Provost, Teaching and Learning

**Completion by:** Fall 2018

**Recommendation 3:** That the Program develop a plan to continue to maintain some degree of redundancy in teaching qualifications of faculty so that courses may be reassigned with a minimum of impact on the students in times of personnel shortage (e.g., sabbatical leaves).

**Agents:** Program Chair, Dean of Science

**Completion by:** Fall 2018

**Recommendation 4:** As enrolments increase, that the Program Chair be prepared to make a case to the Dean for additional resources in the form of:

- a) a faculty or AAS/LS appointment with “real-world” expertise.
- b) greater allocation of teaching assistant positions
- c) a laboratory technician appointment

**Agents:** Program Chair, Dean of Science

**Completion by:** Fall 2018

**Recommendation 5:** That the Program develop a plan to manage the number of students that each faculty member supervises, in the event that enrolment increases, in order to maintain the personal interaction between core faculty members and students particularly in the 400 course series.

**Agents:** Program Chair, Dean of Science

**Completion by:** Fall 2018

**Recommendation 6:** That the Program investigate and report on the advantages and disadvantages of pursuing accreditation through the Forensic Educational Programs Accreditation Commission (FEPAC).

**Agents:** Program Chair, Dean of Science

**Completion by:** Fall 2018

**Recommendation 7:** That the Program report on the advantages and disadvantages of the establishment a Forensic Program Advisory Committee, involving the major stakeholders from the various programs/faculties, to assist in the future expansion of the forensic program.

**Agents:** Program Chair, Forensics Program Committee

**Completion by:** Fall 2018

**Recommendation 8:** That the Program report on its efforts to continue and enhance its community outreach activities (e.g. annual CSI workshop) which are good marketing tools.

**Agents:** Program Chair, Forensics Program Committee

**Completion by:** Fall 2018

**Recommendation 9:** That an alumni development plan ~~needs to~~ be developed to support fundraising and student recruitment.

**Agents:** Program Chair, Dean of Science

**Completion by:** Fall 2018

**UNIVERSITY OF WINDSOR**  
**UNIVERSITY PROGRAM REVIEW (UPR)**  
**REPORT ON: MATHEMATICS AND STATISTICS**  
**UNDERGRADUATE AND GRADUATE PROGRAMS**  
January 2017

## EXECUTIVE SUMMARY

### Review Preparation

In preparing this document, the Program Development Committee reviewed the following: Mathematics and Statistics' Self-Study (SS) (2014), the report of the external reviewers (ER) (April 2015), the response from the Head (HR) (June 2015), and the response from the Dean (DR) (May 2016) to the above material. The external reviewers were: Dr. Andrew P. Dean, Vice-President, Research, Economics, Development and Innovation, Professor of Mathematics, Lakehead University, Dr. Arthur B. Yeh, Professor of Statistics and Chair, Department of Applied Statistics and Operations Research, Bowling Green State University, and Dr. Gurupdes Pandher, Senior Associate Dean, Odette School of Business, University of Windsor.

### Undergraduate and Graduate Programs

At the undergraduate level, the Department offers a Bachelor of Mathematics (General), a Bachelor of Mathematics (Honours), and a Bachelor of Mathematics (Honours) in Mathematics and Statistics. Students also have the option of combining their Honours Mathematics major with a major from another discipline. The Department also collaborates with departments to offer a Bachelor of Mathematics (Honours) in Mathematics and Computer Science and a Concurrent Bachelor of Mathematics (General)/Bachelor of Education. Admissions were suspended for the latter during the time of the review, but have since been revised and the program relaunched.

The Department is also heavily involved in service teaching, providing math instructions for programs across the University that have mathematics and statistics as degree requirements.

The Department offers a Minor in Mathematics and a Minor in Statistics, as well as Major and Minor Concentrations for the Bachelor of Arts and Science in Mathematics and Statistics.

At the graduate level, the Department offers a Master of Science in Mathematics and Statistics with fields in Mathematics or Statistics, a Master of Actuarial Science (MActSc) (primarily geared towards international students), and a PhD in Mathematics and Statistics with fields in Mathematics or Statistics.

## Enrolments

### Undergraduate

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
<b>Full-Time</b>	85.48	81.3	72.88	70.03	62.245
<b>Part-Time</b>	14.5	19	12.44	9.5	13.5

### Graduate

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
<b>MSc Full-Time (Math Field)</b>	9	10	6	7	8
<b>MSc Part-Time (Math Field)</b>	0	0	0	0	0
<b>MSc Full-Time (Stats Field)</b>	10	10	10	16	18
<b>MSc Part-Time (Stats Field)</b>	1	0	0	0	0
<b>MActSc Full-Time</b>	----	----	----	16	39
<b>MActSc Part-Time</b>	----	----	----	0	0
<b>PhD Full-Time (Math Field)</b>	0	0	0	0	0
<b>PhD Part-Time (Math Field)</b>	0	0	0	1	1
<b>PhD Full-Time (Stats Field)</b>	9	6	8	9	10
<b>PhD Part-Time (Stats Field)</b>	0	0	0	0	1



## Human Resources

### Faculty/Instructors

Tenure/tenure-track faculty	12 (including Head)
AAS Learning Specialist III	1
Sessional Lecturer	1
Faculty members involved in graduate program delivery	18 (includes 12 tenure/tenure-track faculty + 3 emeritus faculty + 2 adjunct appointments + 1 cross-appointment)

### Full/Part-time Staff

Secretaries	2
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## FINAL ASSESSMENT REPORT (with Implementation Plan)

### Significant Strengths of the Programs

The Department offers high quality undergraduate and graduate education delivered by faculty with very strong records and some notable awards in teaching excellence. (ER, p. 7, 10, 11) Faculty members strive to make the student experience exceptional. The external reviewers noted that “Students feel comfortable and welcomed by the professors to drop by and discuss topics in their offices. This is great and clearly is a strength of the program at University of Windsor. It was evident from the students that they feel that the professors care and are willing to take the time to help motivated students individually.” (ER, p.5) The number of publications in refereed journals by both Masters and PhD students, and the level and number of external scholarship funding awarded to graduate students from agencies such as the Tri-Councils and OCG is evidence of the high caliber of the graduate programs. (ER, p. 7,11)

The Department has a number of programs to assist students as they work their way through the rigorous studies. In addition to the Math and Stats Learning Centre, which provides support for undergraduate students across the University as well as tutoring and mentoring opportunities for students, the Department offers weekly colloquia (attendance is required for graduate students) which provides “graduates students with the opportunities to be exposed to the latest technical developments in mathematics and statistics, and to interact with outside speakers. These contribute to developments of professional and transferable skills for graduate students.” (ER, pp. 2, 11, 12). The PDC supports the external reviewers’ suggestions that all students be encouraged to attend these colloquia. (ER, p.5) The Department is also an affiliate of the Fields Institute which opens up research activity and opportunities for students. (ER, p. 13)

Other notable initiatives for which the Department is to be commended include:

- The Foundational Mathematics Instruction Project that was initiated in 2010 helped enhance the undergraduate experience in a number of ways, including increasing contact-hours, staffing classes with full-time faculty members, increasing tutorial hours, and facilitating learning in small study groups.
- The creation of Mathematics and Statistics Club gives a venue in which faculty members and students can get together and exchange ideas on the regular basis. The Club also arranges to have faculty and external speakers to give presentations on various mathematics and statistics topics.
- The collaboration with Oakland University in offering virtual classes (via video conferencing), thus giving graduate students more flexibility to take required or/and additional courses. (ER, p.11,12)

### Opportunities for Program Improvement/Enhancements

The Department is encouraged to review its curricula. In particular, it should consider adding a thesis or special project requirement to its undergraduate programs or modifying course assessment methods to ensure that learning

outcomes F and I are met:

- F. communicate mathematically concepts effectively and precisely to a variety of audiences (this is also relevant to learner outcome G)
- I. Study new mathematical material independently, and identify future steps for further development. (ER, p.5)

The external reviewers encourage "the department to be more entrepreneurial with regards to future developments", in order to attract new students, noting that funding concerns and discussions of program prioritization (or similar discussions) are common across the sector. The reviewers note that "[t]he mathematics and statistics department is making some progress towards this but could take a more proactive approach." (ER, p.16)

Further opportunities for program improvements are captured in the recommendations listed below.

## IMPLEMENTATION PLAN

### Recommendations (in priority order)

*(Final recommendations arrived at by the Program Development Committee, following a review and assessment of the External Reviewers report, the Head's response and the Dean's response.)*

**Recommendation 1:** That the Department submit course-level learning outcomes and assessment methods for each of its courses that clearly correspond to the program-level learning outcomes.

*[Program-level learning outcomes for each of its undergraduate and graduate programs that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate" were submitted and reviewed as part of the Self-Study. (See SS, pp19-35) PDC notes that the Department has developed learning outcomes for most of its undergraduate and graduate courses and looks forward to receiving them and completing its review of the course-level learning outcomes.]*

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

**Completion by:** Fall 2018

**Recommendation 2:** That the Department integrate problem-solving and communication skills in more courses, especially at the fourth-year level in the honours program; and that the Department report on approaches to addressing learning outcomes F and I which might include a thesis or special project requirement to its undergraduate programs or modifying course assessment methods.

*[F. communicate mathematically concepts effectively and precisely to a variety of audiences (this is also relevant to learner outcome G)*

*I. Study new mathematical material independently, and identify future steps for further development. (ER, p.5)]*

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

**Completion by:** Fall 2018

**Recommendation 3:** That the undergraduate studies committee develop a method to offer courses in a consistent and predictable manner.

*[PDC notes that the Department is creating a 4-year plan for students in order that they may plan their course sequence. With the submission of this plan, PDC would consider this recommendation satisfied.]*

**Agents:** Department Head

**Completion by:** Fall 2018

**Recommendation 4:** That the department stay as an affiliate member of the Fields Institute. The membership cost is \$5,000 per year but the benefits easily outweigh this cost in terms of research activity and opportunities for students and also graduate recruitment. If the department cannot find the funds within its own budget the Faculty and the Office of Research should be approached.

**Agents:** Department Head, Dean of Science, Office of VPRI

**Completion by:** Fall 2018

**Recommendation 5:** That the Head make a case to the Dean of the Faculty for recognition of the major role the department plays in terms of service teaching. Service teaching at a quality level should be seen as an important mission of the department. It should be valued and resourced at the proper level.

**Agents:** Department Head

**Completion by:** Fall 2018

**Recommendation 6:** That the Department pay particular attention to maintaining high consistent standards for sessional teaching in the introductory courses; that it report on the feasibility of providing doctoral students with the opportunity to teach some introductory courses; and that it consider making a case to the Dean of the Faculty for AAS as Learning Specialists and/or sessional lecturer positions with a focus on teaching the introductory courses.

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

**Completion by:** Fall 2018

**Recommendation 7:** That the Department engage in a strategic planning exercise with a view to 1) matching the size of its programs to the size of the department so as to maintain high quality programming; 2) critically examining the future direction of the PhD in Pure Mathematics and reporting on its plan for the continued viability of the program; and 3) prioritizing opportunities for expansion. That the Department report on its findings. Opportunities and initiatives for improvement or expansion may include those listed below and/or other more appropriate opportunities and initiatives identified during the strategic planning process:

- (a) developing graduate programs which could better align industry and local demands, for example applied mathematics.
- (b) offering a course in Data Analytics
- (c) structuring the MSc in Mathematics and the MSc in Statistics course requirements in a more organized fashion, with specifically enumerated required course and the ability to select some courses from a list of approved offerings. This should help with the course scheduling.
- (d) pursuing the possibility of embedding the SAS certificate within its current applied course or offering the SAS Certificate as an add-on to the degree.
- (e) reviving the Centre for Statistical Consulting, Research and Learning (CSCRL), especially in terms of connecting and reaching out to external clients. The scope of the Centre should be broadened to include areas such as operations research and applied mathematics, in addition to statistical consulting. It can be done under the “analytics” umbrella where the general goal is to utilize quantitative techniques to help clients solve problems.
- (f) developing new programs, program partnerships and pathways to enhance enrolment. (eg, 4+1 type programs whereby students can earn a baccalaureate and a Masters degree in 5 years; 3+1 type programs in which international students can earn a baccalaureate from the University of Windsor; 3+2 (or 3+1+1 or 3+1+2) type programs in which international students can earn a baccalaureate and a Masters degree from the University of Windsor)
- (g) establishing undergraduate and master level programs in analytics (or data science) in collaboration with Computer Science Department.
- (h) establishing 12-month cost-recovery master level professional program in business analytics (for example, general business analytics or business function specific analytics such as in marketing or in finance), in collaboration with the Odette School of Business and the School of Computer Science.

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

**Completion by:** Fall 2020

**Recommendation 8:** That the Department make a case to the Dean of the Faculty for additional tenure-track appointments, consistent with the strategic priorities of the area, and for replacing faculty who may be retiring in the area of Statistics.

**Agents:** Department Head, Dean of Science

**Completion by:** Fall 2018

**UNIVERSITY OF WINDSOR**  
**UNIVERSITY PROGRAM REVIEW (UPR)**  
**REPORT ON: PHYSICS**  
**GRADUATE PROGRAMS (MSc and PhD)**  
January 2017

## EXECUTIVE SUMMARY

This review covers the graduate programs offered by the Department of Physics. However, to provide context, some information on the area's undergraduate programs has also been included.

### Review Preparation

In preparing this document, the Program Development Committee reviewed the following: Physics' Self-Study (SS) (2012/13), the report of the external reviewers (ER) (October 2015), the response from the Head (HR) (January 2016), and the response from the Dean (DR) (May 2016) to the above material. The external reviewers were: Dr. J. Carl Kumaradas, Department of Physics, Ryerson University, Dr. Robert I. Thompson, Department of Physics and Astronomy, University of Calgary, and Dr. Maria Cioppa, Department of Earth and Environmental Sciences, University of Windsor.

### Graduate and Undergraduate Programs

The Department offers the following graduate programs: Master of Science in Physics, with thesis, major paper or course-based, and a PhD in Physics. Fields for the research-based graduate programs are: atomic, molecular and optical (AMO) physics, material science, and theoretical physics. (SS, p.4)

At the undergraduate level, the School offers a Bachelor of Science (Honours) in Physics (with/without Co-op), a Bachelor of Science (Honours) in Physics with thesis (with/without Co-op), a Bachelor of Science (Honours) in Physics (Physics and High Technology) (with/without Co-op), a Bachelor of Science (Honours) in Physics (Physics and High Technology) with thesis (with/without Co-op), a Bachelor of Science (Honours) in Physics (Medical Physics) (with/without Co-op), and a Bachelor of Science (Honours) in Physics (Medical Physics) with thesis (with/without Co-op). Students also have the option of combining their Honours Physics major with a major from another discipline.

The School also offers a Minor in Physics, as well as Major and Minor Concentrations for the Bachelor of Interdisciplinary Arts and Science.

### Enrolments

#### Undergraduate

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
<b>Full-Time</b>	66.5	57.5	68	63	60
<b>Part-Time</b>	13	16.5	6.5	14	9.5

#### Graduate

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
<b>MSc Full-Time</b>	8	7	8	9	14
<b>MSc Part-Time</b>	0	0	0	0	0
<b>PhD Full-Time</b>	6	5	2	5	4
<b>PhD Part-Time</b>	0	0	0	0	0

### Human Resources

#### Faculty/Instructors

Tenured/tenure-track faculty	7 (including Head)
Faculty members involved in graduate program delivery	15 (7 tenured/tenure-track + 3 cross appointments + 2 professor emeriti + 3 adjunct appointments)

**Full/Part-time Staff**

Physics Laboratory Coordinator VII	1
Electronics and Computer Technologist VIII	.75
Secretary	1

**FINAL ASSESSMENT REPORT (with Implementation Plan)****Significant Strengths of the Programs**

The external reviewers noted that “[i]n general terms, the faculty in the Department of Physics carry with them a set of high standard of qualifications for their roles in teaching, research, and service, bringing with them an excellent research and scholarly record and a strong commitment to graduate education. They bring a broader background in terms or research areas and education than that found in many physics departments, which is a strength of this unit.” (ER, p.13) The “diversity and quality of the faculty research programs” and “the broad range of external collaborations, both in pure research and, in particular, through the industrial partnerships of some of the faculty” are the linchpins of the graduate programs; enabling the Department to deliver on an exceptional student experience by providing a strong foundation for graduate student research. (ER, p.16)

**Opportunities for Program Improvement/Enhancements**

The Department has undertaken a number of initiatives to further strengthen its graduate program, including “improved oversight by the program leadership to monitor program admissions and time-to-degree progress to enable student success; the creation of topical mini courses at the advanced level; the inclusion of experts from external to the Department in its seminar course as part of a restructuring of this portion of the program; an initiative to take on a just-in-time teaching strategy on one graduate course [...]; and an initiative by the Department to introduce annual progress reports by students in the graduate program.” (ER, p.16)

While the external reviewers were emphatic in asserting that the “traditional teaching approaches that the faculty currently employ are highly effective for, and further, highly popular with the students”, they did note that “[s]maller class sizes offer a significant advantage in the area of application/development of innovative and effective teaching approaches and pedagogies” and encourage the faculty “to engage as a group to spend some time considering what opportunities there might be for more innovative approaches to instruction in the graduate classroom”. (ER, pp. 9,10)

Further opportunities for program improvements are captured in the recommendations listed below.

**IMPLEMENTATION PLAN****Recommendations (in priority order)**

*(Final recommendations arrived at by the Program Development Committee, following a review and assessment of the External Reviewers report, the Head’s response and the Dean’s response.)*

**Recommendation 1:** That the Department undertake a curriculum review of its PhD program to determine if students might be better served with more research focus and fewer course requirements in the doctoral program, consistent with most other Physics doctoral programs in Canada. Further, the offering of 5 courses in quantum physics and quantum field theory is a heavy weighting in this area for a Canadian Physics program, and the Department might consider diversifying the course offerings by the occasional replacement of a quantum-related course with some other topic.

**Agents:** Department Head, Departmental Council

**Completion by:** Fall 2020

**Recommendation 2:** That the Department submit learning outcomes and assessment methods for each of its graduate courses that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate"; that the Department review and define its course assessment methods taking into consideration the feedback provided by the external reviewers on pp10-11 of their report; and that the Department provide a curriculum map, mapping its course learning outcomes to the program-level learning outcomes for each of its graduate programs.

*[PDC notes that program-level learning outcomes for each of its graduate programs have been developed and submitted as part of the Self-Study.]*

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

**Completion by:** Fall 2018

**Recommendation 3:** Given the productivity of the current limited faculty numbers and potential for alignment with University of Windsor's strategic plan, that the Department make a case to the Dean of Science for expansion of the current faculty complement, including but not limited to cross-appointments.

**Agents:** Department Head, Dean of Science

**Completion by:** Fall 2018

**Recommendation 4:** That the Department of Physics undertake a thorough and self-critical assessment of its current space allocation and usage, with an eye to (a) identifying and prioritizing its space needs, (b) locating opportunities to address such needs through effect use and/or repurposing of its existing space, including clear budgeting requirements for the latter, and (c) identification of the remaining space shortfall, if any, in order to have a complete and compelling case for future requests for additional space for the Department.

**Agents:** Department Head

**Completion by:** Fall 2018

**Recommendation 4:** That the Department continue its investigation into the feasibility of launching a professional Master's degree in the area of Medical Physics, including range of interest and resource implications, and that it report on its findings.

**Agents:** Department Head, Physics faculty members, Dean of Science

**Completion by:** Fall 2018

**Recommendation 5:** That the practice of requiring annual progress reports from its graduate students be continued, and that it be supplemented by the early creation of graduate student supervisory committees, ideally within the first year of studies, and annual meetings of the students with their committees.

**Agents:** Department Head, Department Council

**Completion by:** Fall 2018

**Recommendation 6:** That the Department of Physics report on its program to review and assess lab safety within the Department.

**Agents:** Department Head, Dean of Science, Department of Health and Safety

**Completion by:** Fall 2018

**Recommendation 7:** That the Department of Physics institute and report on a program to examine a currently under-tapped opportunity for interdisciplinary collaboration within the University of Windsor. These collaborations could relate to research, research support, teaching, and administrative opportunities.

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

**Completion by:** Fall 2018

**Recommendation 8:** That the Department of Physics launch a strategic exercise to bring together the above recommendations and present itself, its qualities, and its opportunities to the Faculty and the University in a positive, pro-active, and collaborative light in order to justify its current high level of activity and potential new value to the University, its Strategic Plan, and the need for the University of Windsor to maintain and expand its leadership in basic science. One way to gain information to represent itself and gage program effectiveness could be through the use of student exit interviews and the Department is encouraged to consider and report on the viability of launching a program of exit interviews of graduating students in the future.

**Agents:** Department Head, Dean of Science, VP Research and Innovation

**Completion by:** Fall 2018

**Recommendation 9:** That the Department report on the operations and maintenance of the student machine shop.

**Agents:** Department Head

**Completion by:** Fall 2018

**UNIVERSITY OF WINDSOR**  
**UNIVERSITY PROGRAM REVIEW (UPR)**  
**REPORT ON: SOCIOLOGY, ANTHROPOLOGY AND CRIMINOLOGY**  
**UNDERGRADUATE AND GRADUATE PROGRAMS**  
January 2017

## EXECUTIVE SUMMARY

### Review Preparation

In preparing this document, the Program Development Committee reviewed the following: Sociology, Anthropology and Criminology's Self-Study (SS) (2014/15), the report of the external reviewers (ER) (April 2016), the response from the Head (HR) (May 2016), and the response from the Dean (DR) (June 2016) to the above material. The external reviewers were: Dr. Terry Wotherspoon, Department of Sociology, University of Saskatchewan, Dr. Victor Satzewich, Department of Sociology, McMaster University, Dr. Andrew Allen, Faculty of Education, University of Windsor.

### Undergraduate and Graduate Programs

At the undergraduate level, the Department offers programs in Anthropology, Criminology, Family and Social Relations, and Sociology. Specifically, the Department offers General Bachelor of Arts degrees in Family and Social Relations and in Sociology, and Honours Bachelor of Arts degrees in Criminology, Family and Social Relations, and Sociology. Students also have the option of combining their Honours Criminology, Honours Family and Social Relations, or Honours Sociology with a major from another discipline. Note that admissions have been suspended to the Honours Anthropology and Combined Honours Anthropology programs since Fall 2013.

The Department offers Minors in Anthropology, Family and Social Relations, Forensic and Cultural Anthropology, Studies in Sexuality, and Sociology, as well as Major and Minor Concentrations for the Bachelor of Interdisciplinary Arts and Science in Anthropology, Criminology, and Sociology.

At the graduate level, the Department offers a Masters of Art in Criminology (thesis or course-based options), a Master of Arts in Sociology (thesis or course-based options), and a PhD in Sociology with Specialization in Social Justice. Admissions have been suspended to the Master of Arts in Social Data Analysis (MASDA) since Fall 2014.

### Enrolments

#### Undergraduate

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
<b>Full-Time</b>	836.80	788.59	719.86	682.98	686.725
<b>Part-Time</b>	183	161.5	128.75	108	98

#### Graduate

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
<b>MA Criminology Full-Time</b>	11	13	13	20	26
<b>MA Criminology Part-Time</b>	0	0	0	0	0
<b>MA Sociology Full-Time</b>	15	20	17	9	12
<b>MA Sociology Part-Time</b>	0	0	0	0	0
<b>MASDA Full-Time</b>	11	16	---	---	---
<b>MASDA Part-Time</b>	0	0	---	---	---
<b>PhD Full-Time</b>	10	8	12	11	8
<b>PhD Part-Time</b>	1	0	0	2	2



## Human Resources

### Faculty/Instructors

Tenure/tenure-track faculty	21 (including Head, Associate Dean of Research and Graduate Studies, 1 vacant appointment)
Cross-appointment	1
Limited-term appointment	1
Sessional Lecturer	1
Faculty members involved in graduate program delivery	23 (includes 1 cross-appointment + 1 limited-term appointment + 1 emeritus appointment + 3 adjunct appointments)

### Full/Part-time Staff

Secretaries	3
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## FINAL ASSESSMENT REPORT (with Implementation Plan)

### Significant Strengths of the Programs

The Department offers “good quality programs for both its undergraduate and graduate students” delivered by “a productive and dedicated faculty”. (ER, p. 2) These programs are reviewed regularly and a major curriculum review exercise was undertaken in 2013/14 to ensure students are provided with the best teaching and learning experience. In addition to providing a strong grounding in theory and methodology, the Department’s strong research culture and the provision of advanced seminar, capstone and practicum courses at the undergraduate-level enable students to pursue research and practical experiences. (DR, p. 1, SS pp. 2, 13)

### Opportunities for Program Improvement/Enhancements

As the Department continues with the implementation and operationalization of its Task Force recommendations, it should continue to review its curricula to ensure that the revised programs are meeting the needs of students and, to monitor the effectiveness of its new/revised Departmental structures. (ER, p. 2)

The external reviewers noted that “[t]he Department has engaged in a thoughtful discussion about promising areas that could be built upon that are consistent with the university’s strategic plan. In particular, the department indicates that it would like to strengthen the areas of: international migration, border governance, and community diversity; and care, healthy communities and social policy. The reviewers believe that both of these areas hold considerable promise, and cut across many of the department’s existing areas of strength.” (ER, p.10) The Department is encouraged to initiate discussions on the development of such specializations, most of which are interdisciplinary in nature, to determine their viability.

Further opportunities for program improvements are captured in the recommendations listed below.

## IMPLEMENTATION PLAN

### Recommendations (in priority order)

*(Final recommendations arrived at by the Program Development Committee, following a review and assessment of the External Reviewers report, the Head’s response and the Dean’s response.)*

**Recommendation 1:** That the Department submit:

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

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

**Completion by:** Fall 2018

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

**Agents:** Department Council, Head

**Completion by:** Fall 2018

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

**Agents:** Department Head, Dean of FAHSS

**Completion by:** Fall 2018

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

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

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

**Completion by:** Fall 2018

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

**Agents:** Department Head, Departmental Council

**Completion by:** Fall 2018

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

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

**Agents:** Department Head, Departmental Council

**Completion by:** Fall 2018

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

**Agents:** Department Head, Departmental Council

**Completion by:** Fall 2018

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

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

**Completion by:** Fall 2020

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

**Agents:** Department Head, Departmental Council

**Completion by:** Fall 2020

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

**Agents:** Department Head

**Completion by:** Fall 2018

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

**Agents:** Department Head, Departmental Council

**Completion by:** Fall 2018

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

**Agents:** Department Head

**Completion by:** Fall 2018

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

**Agents:** Department Head, Dean of FAHSS, Budget Office

**Completion by:** Fall 2018

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

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

**Completion by:** Fall 2018

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

**Agents:** Department Head, ITS

**Completion by:** Fall 2020

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

**Agents:** Department Head, Dean of FAHSS

**Completion by:** Fall 2018

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

**Agents:** Department Head, Dean of FAHSS

**Completion by:** Fall 2020

**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**UNIVERSITY PROGRAM REVIEW (UPR)**  
**REPORT ON: Labour Studies**  
January 2017

In 2013/2014, Labour Studies embarked on a process to review its undergraduate offerings, as part of the mandated cyclical review of university programs required under the University's Institutional Quality Assurance Protocol in accordance with the COU Quality Assurance Framework. This review which included Labour Studies' Self-Study (2013/2014), the report of the external reviewers (February 2015), the response from the Director of Labour Studies (June 2015), and the response from the Dean of the Faculty of Arts, Humanities and Social Sciences (September 2015) to the above material, was submitted to the PDC for review in November 2016.

Labour Studies, during the time of the drafting of the Self Study, was undergoing significant changes, including the deletion of its Honours programs, as proposed and approved by Labour Studies; and the suspension of admissions to its General program due to low enrolments. As a result, while the UPR provides a retrospective look at existing programs and offers recommendations for their improvement, what was left at the time of the review was the Certificate in Labour Studies (renamed Certificate in Work and Employment Issues in Fall 2014), which the external reviewers chose to not evaluate due to their displeasure at the closure of the Labour Studies programs. (see Dean's Response for chronology).

Because the external reviewers' report "focuses on matters beyond the purview of the IQAP Review", and because the external reviewers chose not to comment on the Certificate program, PDC concurs with the Director and the Dean that "none of the recommendations made can be implemented." (Director's Response, p.1)

**University of Windsor  
Senate**

**\*5.5.2: University Program Review Status Reports**

Item for: **Information**

Forwarded by: **Program Development Committee**

**Background**

- The attached status reports have been conducted under the Institutional Quality Assurance Process (IQAP) (combining undergraduate and graduate program reviews) which was developed in accordance with the COU's Quality Assurance Framework. As of Fall 2011, the Ontario universities' Quality Council is responsible for reviewing, auditing and approving all new undergraduate and graduate programs and cyclical program reviews.
- Some of the information contained in the status reports may seem outdated since these reports provide a historical look at the department's actions over a review cycle, showing a progression of changes over the years.

**Undergraduate Program Review Status Reports:**

Bachelor of Interdisciplinary Arts and Science 1st Biennial Report	p.2
Bachelor of Environmental Studies 1st Status Report	p.5
Biology (Undergraduate) 1st Biennial Report	p.9
Computer Science (MSc and PhD) 1st Status Report	p.12
Education (Joint PhD) 2nd Biennial Report	p.18
History (Undergraduate and Graduate) 1st Biennial Report	p.25
Kinesiology (MHK) 1st Biennial Report	p.29
Women's and Gender Studies 1 <sup>st</sup> Biennial Report	p.32

**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**UNIVERSITY PROGRAM REVIEW (UPR)**  
**FIRST BIENNIAL STATUS REPORT ON: BACHELOR OF INTERDISCIPLINARY ARTS AND SCIENCE**  
January 2017

Curriculum and Degree Requirements:

**Recommendation 1:** Review and re-articulate the rationale and sequencing for core BAS courses, as well as the rationale for required courses (major and minor concentrations) in the degree program. Review calendar copy at the end of this process.

**Agents:** BAS Program Committee, Relevant Departments, FAHSS Coordinating Council

**Completion by:** Fall 2018

**Actions taken 2015 and 2016:**

A major review of the BAS core courses was conducted in 2015. The following courses were revised or added:

- 14-56-100 Introduction to Interdisciplinary Arts and Science (new course)
- 14-56-410 Inquiry and communication (revised learning outcomes)
- 14-56-420 Research Project (added learning outcomes, made it a 6 credit course to align with other capstone courses)

Core courses were revised to eliminate unnecessary options and create more flexibility. New degree options were added: double major concentration and major and double minor concentrations.

**PDC Comments:**

PDC notes the Program's progress with this recommendation, particularly with regard to the review of its core courses and the creation of new degree options with rationales included in the PDC Form B. With the submission of a report on the sequencing of the core BAS courses (56-), in its next status report, PDC would consider this recommendation satisfied.

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

**Recommendation 2:** Review the DARs exemption process and examine other ways to assist students in meeting Honours requirements.

**Agents:** BAS Program Chair, Dean of FAHSS

**Completion by:** Fall 2016

**Actions taken 2015 and 2016:**

Revised core courses and changes to research project have reduced the number of DARs exemptions. The greater flexibility has assisted students in meeting requirements.

**PDC Comments:**

PDC thanks the Program for its efforts to address this recommendation and notes that the recommendation has been satisfied.

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

**Recommendation 3:** Work to meet with the Deans of Science and Arts, Humanities and Social Sciences to coordinate curricular plans and teaching resources for the BAS.

**Agents:** Program Chair, Deans of FAHSS and Science

**Completion by:** Ongoing

**Actions taken 2015 and 2016:**

Difficult to determine the outcome of this recommendation as the IAS program is now in FAHSS.

**PDC Comments:**

PDC notes that there is now an opportunity for the Program to have greater access to the Dean of FAHSS, with the change in reporting structure. Greater effort should therefore be made to address this recommendation. PDC directs the Program to meet with the Dean of FAHSS and provide a more detailed response to this recommendation in the next status report.

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

Program Growth:

**Recommendation 4:** That there be no further expansion of the BAS program until recommendations 1-3 are completed.

**Agents:** Provost, Dean of FAHSS

**Completion by:** Annual Report

**Actions taken 2015 and 2016:**

No expansion of the program has been undertaken.

**PDC Comments:**

PDC notes that no expansion has been undertaken because recommendations 1-3 are not all satisfied. Once satisfied, discussions around expansion could be held.

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

Student and Alumni Engagement:

**Recommendation 5:** Enhance the visibility of the BAS program and strengthen student and alumni engagement by, among others:

- Developing and maintaining a greater web presence
- Continually conveying student and alumni success stories on the IFP website and in collaboration with Public Affairs and Communication
- Circulating a newsletter to current students, alumni and others
- Continuing to utilize BAS students in promotional materials and recruitment activities

**Agents:** Program Chair, Dean of FAHSS, Public Affairs and Communication, Student Recruitment Office

**Completion by:** Fall 2018

**Actions taken 2015 and 2016:**

Difficult to determine as planned changes to the website were delayed due to FAHSS taking over the program. However, alumni and student success were featured on IFP website and were active participants in newsletter to students, alumni and others. IAS students continue to be used in promotional materials and recruitment activities.

**PDC Comments:**

PDC notes that the Program has been active in enhancing its profile and encourages it to increase its efforts, regardless

of where the Program is housed. PDC looks forward to receiving a plan indicating how the Program will maintain and enhance its visibility and strengthen student and alumni engagement over time.

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

Learning Outcomes:

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

**Agents:** Program Chair, Dean of FAHSS, CTL, Vice-Provost, Teaching and Learning

**Completion by:** Fall 2016

**Actions taken 2015 and 2016:**

- Learning outcomes have been pulled from course syllabi
- Committee needs to meet to assess the learning outcomes and align them with Characteristics of a University of Windsor Graduate

**PDC Comments:**

PDC urges the Program to contact the CTL for assistance with this exercise. Creating a curriculum map with all core (56-) courses, with a view to ensuring that the core courses meet all the program-level learning outcomes to some extent, will assist the Program in determining where there may be deficiencies in meeting the program-level learning outcomes.

PDC looks forward to this recommendation being completed by the next status report.

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



**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**UNIVERSITY PROGRAM REVIEW (UPR)**  
**FIRST STATUS REPORT ON: BACHELOR OF ENVIRONMENTAL STUDIES**  
January 2017

*[BECAUSE OF THE DELAY IN COMPLETING THE CYCLICAL REVIEW, ENVIRONMENTAL STUDIES HAD TO REPORT IN FALL 2016 AS IT WILL BE UNDERTAKING ITS NEXT SELF-STUDY IN TWO YEARS' TIME.]*

**Curriculum**

**Recommendation 1:** That the program complete the planned curriculum review including:

- a) comparing the BES program learning outcomes to the actual curriculum, delivery, and means of assessment;
- b) modifying/integrating courses to address overlaps/duplication, especially in Earth and Environmental Sciences (EES);
- c) incorporating more social sciences and humanities into the degree to lessen the overemphasis on natural sciences and make this a more interdisciplinary curriculum;
- d) adding more integrative BES courses into the curriculum (ideally one per year) and explicitly assessing the broader thinking and integrative learning outcomes;
- e) consider creating a senior level capstone course, including integrating a direct measure of learning outcomes, that allows students to employ their skills and knowledge gained through their BES degree.

**Agents:** Program Chair, AAU Council, Centre for Teaching and Learning, relevant Departments and Faculties

**Completion by:** Fall 2016

**Actions taken 2016:**

Transition of administration of the BES program to EES began in Spring 2016 and EES became aware of the requirement to complete the PDC Status Report in mid-Summer 2016. Consequently, it is impossible for EES to fully address all of the recommendations in the Status Report at this time due to either the lack of the time necessary to address the program review recommendations or that many of the recommendations have been mooted due to the change in administrative structure (details below). It should be evident that the sort of curriculum review that needs to be done, including the addition of new courses, requires consultation and discussion among a wide range of stakeholders, particularly given the change in administrative responsibilities that occurred this year. Given the inability to do this over the summer due to faculty research (e.g., fieldwork) and other commitments, this is only getting underway now. With respect to the specific items listed under Recommendation 1, the following updates are provided:

- a) Process started.
- b) Process started.
- c) The recommendations of the review committee have to be viewed in the context of the resource realities and history of the program. In fact, the major imbalance implied by the reviewers is not reflected in the requirements: in the current program, 9 of the required courses are from FAHSS and Law, 11 are from Science, and 2 are BES courses. Where there is imbalance is in the nature of courses: all of the science courses, as well as the BES courses, deal specifically with the environment, whereas a proportion of the FAHSS courses do not. Redressing this balance will require dialog with FAHSS and commitment and investment from FAHSS (cf. recommendation 4). The reason for the current situation is that the program could only use courses that existed at the time the program was originally conceptualized or which have come into being since then. In terms of EES courses, many have been, and continue to be, specifically offered for the BES program, as, of course, were the BES courses (58-xxx). There is likely only one FAHSS course (45-120) that is offered with the BES program specifically in mind. Going forward, it will be necessary to re-engage past contributors and to invite involvement from new contributors to the program to ensure that the BES program is as inclusive and relevant as it can be in terms of the resources that are available at this time. These discussions are just now getting underway. EES is examining different governance models for ongoing development of the BES program to ensure that the program is as inclusive and relevant as it can be and makes the best use of all of the relevant resources available throughout the university. One option being considered is development of a council type model, where

representatives of all of the current, as well as additional, relevant units within the university provide vision and direction for BES program content, which is ultimately implemented by the program coordinator. Development of this model are currently underway.

- d) EES/Science is beginning a strategic planning and resourcing exercise and this will be addressed as part of that exercise. Ultimately it will depend on available resources and how they are utilized for the Environmental Science and BES programs. For example, the future delivery of both programs depend significantly on the number and nature of retirement replacements and a draft plan for faculty replacement has been provided to the Dean of Science. It is anticipated that similar challenges are faced by other contributing partners (e.g., FAHSS), which will have similar ramifications for the BES program.

- e) Similar comment to d)

Over the coming months EES will a) discuss the recommendations in terms of what can be done internally, and b) reach out to other stakeholders in FAHSS and discuss how to specifically address the issues raised by the external review.

#### **PDC Comments:**

PDC appreciates the difficulties and delays experienced as a result of the transition of the BES program to Earth and Environmental Sciences (EES), and thanks EES for outlining the activities it has planned to meet this recommendation. PDC looks forward to receiving the report on BES' curriculum review exercise, in its next status report Self-Study review (whichever comes first).

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

**Recommendation 2:** That the Program submit learning outcomes and assessment methods for each of its "58-xxx" courses that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate". *[Program-level learning outcomes were revised in March 2013 (see Self-Study).]*

**Agents:** Program Chair, AAU Council, CTL, Vice-Provost, Teaching and Learning

**Completion by:** Fall 2016

#### **Actions taken 2016:**

A review of available course descriptions has determined that of the seven BES courses, only two (58-100 and 499) do not have learning outcomes. Over the next year, EES will undertake, in consultation with the relevant course instructors, development of learning outcomes for the remaining two courses. This will occur at the same time that the recommendations of the IQAP External Review committee recommendations are implemented to ensure that any and all courses requiring learning outcomes will be identified.

#### **PDC Comments:**

PDC looks forward to receiving the learning outcomes for all the BES (58-) courses and reminds the area to include information on assessment methods in this package. PDC also recommends undertaking a curriculum mapping exercise to assist in aligning course learning outcomes and assessment methods to program learning outcomes.

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

#### **Alumni**

**Recommendation 3:** That the BES:

- a) continue tracking alumni placement and develop regular post-graduation surveys that assess its success in achieving program outcomes and matching these with career skills and preparation for post-graduate study; and
- b) involve alumni in the program, e.g. student talks, career mentoring, internship opportunities, collaborators in community partnerships.

**Agents:** Program Chair, Head  
**Completion by:** Annual Review

**Actions taken 2016:**

These recommendations will be discussed and implemented moving forward (see comments in Recommendation 1)

**PDC Comments:**

As noted under Recommendation 1, PDC appreciates the difficulties and delays experienced as a result of the transition of the BES program to Earth and Environmental Sciences (EES). In its next status report or Self-Study review (whichever comes first), the area should, at minimum, include a plan with timelines for achieving this recommendation.

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

**Resources**

**Recommendation 4:** That the program and the Assistant Provost work with relevant Faculties and Departments to encourage joint faculty appointments especially in social science areas that would fill curricular gaps not currently serviced by existing faculty.

**Agents:** Program Chair, Head, relevant Faculties and Departments

**Completion by:** Fall 2016

**Actions taken 2016:**

As IFP no longer exists, the concept of joint appointments between IFP, Science, and FAHSS is moot. Moving forward, EES will certainly, where possible, encourage joint faculty appointments that support the BES program. Although we support the concept of joint appointments between FAHSS and Science, EES has little influence on appointments made by departments in FAHSS, or elsewhere. Therefore, any joint appointments that are made specifically in support of the BES program would have to be in the context of an overall university or faculty vision and direction, or be additional, targeted appointments. A consultation process will occur between EES and other units within the university that currently support the BES program, as well as with other units that are interested in contributing to the BES program, to determine the necessity, viability, and administrative procedures for identifying and handling such appointments.

**PDC Comments:**

PDC looks forward to an update on EES's consultation with others to establish joint appointments in support of the BES program.

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

**Recommendation 5:** That the BES work with the Assistant Provost to seek funding for a community outreach coordinator to manage and develop internships and placements for the BES and all IFP programs.

**Agents:** Program Chair, Head

**Completion by:** Annual Review

**Actions taken 2016:**

Similar to Recommendation 4, as IFP no longer exists, a position to support community outreach for all (former) IFP programs is moot. This recommendation will have to be re-thought in the context of the changes that have occurred since the review was written and the distribution of the programs. An outreach coordinator could, in principle help, any program that the university offers, and so a broader consideration of this idea is needed. EES will undertake discussions with Co-op, Career, and Employment Services to examine development of internships and placements for students in the BES program.

**PDC Comments:**

PDC looks forward to an update, in its next status report or Self-Study review (whichever comes first), on the area's discussions with Co-op, Career, and Employment Services and the resulting initiatives to develop internships and placement for BES students.

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

**Recommendation 6:** That the program, working with the Assistant Provost and the Space Allocation Committee, seek to identify adequate student space and adequate space for instructional and administrative staff.

**Agents:** Program Chair, Head, Space Allocation Committee

**Completion by:** Annual Review

**Actions taken 2016:**

This recommendation, as written, is now moot. EES currently has adequate space to accommodate Mr. Porter, who has already relocated to Memorial Hall, and any additional administrative support staff that may be required to support the BES program. We have communal student space and have already begun re-considering use and configuration of the space in light of the addition of the BES students and their specific needs.

**PDC Comments:**

PDC thanks the area for its efforts with regard to this recommendation and looks forward to hearing more on its re-consideration of the use and configuration of the space in light of the addition of the BES students and their specific needs.

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

**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**UNIVERSITY PROGRAM REVIEW (UPR)**  
**FIRST BIENNIAL REPORT ON: BIOLOGICAL SCIENCES (UNDERGRADUATE)**  
January 2017

**Recommendation 1:** That the Department, working with the Dean, develop a strategic plan, including clear mandates and quantifiable deliverables, that will:

- identify, among others, priorities for future hires with clear justification of positions in the context of the teaching program (*i.e.*, a hiring plan should resources become available), and opportunities for the development of interdisciplinary teaching and research as well as program design with the goal of bringing together the three groups in the department (Neuroscience, Ecology/Environment, and Molecular/Cellular Biology).
- Address the need for curriculum review and reform with attention paid to learning outcomes and rationalization of all course offerings. Any changes to curriculum should ensure the continued offering of the laboratory-based Microbiology course.
- Establish enrolment targets for the overall department and for each program (undergraduate and graduate), including the new Health and Biomedical Sciences stream, ensuring that growth in any one program does not negatively impact other offerings. The BCN is a unique, strong program and, as part of the strategic planning, the department is encouraged to ensure that enrolment in the BCN is strategically limited to ensure the offering of this elite program within current resources.
- Monitor the impact of new Health and Biomedical Sciences stream on the department and its programs.

Sustainability should be at the core of the strategic plan. The strategic plan should be a living document and should be reviewed and possibly revised every two years.

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

**Completion by:** Fall 2016 and biennial review

**Actions taken 2015 and 2016:**

The Department met as a group on December 4 2014 at an off-campus venue for a full day departmental retreat. The focus of the morning was on a full-scale curriculum review by all faculty to re-examine our offerings in light of changing needs. As a result we are currently changing programs and course offerings and these changes will be forwarded through Senate PDC as they work through the proper channels. The afternoon of the retreat was devoted to development of a strategic plan and identifying current strengths and areas of future hiring.

Our next retreat is Scheduled for Dec 14 2016 where we will update the strategic plan for the next 5 years, plan for new hires now that we have satisfied most of the hires identified in the last retreat and examine both graduate and undergraduate curricula.

**Hiring:** Specifically, during the retreat in 2014, priorities for future hires were identified in the context of the teaching program, specifically considering options for interdisciplinary teaching and research. Positions descriptions were submitted to the Provost resulting in two new hires:

- **New hire successful for** Ecosystems Functioning and Climate Change Biologist (Dr. Nigel Hussey)
- **New hire successful for** Cellular and Molecular Neuroscientist (Dr. Jeffrey Dason)
- **Next year hire request submitted for** Immunologist – promised for 2017 posting

Additional areas were identified for potential submission should further opportunities for positions open, including positions with expertise in microbial ecology, developmental neuropsychology, population genetics and molecular ecology and evolution, plants, and a joint hire (with Psychology) in neurosystems.

Prior to the retreat, each faculty member completed a three year teaching preference plan, that was reviewed at the retreat. This helped to identify future gaps and needs for teaching.

**Curriculum:** The focus for undergraduate curriculum review was discussed during the retreat in 2014. Response from the faculty overwhelming confirmed the departmental commitment that laboratory-based courses were a critical factor, and consistent with the identified mission and vision of the Department of Biology. This includes the microbiology courses mentioned above but extends throughout our curriculum for all 4 years. Based on the review of course content, two courses (Community Ecology, 55-325, and Population Ecology, 55-324) were

combined into Community and Population Ecology (55-325). Two courses were renamed to better reflect content and student marketing (Plants and Society became Economic Botany (55-208) while Biology of Fishes became Fish and Fisheries (55-340)).

Development of learning outcomes for some courses are complete, and for some in the newly aligned program, development is underway. We had dropped a focus on learning outcomes when the University backed away from this requirement but now will revisit these with the new University emphasis on learning outcomes and graduating attributes.

**Enrolment targets:** We continue to struggle under our high enrolment numbers but this has been alleviated to some extent with our recent new hires. We are keeping the BCN program limited to approximately 30 new students each year as suggested. For our courses we continue to have 4<sup>th</sup> year courses that are too large (over 100 students in some cases) and we recently decided to set an enrolment limit of 60 students in 4<sup>th</sup> year courses, although we expect some pushback at higher levels

**Monitor the impact of new Health and Biomedical Sciences:** The Head and curriculum committee have been reviewing numbers of students and trends, and have met with the Dean to discuss them. The stream has not changed the overall complement of students enrolling in Biology, but have changed the streams they have enrolled in. The impact will continue to be monitored.

#### **PDC Comments:**

PDC notes that much progress has been made by the Department on strategic planning, on establishing and implementing hiring priorities, and on curriculum development and review. PDC commends the area on this progress and looks forward to an update on this recommendation in two-years' time.

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

**Recommendation 2:** That the Department consider enhancing its outreach to students through the establishment of a Career Night in the Fall and Winter terms, and the re-establishment of the Undergraduate Biology Club.

**Agents:** Department Head

**Completion by:** Fall 2016

#### **Actions taken 2015 and 2016:**

We are currently developing a career night structure that will work for the students and have polled the students and found a strong desire for such an event. One of our faculty (Dr. Poling) is currently taking an online course devoted to strengthening career resources for undergraduates to give us a better framework for such an event. We found little interest from our Undergraduates in a Biology club due to the fine representation they already receive from Science Society, BCNSA and other student organizations. While I would support such a club, its formation really needs to be student-led to be successful.

We have been engaging in other forms of outreach to connect with students. Dr. Dora Cavalla-Medved and colleagues developed a SPF fund 'USCi Program' to develop an all inclusive science network. While this is available for all of Science, the Biology students and faculty are a significant part of this program. Additionally, Dora and Dr. Tanya Noell have initiated a process of engaging large numbers of undergraduate students in the design and testing of biology labs. This has allowed significant student involvement in pedagogical research and curriculum design, and will continue as a model of student outreach and engagement. Additionally, Dr. Kirsten Poling has designed and coordinates the MySci Peer Mentoring Program. She recently (Fall 2016) received a student-nominated award for this work that engages and connects students in biology, and across the Faculty. As a result of these alternative outreach opportunities with students, for the moment the club structure will not be pursued, until students indicate interest. However, the other student outreach activities will continue and be expanded.

#### **PDC Comments:**

PDC thanks the area for considering the suggestions provided in the recommendation for enhancing its outreach to students. PDC notes that the Department has undertaken significant student outreach initiatives, one of which

resulted in a faculty member in Biology received a student-nominated mentoring award. PDC is pleased to see that the Department will continue and expand student outreach initiatives and, with this in mind, considers this recommendation satisfied.

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

**Recommendation 3:** That the Department consider inviting representation from Departmental staff at Council meetings, either as members (in accordance with section Bylaw 40, 4.1.4) or as invited guests.

**Agents:** Department Council

**Completion by:** Fall 2016

**Actions taken 2015 and 2016:**

This change has now been made and one staff member, elected each year by our staff, is now a voting member of council where allowed by appropriate Senate Bylaws.

**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      ☒ recommendation satisfied.

**Recommendation 4:** That the Department website provide accurate and timely information to students, including links to other university websites such as a permanent link to the Registrar's timetable and course offering site.

**Agents:** Department Head

**Completion by:** Fall 2015

**Actions taken 2015 and 2016:**

This has now been completed and more regular updates will be made.

**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      ☒ recommendation satisfied.

**Recommendation 5:** That the Department submit learning outcomes and assessment methods for *each* of its programs and courses that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate".

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

**Completion by:** Fall 2016

**Actions taken 2015 and 2016:**

As explained above, these are ongoing as part of our curriculum review. They were dropped when the University lost interest in this approach but the effort will be renewed this year.

**PDC Comments:**

PDC notes that learning outcomes have been a priority since 2007. PDC looks forward to receiving the area's learning outcomes package, including learning outcomes for each of its programs and courses, and associated assessment methods, following approval by the Departmental Council and the Science Faculty Coordinating Council. PDC also recommends undertaking a curriculum mapping exercise to assist in aligning course learning outcomes and assessment methods to program learning outcomes.

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

**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**UNIVERSITY PROGRAM REVIEW (UPR)**  
**FIRST STATUS REPORT ON: COMPUTER SCIENCE (MSc & PhD)**  
January 2017

*[BECAUSE OF THE SCHEDULING OF CYCLICAL REVIEWS, COMPUTER SCIENCE HAD TO REPORT IN FALL 2016 AS IT WILL BE UNDERTAKING ITS NEXT SELF-STUDY IN 2017.]*

**Recommendation 1: Learning Outcomes**

- (a) That the School submit learning outcomes for each of its MSc in Computer Science, its MSc in Computer Science with Co-op and its PhD in Computer Science that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate".
- (b) That faculty members further develop learning outcomes and assessment methods for each of the graduate courses, in support of the program outcomes, and determine what level of mastery of the material is appropriate for student outcomes and for each grade range in graduate level courses. *[PDC understands that Computer Science has developed learning outcomes, which have been approved by Council, for 22 of its 41 MSc/PhD graduate courses (Self Study, Appendix C) and looks forward to receiving these and the remaining 19 in due course.]*
- (c) That faculty members in the School apply and assess the course learning outcomes and program outcomes through research and teaching activities.
- (d) That the School submit a plan for making graduate students aware of the learning outcomes as part of their orientation.

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

**Completion by:** Winter 2017 (in time for the area's next self-study)

**Actions taken 2016:**

- a) Faculty members have been tasked with reviewing the existing learning outcomes to ensure their correspondence with the Characteristics of a University of Windsor Graduate. Expected Completion: Winter 2017
- b) The School's Graduate Executive is reviewing the remaining 19 courses which require learning outcomes. Many of these will be recommended for deletion as they have not been offered in quite some time.
- c) We have received training on filling out the learning outcomes form, but we have had no training on how to apply and assess these. We are seeking guidance from CTL.
- d) Starting in Winter 2017, Learning Outcomes for graduate courses will be included in the course syllabus.

**PDC Comments:**

PDC commends the area on its efforts to meet this recommendation and looks forward to receiving learning outcomes and their assessment methods for all Computer Science programs and courses as part of the area's next Self-Study document.

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

**Recommendation 2:** That Computer Science develop a strategic plan for its research and graduate programming, with a view to:

- identifying areas of research strength and growth, and developing cohesive and cross-disciplinary research programs
- introducing new in-demand fields in computer science
- creating accelerated pathways for outstanding undergraduate students into its thesis-based graduate programs, and



- securing increased research funding through external grants to improve its graduate student enrollment in its thesis-based graduate degrees.
- Strengthening connections to industry for learning and research opportunities.

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

**Completion by:** Winter 2017 (plan to be submitted in time for the area's next self-study)

**Actions taken 2016:**

- The school plans to hold a retreat to address the issue of identifying areas of research strength and growth.
- Our recent new hire in the area of Data Science and Analytics will be developing a new graduate course in this area. We are looking for support from PDC to be able to add this course to our offerings.
- Pathways for outstanding non-CS candidates has been a subject of study for the past two years. Currently, the issue is dealt with in an ad hoc fashion. We are considering the development of a two year B.CS. degree for outstanding students from non-CS programs to provide a bridge to our M.Sc. program.
- The School is actively pursuing external funding and industry partnerships. The SOSHIP initiative has been so far productive in yielding \$500K in new research funding.

**PDC Comments:**

While PDC thanks the area for its update on specific initiatives relating to research and graduate programming, PDC reminds the area that the recommendation calls for the development of a strategic plan for its research and graduate programming. PDC notes that these and other initiatives ought to be articulated in the strategic plan, with timelines, and that the strategic plan should be appended to the area's next Self-Study.

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

**Recommendation 3:** That graduate courses, including their content and level of material, be adjusted to provide high-level knowledge appropriate to both specialists in the course areas and students specializing in other aspects of Computer Science. Courses in the same general area need to be coordinated to provide an overall foundation.

**Agents:** Department Council, Head

**Completion by:** Winter 2017 (in time for the area's next self-study)

**Actions taken 2016:**

Each instructor will review the learning outcomes of the graduate courses they offer or are knowledgeable of. Their recommendations will be reviewed by the School's Graduate Committee. Learning outcomes and course content will be revised as appropriate. We have considered, in the past, grouping courses by area and level (breadth and depth). This will be revisited regularly.

**PDC Comments:**

PDC directs the area to submit the learning outcomes package, including learning outcomes for each of its programs and courses, and associated assessment methods, by 2017, following approval by the School Council and the Science Faculty Coordinating Council. As part of the curriculum review exercise being undertaken by the School, PDC recommends that the area develop a curriculum map to assist it in aligning course learning outcomes and assessment methods to program learning outcomes.

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

- a) That the School implement and biennially assess its two-year plan for offering courses which will enable it to maintain the diversity of courses within resource constraints. The planned courses offerings should be selected with respect to their value for the two areas of focus and the program as a whole.
- b) That with an increase in the graduate enrolment, more courses at the graduate level, especially those targeted toward PhD students be offered.
- c) That thesis-based graduate students (especially those enrolled in the MSc program) be permitted to take one MAC course that is carefully selected by their thesis supervisor in an area of research of the graduate student.

**Completion by:** Winter 2017 (in time for the area's next self-study)

- a) We have in the past developed a two year cycle of courses, but, in practice, this has been difficult to maintain. We need timely decisions about teaching allocation and resources from the Faculty level. As well, we need the Faculty level to work with us on planning allocations two years in advance instead of yearly.
- b) In connection with recommendation 3, we will review the content and level of each course. As part of the planning, we intend to ensure a balanced mix of courses is offered. We have opened up most of our graduate courses to the MAC students which should have the effect of increasing the enrolment in most courses.
- c) We do not agree with this recommendation. There are a number of reasons including fee structure, class size, and incompatibility of the program goals and learning objectives. The motivation behind this recommendation is mainly to address the expressed desire of M.Sc. students for a wider selection of course offerings. Our ability to meet this desire has been greatly reduced in recent years, but we will endeavour to work with the Dean to ensure the quality of our graduate programs are maintained and enhanced.

- a) PDC notes the area's concern regarding the need for more timely resource decisions to plan course offerings and encourage Computer Science to enter into discussions with the Dean of Science about how decisions about teaching and resource allocations, at the decanal level, may be made two years in advance.
- b) PDC thanks the area for its update and looks forward to seeing more progress toward this recommendation in its Self-Study document. See also comment under Recommendation 3.
- c) PDC thanks the area for providing the context for recommendation ©. PDC agrees that recommendation © should be withdrawn, with the understanding that the area will follow the spirit of the recommendation by seeking to find other ways to provide a wider selection of course offerings to MSc students.

**Recommendation 5:** That regulations be loosened so that students can start working on their research and thesis proposal before finishing all of their courses. Degree completion times should be extended for co-op students to account for their work terms.

**Completion by:** Winter 2017 (in time for the area's next self-study)

Need to investigate whether completion of courses before registering in 60-797 is a university policy, a department policy, or not even an actual requirement. In any case, the motivation for this stems from a lack of course offerings which is partly addressed in recommendation 4 and partly out of our control.

PDC notes that the regulations requiring that students complete their courses prior to beginning their research and thesis proposal is not a University policy. If it is a School policy or practice, it can easily be changed by the School. PDC looks forward to hearing of the resolution of this issue in the next status report or Self-Study review (whichever comes

first). In its Self-Study document, the School should also specifically report on how it is progressing with extending the degree completion time for Co-op students.

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

**Recommendation 6:** That the more active research faculty members take on a leadership role in mentoring junior or less research productive graduate faculty members. They should also lead larger team-based research applications, including NSERC CRD and Strategic grant, as well as the provincial ORF and involve the less successful researchers in these proposals as much as possible.

**Agents:** Department Head, faculty members

**Completion by:** Winter 2017

**Actions taken 2016:**

A major contribution this year is that the revenue from the MAC program has enabled us to assist faculty members with supplemental funding for their students. That includes student conference travel grants, performance awards, as well as other money made available to faculty members trying to improve their research or leverage their applications.

**PDC Comments:**

PDC congratulates the area on the establishment of supplemental funding for students and looks forward to hearing how the continuation of such funding might be assured. PDC reminds the area that the recommendation called for action in the form of faculty-to-faculty mentoring and joint research initiatives. In its Self-Study document, the School should specifically address initiatives undertaken to encourage “more active research faculty members [to] take on a leadership role in mentoring junior or less research productive graduate faculty members”, as well as the initiatives undertaken to have the more active research faculty members “lead larger team-based research applications, including NSERC CRD and Strategic grant, as well as the provincial ORF and involve the less successful researchers in these proposals as much as possible.”

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

**Recommendation 7:** Where possible, that the School allocate some of its revenue from the Master of Applied Computing program to support scholarships for research-based graduate students.

**Agents:** Department Head

**Completion by:** Winter 2017 (in time for the area’s next self-study)

**Actions taken 2016:**

We are on target with this. We now have for the second year delivered a budget allocated to support our research students.

**PDC Comments:**

PDC notes that this recommendation has been satisfied and encourages the School to ensure it has a process in place for continued scholarship support.

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

**Recommendation 8:** That more financial and infrastructure support for graduate students be provided to enable hiring of top-notch students. Financial offer letters during admission should, as much as possible, include both RA and GA commitments. *[PDC recognizes that the number of GA positions is tied to demonstrable undergraduate teaching needs, while RA positions are at the discretion of the School and its faculty members.]*

**Agents:** Department Head, faculty members

**Completion by:** Annual Review

**Actions taken 2016:**

We have followed this practice to the extent of available financial resources. Note that our GA allocation is not revealed/approved until well after the offers have gone out. In the past the Dean has insisted we be very conservative with extending GA offers. As a result, many offers do not include GA support, but that support typically becomes available when the student arrives. This has a negative impact on recruiting high quality students. However, we have implemented an internal scholarship fund from the professional program revenue to include monetary guarantees in the letter of offer.

**PDC Comments:**

PDC commends the area on identifying an excellent solution to a difficult situation.

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

**Recommendation 9:** That the School continue efforts to refurbish the office space for the graduate students, especially in Dillon Hall, to provide a productive working environment for research.

**Agents:** Department Head

**Completion by:** Winter 2017 (in time for the area's next self-study)

**Actions taken 2016:**

We continue to struggle in identifying new space for our growing population of students. We have been renovating spaces as budget permits. However, the university over-charging for renovations is prohibitive in satisfying this goal.

**PDC Comments:**

PDC notes the area's for efforts with regard to this recommendation and encourages it to continue them.

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

**Recommendation 10:** That the School make a case to the Dean of Science for additional resources in the form of:

- (a) new faculty hires in the areas of focus to restore the School's ability to provide sufficient breadth and depth of graduate courses, keeping in mind undergraduate and MAC teaching needs as well.
- (b) course releases to faculty with thriving research groups, to better enable them to continue their high-quality supervision and take on additional students.

**Agents:** Department Head

**Completion by:** Winter 2017 (in time for the area's next self-study)

**Actions taken 2016:**

- a) We have one additional position approved as part of the President's SPF50 initiative. We are expecting a number of retirements over the next couple of years and have as yet received no assurance that these positions will be replaced. With the drastic cuts to our sessional budget and diminishing numbers of regular faculty, our ability to sustain our core program's is being threatened. Already, the quality of our courses have suffered by the replacement of faculty with GAs as lab instructors. Again with the new budget model we have been told to cut the GA/TA budget further. Therefore this recommendation cannot be satisfied as it is beyond our control. The agent for this should be the dean and/or the provost.

b) According to the collective agreement, the dean is the one responsible for assigning courses, including approval of course releases. The head is always petitioning the dean for course releases. However, due to budget constraints the dean routinely denies the releases. This recommendation cannot be satisfied.

**PDC Comments:**

PDC appreciates the area's efforts and concerns, and encourages it to continue to make a clear case to the Dean for these additional resources.

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

**Recommendation 11:** That the School review the criteria for appointing and renewing adjunct and cross-appointed faculty and develop an outline of expectations for adjunct and cross-appointed faculty, including level of expected research activity in the School for continued membership in its graduate programs.

**Agents:** Department Head, Departmental Council

**Completion by:** Winter 2017 (in time for the area's next self-study)

**Actions taken 2016:**

This task has been assigned to the RTP committee. We are considering making renewal contingent on meaningful interaction and contact with the School and its students.

**PDC Comments:**

PDC looks forward to receiving the plan and criteria for appointing and renewing adjunct and cross-appointed faculty, as part of the area's next Self-Study report (Winter 2017).

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

**Recommendation 12:** That the Head ensure that faculty, staff, graduate and undergraduate students in the School are informed on the process and long term vision of the Faculty of Science, Faculty of Graduate Studies, and University of Windsor.

**Agents:** Department Head

**Completion by:** Annual Review

**Actions taken 2016:**

To some extent we have been chasing our tails, putting out fires, and trying to maintain our programs with ever dwindling resources. The long term vision of upper admin has been in flux with lofty goals and little support. We voice our complaint about the recommendation because the admin has in the recent past changed the budget model, and the strategic directions. For instance, we were told to increase our international recruitment and make Windsor an international destination for students, only to be later penalized for bringing in international students by both losing on the domestic student incentives and government (both provincial and municipal) penalty fees.

**PDC Comments:**

PDC appreciates the area's concerns and notes that the new Strategic Mandate Agreement provides an opportunity for reviewing the School's vision.

PDC reminds the area that this recommendation is about communicating the Faculty and University visions. To this end, PDC directs the School to submit a plan for ongoing communication between Deans and the Department (faculty and students), which may be as simple as inviting the Deans of Science and Graduate Studies to a Council meeting once per year to share the vision of the Faculties and the University. With the submission of such plan, PDC would consider this recommendation satisfied.

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

**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**UNIVERSITY PROGRAM REVIEW (UPR)**  
**SECOND BIENNIAL REPORT ON: EDUCATION (PhD)**  
January 2017

**Recommendation 1:** That the Joint PhD Program Committee embark upon a review of its curriculum, including developing clearer program and course-specific learning outcomes to provide additional guidance for those developing syllabi and for students. As part of this curriculum review and learning outcomes exercise, that the Program Committee bring together faculty from each field of study to collaborate in developing clearer course learning outcomes, and in updating course design and course content, to:

- (a) clearly distinguish between aspects of the program intended to promote breadth of knowledge, depth of knowledge, research competence, and sense of cohort and to make these distinctions clear in the program overview and each syllabus.
- (b) identify additional metrics or measures for assessing the achievement of program and course learning outcomes related to depth, breadth, and research skills.
- (c) ensure vertical and lateral integration of the curriculum by making sure that concepts and theories from all three fields of study are present equally in both Doctoral Seminars (reflected in content and in instructors), as well as other aspects of the program as appropriate. (*e.g.*, this may be done by developing a set of teaching and learning resources for each the courses that touch on all three fields, so that all three fields of study are given appropriate focus regardless of the expertise of the instructor.)
- (d) clarify the purpose and requirements of the portfolio, and the methods of assessment and criteria for evaluating the portfolio; *and that these be communicated explicitly to instructors and all students through a web-based handbook.* (ER, 2.1.1, 2.1.2, 2.1.3, 2.3.5, 2.3.7, 2.3.8)

**Agents:** Joint PhD Program Committee, Deans of the Faculties of Education

**Completion by:** Fall 2016

**Actions taken 2014:**

With regard to addressing each of the points identified in this biennial report, the Program Committee has taken the following systematic approach. Each year the Program Committee has taken on the task of addressing key elements of the report. During the 2013-2014 academic year, the focus of attention was on the Comprehensive Portfolio task, including how items pertaining to this task would be articulated in the handbook, including the focus of the Portfolio, consistency across the program and sites with regard to expectations and methods of evaluation and assessment, and which supporting artefacts would be deemed to be appropriate to include. During the 2014-2015 academic year, the issue of residency will be addressed. Such issues are addressed and resolved at the Program Committee level, and then forwarded to the Deans' council during their semi-annual meetings.

- b) Particularly in relation to the specified tasks of the Comprehensive Portfolio, a section was added in the program handbook that specifically identifies a more focused set of evaluation criteria (p. 22, Evaluation Criteria for Comprehensive Portfolio)
- d) The Program Committee drafted a revision of the portfolio requirements and sought faculty feedback through the winter 2014. The completed document clearly set out the requirements of the portfolio as well as evaluation criteria. This was communicated to instructors and students through the Handbook which was given to all faculty and 1<sup>st</sup> and 2<sup>nd</sup> year students in the spring/summer 2014. It is also posted on the website.

**PDC-recommended further actions to be taken (2015):**

PDC concurs that the review of the Comprehensive Portfolio should be the primary undertaking and notes that this review will lead to the Program Committee to addressing other portions of this recommendation. PDC notes that ***paragraph (d) has been satisfied*** and looks forward to hearing the progress made with regard to the other elements of this recommendation in the Program's next update.

**Actions taken 2015 and 2016:**

Revisions to course design and content, with learning outcomes, are the collective responsibility of participating institutions. The Fields of Study and their relevance are currently being examined by the Collaborative Program Committee. A retreat for this purpose is scheduled for this Friday November 11, 2016.

**PDC Comments:**

PDC looks forward to an update addressing each of (a), (b), and (c) with specifics about progress made, particularly in light of the November 2016 retreat.

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

**Recommendation 2:** As part of the curriculum review, that consideration be given to providing two required half-courses in the Field of Study courses rather than one half course, perhaps by adjusting the weight given to the Comprehensive Portfolio from 1.5 to 1.0. (ER, 2.3.6)

**Agents:** Joint PhD Program Committee, Deans of the Faculties of Education

**Completion by:** Fall 2016

**Actions taken 2014:**

- This was a topic of discussion at the Faculty Retreat in March 2013. A variety of perspectives were articulated by various attendees at the retreat. These perspectives were then carefully weighed by the Program Committee. The program Committee has decided, based on the various perspective put forward, the overall goals of the program, and the demands on students' schedules, to maintain the one required half-course in each of the Fields of Study.

**PDC Comments (2015):**

PDC thanks the Program for its thoughtful consideration of this recommendation and notes the decision to maintain the one required half-course in each of the Fields of Study. PDC notes that this recommendation is satisfied.

**Recommendation Satisfied (2014-2015)**

**Recommendation 3:** That the Joint PhD Program Committee and the Deans of Education review existing regulations related to full- and part-time study within the Joint PhD program with a view to establishing clearer and, where possible, more consistent policies across the three institutions that can and will be consistently enforced. Among others, the Program Committee is asked to review and address residency requirements and their place in a part-time online cohort program, and the feasibility of establishing a consistent and common application process requiring the identification of a potential supervisor prior to final admission for all prospective Joint PhD students at all three institutions. (ER, 2.2.1, 2.8.1)

**Agents:** Joint PhD Program Committee, Deans of the Faculties of Education

**Completion by:** Fall 2014

**Actions taken 2014:**

- The Director and HU PC representatives met with faculty and students at each HU (UWi in January 2014). The residency requirement was a topic of discussion and feedback was sought.
- The residency requirement is on the agenda for the October 27, 2014 meeting of the Deans. Further, it will be a focus of the Program Committee during its monthly meetings during the 2014-2015 academic year.
- The identification of a potential supervisor prior to admission has been addressed. Students are now required to identify a potential supervisor before admission to the program.
- The application process is consistent and common between the three HUs. One standard application form is used which is submitted to the Secretariat. Applicants are instructed to identify and communicate with a potential supervisor prior to applying.
- The application review process at all three HUs includes the identification of a supervisor prior to admission.

**PDC-recommended further actions to be taken (2015):**

PDC notes the Program's progress with regard to this recommendation and looks forward to hearing of a resolution to the residency requirement issue in the next update.

**Actions taken 2015 and 2016:**

The Collaborative Program Committee agreed that the current processes that each University is following are consistent with the guidelines in the handbook.

**PDC Comments:**

PDC notes that a key part of the recommendation was to "address residency requirements and their place in a part-time online cohort program". In the 2014 response, the area stated that this was to be on an October 27, 2014 agenda. PDC directs the area to provide an update on the outcome of this meeting with regard to this issue, in the next status report.

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

**Recommendation 4:** That the Program Committee develop a plan for the recruitment and retention of international students in the Joint PhD Program, which clearly articulates its position in the recruitment, admission, and support of international students and provides key actions for implementation. (ER, 2.2.2)

**Agents:** Joint PhD Program Committee, Deans of the Faculties of Education

**Completion by:** Fall 2014

**Actions taken 2014:**

The committee is awaiting further clarification from the Ontario Government with regard to the funding of international graduate students.

**PDC-recommended further actions to be taken (2015):**

PDC notes that the development of a plan for recruitment and retention of international students in the Joint PhD Program should not be expressly tied to funding from the province. While government funding may be part of the consideration in developing a plan, it should not be the sole consideration. The Program is directed to submit a plan for recruitment and retention of international students, assuming government funding (Plan A) and a plan for recruitment and retention of international students, assuming no government funding (Plan B), as part of its next update.

**Actions taken 2015 and 2016:**

We have met our enrolment cap every year and do not see the need for an aggressive recruitment plan at present. The current recruitment plan is highly effective.

**PDC Comments:**

PDC reminds the area that this recommendation is about aligning the mission of the Faculties with concrete, purposeful initiatives to attract and retain international students. The original recommendation was based on the following assessment by the external reviewers:

All three of the universities have Mission Statements that include a goal of expanding their international programs. However, our impression at Lakehead University and the University of Windsor was that the administration did not see the PhD program as a place where this was going to be an institutional priority. The self-study document is significantly vague in terms of international students: "We estimate that an average of 15% of applications into the program come from sources outside of Ontario and Canada. We anticipate future increases in the enrollment of international students in the program" (p.12). In addition there may be some concerns about their success in the program: "It was difficult to track the remaining 5



Windsor graduates; it is quite likely that they have returned to China their home country” (p. 184). Currently the presence of international students in the program, as well as their success in the program, appears to be tied very much to the individual student’s initiative and the support and research interests of individual faculty rather than as a purposeful element of the Joint PhD program. (ER Report, p.4)

In light of this, meeting enrolment caps is not a sufficient outcome of this recommendation. PDC directs the area to provide “a plan for the recruitment and retention of international students in the Joint PhD Program, which clearly articulates its position in the recruitment, admission, and support of international students and provides key actions for implementation” in the next status report.

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

**Recommendation 5:** That the Program Committee develop a plan a) for providing regular professional development opportunities to faculty related to online teaching and to increasing the use of synchronous communication in the teaching of courses, and b) for ensuring ongoing support for faculty while teaching the online course. (ER, 2.3.1, 2.3.2, 2.3.4)

**Agents:** Joint PhD Program Committee, Deans of the Faculties of Education

**Completion by:** Fall 2014

**Actions taken 2014:**

- The Secretariat has established a fall term meeting, taking place in October each year, for instructors teaching the online courses. This meeting allows instructors to share best practices.
- The Secretariat made available the opportunity for a faculty retreat in the spring term for the purpose of professional development, particularly in the area of online teaching.

**PDC-recommended further actions to be taken (2015):**

PDC thanks the Program for the initial steps it has taken to fulfill this recommendation. PDC encourages the Program to build-in additional, and more frequent professional development opportunities and support related to online teaching through, for instance, online professional development sessions. The Program is encouraged to contact the University of Windsor’s Office of Open Learning for assistance in developing online professional development sessions.

**Actions taken 2015 and 2016:**

All instructors have been trained the use of Blackboard collaborative which facilitates both synchronous and asynchronous learning; training provided by the Office of Open Learning and the CTL.

**PDC Comments:**

PDC notes that the area has engaged in one activity for enhancing the technological skills of faculty members. However, PDC notes that the recommendation calls for the submission of a plan outlining how *regular* professional development opportunities and *ongoing* support for faculty will be provided. PDC notes that the PDC Subcommittee on University Program Reviews and/or the CTL would be pleased to meet representatives of the Faculty to assist with the development of such a plan.

PDC directs the area to provide the plan as part of its next status report.

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

**Recommendation 6:** That team instruction be maintained for the core seminars to ensure one of the unique strengths of the program. (ER, 2.4.1)

**Agents:** Joint PhD Program Committee, Deans of the Faculties of Education

**Completion by [revised]:** Fall 2014

**Actions taken 2014:**

- Team instruction continues in the core seminars. The hosting university provides an instructor for each seminar. The second instructor is filled on a rotating basis by the other two HUs.

**Recommendation Satisfied (2014-2015)**

**Recommendation 7:** That the Program Committee, in consultation with the Deans, examine the distribution of advising/supervisor loads; and that it develop a plan for inducting and mentoring new advisors into the program. (ER, 2.4.3)

**Agents:** Joint PhD Program Committee, Deans of the Faculties of Education

**Completion by:** Fall 2016

**Actions taken 2014:**

This will be a topic for discussion at the Program Committee level. It is noted that each university operates independently with regard to the advising and supervision load. Policies at each HU Education Faculty will ultimately govern the procedures and practices with regard to this recommendation. As always, in the spirit of collaboration in which this program operates, Program Committee members will attempt to foster practices in their individual HUs that reflects best practices that occur across the program, while respecting policies of each home university.

**PDC-recommended further actions to be taken (2015):**

PDC looks forward to a progress report in the Program's next update on this recommendation.

**Actions taken 2015 and 2016:**

Supervision is equitably distributed in spite of shrinking faculty numbers. We are in the process of approving revised supervision credits to encourage more faculty to undertake supervision responsibilities.

**PDC Comments:**

PDC is pleased to note that supervision is equitably distributed. PDC requests that the plan for inducting and mentoring new advisors into the program be submitted in the next status report.

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

**Recommendation 8:** That the Program Committee continue monitoring the availability of expertise within each institution to ensure that students, across all three institutions, can identify their supervisors in relation to their chosen field of study, establish their dissertation committees and move through the program in a timely way. (Requiring that a supervisor be identified prior to final admission would partly address this recommendation. See recommendation 3) (ER, 2.7.1)

**Agents:** Joint PhD Program Committee, Deans of the Faculties of Education

**Completion by [revised]:** Fall 2014

**Actions taken 2014:**

- A Directory of Designated Faculty was developed which identifies all faculty available for supervision and/or for participation on doctoral committees. This faculty list identifies field of study and research interests and is posted on the Joint PhD website.

**PDC Comments (2015):**

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

***Recommendation Satisfied (2014-2015)***

**Recommendation 9:** That the Program Committee investigate ways to harmonize the grading for the Joint Ph.D. program that may include the mapping out of the different institutional grading scales on a grid. (ER, 2.4.4)

**Agents:** Joint PhD Program Committee, Deans of the Faculties of Education

**Completion by:** Fall 2014

**Actions taken 2014:**

- The issue of each participating university using a different grading scheme, in particular Windsor using a different scheme for A+, A, or A- than the other two universities, has been addressed. The University of Windsor changed its grading scheme in the spring 2013 and now aligns with the grading scheme used at Brock and Lakehead Universities.

***Recommendation Satisfied (2014-2015)***

**Recommendation 10:** That the Program Committee, working with the Deans, continue to explore ways to enhance and provide sustainable funding for both full and part-time students to ensure timely completion. (ER, 2.7.2)

**Agents:** Joint PhD Program Committee, Deans of the Faculties of Education

**Completion by:** Ongoing

**Actions taken 2014:**

Each Graduate coordinator/Associate Dean Graduate Studies has provided information to the Program Committee informing them of how they are funding the students in the program at each HU. While there are differences in practice, each university appears to be providing a reasonable level of funding and meeting its program requirements.

**PDC-recommended further actions to be taken (2015):**

PDC requests that the Program provide, in its next update, more detail on how the financial needs of students are monitored and on initiatives to enhance and provide sustainable funding for students.

**Actions taken 2015 and 2016:**

Each doctoral student is guaranteed 7 terms of graduate assistantship. Additionally GIF funds are guaranteed to each entering student. Within the next 2 years each entering student will receive \$2000 per year over 4 years for a total of \$8000.

**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 11:** That efforts to enhance the sense of community among faculty members at all three universities be a prime focus over the next few years. To this end, that the Program Secretariat promote and seek funding opportunities for collaboration in teaching, supervising, and research across institutions. (ER, 2.8.2, 2.3.3)

**Agents:** Joint PhD Program Committee, Deans of the Faculties of Education, Program Secretariat

**Completion by:** Ongoing

**Actions taken 2014:**

No update on this initiative to date. This matter will be under the purview of the secretariat

**PDC-recommended further actions to be taken (2015):**

While the Program Secretariat is asked to promote and seek funding opportunities in support of collaborative teaching, supervising, and research across institutions, initiatives unrelated to funding should be developed and pursued by the Program to enhance the sense of community among faculty members at all three universities. To this end, the Program is asked to provide a report, as part of its next update, on initiatives to build this sense of community. The Program should also request a report from the Program Secretariat on its efforts to promote and seek such funding opportunities, for inclusion in the next update.

**Actions taken 2015 and 2016:**

Primary collaborative activity is through co-teaching and co supervision/doctoral committees. At the annual retreat for the Collaborative Program Committee, faculty representatives from various aspects of the program meet together to discuss issues.

**PDC Comments:**

PDC notes that the concrete initiative highlighted appears relates to the Collaborative Planning Committee, with the exception of co-teaching and co-supervision. While the latter can create greater ties between individual faculty members, they may not on their own create an overall sense of community across all three Faculties. PDC directs the area to provide a report on initiatives to build this broader sense of community. The Program should also request a report from the Program Secretariat on its efforts to promote and seek such funding opportunities, for inclusion in the next update.

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

**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**UNIVERSITY PROGRAM REVIEW (UPR)**  
**FIRST BIENNIAL STATUS REPORT ON: HISTORY**  
January 2017

Graduate and Undergraduate

**Recommendation 1:** That the Department work with the Dean to develop strategies to address the teaching and resource needs of the programs.

**Agents:** Department Head, Dean of FAHSS

**Completion by:** Fall 2018

**Actions taken 2015 and 2016:**

Teaching needs were a concern with the retirement of two senior faculty members in 2014. To address this, in the spring of 2014, the Dean of FAHSS was able to secure funding for two, two-year limited term appointments. History Council discussed teaching needs at both undergraduate and graduate levels, and decided to advertise the positions in the following areas: North American Colonial Borderlands, and Modern USA (with an emphasis on gender and race). The positions were advertised, and filled in the fall of 2014. In the spring of 2016, those two positions were extended to the end of 2018. What will happen beyond 2018 is uncertain. Further, continued medical issues and leave have prevented the remaining eight full time faculty from operating at full capacity. With the increased media and university level attention to local history, along with the rolling out of our popular courses in a planned Public History stream (including a university encouraged focus on the Borderlands) we will require the ability to grow in these areas after 2018. This will only occur if our depleted ranks are reinforced.

**PDC Comments:**

PDC notes that the area is on target in terms of dealing with short-term issues, and looks forward to receiving a plan by F2018 outlining strategies to address the teaching and resource needs of the program over the longer term.

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

Graduate

**Recommendation 2:** That the Department examine its graduate program with a view to improving and enhancing its standards and attracting quality students. Among others, consideration should be given to:

- (a) examining and enhancing what is taught in the two required courses,
- (b) making sure reading and writing demands are consistently rigorous,
- (c) moving towards a six course degree
- (d) raising the admission average to 77%
- (e) adding directed reading options
- (f) introducing formal "progress reports"
- (g) developing recruitment strategy aimed at attracting students from outside the local area.

**Agents:** Department Head, Department Council

**Completion by:** Fall 2018

**Actions taken 2015 and 2016:**

A series of recommendations relate to the improving and enhancement of standards for the graduate program.

- a) examining and enhancing what is taught in the two required courses, 43 -503 and 54-504.

In the fall of 2014, History/Graduate Committee discussed and reviewed the two required courses, 43-503 Modes of Historical Interpretation and 43-504 Historical Methods. It was decided that 43-503 serves an



**Recommendation 3:** That better and more discipline specific training be provided for mentors working in the first-year undergraduate course (43-110), as well as for departmental GAs.

**Agents:** Department Head

**Completion by:** Fall 2018

**Actions taken 2015 and 2016:**

In winter, 2015, the History Department Head, as well as History faculty members who teach/have taught 43-110 met with the coordinators of the Mentorship and Learning course to discuss training for History mentors. We made some changes in the scheduling of 43-110, to make it easier for the faculty member teaching the course to meet with the mentors before the weekly class. Other issues were also discussed about maintaining better communication between students, faculty working with the mentors, and the coordinators of Mentorship and learning. This was implemented in the fall of 2015.

The Graduate Coordinator already provides a marking workshop for M.A. students, and in 2014-15, arranged for an extra workshop for M.A. students provided by CTL.

**PDC Comments:**

PDC notes the area's efforts to provide better and more discipline-specific training to mentors working in the first-year undergraduate course (43-110), as well as for departmental GAs, and looks forward to hearing of the impact of these efforts on student engagement and outcomes in 43-110.

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

**Recommendation 4:** That the undergraduate curriculum be re-examined for minor modification, perhaps removing one required first-year course and having one required second year course instead. Part of this re-examination would be the development of an agreed on set of critical reading and writing expectations for each level of the undergraduate curriculum, and particularly for the core courses such as 43-110, 43-111 and 43-303.

**Agents:** Department Head, Department Council

**Completion by:** Fall 2016

**Actions taken 2015 and 2016:**

Reading expectations:

In fall 2014, History Council developed a set of reading expectations for each level of the undergraduate curriculum.

Re-examining core curriculum:

43-303 Schools of Historical Thought

In 2014-2015, after a series of discussions with History Council and the faculty members who teach 43-303 Schools of Historical Thought, the course description and learning outcomes were revised. The new description/outcomes provide more specific and clear guidelines for expectations and orientation in the course.

43-111 Making History: Methods and Practices

In 2015-2016, after a series of discussion with History Council and those who have taught 43-111, it was decided to revise the course and move it to second year, to provide better support for History majors as they go through the program, and to maintain focus on core skills. In spring of 2016, the old course, 43-111 was deleted, replaced with a new course, 43-203 Making History: Methods and Practices. Although the title remained the same, the course description was revised substantially to reflect the shift to a more advanced level. The revised course description/learning outcomes also incorporated new areas such as digital history and public history, to support new upper-level courses in those fields.

#### 43-110 Past to Present: Understanding History

We met with the mentor trainers and worked out new and fruitful methods for improvement. This makes for a smoother transition to 203.

#### PDC Comments:

PDC commends the area on its undergraduate curriculum revisions and notes that this recommendation has been satisfied.

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

**Recommendation 5:** That the Department introduce a full-year, fourth-year capstone course that is research intensive, offering students important skills they can identify as 'transferable' to the job market.

**Agents:** Department Head, Department Council

**Completion by:** Fall 2018

#### Actions taken 2015 and 2016:

In 2014-15, the Department created 43-499 Research Capstone Thesis. It is being offered for the first time in 2016-17.

In addition to the capstone course, the IQAP Reviewers' Report had suggested we develop some public history courses that would provide job skills in the field of museum and archival work. With that in mind, in 2015-16, the History Department created three other senior-level courses emphasizing skills transferable to the job market:

43-380 History on the Web, focusing on analyzing and applying digital media

43-480 Public History, providing students with theoretical and practical skills in public history and community history

43-481 Public History Practicum, a for-credit practical internship where students work with local museums and heritage groups to gain skills and experience in the public history field.

#### PDC Comments:

PDC commends the area 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.*

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

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

**Completion by:** Fall 2016

#### Actions taken 2015 and 2016:

Alas, we are behind schedule on this. Having met or exceeded all of the other recommendations, we are in good shape to now tackle this.

#### PDC Comments:

PDC looks forward to seeing more progress on this recommendation in the area's next update. PDC encourages the area to seek assistance from the CTL, as needed, on the articulation of course learning outcomes and the associated assessment methods. PDC also recommends undertaking a curriculum mapping exercise to assist in aligning course learning outcomes and assessment methods to program learning outcomes.

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



**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**UNIVERSITY PROGRAM REVIEW (UPR)**  
**FIRST BIENNIAL REPORT ON: KINESIOLOGY - MASTER OF HUMAN KINETICS (MHK)**  
January 2017

**Recommendation 1:** That, given the recent introduction of a PhD program to the department and increasing numbers of students, HK consider how secretarial support is provided to this program pending an assessment of its efficiencies.

**Agents:** Dean of HK, Department Head

**Completion by:** Fall 2018

**Actions taken 2015 and 2016:**

Secretarial support for the graduate program is provided by a Graduate Secretary. The current Graduate Secretary has considerable experience in this role in two programs on campus and has performed at a very high level since she was hired in Kinesiology (Winter 2015). The Graduate Secretary is also the Assistant to the Department Head. Although the workload with this combined position is fairly high, the incumbent was hired because of her demonstrated skills and leadership abilities in an office environment. She utilizes the front office staff (Receptionist/Secretary and Undergraduate Secretary) in Kinesiology very well to help with things related to the graduate program, as needed. The current Department Head spent the last two years carefully hiring staff for the front office (to replace retirements, several people moving to other positions on campus, a resignation, etc.). Through this process, two very skilled and capable Secretaries were hired who provide substantial help to the Graduate Secretary. To date, all jobs and activities related to the graduate programs, MHK and PhD, have been completed to a high level of satisfaction. With eGAS coming online very soon, it is anticipated that the amount of time needed to process graduate files will decrease significantly. This should also help to reduce the workload on the Graduate Secretary.

Further Actions to be Taken:

If the PDC has any specific questions regarding how the Graduate Secretary position operates or can expand on what additional information could be provided from an "assessment of efficiencies", the Department Head of Kinesiology and the Dean of the Faculty of Human Kinetics would be happy to provide this information.

**PDC Comments:**

PDC thanks the area for its thorough response and looks forward to an update in the context of the launching of the eGAS.

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

**Recommendation 2:** That Kinesiology continue to explore how it might provide additional entrance scholarships to international students.

**Agents:** Dean of HK, Department Head

**Completion by:** Annual Review

**Actions taken 2015 and 2016:**

No formal discussions regarding this recommendation have been made to date between the Department Head of Kinesiology, the Dean of Human Kinetics and the current Graduate Coordinator for Kinesiology (new summer 2016). Our previous Graduate Coordinator had put some growth incentive funding aside to address this recommendation. However, changes to the GA funding model necessitated a reallocation of this funding to cover GA employment this fall. Our current Graduate Coordinator has developed a list of action items that her Graduate Committee is in the process of prioritizing. The viability of providing additional entrance scholarships to international students will

be added to this list for future discussion. Funding for graduate students is also on the HK Major Gift Officer's list of fundraising priorities.

Further Actions to be Taken

As indicated above, the viability of providing additional entrance scholarships to international students will be added to the list of action items currently being compiled by the Graduate Coordinator for future discussion.

**PDC Comments:**

PDC looks forward to an update on this recommendation, with a list of specific actions taken, in the area's next status report.

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

**Recommendation 3:** That, with the assistance of the Graduate Coordinator and graduate students, the department establish a Kinesiology Graduate Student Association.

**Agents:** Dean of HK, Department Head, Graduate Coordinator

**Completion by:** Fall 2016

**Actions taken 2015 and 2016:**

Informal operation of a Kinesiology Graduate Student Association (KGSA) occurred last academic year under the leadership of the Graduate Coordinator and a small group of graduate students in the program. New students have come forward (two PhD students) to formalize the KGSA this year. As indicated at a recent Kinesiology Graduate Committee meeting, the paperwork that needs to be submitted in order that the KGSA be formally recognized on campus, is being filled out now (October 2016).

Further Actions to be Taken

Details related to the formation and functioning of the KGSA will be discussed and approved by the Graduate Committee and Kinesiology Council. The paperwork will be submitted once completed and approved within the department.

**PDC Comments:**

PDC notes the area's efforts with regard to this recommendation and looks forward to confirmation of the formal recognition of the Kinesiology Graduate Student Association, in the area's next status report.

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

**Recommendation 4:** That the department assist graduate students in developing their writing skills through, for instance:

- the delivery of writing skills courses/workshops, focusing on thesis and grant writing for its graduate students;
- the incorporation of writing skills development into the seminar course as the department has done with modules on GA effectiveness, online course instruction, and research ethics. [Dean's response, Head's Response]

**Agents:** Department Head, HK Council faculty members, Graduate Coordinator

**Completion by:** Fall 2016

**Actions taken 2015 and 2016:**

As indicated in the recommendation, writing skills development was addressed in the PhD seminar for all current doctoral students. For example, last year the PhD students created 5-6 workshops for Kinesiology undergraduate students, covering topics such as study habits, professional communication, etc. This year, they are working on

creating Teaching Dossiers. Dr. Pierre Boulos gave a workshop on argument formulation and development. The Kinesiology Librarian, Sharon Munroe, holds office hours within our department once per week to help students with locating appropriate resources for their work. In addition, there is a focus on writing in several courses that our graduate students have to take. For example, many of the graduate courses include papers and seminars as major components of their courses. Dr. Elizabeth Keating (English Language, Literature, & Creative Writing) has given writing workshops in some of the graduate courses, and is available to work with individual students who have self-identified as needing writing assistance. Finally, the GA/TA Academy offers workshops on writing, which are available to all graduate students free of charge.

#### Further Actions to be Taken

Writing skills development will continue to be supported through the PhD seminar series for all current doctoral students, and through graduate courses for all current MHK students. In addition, MHK students will be informed of the additional resources available to them (i.e., Dr. Keating, Ms. Munroe, GATA Academy workshops). Finally, we are investigating the possibility of developing a course dedicated specifically to academic writing.

#### **PDC Comments:**

PDC congratulates the area on the efforts made with regard to this recommendation but notes that many of the initiatives are ad hoc in nature. PDC request that the area report on how there will be imbedded writing skill development that is sustainable over time. This could be done, for example, by formally imbedding it in a seminar series or new course.

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

**Recommendation 5:** That the Department submit learning outcomes and assessment methods for *each* of its Master's-level courses that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate".

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

**Completion by:** Fall 2016

#### **Actions taken 2015 and 2016:**

Given the change-over of the Graduate Coordinator in the summer of 2016, this recommendation has not been satisfied. The current Graduate Coordinator is reviewing the learning outcomes and assessment methods for each Masters-level (and PhD-level) course and will report back on this in the next cycle.

#### Further Actions to be Taken

The current Graduate Coordinator is reviewing the learning outcomes and assessment methods for each Masters-level (and PhD-level) course and will report back on this in the next cycle.

#### **PDC Comments:**

PDC encourages the area to contact CTL for assistance in moving this recommendation forward, and directs the area to submit learning outcomes and associated assessment methods for each of its Master's level courses in its next status report.

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

**UNIVERSITY OF WINDSOR**  
**PROGRAM DEVELOPMENT COMMITTEE**  
**UNIVERSITY PROGRAM REVIEW (UPR)**  
**FIRST BIENNIAL REPORT ON: WOMEN'S AND GENDER STUDIES**  
January 2017

Program Mission

**Recommendation 1:** Given the recent inclusion of courses in the field of masculinities studies and with an eye to building a more gender diverse student cohort, initiate a process to undertake a name change to Women's and Gender Studies and to revise the program's mission statement.

**Agents:** Director, Dean of FAHSS

**Completion by:** Fall 2015

**Actions taken 2015 and 2016:**

The name change from Women's Studies to Women's and Gender Studies became effective July 1, 2015.

It is important to clarify that the name change was undertaken to align our program with the shift in focus in the field. We did not anticipate that the name change or the creation of courses about masculinity would increase in the number of male majors; this has not been the experience in other programs, and we did not imagine it would be different here.

A new course, 53-375, Masculinity, Crime and Punishment is going to PDC for approval this fall. WGST now has two courses about masculinity.

A redrafted Mission Statement is under discussion.

WGST is the home of the Bystander Initiative, which models men and women working together to prevention sexual assault. The BI offers two courses (course 1 educates students about sexual assault, sexual assault prevention, and the social psychology of bystander behaviour; course 2 prepares students who then deliver a 3-hour workshop about sexual assault prevention to other students) and workshops to 1000+ students per year. In both BI courses, half of the seats are reserved for students who identify as men.

WGST is the home of the Certificate (or Minor) in Work and Employment Issues, which attracts significant number of male students.

**PDC Comments:**

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

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

Program Structure and Curriculum

**Recommendation 2:** That the area review its curriculum with a view to:

- (a) Strengthening the focus on intersectionality in upper level required courses, with a particular focus on sexuality, trans studies, dis/ability, racialization, colonialism, neo-colonial realities, and Indigenous issues.
- (b) Developing an optional Women's Studies practicum placement for majors, if feasible.
- (c) Developing a senior research project/directed reading course for those students who may wish to go on to graduate school.
- (d) Enhancing, where appropriate, the Humanities content in required courses, through the further incorporation of a diversity of relevant textual and other materials.
- (e) Considering strategies to balance students' intellectual needs in required 400-level Social Work seminars, as feasible.

**Agents:** Director, Advisory Committee, Director of Social Work

**Completion by:** Fall 2018

(a) Strengthening the focus on intersectionality in upper level required courses, with a particular focus on sexuality, trans studies, dis/ability, racialization, colonialism, neo-colonial realities, and Indigenous issues. A number of WGST courses are being revised to meet the recommendation for strengthening students' knowledge about trans identity, dis/ability, racialization, colonialism, neo-colonial realities, and Indigenous issues. 53-106: Women and Religion now includes a section about Indigenous spirituality. 53-201: A proposal to rename Women, Sexuality and Social Justice as Gender, Sexuality, and Social Justice is being considered by the Curriculum Committee. The revised course will include more information on LGBTIQ+ identities. 53-202: Women, Race and Social Justice has always focused on racialization and has been revised to broaden and intensify what students learn about the Indigenous experience and neo-colonialism in Canada. 53-305: Feminist Theories includes a new section that traces the contribution of lesbian feminism to contemporary feminist theory. 53-330: Violence in the Lives of Girls and Women includes an analysis of violence against Indigenous women. 53-370: Mothering and Motherhood has been revised to include a unit about Indigenous mothering practices.

(b) Developing an optional Women's Studies practicum placement for majors, if feasible. A practicum placement is not feasible at this time. WGST majors who take the second Bystander Initiative course participate in an on-campus practicum by leading the 3-hour Bringing in the Bystander® workshop for other undergraduate students. WGST students also have the opportunity to participate in a newly created ViP position in the Windsor office of the Ministry of Community Safety and Correctional Services. WGST is working with South West Detention Centre to offer a Walls to Bridges course for regular UW students and inmates in fall 2017.

(c) Developing a senior research project/directed reading course for those students who may wish to go on to graduate school. We have created a new course 53-490: Directed Research in Women's and Gender Studies to address this shortcoming. The course description reads: An independent research project that explores and applies advanced feminist theory.

(d) Enhancing, where appropriate, the Humanities content in required courses, through the further incorporation of a diversity of relevant textual and other materials. The Humanities content of WGST is substantial at all years of the program. Half of WGST faculty have training in the humanities. The year 1 required course is taught from a cultural studies perspective, and all three of the other year 1 courses have a humanities focus (religion, friendship, cultural imagery). All of the required 200-level courses cross between humanities and social science: in 53-200, students are required to analyze women's writings and historical artifacts of the early 1900s campaign for women's suffrage (e.g., posters, cartoons, street actions), and the reading materials for both 53-201 and 53-202 are built around first-person narratives. Both year 3 required courses, feminist theory and methods, are self-consciously interdisciplinary, which is the norm in WGST programs across the country. The year 4 required courses emphasize point of view, creativity, and personal responsibility/ contributing to social change.

(e) Considering strategies to balance students' intellectual needs in required 400-level Social Work seminars, as feasible. This is difficult to achieve given that year 4 of the BSW program is organized around student placements in community organizations.

PDC commends the area on its efforts to meet this recommendation and notes that (a), (c) and (d) have been satisfied. PDC also notes that, while the area determined that a practicum is not feasible at this time, it did meet the spirit of the recommendation through the opportunities described under (b). Finally, the PDC concurs that 400-level Social Work courses are not in the control of Women's and Gender Studies and notes that (e) should be withdrawn.

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## Recruitment

**Recommendation 3:** That the program area build on existing recruitment and retention efforts, particularly with a view to attracting more students to the university and directly into its programs.

**Agents:** Director, Advisory Committee, Dean of FAHSS, Office of Recruitment and Liaison

**Completion by:** Biennial Report

### **Actions taken 2015 and 2016:**

WGST continues to participate in all recruitment activities on and off campus. All of our classes are full, and we teach more than 1000 students a year with very limited faculty resources.

Student Recruitment (for the first time) permitted WGST/BI to participate in Open House in November 2016. The University has made a major commitment to sexual assault prevention – UW is #1 on the issue of campus safety in the Maclean's rankings – and we are hopeful the Administration will see the BI as a signature program for the University.

WGST has responsibility for the new Certificate (or Minor) in Work and Employment Issues. New courses have been developed (e.g., Speaking Truth to Power and Everyday Conflicts and Their Resolution), and the pre-existing Labour Studies courses have been refocused to ensure that students develop workplace-related skills. We are in the process of creating a capstone course for this certificate, and expect to have it in the curriculum for fall 2017. We are encouraging sister programs to bring this certificate to the attention of their students as employment-related "value added" education that can be taken alongside their major.

### **PDC Comments:**

PDC notes the area's progress with regard to this recommendation and looks forward to an update on the impact of its recruitment initiatives on its enrolment numbers.

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

## Governance and Sustainability

**Recommendation 4:** Work with the Dean to develop a strategic plan for the area, to respond to the teaching, resource and space needs of the program area and to guide future program development and/or streamlining. The strategic plan should include at minimum:

- (a) The development of strategies to address the high service demands of administering and coordinating the programs. This could involve streamlining some committee structures, and developing relevant policies to enhance efficiency in decision-making.
- (b) The development of a succession plan for the position of Director should be a key priority. A hiring plan, linked to program growth and activities, should also be developed in the event that resources become available.
- (c) An exploration of patterns of student demand with respect to double majors and the resource feasibility of strategically developing one or more additional collaborative programs, with particular attention to program and faculty buy-in and administrative and service demands.
- (d) The development of a plan to ensure stability, sustainability, and growth of the Bystander Initiative.

**Agents:** Director, Advisory Committee, Dean of FAHSS

**Completion by:** Fall 2016

### **Actions taken 2015 and 2016:**

- (a) The development of strategies to address the high service demands of administering and coordinating the programs. This could involve streamlining some committee structures, and developing relevant policies to enhance efficiency in decision-making.

WGST has relatively few committees: WGST Advisory, Hiring/ RPT, Curriculum, Student Affairs, and Ethics. All members of WGST, including sessional lecturers, are members of Advisory. Other committees are staffed with full-time faculty and sessional lecturers who volunteer their time. Most committees meet on an as-needed basis.

(b) The development of a succession plan for the position of Director should be a key priority. A hiring plan, linked to program growth and activities, should also be developed in the event that resources become available. The search for a new director is underway.

(c) An exploration of patterns of student demand with respect to double majors and the resource feasibility of strategically developing one or more additional collaborative programs, with particular attention to program and faculty buy-in and administrative and service demands.

WGST has created a stream of WGST courses for a proposed combined major, Criminology and Gender. Given the gender-segregated nature of the justice system, this combination would be useful to students in the labour market. At present, only the University of Ottawa offers a comparable program. WGST is working with Sociology, Anthropology, and Criminology to investigate this possibility.

(d) The development of a plan to ensure stability, sustainability, and growth of the Bystander Initiative. The BI is now overseen by the Bystander Initiative Team, Dr. Charlene Senn, Dr. Anne Forrest, and Dr. Emily Rosser, who was hired in winter 2016 as tenure-track AAS/ BI faculty.

The BI has strong working relationships with FAHSS, Odette, and Law (i.e., large numbers of students in these faculties take the 3-hour BI sexual assault prevent workshop as part of their education).

We now collaborate with Residence Life, Windsor Welcome Week, and Recreation Services to offer the 3-hour workshop to their student volunteers and employees annually.

We have established a working relationship with the UW football team, and we offer the 3-hour workshop to players. Our plan for 2016-17 includes outreach to the men's hockey team.

We have initiated a research project to determine whether the 3-hour BI workshop meets the needs of international students, and expect to adapt the workshop materials to address the difficulties this research identifies. (This is a 2 year project.)

#### **PDC Comments:**

PDC notes that the area's administrative processes are as streamlined as possible, given the nature of the programs and considers this report to adequately satisfied (a) of this recommendation. PDC looks forward to more detailed updates on the search of a new director and the establishment of a Combined Honours program in Criminology and Gender.

PDC commends the area on the Bystander Initiative project. PDC deems (d) to be satisfied and encourages the area to continue the momentum on this important initiative.

**Status:**    *ahead of target*         *b and c on target*         *behind target*         *a and d recommendation satisfied.*

#### Awards and Outreach

**Recommendation 5:** Increase awareness and visibility of Women's Studies undergraduate awards (monetary and non-monetary) and celebrate award winners, as appropriate.

**Agents:** Director, Advisory Committee

**Completion by:** Fall 2016

#### **Actions taken 2015 and 2016:**

We have adapted the prizes to reflect the strengths of the program. We now offer a traditional Paper/ Essay prize and a Voice prize to recognize students who are engaged in feminist activism on or off campus. Both are available to WGST majors and non-majors who take WGST courses.

We are developing a plan to raise the profile of these prizes among students and faculty.

#### **PDC Comments:**

PDC notes the progress made with regard to this recommendation and looks forward to receiving the plan to raise the profile of WGST prizes, and hearing of its implementation.

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

Learning Outcomes

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

**Agents:** Advisory Committee, Director, CTL, Vice-Provost, Teaching and Learning

**Completion by:** Fall 2016

**Actions taken 2015 and 2016:**

This is underway. All WGST courses are being reviewed. Learning outcomes for all WGST required courses will go to PDC for approval by the end of December. Learning outcomes for the remaining courses will go to PDC for approval in winter 2017.

**PDC Comments:**

PDC notes that the area has made good progress on this recommendation and looks forward to receiving learning outcomes and assessment methods for each of its courses by the end of this academic year.

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



**University of Windsor  
Senate**

**\*5.5.3a: Concurrent Bachelor of Music-Music Education (Honours) and Bachelor of Education  
Minor Program Changes (PDC Form C)**

**Item for: Approval**

**Forwarded by: Program Development Committee**

**MOTION: That the degree requirements for the Concurrent Bachelor of Music-Music Education (Honours) and Bachelor of Education be changed according to the program/course change forms.\***

*\*Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposed changes have been approved by the School of Music and Faculty of Education Councils, Faculty Coordinating Council and the Program Development Committee.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the January 19, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.1.

**University of Windsor  
Senate**

**\*5.5.3b          Honours Bachelor of Music-Music Education Stream - Minor Program Changes**

**Item for:          Approval**

**Forwarded by:   Program Development Committee**

**MOTION:          That the degree requirements for the Honours Bachelor of Music-Music Education Stream be changed according to the program/course change forms\*.**

*\*Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the School of Creative Arts Council, the Faculty of Arts, Humanities and Social Science Coordinating Council and the Program Development Committee.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the January 19, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.2

**University of Windsor  
Senate**

**\*5.5.3c: Psychology/Developmental Psychology (Honours) for Autism and Behavioural Sciences Graduates  
- Degree Completion Program**

**Item for: Approval**

**Forwarded by: Program Development Committee**

**MOTION: That the following degree completion programs be approved:**

**Bachelor of Arts in Psychology (Honours) with Autism and Behavioural Sciences (ABS) Post-Graduate  
Certificate program from Fanshawe College, Lambton College or St. Clair College; and,  
Bachelor of Arts in Developmental Psychology (Honours) with Autism and Behavioural Sciences (ABS)  
Post-Graduate Certificate program from Fanshawe College, Lambton College or St. Clair College**

*\*Subject to approval of the expenditures required.*

**Rationale/Approvals**

- The proposed changes have been approved by the Department of Psychology Council, the Faculty of Arts, Humanities and Social Sciences Coordinating Council and the Program Development Committee.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the January 19, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.3.

**University of Windsor  
Senate**

\*5.5.3d: **Economics – New Course Proposal**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course addition be made\*:  
41-251 Macroeconomics for the Real World**

*\*Subject to approval of expenditures required.*

**Rationale/Approvals**

- The proposal has been approved by the Economics Council, the Faculty of Science Coordinating Council and the Program Development Committee.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the January 19, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5. 5.

**University of Windsor  
Senate**

**\*5.5.3e: FAHSS (LAPS) – New Course Proposal**

**Item for: Approval**

**Forwarded by: Program Development Committee**

**MOTION: That the following course addition be made\*:  
01-410/02-410 Modern Leadership**

*\*Subject to approval of expenditures required.*

**Rationale/Approvals**

- The proposal has received approval from Faculty of Arts, Humanities and Social Sciences Coordinating Council and the Program Development Committee.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the January 19, 2017. Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5. 6.

**University of Windsor  
Senate**

5.5.4: **Bachelor of Mathematics (Honours) with Finance Concentration**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the Bachelor of Mathematics (Honours) with Finance Concentration be approved.\***

*\*Subject to approval of expenditures required.*

**Rationale/Approvals**

- This is a new concentration available to students pursuing a BMath (Honours) degree. The proposal has received approval from the Department of Mathematics and Statistics Council, the Odette School of Business Council, the Faculty of Science Coordinating Council and the Program Development Committee. The proposal has the support of the School of Computer Science, the Department of Economics, the Department of Philosophy, and the Provost.
- *See attached.*

# Bachelor of Mathematics (Honours) with a Finance Concentration

## PROGRAM DEVELOPMENT COMMITTEE - MAJOR PROGRAM CHANGES: FORM “B”

<b>FACULTY:</b>	Science
<b>AAU:</b>	Mathematics and Statistics
<b>Program Title:</b>	Bachelor of Mathematics with Finance Concentration
<b>Name of Program as it Will Appear on the Diploma</b>	Bachelor of Mathematics Honours with a Finance Concentration
<b>Proposed Year of Offering:</b>	Fall 2018
<b>Mode of Delivery:</b>	On campus courses, Full-time.
<b>Planned Student Enrolment (per section B.4.2)</b>	34
<b>Normal Duration for Completion:</b>	4 years (8 semesters)
<b>Will the revised program be run on a cost-recovery basis?</b>	No

### B. Major Program Changes - Overall Plan

#### B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.1; MTCU section 4)

The objective of the program is to provide students with an opportunity to combine an interest in mathematics with an education in finance to provide a pathway to lucrative careers in the financial and banking sectors as well as to graduate programs in mathematics, financial mathematics, business or economics. (For a list of such graduate programs see [link 1](#) or [link 2](#).) We see this program attracting new students to our department. In particular, this program will appeal to students with an interest in the study of mathematics combined with the need to have their education linked to a clear career path.

The program retains all the requirements of the current honours program in mathematics and adds course requirements from business, computer science and economics to provide the concentration in finance as well as appropriate skills and knowledge from cognate disciplines. Three existing mathematics courses (62-374, 62-482 and 65-376) have been restructured to provide topics pertinent to students with interest in finance while retaining relevance to all undergraduates in the department. These course changes are in process.

This new program is consistent with the institution's mission. In particular, it provides a new interdisciplinary opportunity. Students that opt-out of the program are able to continue in an appropriate program in mathematics or in mathematics and statistics. Finally, this program makes a clear connection between a degree in mathematics and future career opportunities.

In recent years we have had several students continue from our programs to other institutions to enhance their career opportunities in finance by completing programs with a financial emphasis. This new program will allow them direct access to employment in the financial sector and will better prepare them for success in subsequent programs. In addition to providing improved opportunities to existing students, we will recruit new students attracted to a math program with a clear career path. Thus, our new program is both relevant and important.

#### B.2 Changes to Program Content (QAF Section 2.1.4)

The revised curriculum is consistent with the current state of the discipline in that it requires courses for the current program in mathematics and it includes current courses from finance. Further, course revisions are being made to include the topics of “Portfolio Optimization” and “Brownian Motion” to be sure graduates have some training in mathematics specifically targeted to financial careers. A course from Philosophy will ensure a training in ethics. Courses in computer science will ensure relevant technical skills and courses in economics will provide a breadth.

# Bachelor of Mathematics (Honours) with a Finance Concentration

## PROGRAM DEVELOPMENT COMMITTEE - MAJOR PROGRAM CHANGES: FORM "B"

Similar programs exist at most Ontario universities mainly because such programs can be easily constructed, as is ours, from existing Mathematics and Business programs with essentially no additional costs. Our program would serve the students of South-Western Ontario.

**A Sample of Similar Programs:** Waterloo ([Link](#)), Michigan ([Link](#)), Western ([Link](#)), WLU ([Link](#))

### B.3 Changes to Program Name and Degree Designation/Nomenclature (QAF Section 2.1.1; MTCU section 1)

The degree designation reflects the program's core in mathematics and concentration in finance.

### B.4 DEMAND FOR THE MODIFIED PROGRAM

As the new program requires no additional resources, the burden to show student demand is reduced. Further, as we will recruit students to our existing honours math courses, we will use existing resources more efficiently.

#### B.4.1 Expected Impact of the Proposed Changes to Student and Market Demand

We have anecdotal evidence from recruitment events, such as the Ontario Universities Fair and the University of Windsor Open House, that students and parents are interested in an honours program that combines mathematics and finance. An attempt, using the Office of Institutional Analysis, to find the number of students selecting similar programs in Ontario was not successful as these students are not differentiated from those entering math and stats programs. This undergraduate program is expected to mainly attract domestic students. It is not expected to change the current mix of domestic and non-domestic students in our mathematics programs.

#### B.4.2 Expected Impact of Changes to Estimated Enrolments

Projected enrolment levels	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year (Steady-state)
Total Number of Students in Year	10	$20 - 3 = 17$	$30 - 6 = 24$	$40 - 6 = 34$	34

**Attrition Model:** Bring in 10 students per year and lose 3 students from first to second year and 3 students from second to third year.

Annual projected student intake into the first year of the revised program:	10
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#### B.4.4 Evidence of Societal Need for the Revised Program (MTCU section 6)

From Service Canada ([Link](#)) we have the quote "Over the past few years, the number of financial and investment analysts has risen sharply. The increase in the number of financial vehicles and the wide variety of financial information sources explain this state of affairs. Given that these trends are expected to abate a little, it is expected that the number of financial and investment analysts will rise sharply over the coming years, but at a slower rate than they did in the past." This page was updated in December 2014 and accessed in April 2016.

From Statistics Canada ([Link](#)) we can see that 9.4% of earners in the top 1% had professional occupations in business and finance. This link was accessed in April 2016.

In the article ([Link](#)) the author says that "One of the fascinating areas to arise recently in applied mathematics has been Mathematical Finance. This is a field whose development has occurred largely within the past forty years, with explosive growth taking place over the past twenty years."

In a *Wall Street & Technology* article ([Link](#)) we learn that "students who are pursuing advanced degrees in subjects such as financial engineering or computational finance have a leg up in the Wall Street job market."

The existence of similar programs in several Ontario universities demonstrates popularity and demand. The University of Michigan has approximately 150 students in their Mathematics of Finance and Risk program.



# Bachelor of Mathematics (Honours) with a Finance Concentration

## PROGRAM DEVELOPMENT COMMITTEE - MAJOR PROGRAM CHANGES: FORM "B"

### B.4.5 Duplication (MTCU section 7)

See B.2 above.

### B.5 RESOURCES

The program consists of existing courses currently taught by faculty members in the various units all having the appropriate background. There are no additional resources required in the department, in other AAUs, in the Library, or in other non-academic departments. The list of available faculty members is given below.

Faculty Name & Rank (alphabetical)	Program Affiliation	
	list all programs offered by the AAU and indicate faculty affiliation to the revised and existing program(s)	
<b>Category 1: Tenured Professors teaching exclusively in the AAU offering the program</b>	<i>All current programs in Mathematics and Statistics</i>	<i>Proposed program</i>
<i>Alfakih, Abdo</i>	<i>teaching</i>	<i>teaching</i>
<i>Caron, Richard</i>	<i>teaching</i>	<i>teaching</i>
<i>Hlynka, Myron</i>	<i>teaching</i>	<i>teaching</i>
<i>Hu, Zhiguo</i>	<i>teaching</i>	<i>teaching</i>
<i>Hussein, Abdul</i>	<i>teaching</i>	<i>teaching</i>
<i>Monfared, Mehdi</i>	<i>teaching</i>	<i>teaching</i>
<i>Nkurunziza, Séverien</i>	<i>teaching</i>	<i>teaching</i>
<i>Paul, Sudhir</i>	<i>teaching</i>	<i>teaching</i>
<i>Shapiro, Ilya</i>	<i>teaching</i>	<i>teaching</i>
<i>Yang, Dilian</i>	<i>teaching</i>	<i>teaching</i>
<i>Yee, Wai Ling</i>	<i>teaching</i>	<i>teaching</i>
<b>Category 3: AAS and SL Positions</b>		
<i>Lariviere, Justin</i>	<i>teaching</i>	<i>teaching</i>
<i>Sarker, Animesh</i>	<i>teaching</i>	<i>teaching</i>
<b>Category 5: Tenure or tenure-track or LTA professors involved in teaching and/or supervision in other AAUs, in addition to being a member of this AAU</b>		
<i>Barron, Ronald</i>	<i>MAME</i>	<i>teaching</i>
<i>Caron, Richard</i>	<i>MAME</i>	<i>teaching</i>

# Bachelor of Mathematics (Honours) with a Finance Concentration

## PROGRAM DEVELOPMENT COMMITTEE - MAJOR PROGRAM CHANGES: FORM "B"

### C. Program Details

#### C.1 Admission Requirements (QAF section 2.1.2)

A minimum 75% average of six Grade 12 U or M courses, with a minimum 75% average on math courses is required. ENG4U, MHF4U, and MCV4U are required. Exemptions and credit transfer will be handled as is the current practice for existing Mathematics, Mathematics/Statistics and Mathematics/Computer Science programs. The proposed admission requirements are slightly higher than the admission requirements for Mathematics, Mathematics/Statistics, Mathematics/Computer Science programs or Business programs as this is a slightly more demanding program. Student counselling will be provided by faculty members in the department.

#### C.2 Curriculum

**Total courses:** Forty

##### *Degree requirements:*

- (a) 62-120 or 62-125, 62-140 or 62-139, 62-141, 62-190, 62-215, 62-216, 62-220, 62-221, 62-314, 62-315, 62-318, 62-482, 65-250, 65-251, 65-350, 65-351, 65-376, 70-151, 70-251, 72-270, 72-271, 72-371, 72-372, 72-379, 72-472, 72-477
- (b) 41-110, 41-111, 41-313, 41-414, 60-140, 60-141, 60-212, 34-224
- (c) Six courses from any area of study excluding Business and Mathematics and Statistics.

*Courses used to calculate the major average are:* courses listed under requirement (a).

#### C.3.2 For All Program Proposals:

##### C.3.2.1 Standing Required for Continuation in Program

A minimum 60% cumulative average and minimum 70% major average is required to continue in good standing.

##### C.3.2.2 Standing Required for Graduation

A minimum 60% cumulative average and minimum 70% major average is required to graduate with a Bachelor of Mathematics (Honours) with Finance Concentration degree. Students with a cumulative average of at least 60% and a major average of at least 60% but less than 70% will graduate with a Bachelor of Mathematics (Major) with Finance Concentration.

##### C.3.2.3 Suggested Program Sequencing

###### Recommended Sequencing

**Year 1 Fall:** 62-120 or 62-125, 62-140 or 62-139, 60-140, 41-110, 70-151

**Year 1 Winter:** 62-190, 62-141, 60-141, 41-111, one other course

**Year 2 Fall:** 62-215, 62-220, 65-250, 72-270, 70-251

**Year 2 Winter:** 62-216, 62-221, 65-251, 60-212, 72-271

**Year 3 Fall:** 62-314, 65-350, 41-313, 72-372, one other course

**Year 3 Winter:** 62-315, 62-318, 65-351, 72-371, 72-379

**Year 4 Fall:** 65-376, 72-477, 34-224, two other courses

**Year 4 Winter:** 62-482, 72-472, 41-414, two other courses

Because of the reliance on courses from other departments, staff will be proactive in the scheduling of math courses to be sure that students can complete the program on schedule. The nature of our service has given our staff the expertise required to consult with other units and to schedule courses.

# Bachelor of Mathematics (Honours) with a Finance Concentration

## PROGRAM DEVELOPMENT COMMITTEE - MAJOR PROGRAM CHANGES: FORM "B"

### C.4 LEARNING OUTCOMES

<b><i>Program Learning Outcomes (Degree Level Expectations). This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute. At the end of this program, the successful student will know and be able to:</i></b>	<b><i>Characteristics of a University of Windsor Graduate. A UWindsor graduate will have the ability to demonstrate:</i></b>	<b><i>COU-approved Undergraduate Degree Level Expectations</i></b>
<b>A.</b> -describe and apply a wide range of core mathematical, statistical and financial concepts. -apply the scientific method as it relates to research and societal needs. -describe the relationship between mathematical concepts and financial applications. -apply key mathematical and statistical knowledge in financial contexts.	<b>A.</b> the acquisition, application and integration of knowledge	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
<b>B.</b> -collect, read, analyze, synthesize and evaluate relevant scientific literature to address a specific problem in financial mathematics.	<b>B.</b> research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge
<b>C.</b> -critically analyze a mathematical/financial topic and provide a justification for this analysis. -access and effectively utilize the primary research literature for solving mathematical and financial problems. -formulate and test hypothesis.	<b>C.</b> critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
<b>D</b> -write formal reports with the correct structure (e.g., include proper citations, references, etc.). -express complex mathematical, statistical and financial concepts in written form. -solve quantitative problems in mathematics, statistics and financial markets.	<b>D.</b> literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
<b>E.</b> -identify ethical problems in business contexts, and explain why they are regarded as ethical problems; and -identify, interpret, and follow ethical business practices.	<b>E.</b> responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge Autonomy and Professional Capacity

# Bachelor of Mathematics (Honours) with a Finance Concentration

## PROGRAM DEVELOPMENT COMMITTEE - MAJOR PROGRAM CHANGES: FORM "B"

<b><i>Program Learning Outcomes (Degree Level Expectations). This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute. At the end of this program, the successful student will know and be able to:</i></b>	<b><i>Characteristics of a University of Windsor Graduate. A UWindsor graduate will have the ability to demonstrate:</i></b>	<b><i>COU-approved Undergraduate Degree Level Expectations</i></b>
F. - effectively communicate mathematical or financial ideas. - summarize and objectively present statistical and financial data.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. -participate constructively and cooperatively in a team.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. -describe examples that illustrate application of mathematical and statistical concepts to financial problems. -express or illustrate mathematical, statistical or finance concepts creatively.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. -apply mathematical and statistical knowledge to solve relevant problems in finance -collect, read, and evaluate the most current literature in mathematics and finance.	I. the ability and desire for continuous learning	Autonomy and Professional Capacity

### C.4.1

*Describe how the revised program's structure and regulations ensure that the specified learning outcomes can be met by successful students.*

The curriculum will provide students with opportunities to develop and demonstrate the learning outcomes through various methods of assessment, such as, assignments (Outcomes A, C, F, H, I), mid-term tests (Outcomes A, C, F, H, I), presentations (Outcomes B, D, G, H, E, I), and final examination (Outcomes A, C, E, F, H, I), as currently occurs with existing Honours programs in Mathematics and courses in Finance (Odette School of Business).

Coursework: The coursework will address the depth and breadth of knowledge in mathematical, statistical and financial concepts through both individual and group assessment (Outcomes A, E, F, G); to apply the scientific method as it relates to research and societal needs (Outcomes C, D, H, I); describe the relationship between mathematical concepts and financial applications (Outcomes A, B, C, D, H, I).

### C.4.2

*For programs with a proposed experiential learning or co-op component: describe how the experiential learning/co-op component changes the emphasis or the means of achieving the intended learning outcomes for the program.*

N/A

# Bachelor of Mathematics (Honours) with a Finance Concentration

## PROGRAM DEVELOPMENT COMMITTEE - MAJOR PROGRAM CHANGES: FORM "B"

### C.4.3 Mode of Delivery (QAF section 2.1.5)

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

All of the program is designed, as the existing honours programs in Mathematics and the Odette School of Business, for in class instruction and tutorials. This allows students to develop interpersonal skills.

### C.5 Student Workload

*Provide information on the expected workload per course credit (3.0) of a student enrolled in this revised program. (For assistance with this exercise, proposers are encouraged to contact the Centre for Teaching and Learning.)*

Expected Workload per 3.0 Course Credit/Week	Average Time the Student is Expected to Devote to Each Component Over the Course of the Program per week
Lectures	3 hours
Tutorials	1 hour (mainly lower level courses) (if applicable)
Practical experience	N/A
Service or experiential learning	N/A
Independent study	Varies depending on course
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	2 hours (but varies depending on course, and individual student background)
Studying for tests/examinations	2 hours (but varies depending on course, and individual student background)
Other: <u>[specify]</u>	
<b>Compare the student workload for the proposed revised program with the workload for the existing program and other similar programs in the AAU.</b> The workload will be equivalent to that of existing programs in mathematics/statistics and BCOMM with finance concentration.	

### D. MONITORING AND EVALUATION (QAF section 2.1.6)

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

Current assessment methods are used within existing Honours programs in mathematics/statistics and BComm with finance concentration. There is an annual academic standing consideration given to all students in all programs on campus. Additional monitoring will occur in this particular program through the efforts of the undergraduate committee in Mathematics and Statistics department.

*Describe the plan for documenting and demonstrating student performance level and demonstrate its consistency with the new or revised stated learning outcomes and degree level expectations.*

We are expecting an enrolment of 10 to 15 students in the proposed joint program. So, it will be easy to keep documentation of performance of these students. The department has an undergraduate academic advisor who would advise on different aspects of the students' academic needs and monitor their progress and performance.

**University of Windsor  
Senate**

\*5.5.5: **Spanish for Beginners – Request for Waiver of Course Deletion**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the Request for Waiver of Course Deletion Form for the following course, be approved:  
23-101 Spanish for Beginners II**

Areas that wish to request a waiver of a course deletion should forward a 'Request for a waiver of the course deletion' to PDC. Following a positive review of the request, the course will be removed from the published Calendar, and placed into a two-year course bank, as per the Senate resolution of March 21, 2002. Each request should provide the following information:

**1. Faculty, Department, and Program Title**

FAHSS, LLC, Modern Languages

**2. Course Number and Title**

23-101 Spanish for Beginners II

**3. Credit hours, Total Contact hours and Delivery format**

3.0/36/classroom

**4. Calendar Description**

23-101. Spanish for Beginners II

Basic skills of listening, speaking, reading, and writing and an introduction to Hispanic cultures. (Prerequisite: 23-100 or equivalent.)

**5. Pre/co/anti-requisites**

23-100 or equivalent

**6. RATIONALE FOR KEEPING THE COURSE**

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

The Department would like to retain the course 23-101 *Spanish for Beginners II* in the calendar as they are considering re-introducing the introductory course 23-100 *Spanish for Beginners I* over the course of the next year.

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

Since the only other course available for students in 23-102 Intense Spanish for Beginners (which is a very demanding 6 credit course combining the content of 23-100 and 23-101 into one term), retaining this course provides students with an option to take a 3.0 credit course.

**6.3 Relationship to Unit's Strategic Plan and the University's Strategic Plan.** Not applicable.

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

The course has not been offered over the past few years because the area had introduced a more intensive Spanish for Beginners in 2006.

**6.5 Whether the course will be offered in Fall 2017. If not, why will it not be offered?**

It will be offered in the next few years.

**7. RESOURCE IMPLICATIONS** None.

**University of Windsor  
Senate**

**\*5.6.1: Admission Policy for Graduates of Fanshawe College's General Arts and Science Certificate**

**Item for: Approval**

**Forwarded by: Academic Policy Committee**

**MOTION: That applicants who have completed the General Arts and Science (University Preparation) Program from Fanshawe College with a minimum cumulative average of B (3.0) be eligible for admission to First Year of an appropriate program.**

**Rationale:**

- The General Arts and Science (University Preparation) Program which is offered through Fanshawe College is a preparatory program that allows students to transition from college to university by completing and/or upgrading their U-level secondary school prerequisite courses that are required for admission to certain University programs.
- This proposal will provide students who have successfully completed the General Arts and Science Program (at Fanshawe College) the option of applying for admission to year 1 of an appropriate University of Windsor program.
- The aim of this initiative is to facilitate the admissions process and transfer of credits from Fanshawe College's General Arts and Science Program (a university preparation program) into a variety of University of Windsor undergraduate degree programs. It is anticipated that this initiative will increase student recruitment of mature students to Windsor who are in the Fanshawe College preparatory program.
- Dr. Geri Salinitri has reviewed the courses and she indicates that Fanshawe College has provided comprehensive evidence that all the courses listed meet the Ontario Ministry of Education requirements for Grade 12 U Biology, Chemistry, English, Calculus, Advanced Functions and Physics, and that this pathway provides an excellent opportunity for students to upgrade before University.
- Admission will be subject to the usual academic requirements.

**Calendar Description**

Applicants who have completed the General Arts and Science Program (university preparation program) at Fanshawe College with a minimum cumulative average of B (3.0) will be considered for admission to First Year of an appropriate program.

Should changes in course content warrant updates to the course equivalencies, the Office of the Registrar in collaboration with the applicable department will have these reassessments completed and updates applied where applicable.

**University of Windsor  
Senate**

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**University of Windsor  
Senate**

**5.6.2: Transcript Notation – Bystander Initiative Peer Facilitator Program**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

**MOTION: That a notation be added to the Academic Transcript for students in the Faculty of Law who have completed the Bystander Initiative Peer Facilitator program.**

Introduction

It is suggested that the Peer Facilitators for the Bystander Initiative, participating in an extra-curricular capacity, satisfy the criteria of a significant, non-credit, academic activity. The estimated time commitment and the learning outcomes are described below, as submitted by the Bystander Initiative Coordinator from Women's and Gender Studies. The Bystander Initiative Coordinator will be the University of Windsor faculty member responsible for verifying that the learning outcomes have been successfully satisfied by each candidate.

Background

Over the past two academic years (2014-2015 and 2015-2016), the Bystander Initiative Peer Facilitator program has been run at Windsor Law as a component of Professor Tanovich's first year criminal law class. Students in Professor Tanovich's class who participated were required to attend four days of training in March and then to submit a reflective essay which was worth a total of 25% of their final grade in the course. Approximately 20 students were permitted to participate each year. A small number of students over the past two years (approximately 3) who were not in Professor Tanovich's class volunteered to participate as Peer Facilitators as well on a purely extra-curricular basis.

It was anticipated that students who completed the March workshop and wrote the reflective paper as a part of Professor Tanovich's class would continue with the final stage of training, to be held the following August, and would then run the Bringing in the Bystander workshops with the following year's first year law cohort. However, there were students who completed the March training and reflective paper and, thus, obtained the academic course credit, but did not go on to complete the entire Peer Facilitator process (approximately one half to two-thirds of participants dropped out of the program before completing the final part of the training).

This academic year, the Law School seeks to continue to have students participate in the Peer Facilitator training in order to continue the peer lead Bystander Initiative workshops in the next academic year. However, the Peer Facilitator training program is not included as part of the curriculum in any course this year. Thus, students who volunteer to be Peer Facilitators will do so on an extra-curricular basis.

The primary advantage of offering the Peer Facilitator program on an extra-curricular basis is that it can be opened up to any student whereas, for the past two years, participation was predominantly restricted to students who were in Professor Tanovich's first year criminal law class.

Accordingly, it is proposed that students who volunteer to participate in the training and act as Peer Facilitators for the Bystander Initiative on an extra-curricular basis receive a transcript notation on their academic transcript in order to recognize this significant commitment and contribution. Students would only be awarded the transcript notation if they completed all stages of the Bystander Initiative Peer Facilitation training. Thus, another benefit of this arrangement is that it would hopefully prevent potential drop-out of the program between the March training (part one described below) and the final training (part two described below).

### Bystander Initiative: Program Description and Learning Outcomes for Faculty of Law

The following program description and learning outcomes have been provided by the Bystander Initiative Coordinator from Women's and Gender Studies:

The Bystander Initiative is a two-part training model that prepares male and female students to lead sexual assault education sessions for first year law students using the *Bringing in the Bystander*® program. Students learn why and how to intervene to prevent sexual assault, and how to motivate others. The importance of personal and community responsibility for social change is emphasized.

In the **first part** of the training, students apply interdisciplinary theory and research on sexual assault, bystander intervention, social norms and social change. This learning takes place over two intensive weekend sessions, with supplementary reading (approx. 30 hours).

#### **Learning outcomes:**

- Analyse and critique social discourses, stereotypes and myths that normalise gender inequality and gender violence, with a particular focus on sexual assault in universities.
- Critique the relationship between masculinity, social inequalities, power and violence.
- Identify intervention barriers and strategies, and analyze how they are addressed in bystander approaches, in particular, the *Bringing in the Bystander*® workshop.
- Discuss and present on sensitive topics, drawing on a diverse sources of knowledge and expertise, such as: activist and survivor accounts, media reports, and case law.
- Practice critical self-reflection and collaborate with others.

In the **second part** of the training, students learn to deliver the *Bringing in the Bystander*® workshop to first year law students at the University of Windsor. This learning takes place over one weekend (approx. 12 hours) with additional practice sessions during the weeks leading up to the workshops.

#### **Learning outcomes:**

- With presentation partner, develop skills needed to lead *Bringing in the Bystander*® workshops
- Formulate helpful critical feedback for other students.
- Practice critical self-reflection and implement feedback offered by other students and instructor.
- Troubleshoot difficult situations and navigate complex emotional terrain.

#### **Value for Law Students:**

- Students will hone skills of public speaking, group facilitation, positive role modelling.
- Opportunity to engage in practical community leadership with a social justice focus.
- Valuable professional development experience for students' resumes.

**University of Windsor  
Senate**

5.7.1: **Review Committee on Employment Equity (RCEE) Annual Report 2015-2016**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

*\*See attached.*

# Report of the Review Committee on Employment Equity (RCEE) September 2016

## 1 BACKGROUND

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

- 30:04 The Review Committee provided for in clause 30:03 shall be responsible for:
- (i) identifying where there is a serious under-representation of members of the designated groups in any AAU and/or Library;
  - (ii) recommending reasonable goals and timetables for hiring by any AAU and/or Library where serious under-representation of members of the designated groups exists;
  - (iii) reviewing action taken within the University to achieve the hiring goals recommended under (ii).

Last year, the RCEE September 2015 Report contained several recommendations and "*next steps*" for the advancement of equity at the University. An update of these has been provided in a chart in Section 5 of this 2016 Report.

The Employment Equity & Human Rights (EEHR) Manager that provided the workforce data for the 2015 Report was promoted to a position in another unit in winter 2016. A new EEHR Manager joined OHREA in July 2016. This manager has continued providing RCEE with critical data and with the key work required for the implementation of the DEAP Tool Project.

Introductory information about the Diversity & Equity Assessment Planning (DEAP) Tool was included in the 2015 Report. Briefly, it is an employment equity tool developed by Queen's University, and made available to several universities across Ontario. The Tool was created to assist units in understanding and utilizing their demographic profiles, assessing the unit's diversity and climate, identifying needed resources, and developing related goals and timelines (see <http://www.queensu.ca/equity/educational-equity/deap>). The units will have the support of the EEHR Manager in developing, implementing, and assessing/re-assessing goals and timelines. Aspects of this information will be important for the work of RCEE.

It should be noted that, while a number of other universities are also undertaking the acquisition and use of the DEAP Tool, the University of Windsor is in the forefront of implementation by institutions outside of Queen's. As a result, the EEHR Manager and two of our I.T. Services personnel have been working with Queen's on the adaptation of the tool for use external to their structures, and in identifying and addressing problematic areas. This has moved the anticipated launch timeline from mid-summer 2016 to rollout in late fall and early winter 2017. Test areas have been implemented, and further implementation is taking place with priority to units receiving SPF 50 positions.

## 2 ACTIVITIES AND KEY ISSUES FOR 2015-2016

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The RCEE activities and key issues centered on 4 main areas. Firstly, the committee focused on *data*; specifically, acquiring and analyzing the data. Secondly, the committee explored possibilities for *enhancing equity* both campus wide and throughout the various AAUs. Next, RCEE examined options for *enhancing the equity infrastructure* of the University. Lastly, RCEE discussed several issues which, although not part of its mandate, were considered to have an influence on the equity profile of the University community and ultimately on recruiting/attracting and hiring. The 4 *next steps* and 1 recommendation in section 6 of this report are organized according to these categories.

Agenda items addressed in committee meetings included:

- 1) Terms of Reference as Contained in WUFA CA, Article 30
- 2) RCEE Reporting Timelines
- 3) Review 2015 EE Data on Faculty Members
- 4) Progression Charts for Designated Groups
- 5) Discipline-Specific Availability Pool Data
- 6) SPF 50 & New Faculty Hires—Confirm Significant/Serious Under-representation in Data
- 7) Proposed Job Ad Statement re EE Commitment
- 8) The DEAP Tool (Diversity & Equity Assessment & Planning) Possibilities
- 9) Review Past RCEE Reports
- 10) Determine Required EE Data on Faculty Members
- 11) The Employment Equity Act
- 12) Equity Assessor Service Incentives

An item that was noted was the requirement for the committee to review the impact of new hires and retirements during the preceding year no later than June 30th. Pulling the data this early would be problematic, as start dates for new hires are typically July 1 and later and therefore would not show prior to then. When brought to the attention of the then WUFA President, the response was that the intention was to ensure it is considered and actioned annually; it is more important to have meaningful and useful data than to check a box of something having technically been completed. As a *next step* in regards to data collection and reporting:

RCEE will annually obtain from OHREA the data regarding new hires in July through September in order to review the impact of the year's new hires.

RCEE has extensively reviewed employment equity data at the unit level and the University level. There were a number of discussions regarding the purpose of collecting and using such data. It is important to note that the use of employment equity data is essential in establishing benchmarks. The data provides information regarding the present representation in order to set goals for amelioration, while providing a means by which purposeful action can be identified and taken, and progress measured.

The key lies in the expectation that the employment equity data are to be used throughout the hiring process. This begins in the stage of determining what positions are required. The units are provided the data with the expectation that it is used at all stages in the hiring process. This includes the creation of the job ad, the grid, outreach, committee deliberations, and recommendations.

RCEE engaged in discussions regarding the ongoing difficulty of obtaining Equity Assessors (EA) to serve on appointments committees. In order to help address the issue, the Provost and Deans agreed to ask units that received an appointment to name an individual to be added to the EA list. Units have followed up on this commitment. However, a continuing challenge is getting individuals on the list to take a turn on a committee.

**RCEE recommends** that Deans and Heads work collaboratively and proactively with Equity Assessors from their units to ensure the EAs are meeting their commitments to actively serve on a committee. An example of a proactive approach might be for EAs to report annually their EA service as part of workload considerations.

As mentioned earlier, an update of the recommendations and *next steps* from the RCEE 2015 Report are contained in a chart in Section 5 of this 2016 Report. In addition, items that were noted for follow-up from the 2015 Report are included in the Summary of Current *Next Steps* and Recommendations in Section 6.

### 3 PROMISING PRACTICES FEATURE – FACULTY OF LAW

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RCEE is incorporating a new short section in the annual report, in which an academic unit is featured for an employment equity recruiting promising practice. This provides an opportunity to recognize the efforts that are being undertaken, for units to serve as a resource for others, and to share ideas that may be adopted or adapted in other areas in the University. The unit that is being featured here is the Faculty of Law.

It has been recognized that there is an absence or severe underrepresentation of Indigenous faculty in almost every AAU at the University. In 2016, the Faculty of Law hired two First Nations faculty in tenure-track positions. Their success in recruiting can be attributed to work that started well in advance of the hiring, as well as more recent initiatives. Others are encouraged to contact them for more information about some of the earlier efforts that took place, particularly in response to the findings and calls to action by the Truth and Reconciliation Commission (TRC).

The Faculty of Law at the University has established a TRC Steering Committee. More information on the committee can be found at <http://www.uwindsor.ca/law/aboriginal/18/truth-and-reconciliation-commission>.

In April 2016, there was a four-day Anishinabe Law Camp for the Faculty of Law at Walpole Island First Nation. A blog was subsequently written from two voices to reflect upon the experience. Readers are encouraged to visit the site at <https://reconciliationsyllabus.wordpress.com/2016/10/25/reflections-on-the-anishinabe-law-camp-bkejwanong-territory/>.

At the first Faculty Council meeting of the academic year, they held a smudge ceremony. This was important for setting the tone and the stage for the proceedings. In addition, their orientation of students began with a smudge. There was also a lecture on Aboriginal Legal Traditions, and a related tour and activities led by the Aboriginal Education Centre. Initiatives will continue throughout the year, and there are plans to have an Aboriginal Arts Exhibition in 2017.

Inclusion of Indigenous perspectives and traditions have been integrated into various curricular areas. There are three courses: 1) Aboriginal Law; 2) Indigenous Legal Traditions; and 3) Residential Schools. They have also begun incorporating aspects of Indigenous legal traditions into other courses.

The Faculty of Law is demonstrating that the creation of an environment that attracts Indigenous candidates and others from diverse groups is more important than conventional recruiting practices. This reflects a shift that has been taking place in employment equity philosophy beyond recruiting and retention to attracting and meaningful inclusion.

## 4 DATA

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

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

This section of the report starts with a table and chart that is specific to the SPF 50 positions. The chart provides the data regarding the designated group hires within this initiative, as well as the designated group hires through regular faculty hires in the year.

### OVERVIEW

The following charts provide information on the University of Windsor's internal representation within the academic ranks of: Assistant Professors, Associate Professors, Full Professors and Librarians. (NB: Assistant and Associate Deans and Deans are not included in these data.)

These data include information from the University of Windsor's Employment Equity Census 2006 and 2013, as well as updated information from the self-identification information up to and including December 2015.

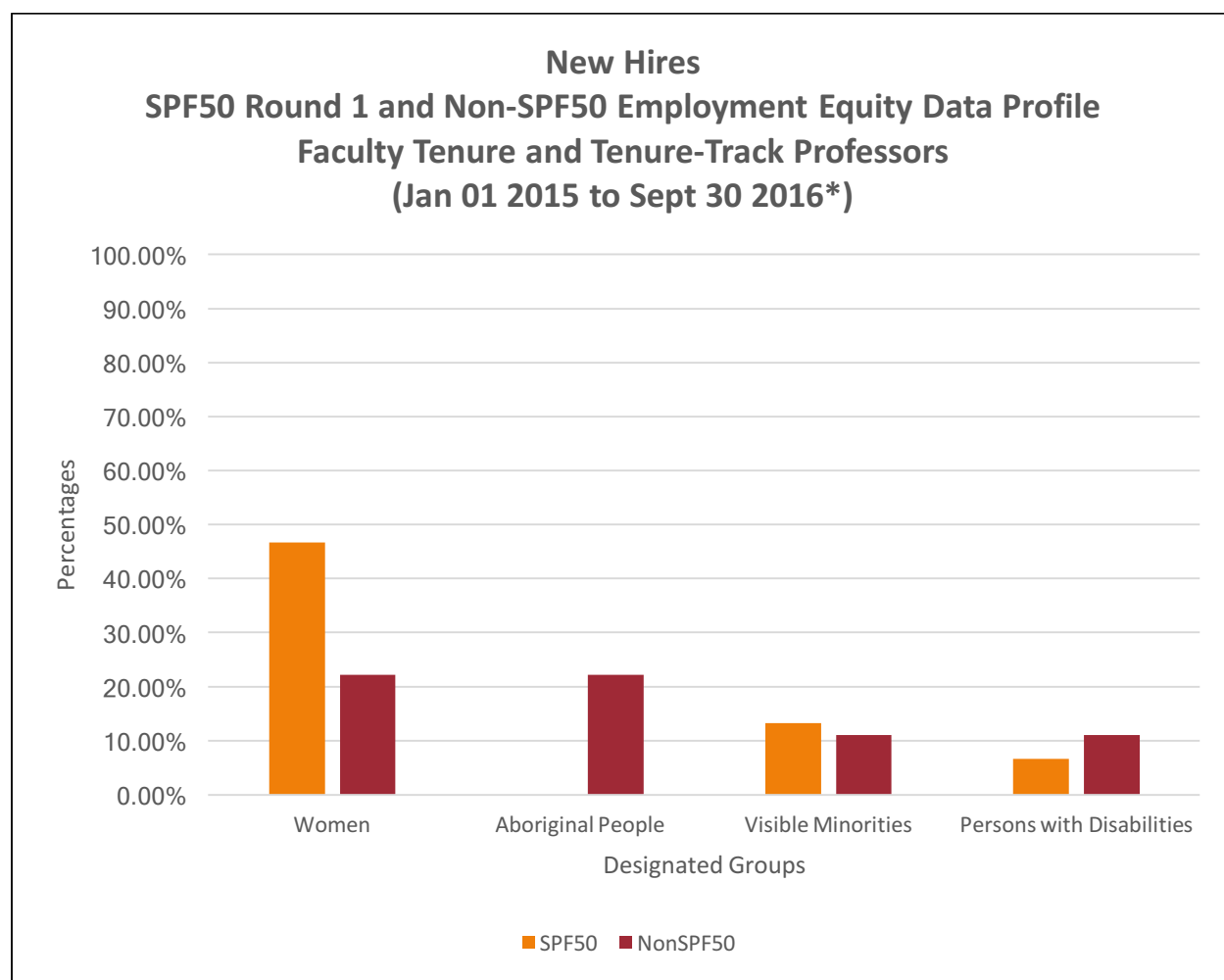
The external data information for Women, Aboriginal Peoples and Visible Minorities are from Statistic Canada's 2006 National Census and 2011 National Household Survey. The external information for Persons with Disabilities is from the 2006 Participation and Activity Limitation Survey (PALS) and from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

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



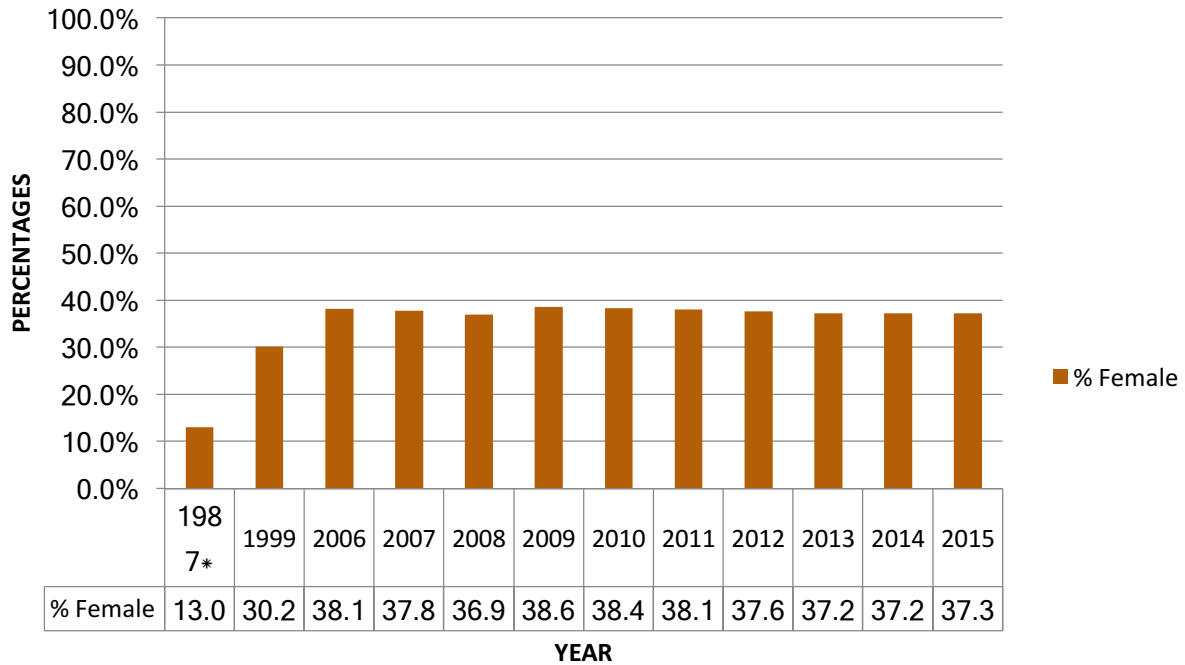
## New Hires – SPF 50 Round 1 and Non-SPF50 Faculty

<b>New Hires</b> <b>SPF50 Round 1 and Non-SPF50 Employment Equity Data Profile</b> <b>Faculty Tenure and Tenure-Track Professors</b> <b>(Jan 01 2016 to Sept 30 2016*)</b>				
	<b>Women</b>	<b>Aboriginal People</b>	<b>Visible Minorities</b>	<b>Persons with Disabilities</b>
SPF50 Rnd 1	46.67%	0.00%	13.33%	6.67%
NonSPF50	22.22%	22.22%	11.11%	11.11%



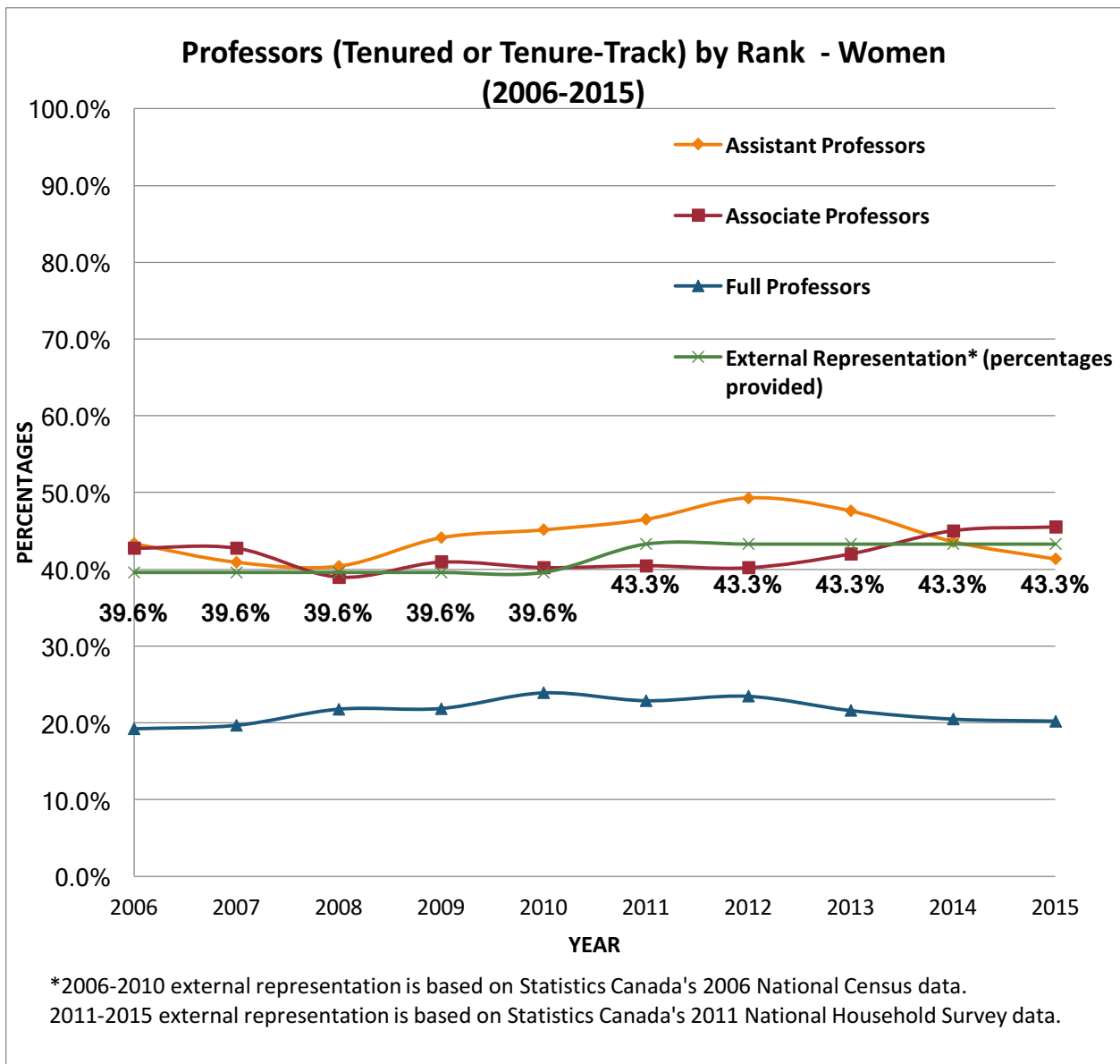
\* Includes 3 SPF50 Round 1 new hires with start date of January 01/2017

**Professors & Librarians (internal representation) -  
Women  
1987, 1999, 2006-2015**

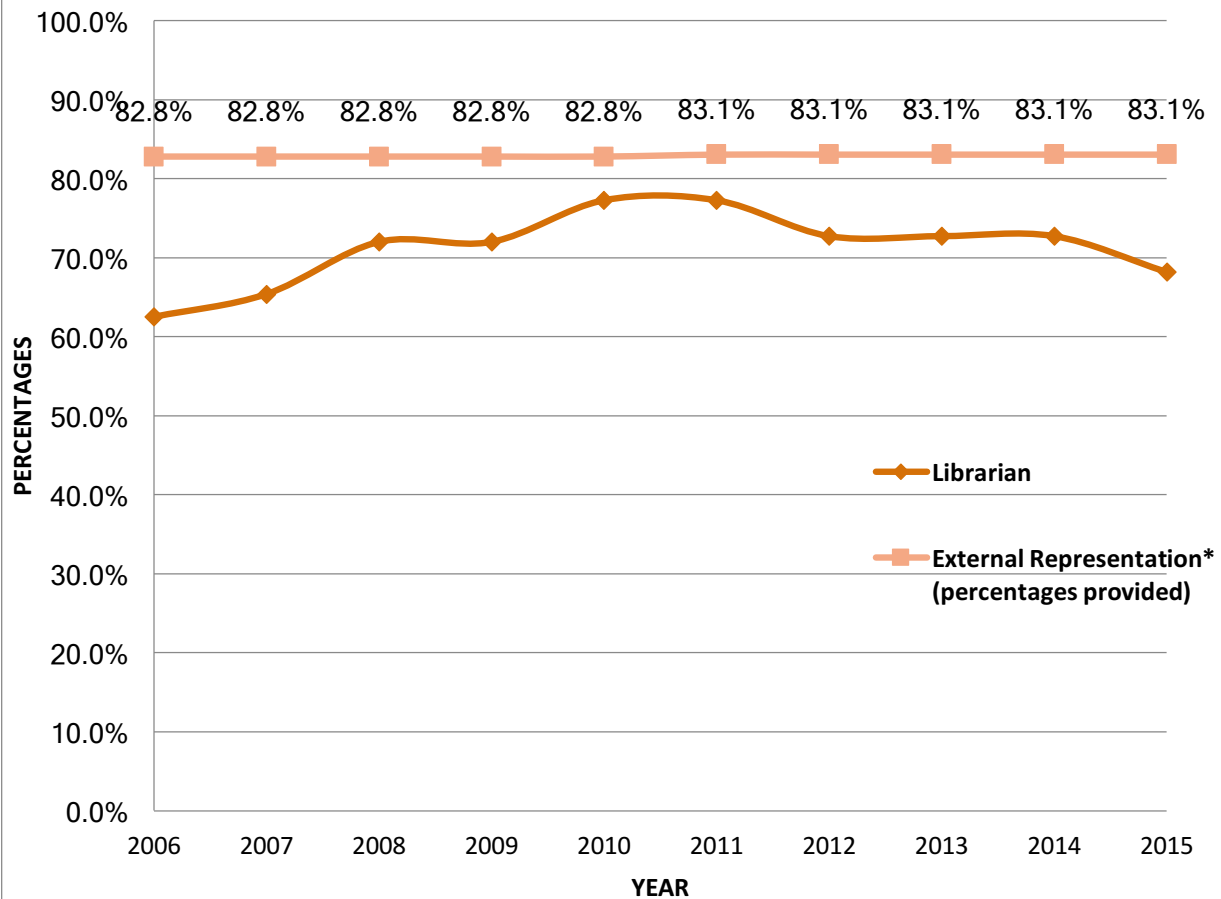


(\*1987 does not include Librarians)

## DESIGNATED GROUP – WOMEN

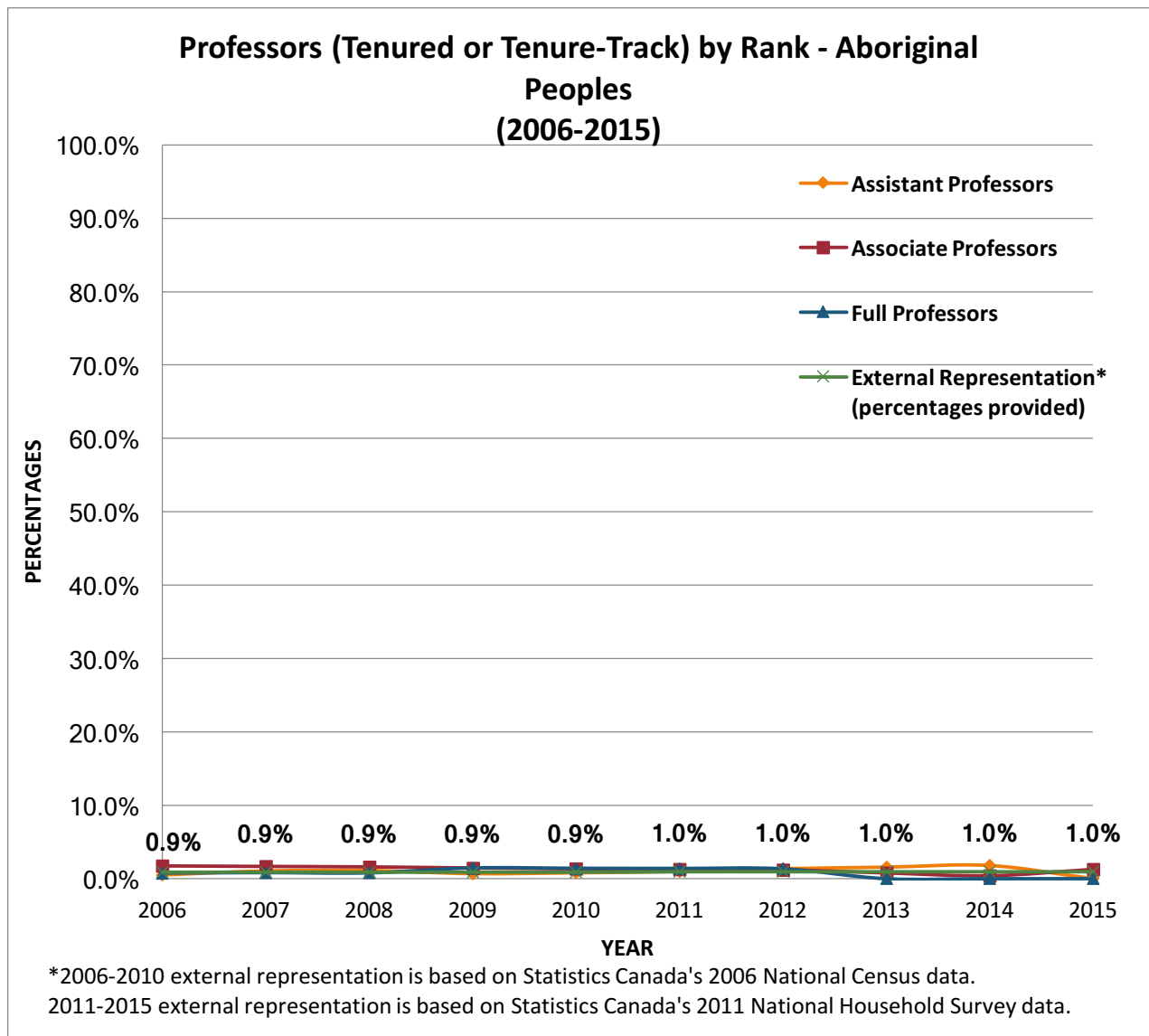


### Librarians - Women (2006-2015)

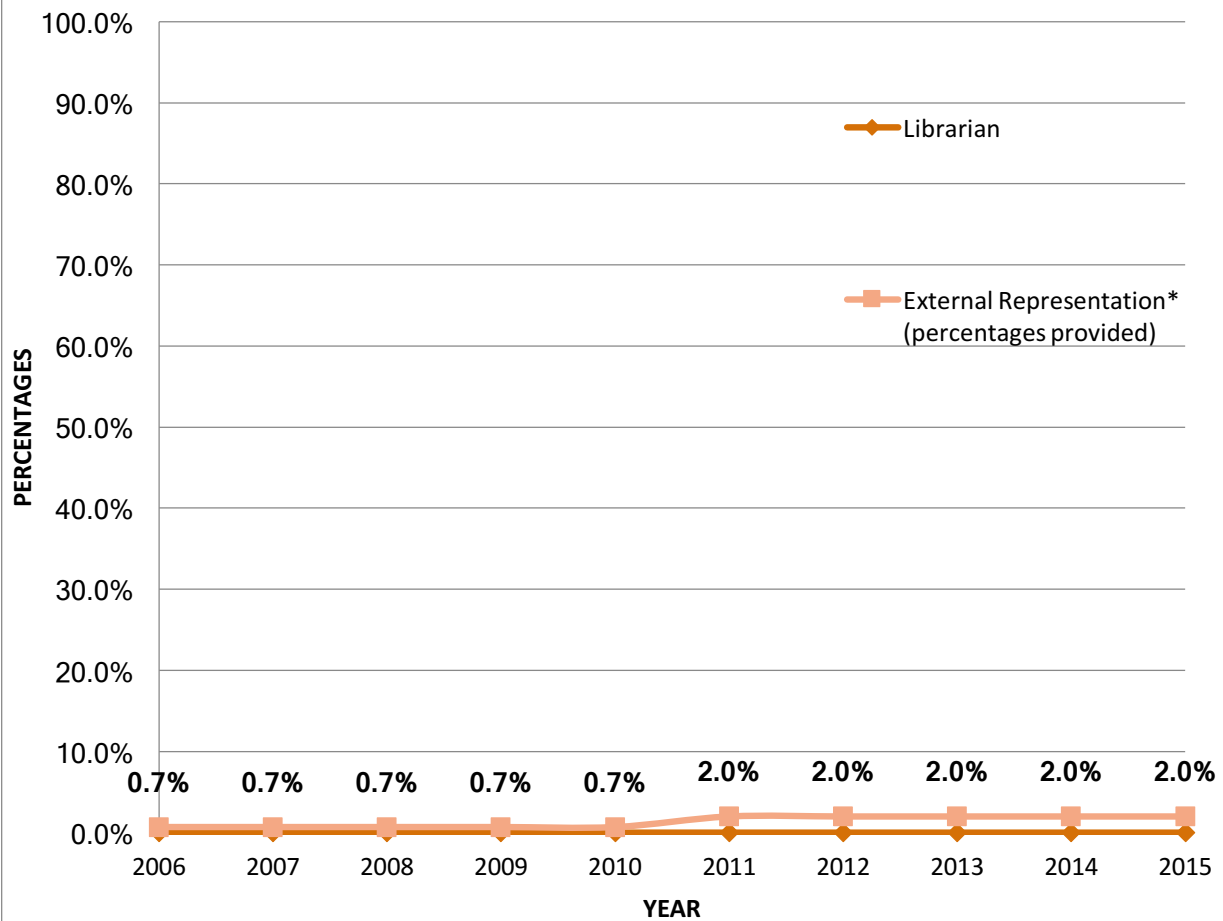


\*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.

## DESIGNATED GROUP – ABORIGINAL PEOPLES

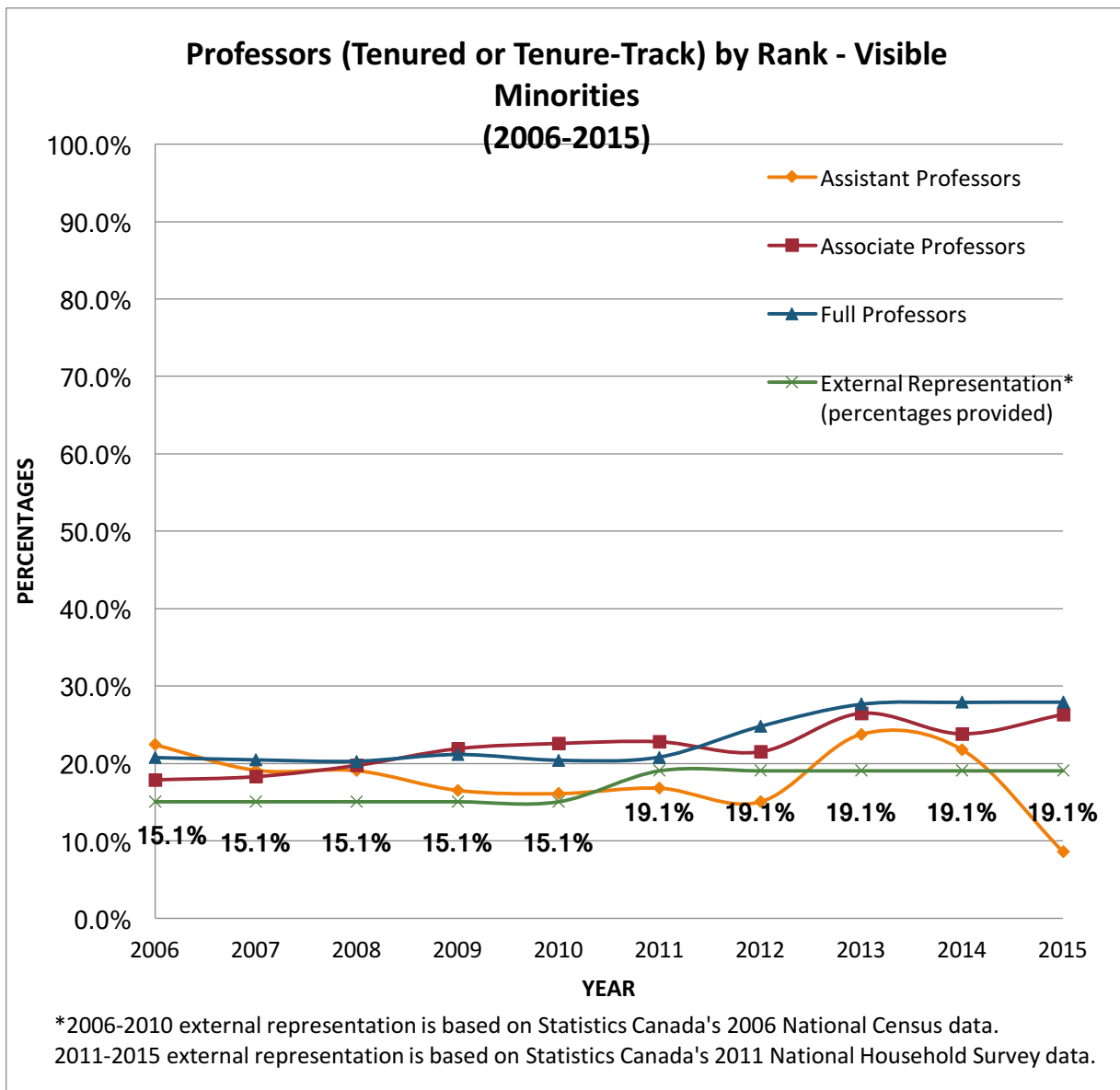


### Librarians - Aboriginal Peoples (2006-2015)

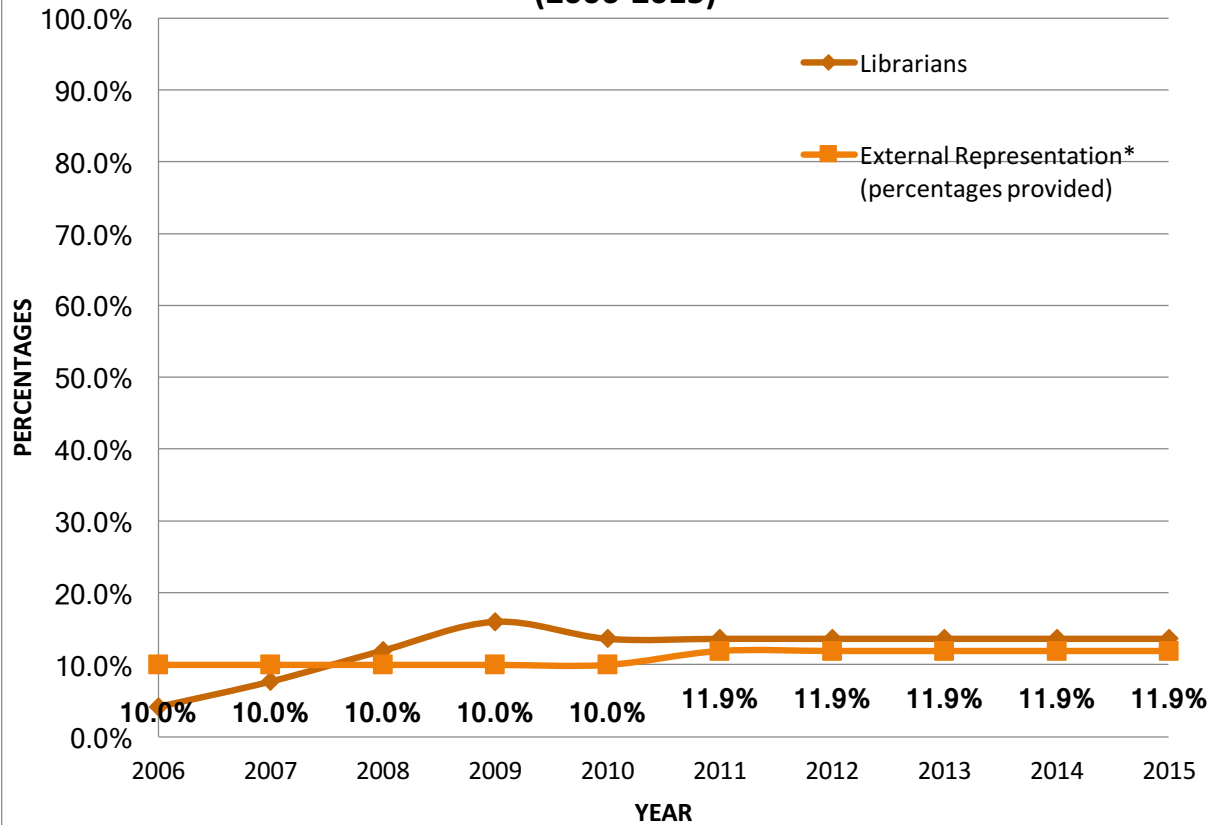


\*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.

## DESIGNATED GROUP – VISIBLE MINORITIES



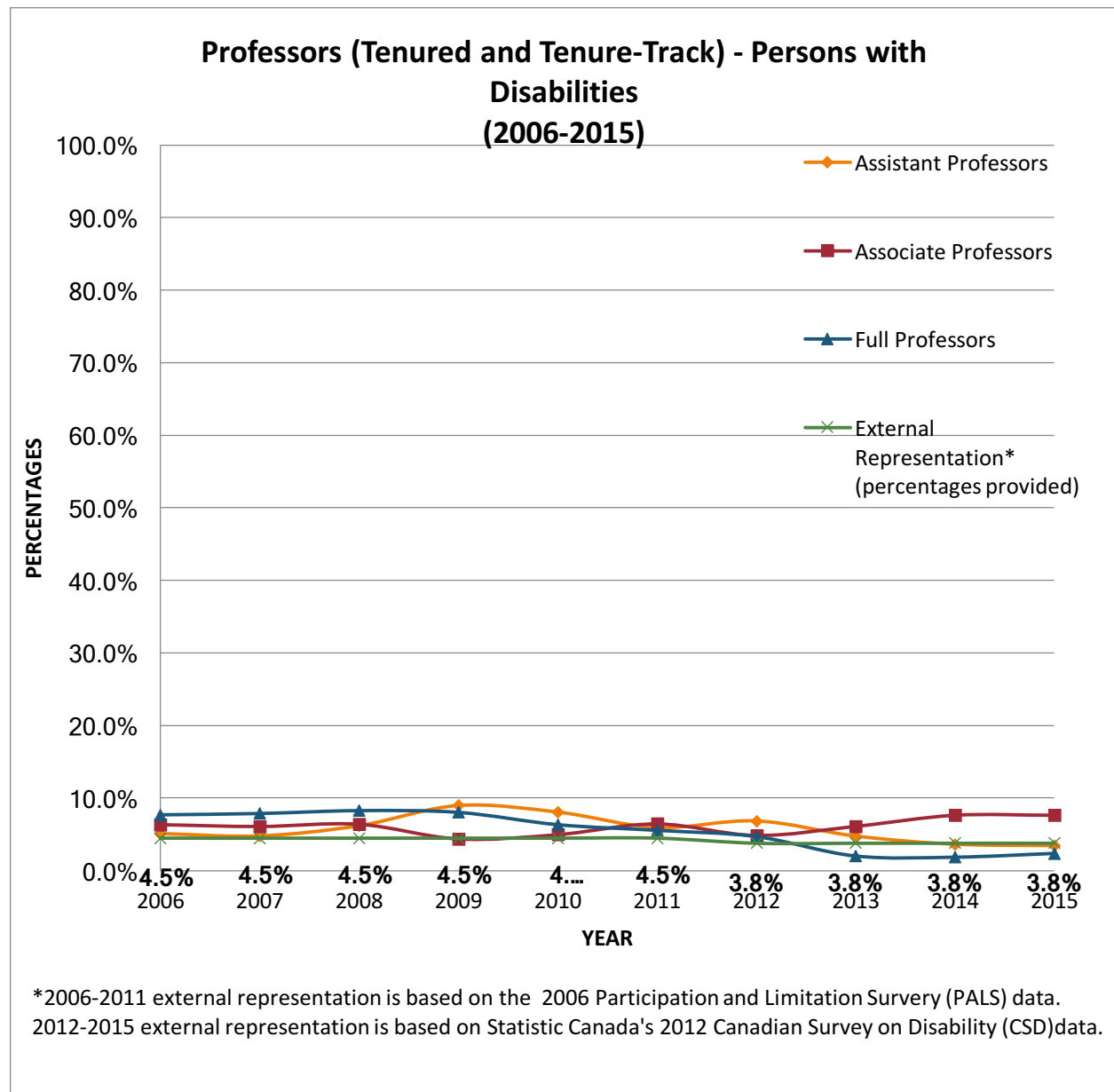
### Librarians - Visible Minorities (2006-2015)



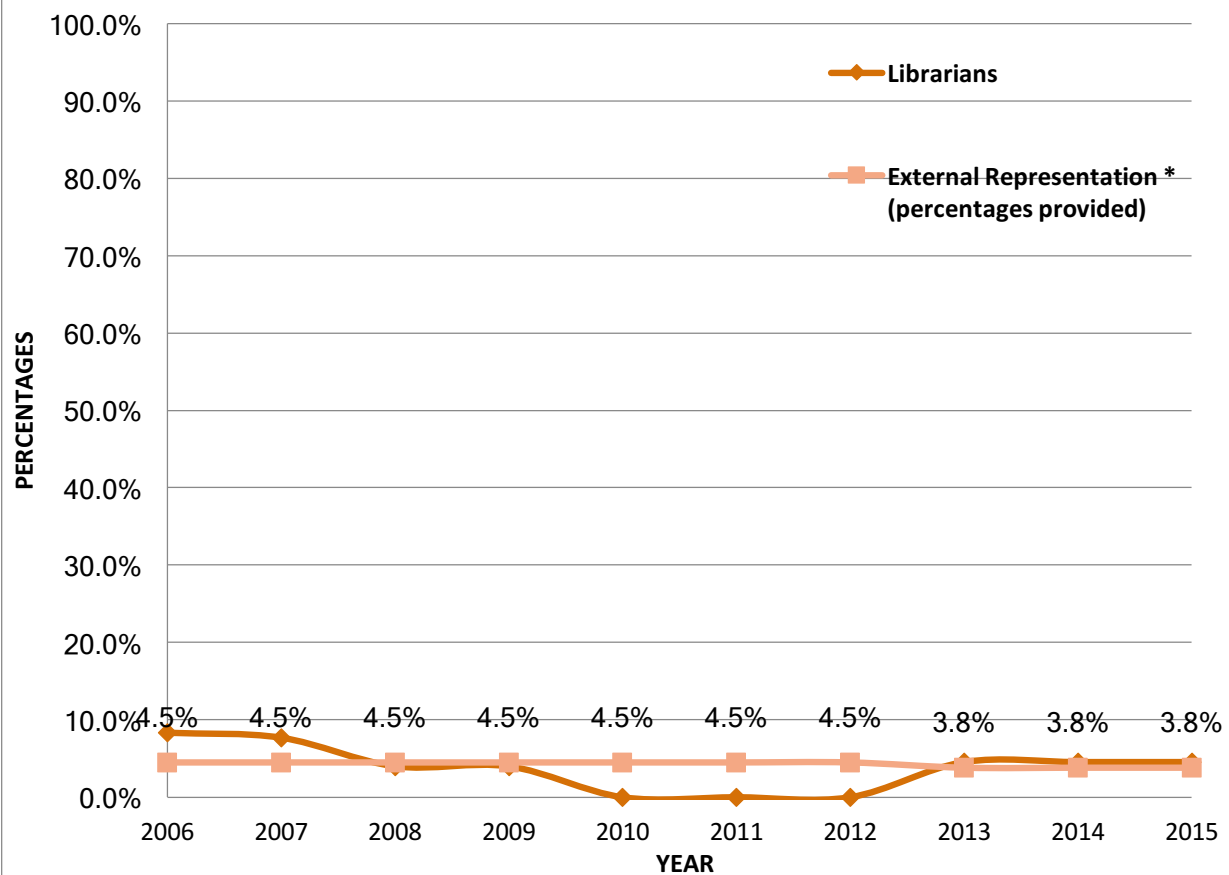
\*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.



## DESIGNATED GROUPS – PERSONS WITH DISABILITIES



### Librarians (Persons with Disabilities) (2006-2015)



\* 2006-2010 external representation is based on Statistics Canada's 2006 National Census data.

## 5 UPDATE OF 2015 REPORT *NEXT STEPS* AND RECOMMENDATIONS

This section of the RCEE Report provides an update of the *next steps* and recommendations that were in the September 2015 RCEE Report. The *next steps* and recommendations were organized within 5 categories: Data, Enhancing Equity, Enhancing the Equity Infrastructure, Equity Items Actioned at Time of Report, and Equity Items Outside Our Mandate. The categories of Data, Enhancing Equity, Enhancing the Equity Infrastructure are the only ones included in this status update.

Item	<i>Next Steps</i> and Recommendations	Status
1a.	<i>Next Steps:</i> University of Windsor workforce data disaggregated by sex to identify women within the other designated groups	Completed
1b.	<i>Next Steps:</i> University of Windsor data disaggregated by race to identify specific racial groups that may be absent within units  (Note: Ongoing item, as OHREA is working to create more definitive groups.)	Completed
1c.	<i>Next Steps:</i> Discipline-specific data on the external available applicant pool to each AAU, for use in the hiring process  (Note: Ongoing item, as discipline-specific data has been provided by OHREA to units receiving SPF 50 positions, and will be provided to other AAUs hiring in 2017.)	Completed
2a.	<i>Next Steps:</i> RCEE to follow up with OHREA regarding progress in providing assistance to units in developing and monitoring equity goals and timetables	Ongoing
2b.	<i>Next Steps:</i> The University's employment equity expertise (e.g., OHREA, HR, Office of the Provost) be made available to AAUs in working to meet their goals, particularly units recruiting from a small availability pool	Ongoing
3a.	Recommendation: Equity goals of units be included in applications for new positions. Additional weight be given to applications that include a strategy for improving an AAU's current equity profile	Not Actioned
3b.	Recommendation: Inclusion of a sentence in all job ads stating the expectation of candidates to have a level of proficiency and/or commitment to equity in their practice. Such proficiency and/or commitment would be considered and weighted in all grids	Not Actioned
4.	PCEE return to the practice of reviewing and approving pre (or short listing) and post (post-interview) grids prior to use by appointments committees. Once committee approval has been granted, if no changes have been made, a grid that has been approved would merely be filed with PCEE, and not require further review	Completed

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

---

This section of the RCEE Report includes *next steps* and recommendations towards enhancing equity on campus. The *next steps* and recommendations are organized within 3 categories: Data, Enhancing Equity, and Enhancing the Equity Infrastructure.

### **Data**

The following *next step* in regards to data collection and reporting reflects a change in timeline:

- 1) RCEE will annually obtain from OHREA the data regarding new hires in July through September in order to review the impact of the year's new hires.

### **Enhancing Equity**

- 2) **RCEE recommends** that Deans and Heads work collaboratively and proactively with Equity Assessors from their units to ensure the EAs are meeting their commitments to actively serve on a committee. An example of a proactive approach might be for EAs to report annually their EA service as part of workload considerations.
- 3) Next Steps: RCEE undertakes a practice of collecting employment equity recruiting/hiring promising practices to feature in reports.

### **Enhancing the Equity Infrastructure**

The following *next steps* are following up on items from the 2015 RCEE Report:

- 4) RCEE will follow up with Administration for an update on the status of Recommendations 3a and 3b from the 2015 Report.
- 5) RCEE will follow up with Administration regarding the status of Recommendation 1 under Equity Items Actioned at Time of Report from the 2015 Report. Specifically, "The University Administration explore specific initiatives such as the Academic Career Award to address extreme under-representation, particularly as found with Aboriginal faculty members and librarians."

### **RCEE Committee Members:**

Kaye Johnson  
Victoria Paraschak  
Karen Pillon  
Katherine Quinsey

**University of Windsor  
Senate**

5.7.1: **Review Committee on Employment Equity (RCEE) Annual Report 2015-2016**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

*\*See attached.*

# Report of the Review Committee on Employment Equity (RCEE) September 2016

## 1 BACKGROUND

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

- 30:04 The Review Committee provided for in clause 30:03 shall be responsible for:
- (i) identifying where there is a serious under-representation of members of the designated groups in any AAU and/or Library;
  - (ii) recommending reasonable goals and timetables for hiring by any AAU and/or Library where serious under-representation of members of the designated groups exists;
  - (iii) reviewing action taken within the University to achieve the hiring goals recommended under (ii).

Last year, the RCEE September 2015 Report contained several recommendations and “*next steps*” for the advancement of equity at the University. An update of these has been provided in a chart in Section 5 of this 2016 Report.

The Employment Equity & Human Rights (EEHR) Manager that provided the workforce data for the 2015 Report was promoted to a position in another unit in winter 2016. A new EEHR Manager joined OHREA in July 2016. This manager has continued providing RCEE with critical data and with the key work required for the implementation of the DEAP Tool Project.

Introductory information about the Diversity & Equity Assessment Planning (DEAP) Tool was included in the 2015 Report. Briefly, it is an employment equity tool developed by Queen's University, and made available to several universities across Ontario. The Tool was created to assist units in understanding and utilizing their demographic profiles, assessing the unit's diversity and climate, identifying needed resources, and developing related goals and timelines (see <http://www.queensu.ca/equity/educational-equity/deap>). The units will have the support of the EEHR Manager in developing, implementing, and assessing/re-assessing goals and timelines. Aspects of this information will be important for the work of RCEE.

It should be noted that, while a number of other universities are also undertaking the acquisition and use of the DEAP Tool, the University of Windsor is in the forefront of implementation by institutions outside of Queen's. As a result, the EEHR Manager and two of our I.T. Services personnel have been working with Queen's on the adaptation of the tool for use external to their structures, and in identifying and addressing problematic areas. This has moved the anticipated launch timeline from mid-summer 2016 to rollout in late fall and early winter 2017. Test areas have been implemented, and further implementation is taking place with priority to units receiving SPF 50 positions.

## 2 ACTIVITIES AND KEY ISSUES FOR 2015-2016

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The RCEE activities and key issues centered on 4 main areas. Firstly, the committee focused on *data*; specifically, acquiring and analyzing the data. Secondly, the committee explored possibilities for *enhancing equity* both campus wide and throughout the various AAUs. Next, RCEE examined options for *enhancing the equity infrastructure* of the University. Lastly, RCEE discussed several issues which, although not part of its mandate, were considered to have an influence on the equity profile of the University community and ultimately on recruiting/attracting and hiring. The 4 *next steps* and 1 recommendation in section 6 of this report are organized according to these categories.

Agenda items addressed in committee meetings included:

- 1) Terms of Reference as Contained in WUFA CA, Article 30
- 2) RCEE Reporting Timelines
- 3) Review 2015 EE Data on Faculty Members
- 4) Progression Charts for Designated Groups
- 5) Discipline-Specific Availability Pool Data
- 6) SPF 50 & New Faculty Hires—Confirm Significant/Serious Under-representation in Data
- 7) Proposed Job Ad Statement re EE Commitment
- 8) The DEAP Tool (Diversity & Equity Assessment & Planning) Possibilities
- 9) Review Past RCEE Reports
- 10) Determine Required EE Data on Faculty Members
- 11) The Employment Equity Act
- 12) Equity Assessor Service Incentives

An item that was noted was the requirement for the committee to review the impact of new hires and retirements during the preceding year no later than June 30th. Pulling the data this early would be problematic, as start dates for new hires are typically July 1 and later and therefore would not show prior to then. When brought to the attention of the then WUFA President, the response was that the intention was to ensure it is considered and actioned annually; it is more important to have meaningful and useful data than to check a box of something having technically been completed. As a *next step* in regards to data collection and reporting:

RCEE will annually obtain from OHREA the data regarding new hires in July through September in order to review the impact of the year's new hires.

RCEE has extensively reviewed employment equity data at the unit level and the University level. There were a number of discussions regarding the purpose of collecting and using such data. It is important to note that the use of employment equity data is essential in establishing benchmarks. The data provides information regarding the present representation in order to set goals for amelioration, while providing a means by which purposeful action can be identified and taken, and progress measured.

The key lies in the expectation that the employment equity data are to be used throughout the hiring process. This begins in the stage of determining what positions are required. The units are provided the data with the expectation that it is used at all stages in the hiring process. This includes the creation of the job ad, the grid, outreach, committee deliberations, and recommendations.

RCEE engaged in discussions regarding the ongoing difficulty of obtaining Equity Assessors (EA) to serve on appointments committees. In order to help address the issue, the Provost and Deans agreed to a requirement for units to name an individual to be added to the EA list as a condition of receiving an appointment. Units have followed up on this commitment. However, a continuing challenge is getting individuals on the list to take a turn on a committee.

**RCEE recommends** that Deans and Heads work collaboratively and proactively with Equity Assessors from their units to ensure the EAs are meeting their commitments to actively serve on a committee. An example of a proactive approach might be for EAs to report annually their EA service as part of workload considerations.

As mentioned earlier, an update of the recommendations and *next steps* from the RCEE 2015 Report are contained in a chart in Section 5 of this 2016 Report. In addition, items that were noted for follow-up from the 2015 Report are included in the Summary of Current *Next Steps* and Recommendations in Section 6.



### 3 PROMISING PRACTICES FEATURE – FACULTY OF LAW

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RCEE is incorporating a new short section in the annual report, in which an academic unit is featured for an employment equity recruiting promising practice. This provides an opportunity to recognize the efforts that are being undertaken, for units to serve as a resource for others, and to share ideas that may be adopted or adapted in other areas in the University. The unit that is being featured here is the Faculty of Law.

It has been recognized that there is an absence or severe underrepresentation of Indigenous faculty in almost every AAU at the University. In 2016, the Faculty of Law hired two First Nations faculty in tenure-track positions. Their success in recruiting can be attributed to work that started well in advance of the hiring, as well as more recent initiatives. Others are encouraged to contact them for more information about some of the earlier efforts that took place, particularly in response to the findings and calls to action by the Truth and Reconciliation Commission (TRC).

The Faculty of Law at the University has established a TRC Steering Committee. More information on the committee can be found at <http://www.uwindsor.ca/law/aboriginal/18/truth-and-reconciliation-commission>.

In April 2016, there was a four-day Anishinabe Law Camp for the Faculty of Law at Walpole Island First Nation. A blog was subsequently written from two voices to reflect upon the experience. Readers are encouraged to visit the site at <https://reconciliationsyllabus.wordpress.com/2016/10/25/reflections-on-the-anishinabe-law-camp-bkejwanong-territory/>.

At the first Faculty Council meeting of the academic year, they held a smudge ceremony. This was important for setting the tone and the stage for the proceedings. In addition, their orientation of students began with a smudge. There was also a lecture on Aboriginal Legal Traditions, and a related tour and activities led by the Aboriginal Education Centre. Initiatives will continue throughout the year, and there are plans to have an Aboriginal Arts Exhibition in 2017.

Inclusion of Indigenous perspectives and traditions have been integrated into various curricular areas. There are three courses: 1) Aboriginal Law; 2) Indigenous Legal Traditions; and 3) Residential Schools. They have also begun incorporating aspects of Indigenous legal traditions into other courses.

The Faculty of Law is demonstrating that the creation of an environment that attracts Indigenous candidates and others from diverse groups is more important than conventional recruiting practices. This reflects a shift that has been taking place in employment equity philosophy beyond recruiting and retention to attracting and meaningful inclusion.

## 4 DATA

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

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

This section of the report starts with a table and chart that is specific to the SPF 50 positions. The chart provides the data regarding the designated group hires within this initiative, as well as the designated group hires through regular faculty hires in the year.

### OVERVIEW

The following charts provide information on the University of Windsor's internal representation within the academic ranks of: Assistant Professors, Associate Professors, Full Professors and Librarians. (NB: Assistant and Associate Deans and Deans are not included in these data.)

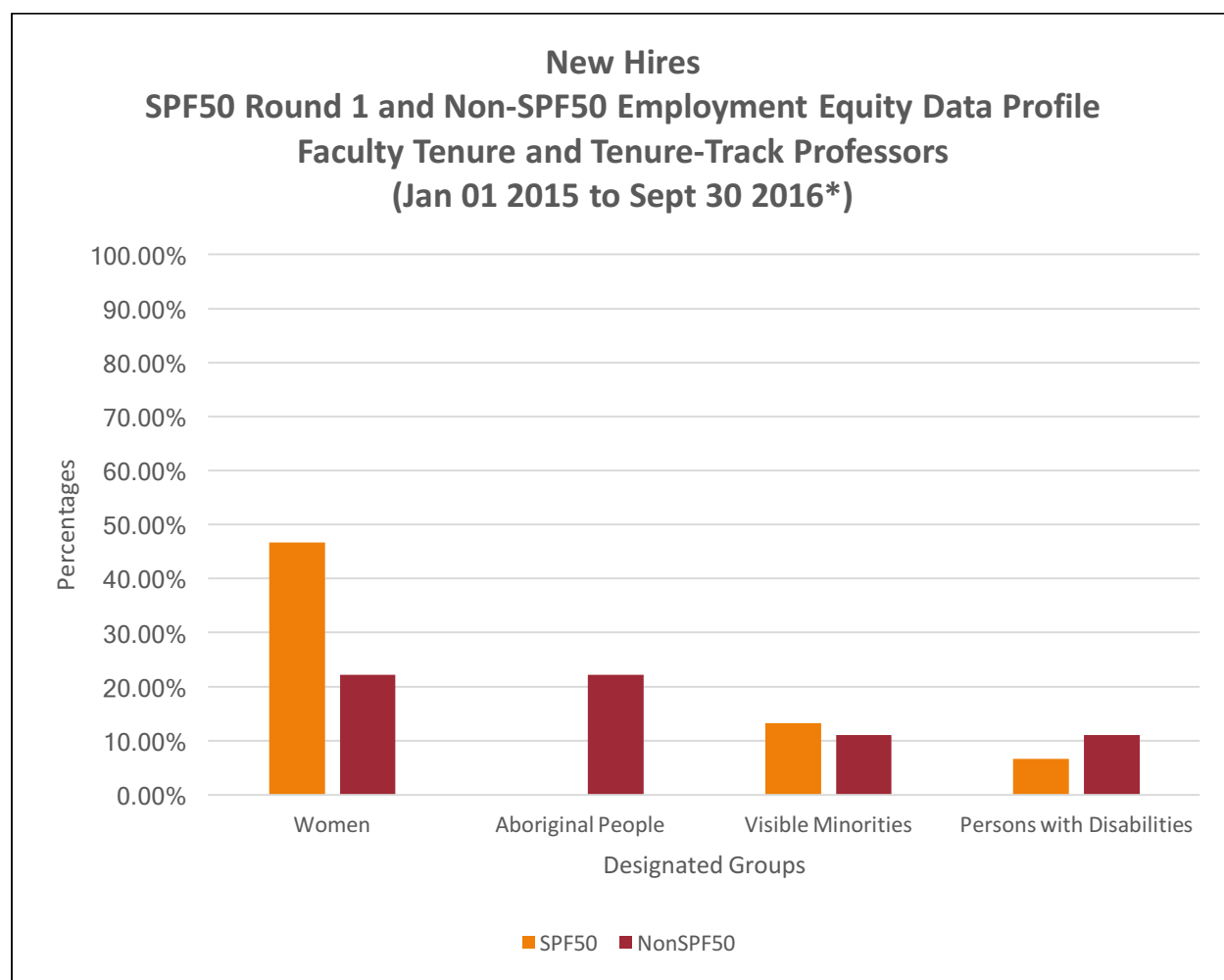
These data include information from the University of Windsor's Employment Equity Census 2006 and 2013, as well as updated information from the self-identification information up to and including December 2015.

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

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

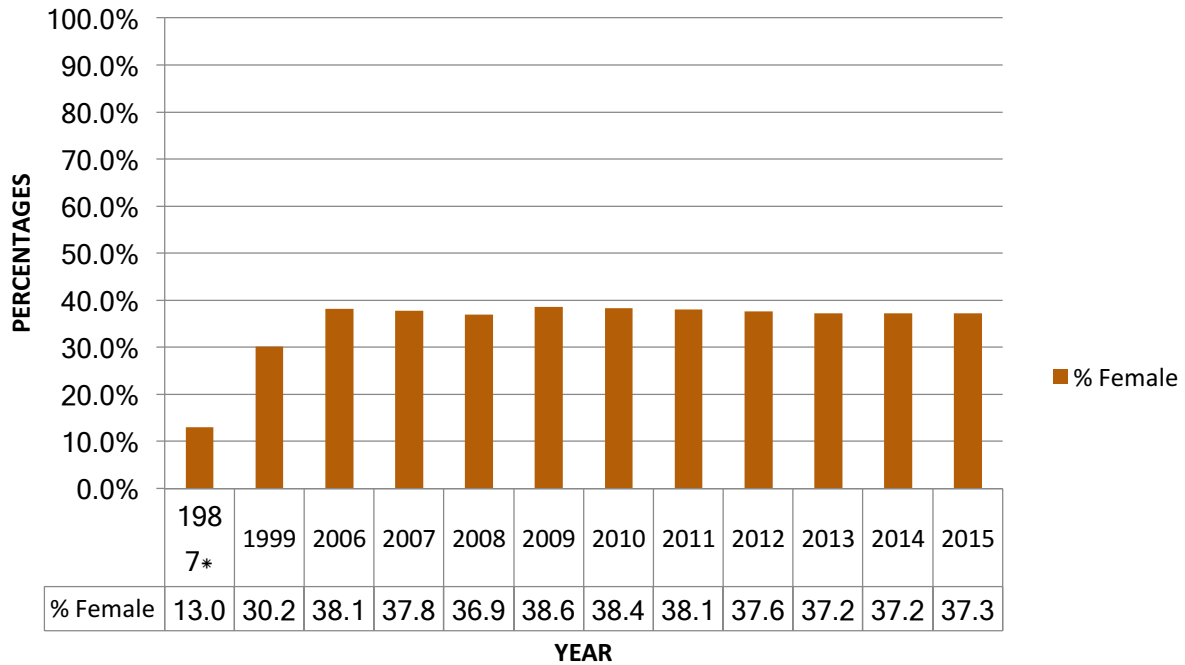
## New Hires – SPF 50 Round 1 and Non-SPF50 Faculty

<b>New Hires</b> <b>SPF50 Round 1 and Non-SPF50 Employment Equity Data Profile</b> <b>Faculty Tenure and Tenure-Track Professors</b> <b>(Jan 01 2016 to Sept 30 2016*)</b>				
	<b>Women</b>	<b>Aboriginal People</b>	<b>Visible Minorities</b>	<b>Persons with Disabilities</b>
SPF50 Rnd 1	46.67%	0.00%	13.33%	6.67%
NonSPF50	22.22%	22.22%	11.11%	11.11%



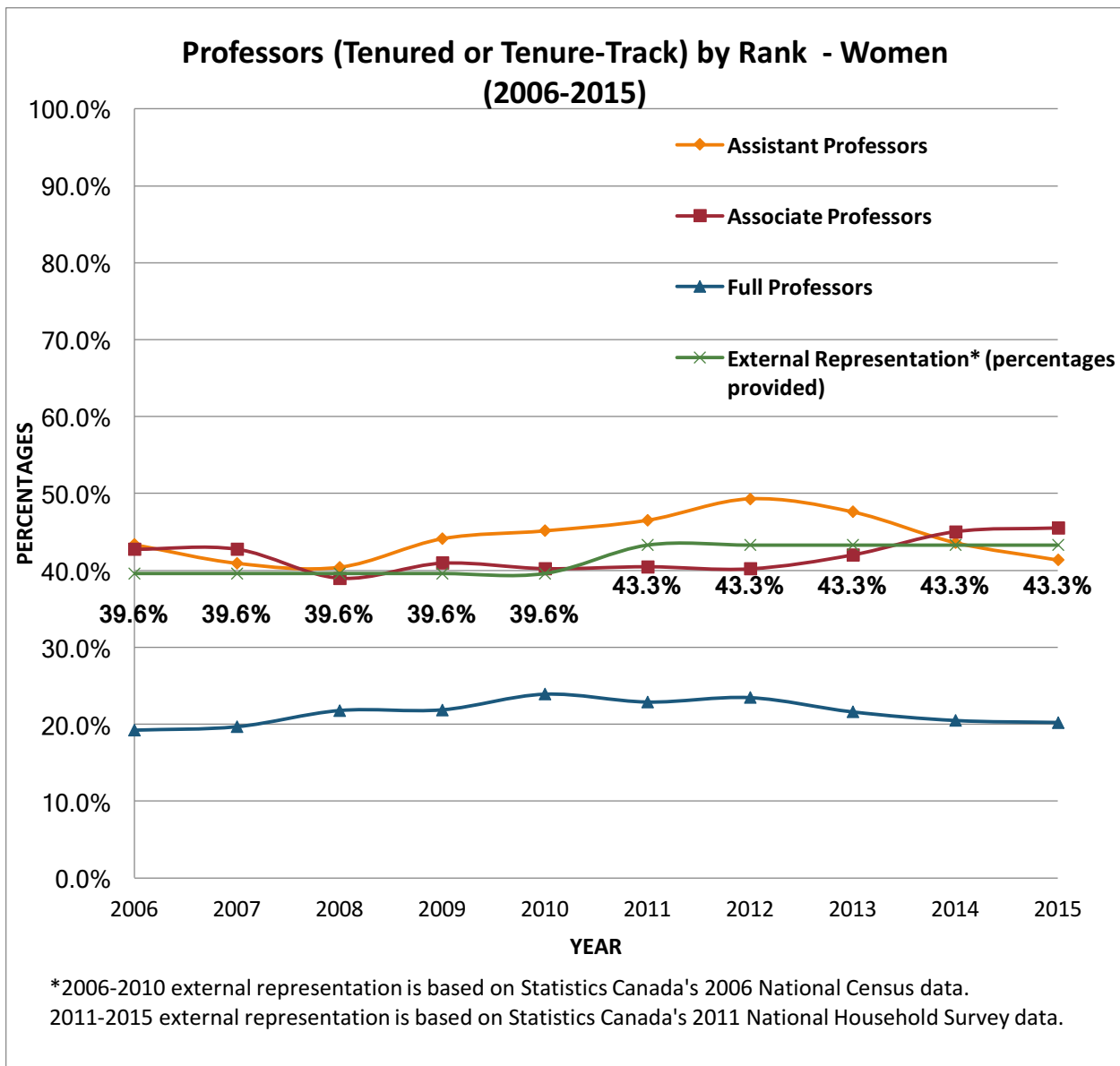
\* Includes 3 SPF50 Round 1 new hires with start date of January 01/2017

**Professors & Librarians (internal representation) -  
Women  
1987, 1999, 2006-2015**

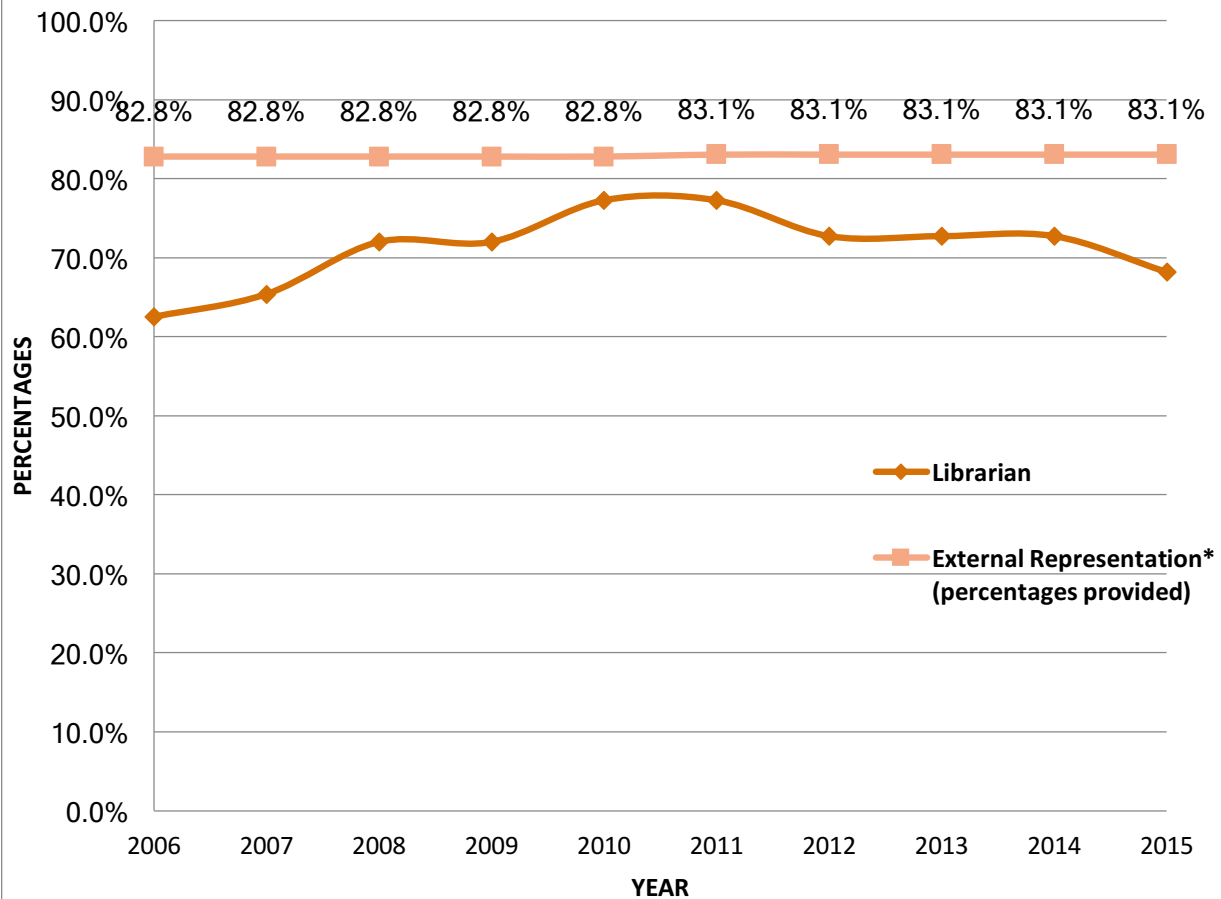


(\*1987 does not include Librarians)

## DESIGNATED GROUP – WOMEN

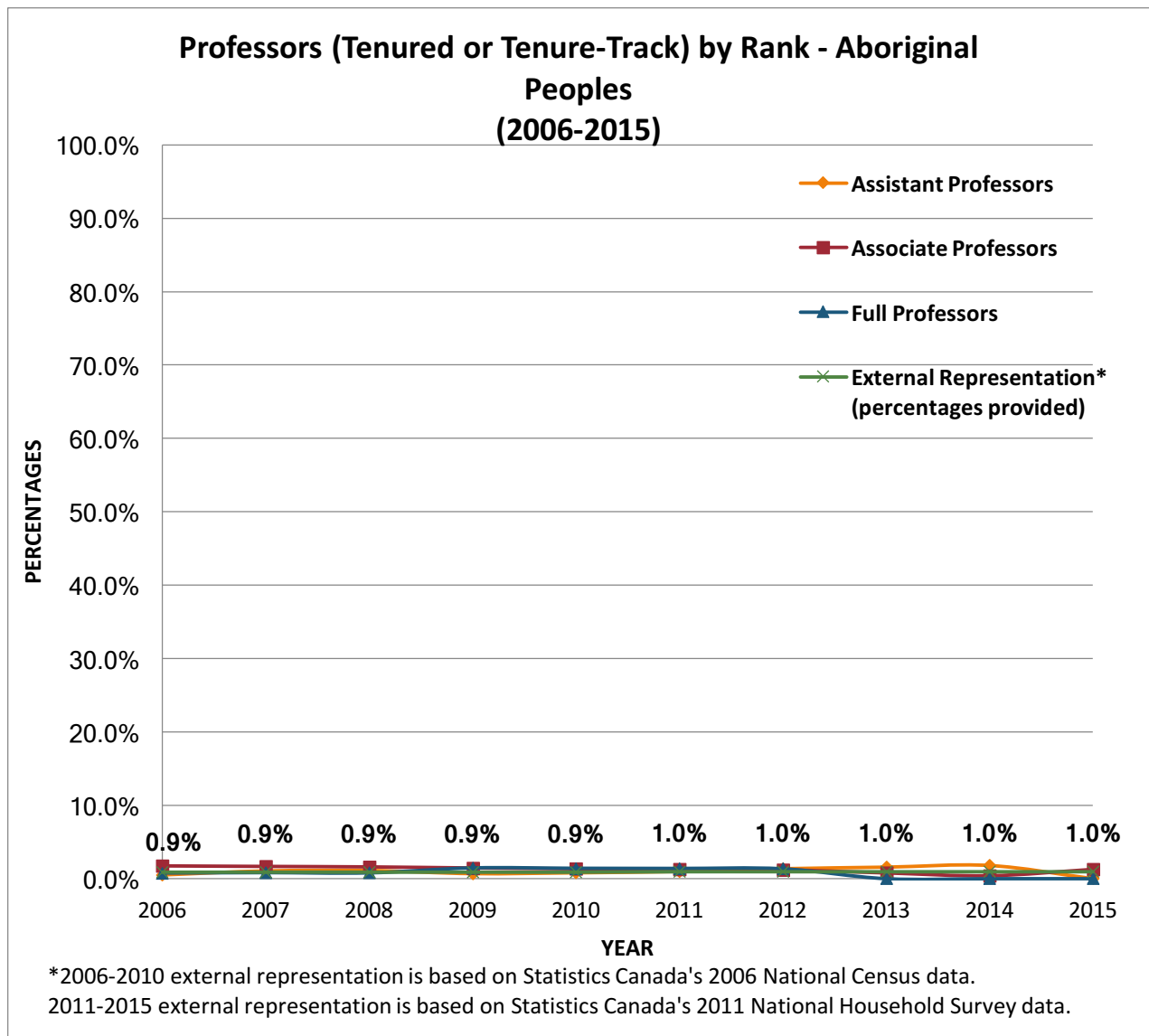


### Librarians - Women (2006-2015)

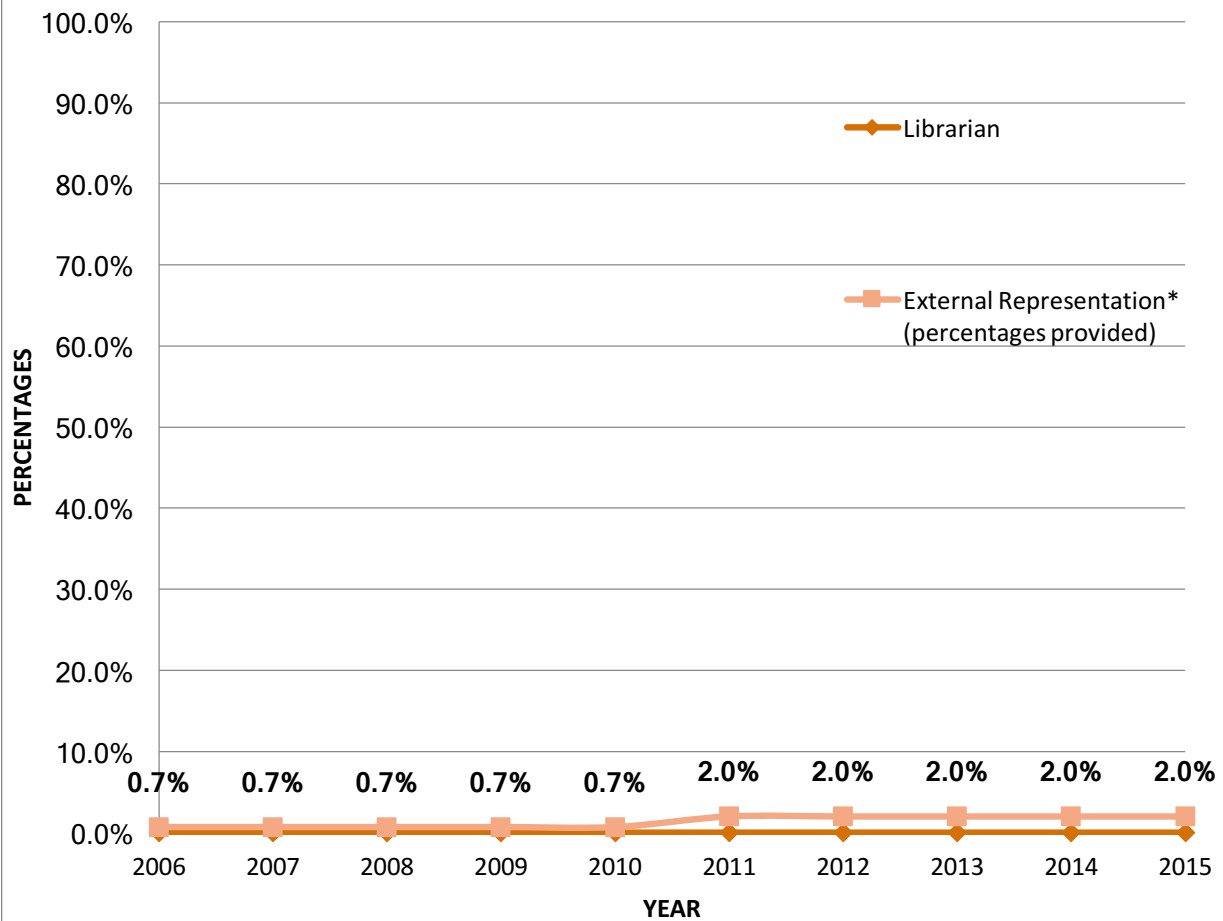


\*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.

## DESIGNATED GROUP – ABORIGINAL PEOPLES



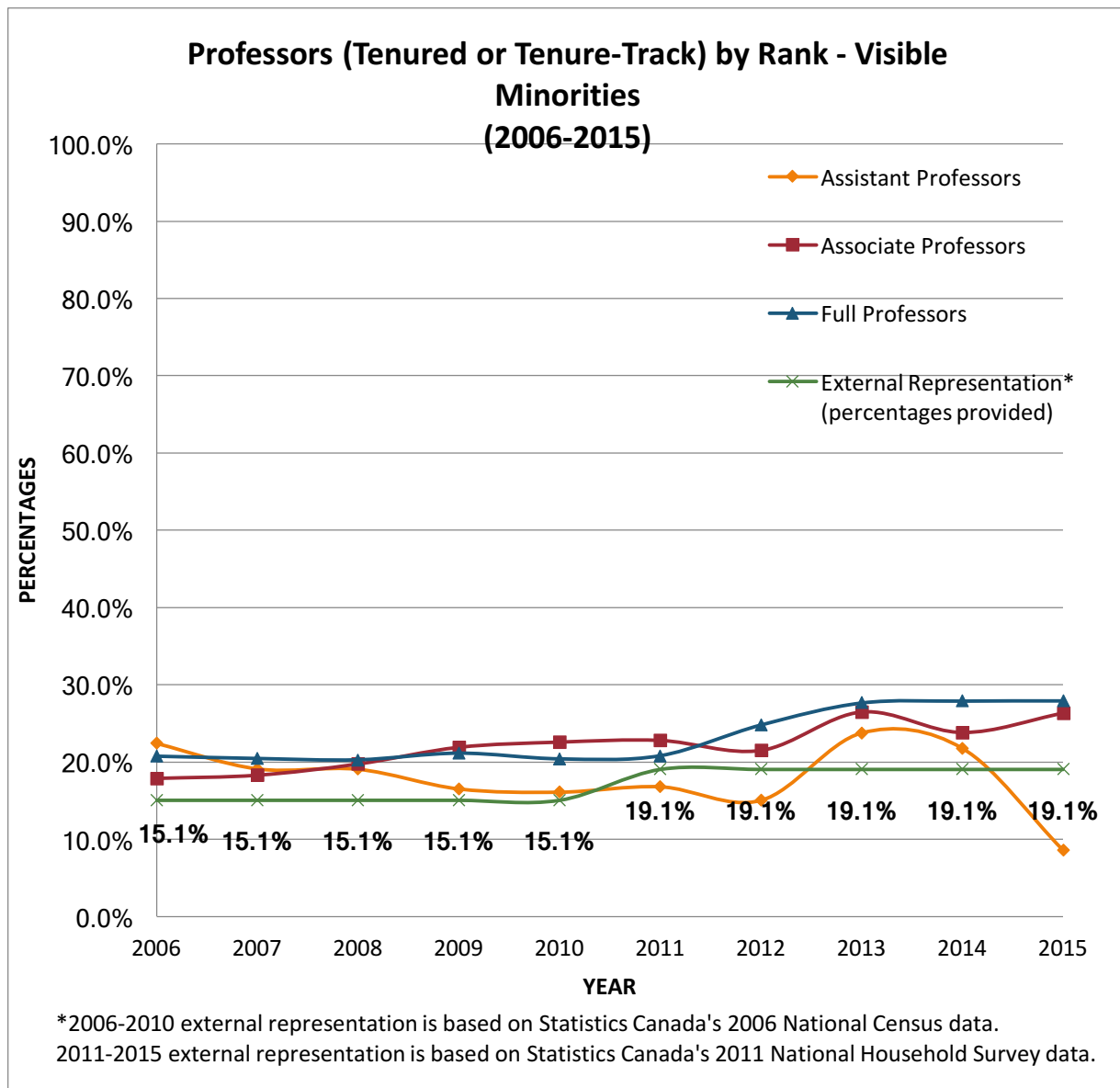
### Librarians - Aboriginal Peoples (2006-2015)



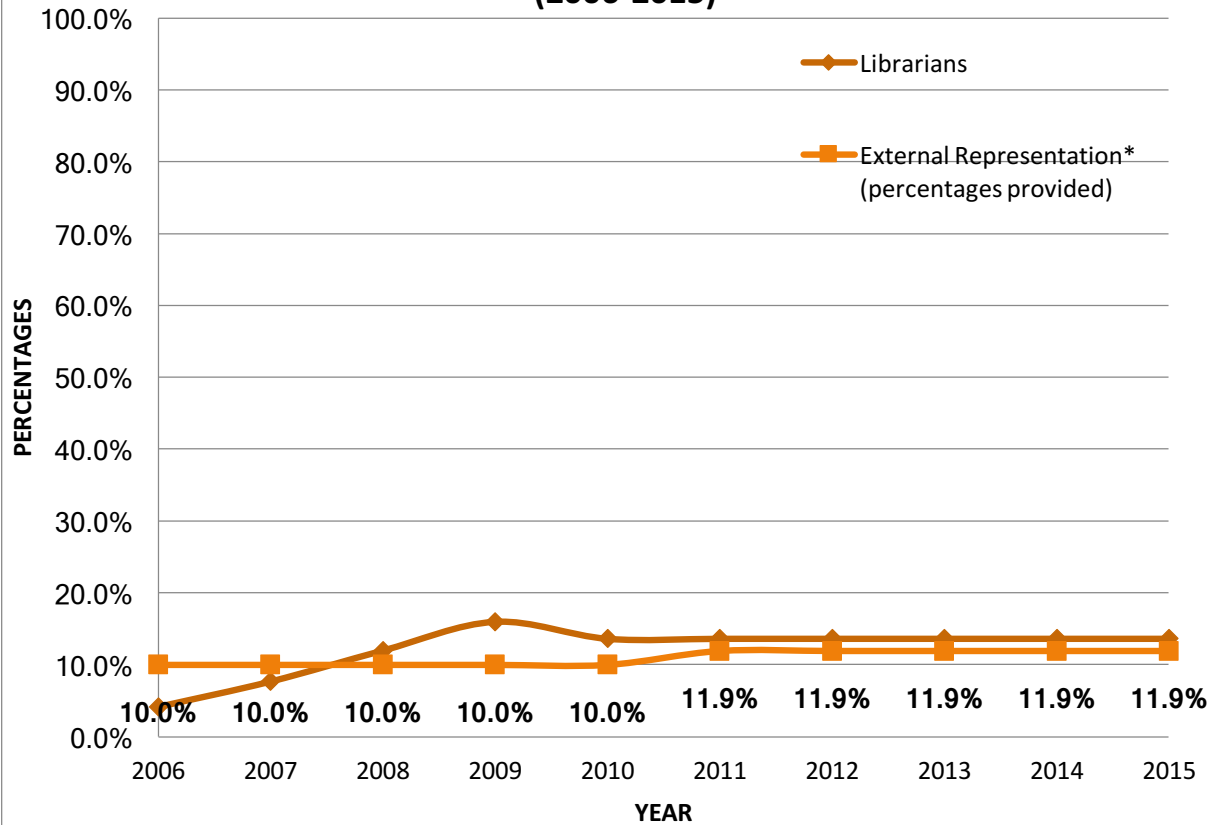
\*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.



## DESIGNATED GROUP – VISIBLE MINORITIES

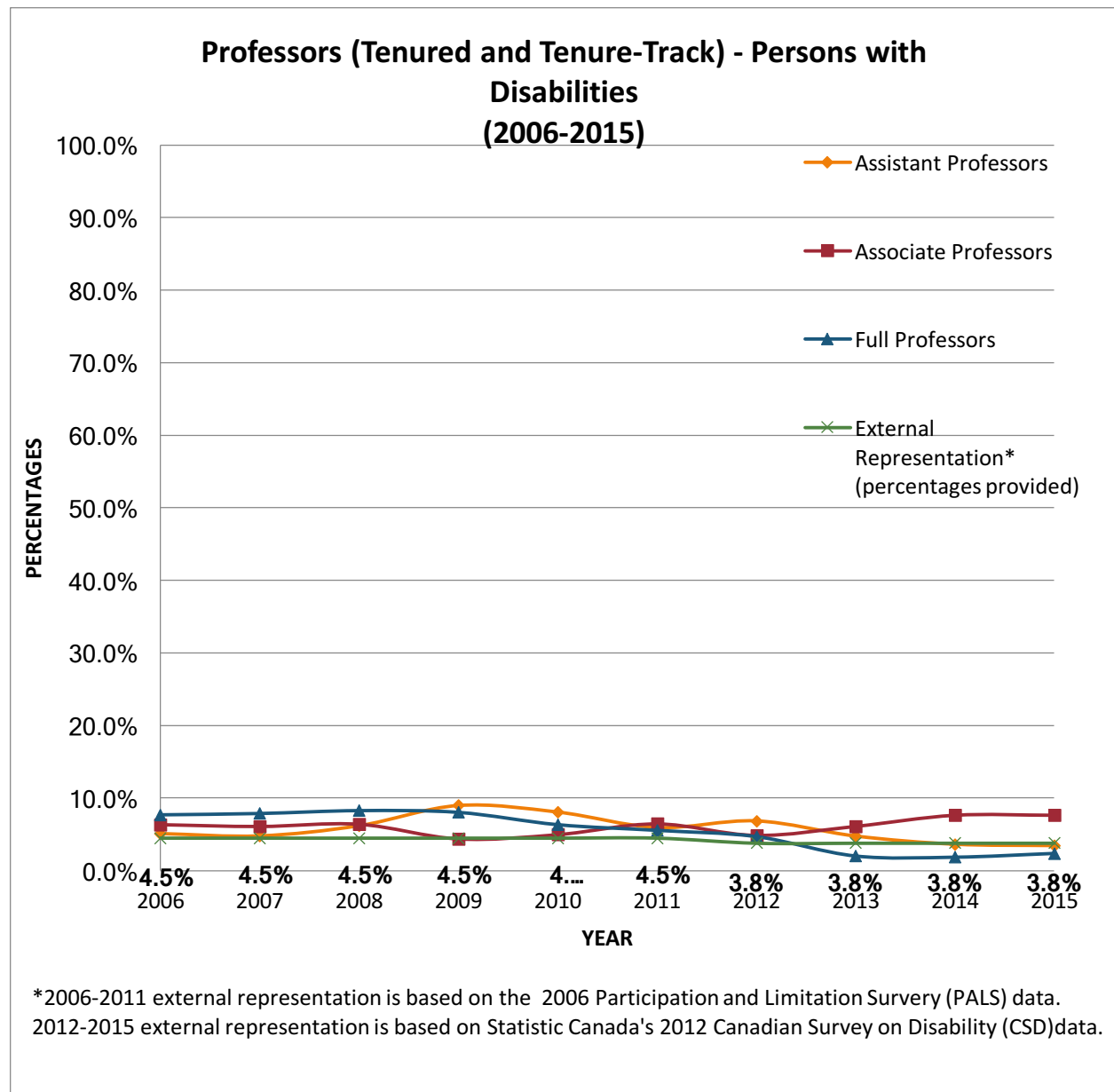


### Librarians - Visible Minorities (2006-2015)

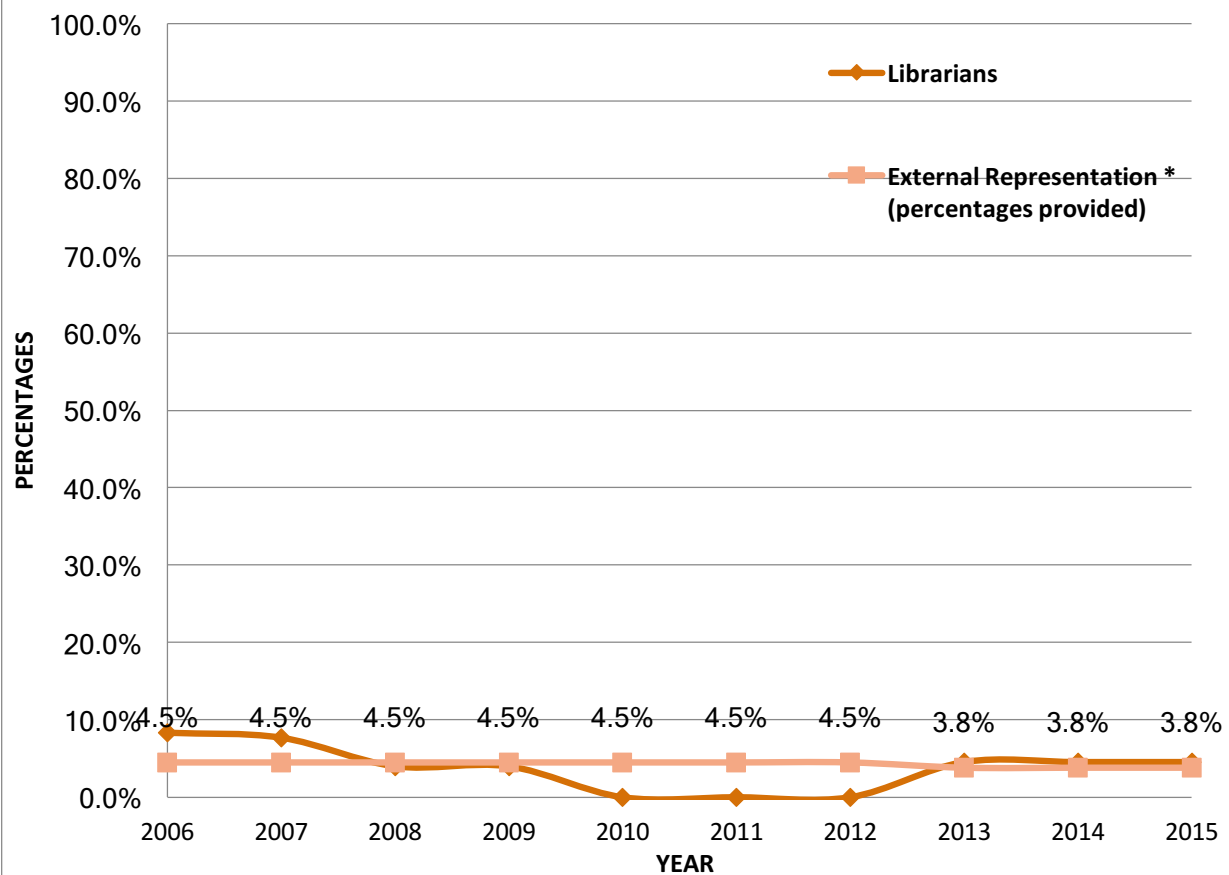


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2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.

## DESIGNATED GROUPS – PERSONS WITH DISABILITIES



### Librarians (Persons with Disabilities) (2006-2015)



\* 2006-2010 external representation is based on Statistics Canada's 2006 National Census data.

## 5 UPDATE OF 2015 REPORT *NEXT STEPS* AND RECOMMENDATIONS

This section of the RCEE Report provides an update of the *next steps* and recommendations that were in the September 2015 RCEE Report. The *next steps* and recommendations were organized within 5 categories: Data, Enhancing Equity, Enhancing the Equity Infrastructure, Equity Items Actioned at Time of Report, and Equity Items Outside Our Mandate. The categories of Data, Enhancing Equity, Enhancing the Equity Infrastructure are the only ones included in this status update.

Item	<i>Next Steps</i> and Recommendations	Status
1a.	<i>Next Steps:</i> University of Windsor workforce data disaggregated by sex to identify women within the other designated groups	Completed
1b.	<i>Next Steps:</i> University of Windsor data disaggregated by race to identify specific racial groups that may be absent within units  (Note: Ongoing item, as OHREA is working to create more definitive groups.)	Completed
1c.	<i>Next Steps:</i> Discipline-specific data on the external available applicant pool to each AAU, for use in the hiring process  (Note: Ongoing item, as discipline-specific data has been provided by OHREA to units receiving SPF 50 positions, and will be provided to other AAUs hiring in 2017.)	Completed
2a.	<i>Next Steps:</i> RCEE to follow up with OHREA regarding progress in providing assistance to units in developing and monitoring equity goals and timetables	Ongoing
2b.	<i>Next Steps:</i> The University's employment equity expertise (e.g., OHREA, HR, Office of the Provost) be made available to AAUs in working to meet their goals, particularly units recruiting from a small availability pool	Ongoing
3a.	Recommendation: Equity goals of units be included in applications for new positions. Additional weight be given to applications that include a strategy for improving an AAU's current equity profile	Not Actioned
3b.	Recommendation: Inclusion of a sentence in all job ads stating the expectation of candidates to have a level of proficiency and/or commitment to equity in their practice. Such proficiency and/or commitment would be considered and weighted in all grids	Not Actioned
4.	PCEE return to the practice of reviewing and approving pre (or short listing) and post (post-interview) grids prior to use by appointments committees. Once committee approval has been granted, if no changes have been made, a grid that has been approved would merely be filed with PCEE, and not require further review	Completed

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

---

This section of the RCEE Report includes *next steps* and recommendations towards enhancing equity on campus. The *next steps* and recommendations are organized within 3 categories: Data, Enhancing Equity, and Enhancing the Equity Infrastructure.

### **Data**

The following *next step* in regards to data collection and reporting reflects a change in timeline:

- 1) RCEE will annually obtain from OHREA the data regarding new hires in July through September in order to review the impact of the year's new hires.

### **Enhancing Equity**

- 2) **RCEE recommends** that Deans and Heads work collaboratively and proactively with Equity Assessors from their units to ensure the EAs are meeting their commitments to actively serve on a committee. An example of a proactive approach might be for EAs to report annually their EA service as part of workload considerations.
- 3) Next Steps: RCEE undertakes a practice of collecting employment equity recruiting/hiring promising practices to feature in reports.

### **Enhancing the Equity Infrastructure**

The following *next steps* are following up on items from the 2015 RCEE Report:

- 4) RCEE will follow up with Administration for an update on the status of Recommendations 3a and 3b from the 2015 Report.
- 5) RCEE will follow up with Administration regarding the status of Recommendation 1 under Equity Items Actioned at Time of Report from the 2015 Report. Specifically, "The University Administration explore specific initiatives such as the Academic Career Award to address extreme under-representation, particularly as found with Aboriginal faculty members and librarians."

### **RCEE Committee Members:**

Kaye Johnson  
Victoria Paraschak  
Karen Pillon  
Katherine Quinsey

**University of Windsor  
Senate**

5.10: **Search Committee for the President and Vice-Chancellor – Election**

Item for: **Approval**

Forwarded by: **University Secretariat**

Senate members were emailed the attached memo/nomination form and eligibility list on January 22, 2017. In addition to names garnered using the election process outlined below, nominations will also be accepted on the floor of the February 10, 2017 Senate meeting. Please ensure if you are nominating someone from the floor of Senate and they are unable to make this Senate meeting, that you have obtained their signature confirming acceptance of the nomination.

*\*See attached.*

To: **Senate Members**

From: **Renée Wintermute,  
University Secretary**

Date: **January 27, 2017**

Re: **Call for Nominations for the Search Committee for President and Vice-Chancellor**

---

Excerpt for Bylaw 15: The President

4.1 Search Committee

4.1.1 There shall be a Search Committee, the composition of which shall be determined by the Board.

The Board approved the following composition:

5 Board members

**5 members elected by and from the Senate, including one student and at least one female faculty member**

an Employment Equity/Procedures Assessor (EE/PA) [non-voting]

If you wish to submit a nomination please complete the nomination form below and submit it to Renée Wintermute, University Secretary, Room 213 Assumption Hall, no later than, **3:00 p.m. on Thursday, February 9, 2017.**

The list of nominees will then be forwarded to the Senate meeting of February 10, 2017, where nominations will also be accepted from the floor. Voting by secret ballot will take place at the Senate meeting once nominations have ceased.

Attached is a list of Senate members eligible for nomination.

If you have any questions or concerns please feel free to contact Renée Wintermute, University Secretary (x3347, [reneew@uwindsor.ca](mailto:reneew@uwindsor.ca)) or Maria Giampuzzi, Senate Governance Officer (x3317, [woody@uwindsor.ca](mailto:woody@uwindsor.ca)).

---

I nominate \_\_\_\_\_ to serve on the Search Committee for President and Vice-Chancellor.  
(Please Print)

\_\_\_\_\_  
Signature of the Nominator

I accept the nomination: \_\_\_\_\_  
Signature of the Nominee

\_\_\_\_\_  
Date

Nominations (signed by the nominator and the nominee) must be in the University Secretariat, Room 213 Assumption Hall, no later than, **3:00 p.m. on Thursday, February 9, 2017.**



### Current Senate Members

Faculty members listed are eligible provided the individual is not on sabbatical leave during the period of the search process (to W2018)

Student members listed are eligible provided the individual continues as a student at the University during the period of the search process (to W2018)

#### Ex-officio

Dr. D. Kneale  
Ms. A. Miller  
Mr. R. Flannagan  
Dr. M. Guarini  
Dr. C. Houser  
Dr. P. Weir  
Dr. M. Fields  
Dr. K. Quinsey  
Dr. M. Saif  
Dr. M. Khan  
Dr. C. Waters  
Dr. L. Patrick  
Mr. R. Corneil  
Dr. G. Drake  
Mr. P. Calarco  
Mr. M. Hamadani  
Mr. A. Safaei  
Dr. E. King  
Prof. J. Berryman  
Dr. K. W. M. Siu  
Dr. P. Dutton

#### Faculty of Arts, Humanities and Social Sciences

Dr. N. Atkin  
Dr. J. Casey  
Dr. L. Miljan  
Dr. S. Towson  
Dr. J. Luft  
Dr. T. Collet-Najem  
Dr. R. Neculau  
Dr. V. Sevillano Canicio  
Dr. A. Scoboria  
Dr. J. Deukmedjian  
Dr. F. Omorodion

#### Odette School of Business

Dr. M. Sterling  
Dr. G. Pandher  
Dr. E. Elsaid  
Dr. J. Pathak

#### Faculty of Education

Dr. D. Stanley  
Dr. B. Daly

#### Faculty of Engineering

Dr. S. Erfani  
Dr. E. Tam  
Dr. J. Stagner  
Dr. M. Ahmadi

#### Faculty of Human Kinetics

Dr. S. Martyn

Dr. J. Dixon

#### Faculty of Law

Dr. M. Kianieff  
Prof. R. Bahdi

#### Faculty of Nursing

Dr. L. Freeman-Gibb  
Dr. D. Kane

#### Faculty of Science

Dr. A. Alfakih  
Dr. N. Turdaliev  
Dr. P. Graniero  
Dr. J. Smit  
Dr. Z. Wang  
Dr. W. Kedzierski  
Dr. Z. Kobti

#### Library Representatives

Mr. D. Edelstein  
Ms. J. Soutter

#### Elected representatives-at-large

Mr. N. Baker  
Dr. J. Defoe  
Ms. J. Dalton  
Dr. M. Muldoon  
Dr. T. Pugliese  
Prof. L. Walsh  
Dr. R. Wright  
Dr. J. Frank

#### Academic Professional

Ms. K. Benoit

#### Elected representative of the Faculty Association

Dr. S. Pender

#### Board of Governors Representatives

Ms. S. Williams  
Mr. J. Allison

#### Student Representatives

Mr. M. Al-Matary, UWSA (Undergraduate)  
Ms. G. Alghosein, UWSA (Undergraduate)  
Mr. R. J. D'Aguilar, UWSA (Undergraduate)  
Mr. A. Khalifa, UWSA (Undergraduate)  
Ms. A. Shaheen, UWSA (Undergraduate)  
Mr. C. Tribble, UWSA (Undergraduate)  
Mr. D. Karimi, GSS (Graduate)  
Ms. N. Tarin Chowdhury, GSS (Graduate)  
Mr. F. Baghdadi, OPUS (Undergraduate)  
Mr. C. Baillargeon, OPUS (Undergraduate)  
Ms. B. Doctor, OPUS (Undergraduate)