

NOTICE OF MEETING

There will be a meeting of the Senate
on Friday, March 12, 2021, at 2:30pm

LOCATION: Virtual Meeting

Link: [Join Microsoft Teams Meeting](#)

AGENDA

- 1 **Approval of Agenda** (Unstarring agenda items)
- 2 **Minutes of the meeting of February 12, 2021** S210212M
- 3 **Business arising from the minutes**
- 4 **Outstanding Business/Action Items**
 - 4.1 **Associate Vice President-Enrolment Management – Designation as Academic Position** **Beth Daly**-Approval
S210312-4.1
- 5 **Reports/New Business**
 - 5.1 **Report from the Student Presidents (UWSA/GSS/OPUS)** **UWSA/GSS/OPUS**-Information
 - 5.2 **Report of the President** **Robert Gordon**
 - 5.2.1 **COVID-19 – Update**
 - 5.2.2 **Addressing Anti-Black Racism and Equity, Diversity, and Inclusion – Update**
 - 5.3 **Report of the Academic Colleague** **Philip Dutton**
S210312-5.3
 - 5.4 **Senate Student Caucus** **Phebe Lam**
 - 5.5 **Program Development Committee**
 - *5.5.1 **Political Science – Request for Waiver of Course Deletions** **Greg Chung-Yan**-Approval
S210312-5.5.1
 - *5.5.2 **Communication, Media, and Film -Request for Waiver of Course Deletion** **Greg Chung-Yan**-Approval
S210312-5.5.2
 - *5.5.3 **Languages, Literatures, and Culture – Request of Waiver Course Deletions** **Greg Chung-Yan**-Approval
S210312-5.5.3
 - *5.5.4 **Program/Course Changes** **Greg Chung-Yan**-Approval
S210312A-5.5.4a-j
 - *a) **MBA/JD Business (Graduate) – Minor Program Changes (Form C)**
 - *b) **Business (Graduate) – Minor Program Change (Form C)**
 - *c) **PhD Physics – Minor Program Changes (Form C)**

- *d) MSc Physics – Minor Program Changes (Form C)
- *e) BFA in Acting – Minor Program Changes (Form C)
- *f) Computer Science – Minor Program Change (Form C)
- *g) Chemistry and Biochemistry – Minor Program Change (Form C)
- *h) Bachelor of Forensic Science – Minor Program Changes (Form C)
- *i) FAHSS (Digital Journalism) – Minor Program Changes (Form C)
- *j) Business (Graduate) – New Course Proposal (Form D)

5.6 Academic Policy Committee

5.6.1 Centre for Teaching and Learning Annual Report (2019-2020) **Antonio Rossini-Information**
S211312-5.6.1

***5.6.2 BCS (Honours Applied Computing) for University Graduates and BCS (General) for University Graduates – Admission Requirement Revisions** **Antonio Rossini-Approval**
S211312-5.6.2

***5.6.3 Policy on Graduate Faculty Designation – Revision** **Antonio Rossini-Approval**
S211312-5.6.3

5.7 Senate Governance Committee **Robert Gordon**

5.8 Report of the Provost **Douglas Kneale**

5.9 Report of Vice-President, Research and Innovation **K W Michael Siu**

6 Question Period/Other Business

7 Adjournment

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

**University of Windsor
Senate**

4.1: **Associate Vice-President, Enrolment Management – Designation as Academic Position Governed by Senate**

Item for: **Approval**

Forwarded by: **Beth Daly (Notice of Motion at February 12, 2021 Senate meeting)**

MOTION: That the Associate Vice President-Enrolment Management (AVP-Enrolment) be designated an academic position governed by Senate which reports to the Provost and Vice President, Academic.

Rationale:

- Pursuant to the University Act, Section 27(c), Senate “regulate(s) the academic programs pursued by the university,” including “the conduct, activities, and discipline” of students;
- Because the University Act also stipulates that it is Senate’s responsibility to “determine standards of admission to the University, courses of students, and qualifications for degrees,” it follows that enrolment and recruitment matters must fall under the purview of Senate;
- The AVP-Enrolment’s focus is entirely academic, with no interest outside recruitment and enrolment;
- The sole focus of the AVP-Enrolment is to develop recruitment strategies and initiatives in accordance with the academic programs of the university and its academic units;
- the University Registrar, the role of which is critical to the academic mission of the University, reports directly to the AVP-Enrolment;
- This motion reflects the belief that the mandate of the position is of an exclusively academic nature and therefore must be governed by Senate;
- As such, the Associate Vice President-Enrolment Management (AVP-Enrolment), must be designated an academic position governed by Senate that reports to the Provost and Vice President, Academic. Whether the holder of the position is a faculty member, or a professional, is not relevant.

**University of Windsor
Senate**

5.3: Report of the Academic Colleague

Item for: **Information**

Forwarded by: **Dr. Philip J. Dutton, Academic Colleague**

Academic Colleagues met online on February 16 and 17, 2021.

February 16, 2021: Academic Colleagues Dinner Meeting.

Conversation with Alison Flynn, Associate Professor, Department of Chemistry and Biomolecular Sciences, University of Ottawa, on the topic of online learning:

Dr. Alison Flynn joined the colleagues for a conversation on the topic of “Online Learning: Lessons Learned and the Future of Education after the Pandemic.” As a relatively new medium for education that has expanded rapidly in response to pandemic-related school closures, online learning presents several key challenges that Dr. Flynn believes should be addressed: 1) Ensuring equitable access to technology and making online spaces fair and inclusive; 2) Maintaining a sense of community both inside and outside of class; 3) Focusing on the desired goals and outcomes of online learning and tailoring the experience in a way that makes the most of the online setting, while promoting academic integrity.

Dr. Flynn listed access to technology, internet service, and working space as material obstacles that students face, but family and work obligations at home can also limit students’ access to online courses. She stressed the importance of building community in online courses and of prioritizing consideration of mental health, wellness, and resilience throughout the curriculum.

As universities move forward post-pandemic, they may wish to maintain an online or hybrid model of education. Dr. Flynn noted the difference between online learning, where courses are designed to be conducted online, and remote learning, where an in-person class is simply moved online or streamed. Ideally, online courses should be developed to make the most of the medium and offer learning outcomes that cannot be obtained by simply surfing the web. Instructors can use growth and goals modules to help students measure their achievements. They should clearly communicate their expectations for academic integrity and the disciplinary ramifications of dishonesty.

Many Colleagues agreed that online learning is here to stay in some form, probably in a blended/bimodal form, and that faculty and students would benefit from more formal training in online teaching and learning.

Colleagues discussed how student and faculty attitudes towards online learning have evolved as the pandemic has progressed. The sense of achievement many felt after completing their first full semester online has shifted to burnout as the pandemic continues without a fixed end point. Several mentioned the importance of checking in regularly with students and holding regular town halls to hear campus perspectives.

February 16, 2021: Academic Colleagues Meeting.

In a round table discussion colleagues discussed current situations in their institutions in relation to enrolment, infrastructure, and online education. The gradual reopening of the institutions and perspectives on the future of education were discussed in relation to moving forward out of the COVID-19 pandemic.

COU Updates

COU Strategic Plan: COU President and CEO Steve Orsini presented the updated COU Strategic Plan for discussion.

COVID-19: COU is conducting a survey of universities to collect data on their capacity to support COVID-19 vaccination efforts. This includes, among other things, freezers available to store vaccines and personnel that can perform and assist with vaccinations. COU will communicate its findings to the government and convey that universities stand ready to contribute to the effort.

COU continues to advocate to expand the number of university health programs that can be exempt from the 10-person limit for in-person training. There is confusion about the criteria that was used to select programs.

Strategic Mandate Agreements: Early in the pandemic, the ministry agreed to de-couple SMA3 performance-based evaluations from funding to respond to the instability created by COVID-19. The government also indicated that all other elements of the performance-based model will continue as planned. This includes data reporting, calculation of minimum performance targets, and performance evaluation.

The Year 1 evaluations for SMA3 have concluded and minimum allowable targets for Year 2 have been established. Year 1 performance results are expected to be published on the ministry's website.

Mental Health: On February 9, the ministry announced that it will provide an additional \$7 million in one-time funding to support Ontario's students in publicly-assisted colleges and universities. Institutions will receive a fixed base amount of \$100,000 plus an enrolment share top-up. Universities will have flexibility on how to spend these funds to address mental health needs, but the government notes the importance of virtually delivered mental health services and other hybrid models and its expectation that universities will work to ensure that the needs of vulnerable and diverse groups (Indigenous, racialized, LGBTQ students, and students with disabilities) are met through these supports.

Equity, Diversity, and Inclusion: The Ontario Human Rights commissioner wrote to universities in December inquiring about policies and approaches to EDI. COU responded with a letter detailing some of the steps and approaches taken by the sector. Executive Heads have also proposed setting up a special committee on EDI and the plan is to leverage the Senior Equity Officers Reference Group as well as representatives from other COU affiliates.

Microcredentials: On December 17, 2020, the provincial government filed a new regulation that outlines the process by which student financial assistance for micro-credential programs will be assessed and distributed. The OCAV Micro-credential Working Group is working on developing policy recommendations and advocacy on this file, including trying to help the Ministry land on a definition of micro-credentials and encouraging the Ministry not to superimpose burdensome regulatory frameworks—either related to tuition or to quality control.

The Working Group is drafting a letter that will be sent by COU to the ministry seeking clarification and further information about the emerging micro-credential framework. It will also propose a joint sector-ministry technical working group to develop micro-credential policy and programming.

Financial Sustainability: The ministry has recently increased its interest in the financial health of universities and on transparency regarding universities' financial information. COU has reiterated that the Ontario university sector is one of the most transparent. Publicly available information includes the individual financial reports of all universities, Ontario and Canada standardized financial reports (COFO and CAUBO), and financial health indicators/benchmarks developed in collaboration with MCU.

COU continues to advocate for adequate revenue for universities as well as affordability and access for students.

Planning for Council Meeting

Colleagues selected the topic of "Building Back Better" as the theme for the meeting preceding the Council meeting on April 1.

Respectfully Submitted,
P.J. Dutton, Academic Colleague.

**University of Windsor
Senate**

***5.5.1: Political Science – Request for Waiver of Course Deletions**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Request for Waiver of Course Deletions for the following courses, be approved:

POLS-3790. Politics and Culture

POLS-4120. Canadian Federalism

POLS-4400. Remaking North America: Geographic Perspectives on US-Canada Politics

Rationale:

- 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.
- The Department of Political Science is requesting a waiver of deletion concerning three courses not taught since 2016.
- The proposal was approved by Department of Political Science Council, the Faculty of Arts, Humanities, and Social Sciences Coordinating Council and the Program Development Committee.
- *See attached.*

1. Faculty, Department, and Program Title

FAHSS, Political Science

2. Course Number and Title

POLS-3790 Politics and Culture

3. Credit hours, Total Contact hours and Delivery format

3 credit hours, 36, Lecture

4. Calendar Description

An examination of political themes as reflected in different forms of popular culture, including cinema and the media. Topics may include: war and cinema, and how commercial interests are portrayed in mass media. While the course may focus on different forms of cultural expression, the emphasis will be on understanding and evaluating how politically relevant themes are influenced and shaped for the mass public.

5. Pre/co/anti-requisites

N/A

6. RATIONALE FOR KEEPING THE COURSE

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

This class can be offered by two professors in the department and possibly others. It is a class that focuses on the importance of culture in political life and vice versa. The class draws attention to one of the many ways in which politics affects everyday life.

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

This class was last offered in F2013. It had an enrolment of 66 (75 max). Given the length of time since it was last offered, our expectation is that it will have a high enrolment the next time it is offered.

6.3 Relationship to Unit's Strategic Plan and the University's Strategic Plan.

This course fits with the emphasis given to Community, Media and Film in the University's Strategic Mandate Agreement.

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

The professors who have taught this class have been required to teach other classes over the last few years as a result of student demand and the department's limited teaching resources.

6.5 Whether the course will be offered in Fall 2018. If not, why will it not be offered?

The class has been placed on the course offerings for the 2021-22 academic year. It will be offered in winter 2022.

7. RESOURCE IMPLICATIONS

There are no resource implications for this request. There are two professors who can teach this class as part of their course loads.

1. Faculty, Department, and Program Title

FAHSS, Political Science, Political Science BA (G) (H)

2. Course Number and Title

POLS-4120 Canadian Federalism

3. Credit hours, Total Contact hours and Delivery format

3 credit hours, 36, lecture

4. Calendar Description

A review of current literature and development on such topics as federalism, intergovernmental relations, and the role of Quebec.

5. Pre/co/anti-requisites

Restricted to Semester 7 and 8 Political Science majors.

6. RATIONALE FOR KEEPING THE COURSE

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

While not a required class for students in a Political Science degree, this is clearly a very important class for the study of politics in Canada. Politics at the federal level have a significant impact on all other levels of government in Canada as well as Canada's place in the international system.

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

The class was last offered in Winter 2016. It had an enrolment of 6/10 (note that it was cross listed with a graduate class).

6.3 Relationship to Unit's Strategic Plan and the University's Strategic Plan.

The plan fits within the Strategic Mandate Agreement's emphasis on economic development in the regional and global economy. Federal government policies and practices have a clear impact on regional economic developments.

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

In the past four years, for different reasons, we have seen a reduction in the courses on Canadian politics that we can offer.

6.5 Whether the course will be offered in Fall 2018. If not, why will it not be offered?

We are planning to offer this class in the 2021-22 academic year. We may have to change this plan depending on the decision regarding the new dean of FAHSS and the impact this will have on course offerings.

7. RESOURCE IMPLICATIONS

There are no resource implications for keeping this class. There are four professors who can potentially teach this class.

1. Faculty, Department, and Program Title

FAHSS, Political Science, BA Political Science (G) and (H); International Relations and Development Studies (H)

2. Course Number and Title

POLS-4400 Remaking North America: Geographic Perspectives on US-Canada Politics

3. Credit hours, Total Contact hours and Delivery format

3, 36, Lecture

4. Calendar Description

The political geography of the United States and Canada, in regional and global context, focusing on the political, cultural, and economic factors and processes shaping the two countries' internal political character, external relations, and bilateral relationship. Topics covered may include regional political cultures in the US and Canada, political and economic integration under NAFTA, American and Canadian electoral geographies, comparative analysis of immigration policy, and the meaning of the US/Canada border in the context of globalization. (Restricted to Semester 7 and 8 Political Science majors and Semester 7 and 8 International Relations majors. Students are recommended to take POLS-2300 before taking this course).

5. Pre/co/anti-requisites

Restricted to Semester 7 and 8 Political Science majors and Semester 7 and 8 International Relations majors. Students are recommended to take POLS-2300 before taking this course.

6. RATIONALE FOR KEEPING THE COURSE**6.1 The purpose of the course within the program of study.**

This course is an important option for students in both the Political Science BA degrees and the International Relations and Development Studies BA.

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

The class was last offered in Fall 2016 and was fully enrolled (25/25 students).

6.3 Relationship to Unit's Strategic Plan and the University's Strategic Plan.

This class is clearly linked to the emphasis in the SMA to 'Windsor-Detroit's highly integrated cross-border economy. Bilateral trade relations generate prosperity, but also greater economic volatility, necessitating a versatile, learning-oriented workforce'. This class teaches students about the extent to which the North American economy is interconnected.

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

This course is normally part of an instructor's teaching load. However, it has not been offered due to various reasons (i.e., administrative responsibilities, leaves, etc.)

6.5 Whether the course will be offered in Fall 2018. If not, why will it not be offered?

The course is scheduled to be taught in the 2022-23 academic year.

7. RESOURCE IMPLICATIONS

There are no resource implications for keeping this class.

**University of Windsor
Senate**

*5.5.2: **Communication, Media, and Film – Request for Waiver of Course Deletion**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the Request for Waiver of Course Deletions for the following course, be approved:
CMAF-3610. Public Relations Today: Issues and Practices**

Rationale:

- 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.
- The proposal was approved by Department of Communication, Media, and Film Council, the Faculty of Arts, Humanities, and Social Sciences Coordinating Council and the Program Development Committee.
- *See attached.*

1. Faculty, Department, and Program Title:

Communication, Media and Film

2. Course Number and Title: CMAF-3610. Public Relations Today: Issues and Practices

3. Credit hours, Total Contact hours and Delivery format

(3.0 Credit Hours)

4. Calendar Description

This course explores the contemporary world of public relations. Through case studies and in-class exercises, students will assess a variety of strategies and techniques and apply them in the planning and execution of public relations campaigns deliverable across a variety of platforms. Topics may include: PR in the social media age; media relations, journalism and PR; PR and ethical considerations. (Prerequisite: CMAF-2610 or CMAF-2820.)

5. Pre/co/anti-requisites

CMAF-2610 or CMAF-2820

6. RATIONALE FOR KEEPING THE COURSE

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

The prerequisite to this course (CMAF-2610 and CMAF-2820) are taught routinely by two faculty who, in the past 5 years, have been on leaves and/or course releases for service work to the department or FAHSS. For these reasons, CMAF-3610 (the course we're requesting for waiver) has not been offered; however, beginning 2021-22, the faculty who teach this course will be back in full and we anticipate the course to reenter teaching-load circulation.

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

The prerequisite courses are very popular and fill up at 60-80 students each term they're offered, so we anticipate CMAF-3610, when it's offered, to also be popular. Most of our 3000-level courses, of which this is one, are "a la carte" in that the Honours degree allows student to select 13 courses, at least two of which must be at the 3000-level.

6.3 Relationship to Unit's Strategic Plan and the University's Strategic Plan.

Communication, Media and Film is a department that offers several "streams" to the degree. Public Relations is one stream, linked with marketing.

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

As stated above, the two faculty who teach this course have been on leaves (sabbatical, admin, parental) or serving in other roles (assistant dean, undergrad studies chair, grad studies chair) that informs their teaching load.

6.5 Whether the course will be offered in Fall 2018. If not, why will it not be offered?

It will be offered in 2022-23.

7. RESOURCE IMPLICATIONS

N/A

**University of Windsor
Senate**

*5.5.3: **Languages, Literatures, and Cultures – Request for Waiver of Course Deletions**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Requests for Waiver of Course Deletions for the following courses be approved:

ARAB-1100. Introduction to Arabic I

ARAB-2100. Intermediate Arabic I

ARAB-2110. Intermediate Arabic II

FREN-3500. French Literature Middle Ages and Renaissance

ITLN-4000. Proficiency in Italian

ITLN-4010. Proficiency in Written Italian

SPAN-4000. Proficiency in Spanish

Rationale

- 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.
- The Department of Languages, Literatures, and Cultures (LLC) is requesting a waiver of deletion concerning all the courses not taught since 2016.
- The courses in French, Italian, and Spanish are necessary to help a few students who, from time to time, happen to be exempted from elementary language instruction levels and are, therefore, short of credits. These courses are almost always taught in voluntary overload.
- The Department of Languages, Literatures, and Cultures will be able to offer more Arabic language instruction course in light of a new established agreement with the University of Strasbourg.
- Based on the agreement between Universities the Department would be able to offer two Arabic Language training courses taught by a Lecturer from Strasbourg. Strasbourg has the largest language Department in Europe.
- The proposed change has been approved by the Department of Languages, Literatures, and Cultures, the Faculty of Arts, Humanities, and Social Sciences Coordinating Council and the Program Development Committee.
- *See attached.*

1. Faculty, Department, and Program Title

FAHSS/Languages, Literatures and Cultures/French Studies

Course Number and Title:

ARAB-1100	Introduction to Arabic I
ARAB-2100	Intermediate Arabic I
ARAB-2110	Intermediate Arabic II
FREN-3500	French Literature Middle Ages and Renaissance
ITLN-4000	Proficiency in Italian
ITLN-4010	Proficiency in Written Italian
SPAN-4000	Proficiency in Spanish

2. Credit hours, Total Contact hours and Delivery format

All of the courses are 3.0 credit hours.

3. Calendar Descriptions

ARAB-1100. Introduction to Arabic I

Introduces vocabulary and the basic elements of Arabic language structure. Students will acquire a basic level of expertise in the four communication skills: listening, speaking, reading and writing. (Only for students with no prior knowledge of Arabic.)

ARAB-2100. Intermediate Arabic I

The course targets the four basic language skills of modern standard Arabic: listening, speaking, reading, and writing. Reading and writing assignments in this class will expose students to a large variety of vocabulary and topics in religion, culture, and politics. Students are expected to read, to report on written material in Arabic (newspapers, comics, magazines), and to listen to Arabic news and songs. The ultimate objective of the course is to help them to acquire and to apply language tasks such as paraphrasing and summarizing short texts, communicating their points of view in writing and speaking, as well as describing and narrating events. (Prerequisite: ARAB-1100 and ARAB-1110, or permission of instructor.)

ARAB-2110. Intermediate Arabic II

This course will serve as a continuation of Intermediate Arabic I with equal emphasis on speaking, reading, oral and aural skills. The course will cover advanced aspects of grammar and structure of modern written Arabic. Selected readings from contemporary Arabic culture and politics will be introduced into the curriculum and will serve as basis for reading and conversation. (Prerequisite: ARAB-2100, or permission of instructor.)

FREN-3500. French Literature of the Middle Ages and the Renaissance

This course will examine the major authors and genres of the Middle Ages and the Renaissance, from the twelfth to the sixteenth century, including: the chanson de geste, the love songs of the troubadours, the Arthurian Romance, the sonnets of Ronsard, and the works of Rabelais. (Prerequisite: FREN-1410.)

ITLN-4000. Proficiency in Italian

Emphasis is placed on understanding a wide range of demanding and longer texts (press, literature, etc.) Students will enhance their ability to express themselves fluently and spontaneously. Students will use the target language flexibly and effectively for social, academic and professional purposes. Students will learn to communicate fluently in the target language using complex grammar structures as well as complex text production. (Prerequisite: ITLN-3010 or permission of instructor.)

ITLN-4010. Proficiency in Written Italian

This course seeks to consolidate and enhance writing and reading skills at an advanced level of proficiency. Topics of study may include translation techniques, mastery of complex syntactical structures, study of disparate texts (e.g. academic, journalistic, literary). (Pre-requisite: ITLN-3010).

SPAN-4000. Proficiency in Spanish

Emphasis is placed on understanding a wide range of demanding and longer texts (press, literature, etc.) Students will enhance their ability to express themselves fluently and spontaneously. Students will use the target language flexibly and effectively for social, academic and professional purposes. Students will learn to communicate fluently in the target language using complex grammar structures as well as complex text production. (Prerequisite SPAN-3010 or permission of instructor)

4. Pre/co/anti-requisites

(See above for calendar descriptions).

5. RATIONALE FOR KEEPING THE COURSE

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

The Department asks for a waiver of deletion concerning all the courses not taught since 2016 for the following reasons:

- 1) Thanks to a recently established agreement with the University of Strasbourg, the Department of LLC will be able to offer more Arabic Language instruction courses, so that the students will be able to complete their Minor in Arabic Studies more easily. Also, these courses are currently used for granting equivalencies;
- 2) All the remaining courses in French, Italian, and Spanish are necessary to help a few students who, from time to time, happen to be exempted from elementary language instruction levels and are, therefore, short of credits. These courses are almost always taught in voluntary overload; also, due to unforeseen circumstances, a student might need an extra course in the field or a course equivalency.

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

Given the Financial constraints of the Department, these courses may always be needed by a good number of students. Also, given the size of the Department it would be prudent to keep some courses as potential Directed Reading ones because some other courses may not be offered due to sabbaticals.

6.3 Relationship to Unit's Strategic Plan and the University's Strategic Plan.

Preservation of the courses would ensure an excellent student experience avoiding delays in graduating.

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

The Arabic courses were suspended because of COVID-19. The Language training courses in Italian and Spanish as well as the French Literature course have not been offered because of Instructors being already in overload.

6.5 Whether the course will be offered in Fall 2021. If not, why will it not be offered?

Most of these courses might be offered in Fall 2021 depending on students' needs.

6. RESOURCE IMPLICATIONS

There are no resource implications for retaining these courses in the calendar.

**University of Windsor
Senate**

*5.5.4a: **Business (Graduate)/Law – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the MBA/JD program be changed according to the program/course change form.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposal has been approved by the Odette School of Business Council, Faculty of Law, Faculty of Graduate Studies Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the February 24, 2021, Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item go to 5.4.

**University of Windsor
Senate**

*5.5.4b: **Business (Graduate) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the MBA program be changed according to the program/course change form.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposal has been approved by the Odette School of Business Council, the Faculty of Graduate Studies Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the February 24, 2021, Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item go to 5.5.

**University of Windsor
Senate**

*5.5.4c: **PhD Physics – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the admission and degree requirements for the PhD Physics program be changed according to the program/course change form.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposal has been approved by the Department of Physics Council, the Science Program Development Committee (SPDC) delegated on behalf of the Faculty of Science Coordinating Council, the Faculty of Graduate Studies Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the February 24, 2021, Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item go to 5.7.

**University of Windsor
Senate**

*5.5.4d **MSc Physics – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the admission and degree requirements for the MSc Physics program be changed according to the program/course change form.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposal has been approved by the Department of Physics Council, the Science Program Development Committee (SPDC) delegated on behalf of the Faculty of Science Coordinating Council, the Faculty of Graduate Studies Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the February 24, 2021, Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item go to 5.8.

**University of Windsor
Senate**

*5.5.4e: **BFA in Acting – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for BFA in Acting be changed according to the program/course change form.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposal has been approved by the School of Dramatic Art, the Faculty of Arts, Humanities, and Social Sciences Coordinating Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the February 24, 2021, Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item go to 5.9.

**University of Windsor
Senate**

*5.5.4f **Computer Science – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Bachelor of Computer Science (General) for University Graduates and Bachelor of Computer Science (Honours Applied Computing) for University Graduates be changed according to the program/course change form.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposal has been approved by the School of Computer Science Council, the Science Program Development Committee (SPDC), and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the February 24, 2021, Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item go to 5.10.

**University of Windsor
Senate**

*5.5.4g: **Chemistry and Biochemistry – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Minor in Biochemistry be changed according to the program/course change form.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposal has been approved by the Department of Chemistry and Biochemistry Council, the Science Program Development Committee (SPDC), and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the February 24, 2021, Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item go to 5.11.

**University of Windsor
Senate**

*5.5.4h **Forensic Science – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Bachelor of Forensic Science be changed according to the program/course change form.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposal has been approved by the Science Program Development Committee (SPDC), the Science Program Development Committee, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the February 24, 2021, Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item go to 5.12.

**University of Windsor
Senate**

*5.5.4i **FAHSS (Digital Journalism) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Combined Honours Digital Journalism in English, Combined Honours Digital Journalism and English and Creative Writing, Combined Honours Digital Journalism and Political Science, and, Combined Honours Digital Journalism and Communication, Media, and Film be discontinued effective Spring 2021.^

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposal has been approved by the Faculty of Arts, Humanities, and Social Sciences Coordinating Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the February 24, 2021, Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item go to 5.13.

University of Windsor
Senate

*5.5.4j **Business (Graduate) – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course addition be approved: ^
BUSI-8070. Financial and Managerial Accounting**

^Subject to approval of the expenditures required.

Rationale/Approvals:

- The proposal has been approved by the Odette School of Business Council, the Faculty of Graduate Studies Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the February 24, 2021, Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item go to 5.6.

University of Windsor
Senate

5.6.1: **Centre for Teaching and Learning Annual Report (2019-2020)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

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

See attached for Summary Report.

CENTRE FOR TEACHING AND LEARNING ANNUAL REPORT TO THE ACADEMIC POLICY COMMITTEE 2019-20



1. Executive Summary

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

A. Introduction

The Centre for Teaching and Learning's programming is intentionally designed to engage instructors at all stages of their careers, and build networks of faculty, students, and staff across campus, resulting in a distributed model of leaders committed to teaching excellence and student learning. **The Centre's mandate is core to the mission** of the University of Windsor, as it supports and enhances teaching and learning on campus through the thoughtful integration of interactive technologies and effective pedagogical practices; and **critical to the current provincial context**, as it supports Ontario-wide teaching and learning goals and Strategic Mandate Agreements (SMA).

In 2019-20, the CTL, along with the Office of Open Learning (OOL) and a member of the Office of Quality Assurance (QA), relocated to the Ed Lumley Centre for Engineering Innovation, a move designed to support and strengthen the collaboration between the units, and increase campus visibility for teaching and learning.

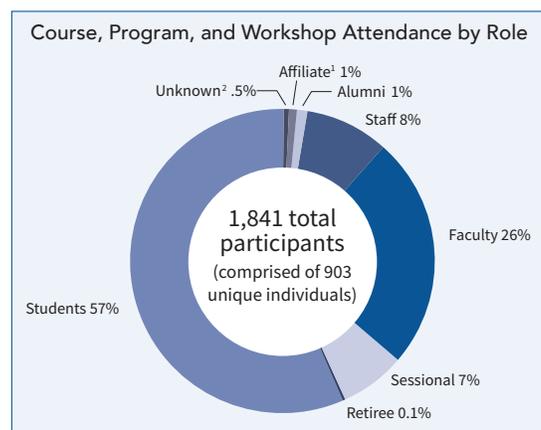


B. Goals and Objectives of Reporting Year: Strategic Priorities

1. Provide an exceptional undergraduate experience.
2. Pursue strengths in research and graduate education.
3. Recruit and retain the best faculty and staff.
5. Promote international engagement.

C. Successes

- Led and supported the campus-wide transition to online teaching and learning due to the COVID pandemic, working with 580 unique instructors in the first three months of the transition, and launching virtual support initiatives: the CTL was recognized internationally for our approach and contributions
- Hosted more than 1,800 participants (903 unique individuals) in 98 courses, programs, and workshops
- Engaged with more than 60% of full-time faculty members through consultations or events
- Hired a part-time Indigenous Curriculum and Pedagogy Project Coordinator and offered workshops to 186 faculty, staff, and students across units, developed [online resources](#), and launched the *Nanadagikenim: Seek to Know Grant*
- Successfully bid for internal and external funding to assess the challenges and perceived needs of educational developers working to support the Indigenization of curricula
- Exceeded the SMA2 requirement for curriculum mapping: 50.9% (176 total) programs were mapped by December 2019
- Refined the CTL/ITS-developed online curriculum mapping tool, [CuMA](#)
- Hosted Blackboard sites in 92% of all courses
- Launched new outreach initiatives including a monthly [CTL Newsletter](#) and [Teach & Learn blog](#)
- Developed a new Early Career Faculty Mentoring Program, and engaged 97% of new faculty in at least one CTL-facilitated event
- Partnered with the Office of Experiential Learning to draft definitions for reporting on experiential learning for SMA3
- Hosted GATAcademy and Winter GATAcademy, the GA/TA orientation events, to over 300 graduate and teaching assistants
- Disseminated CTL-staff research findings: 7 peer-reviewed publications; 10 peer-reviewed and 18 invited sessions; 27 videos, 8 grants
- Received the OPUS 2020 Departmental Appreciation Award for support of part-time students



D. Challenges

- Sustaining capacity to support the pivot to remote teaching during the COVID pandemic
- Sustaining campus-wide initiatives, as two positions, originally conceived of as permanent are now temporary: one to support curriculum development (ending December 2019), and one to support Indigenization (ending August 2021)
- Securing financial support from external sources to help address fiscal constraints

2. Report

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

The CTL's mandate is consistent with the educational goals and objectives identified in the University's Strategic Plan and Strategic Mandate Agreement, with particular focus on the undergraduate experience, research-based practice, graduate teaching development, and supporting faculty and staff. In the reporting period there were a number of changes to the CTL's organizational structure, including the addition of a part-time Indigenous Curriculum and Pedagogy Project Coordinator and the completion of a limited-term Learning Specialist tasked with supporting curriculum mapping.

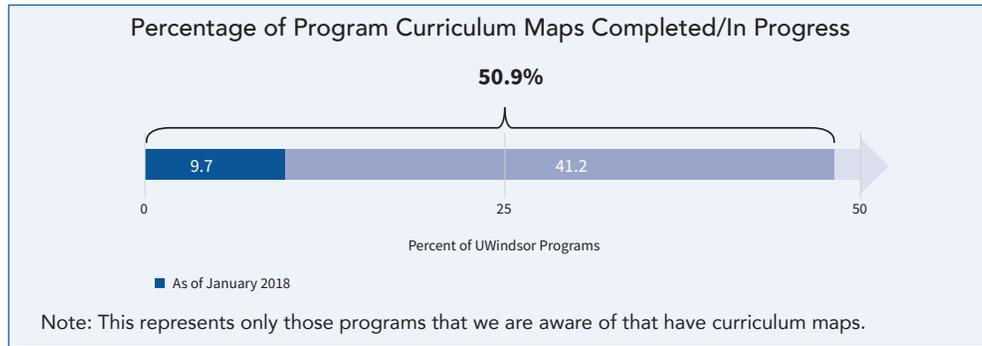
1. Provide an exceptional undergraduate experience:

- a. Supporting the campus-wide pivot online from March-June 2020, in collaboration with multiple units across campus
 - Worked with more than 580 unique participants including instructors, staff, and GA/TAs during the first three months
 - Hired co-op students with approximately \$50,000 external funding
 - Developed virtual support initiatives:
 - Online sprint sessions focused on topics including online assessment
 - New Wiki pages focused on all areas of online instruction
 - Virtual drop-in space, BB Café, for one-on-one support: 368 participants dropped in
 - Campus-wide and department-specific workshops focused on academic integrity, authentic assessment, and Blackboard
 - Online training videos
 - Teaching evaluation surveys for instructors seeking formative feedback on their online teaching
 - Web resources including FAQs related to teaching and learning issues for University-wide sites; email communications regarding teaching and evaluation practices; and an internationally accessed article and blog on the support of online conferences
 - Hundreds of virtual consultations with instructors representing every Faculty on campus
 - Began working on a campus-wide support website, Teaching Online
- b. Fostered exceptional teaching directly impacting student learning and retention across the institution
 - Hosted more than 1,800 participants (903 unique individuals) in 98 courses, programs, and workshops
 - Maintained strong CTL representation across campus with staff sitting on 54 campus committees
 - Provided support for and consultation on institutional policies impacting teaching and learning, such as recording policies
- c. Initiated projects to Indigenize curriculum and pedagogies
 - Hired part-time Indigenous Curriculum and Pedagogy Project Coordinator, Jaimie Kehego
 - Hosted 186 faculty, staff, and students across units in 10 campus-wide workshops focused on bringing Indigenous knowledge and approaches into classrooms
 - Designed an online Foundation Series, held individual consultations, and developed [online resources](#) and videos
 - Launched the *Nanadagikenim: Seek to Know Grant* funding 34 people
 - Successfully bid for internal and external funding to assess the challenges and perceived needs of educational developers working to support the Indigenization curricula
- d. Supported the development, revision, and mapping of new and existing programs
 - Successfully achieved the SMA2 mandate to map 50% of all programs: 50.9% (176) programs were mapped by the December 2019 deadline
 - Supported curriculum mapping through small grants, consultations, retreats, workshops
 - Provided feedback on 340 sets of course-level learning outcomes and 30 sets of program-level learning outcomes that were approved by the Program Development Committee and Senate

"The BBcafe has been a really tremendously important source that I can rely on during these challenging times, and consequently, my students have benefited from the smooth operation of my classes and exams."

Instructor, 2020

- Enhanced the online curriculum mapping tool (CuMA) with a learning outcomes repository, helping to highlight strengths and areas for refinement (<https://ctl2.uwindsor.ca/cuma/prj/>)



- e. Partnered with students to engage them in teaching, research and educational development
 - Mentored student researchers in a study exploring the impact of students partnering with CTLs
 - Directly worked with 50 students (Ignite work-study program, research and project assistants, GATA Coordinators, and workshop facilitators), as well as hundreds more involved in grants
 - Hosted 498 students in formal CTL programs
- f. Encouraged the effective use of technology to enhance learning by integrating Blackboard Learn, and Learning Analytics consistent with enrollment and retention initiatives
 - Supported 92% of all courses from every Faculty with an active Blackboard site
 - Collaborated with IT Services, OOL, and faculty and staff across campus to offer expertise in pedagogy and hybrid learning, hardware management, programming, and communications
 - Supported the increased use of Blackboard interactive tools for assignments
 - Resolved more than 1,276 help requests focused on system administration, site access, and use of features
 - Maintained a stable system with 99.4% uptime, supported by improved monitoring with IT Services

2. Pursue strengths in research and graduate education:

- a. In response to the pivot to online delivery due to the COVID-19 pandemic, GATA Network supported GA/TAs by offering daily (2 hours/day) drop-in virtual office hours beginning in April 2020. They also coordinated and delivered departmental and campus-wide online workshops and facilitated the transition of GATAcademy 2020 to a week-long online event.
- b. Supported graduate assistant and teaching assistant (GA/TA) professional development in teaching
 - Supported graduate education through a collaboration with Law, integrating the University Teaching Certificate into its LLM graduate program: this year saw its first graduate cohort
 - Supported and provided feedback on graduate-level curriculum mapping
 - Hosted over 400 GA/TAs in GATAcademy, Winter Academy, and targeted GATA workshops
 - In collaboration with Graduate Studies, supervised the GA/TA Network, a two-person graduate student team who offered workshops, developed resources, and online training modules
 - Hosting Blackboard and social media accounts, which have been accessed by thousands of people worldwide.
 - Facilitated promotion and selection of GATA Awards for Educational Practice and Educational Leadership
- c. Encouraged and supported faculty as they developed a scholarly approach to teaching and evidence-based decision-making, and engaged in the scholarship of teaching and learning
 - Offered a new six-week course focused on supporting faculty in the Scholarship of Teaching and Learning
 - Awarded four Centred on Learning Innovation Fund (CLIF) grants of \$2000-5000 to 10 researchers
 - Awarded nine Nanadagikenim Seek to Know Grants to 34 individuals, with each grant including collaboration with the Indigenous community
 - Provided 13 CTL travel grants to disseminate teaching research (nine postponed due to COVID)
 - Partnered with faculty to research issues in teaching and learning
 - Consulted with faculty across units on pursuing teaching and learning research
- d. Enhanced student learning experiences through research in collaboration with the Office of Research and Innovation Services (ORIS), as a High Impact Practice
 - Partnered with ORIS to offer 12 Undergraduate Research Experience Grants to 12 researchers, a granting

- scheme developed with ORIS to encourage faculty to teach and mentor undergraduate researchers
 - GA/TA Network Coordinators trained students presenters for the Three Minute Thesis Competition (the competition was cancelled due to COVID)
- e. Engaged in scholarship to contribute to the enhancement of teaching and learning in higher education
- Worked on eight ongoing research grants totaling over \$33,000 on teaching and learning projects
 - Disseminated CTL-staff research findings: 7 peer-reviewed publications; 10 peer-reviewed and 18 invited sessions; 27 videos
 - Peer-reviewed sessions and articles for 15 conferences and journals on teaching and learning in higher education
 - Supervised PhD students and acted as committee members or external readers on doctoral and master's committees, particularly those related to teaching and learning in higher education

3. Recruit and retain the best faculty and staff:

- a. Offered ongoing, core programming in different formats and lengths for faculty, sessional instructors, students, staff
- Hosted 98 workshops, courses, and programs, attracting over 1,800 participants in all roles and levels
 - Hosted full-time faculty and sessional instructors in workshops, programs, and courses; and engaging hundreds more through consultations, departmental retreats, and conferences – and over 60% of all full-time faculty (315 faculty, AAS, and librarians) in support provided by the CTL
 - Organized workshops and sessions featuring facilitators from outside of the CTL with 40 representatives from across campus and five external visitors
 - University Teaching Certificate had two courses approved for graduate-credit, and with a waiting list of 10
- b. Embedded support for early career faculty
- Welcomed 97% of new full-time faculty hired in 2019-20 to at least one CTL-facilitated workshop; and distributed resources and information about teaching to 100%
 - Launched new Early Career Faculty Mentoring Program, with 24 early career faculty
 - Partnered with the Office of the Provost to provide an extended Early Career Faculty Program, with an interactive four-day orientation
 - Hosted weekly informal drop-ins, a faculty lunch, and mid-year meeting; and offered preferential access to CTL programs, consultations, and regular email notices
- c. Provided support and networks for mid- to late-career instructors and Heads
- Provided opportunities for leadership, inviting and mentoring eight mid-to late-career faculty to facilitate teaching and learning workshops
 - Awarded grants, and engaged mid to late career faculty in reviewing grants
- d. Engaged educational leaders and change agents to enhance teaching culture
- Awarded the UWindsor Educational Leadership Award to Anne Forrest, Women's and Gender Studies
 - Offered the Teaching and Learning Senior Fellows Program, a fellowship for retired faculty members- Veronika Mogorodoy (VABE) and Erica Stevens Abbitt (Dramatic Art)
 - Partnered with leaders in Human Kinetics to research and explore leadership practice
- e. Examined effective approaches to evaluating teaching integrated with hiring, tenure, and promotion
- Developed an informal process for instructors to gather feedback on their teaching, providing sample formative questions and two Qualtrics surveys used during the pivot online in the Winter 2020 semester
 - Offered the first online version of the Teaching Dossier Academy, rated very highly by participants
 - Worked with over 100 people on teaching dossiers
 - Continued work on the Student Evaluations of Teaching Task Force chaired by Dennis Jackson, Psychology
- f. Celebrated teaching excellence, rewarding and valuing teaching in hiring, tenure, and promotion
- Welcomed over 250 people and celebrated 40 teaching award winners from 19 academic units at the Celebration of Teaching Excellence
 - Invited to sit on four teaching award committees at the University of Windsor and nationally

"Early Career Mentoring provided an experience-rich environment where I was able to flourish both personally and professionally. My mentorship experience was intellectually challenging and insightful which fostered reflective growth. I am grateful to have had the opportunity to share this experience."

Phebe Lam, Learning Specialist

5. Promote international engagement:

- a. Fostered international relationships and global perspectives with initiatives such as the Visiting Fellows in Educational Development programs
 - Worked with two colleagues to launch keepteaching.ca, a national initiative which included resources and webinars supporting faculty and universities during the pivot online that was recognized internationally
 - Involved with 21 national and international societies, and 25 external committees and boards
 - Coordinated the national Educational Developers Caucus Guide Series
 - Chaired Canadian and international societies, and represented Canada at international meetings
 - Invited to externally review a Canadian teaching and learning centre and research centre
 - Consulted with faculty and educational developers across the globe on teaching and learning topics, programs, and research
 - Co-sponsored Melanie Little with the Department of English and Creative Writing as our Visiting Fellow/Writer-in-Residence, who facilitated a virtual workshop on peer-review

B. Future Actions/Initiatives for 2020-21

1. **COVID Support for Remote and Online teaching:** Provide ongoing virtual support for instructors to teach and assess effectively
 - a. Provide virtual Blackboard support and support for other educational technologies
 - b. Collaborate with OOL on introducing Better Examinations and YuJa and integrating the platforms into Blackboard
 - c. Support accessibility online
 - d. Consult on learning spaces and technology renovations as we plan to return to campus
2. **Indigenization:** Facilitate increased awareness and support for Indigenization of curriculum, build our local community relationships and national networks, and secure funding to hire a permanent support person
3. **Anti-Black Racism:** Collaborate with other units on campus to provide support, host a workshop series, develop a training framework, and prepare a focused Teaching Leadership Chair
4. **Curriculum Services:** Re-envision curriculum services to focus on the development and mapping of new programs and enhancement of existing programs
5. **Students as Partners:** Work with students as partners in CTL and across the institution
6. **Data Governance and Learning Analytics:** Implement frameworks and systems with ITS and partners across campus
7. **Support Effective Teaching through Sustainable Core Programming:** Provide essential support of teaching through coherent programming for all career stages
 - a. Early career faculty support
 - b. Mid-to-late career and educational leadership
 - c. GA/TA
8. **Experiential Learning:** Essential to the SMA3
9. **Scholarship:** Promote SoTL and a scholarly approach to effective teaching

C. Recommendations for Senate Consideration

Consider a strategic institutional approach to Indigenization, which will include and embed Indigenous curriculum and pedagogy. Consider developing a coherent Teaching and Learning Strategic Plan that integrates and aligns with the University of Windsor's future strategic plans.

D. Actions Identified in 2018-19, and Completed in 2019-20

In the 2018-19 Annual Report, the CTL identified future goals, actions, and initiatives. Please refer to Appendix D in the 2019-2020 full report for a summary of the actions completed related to these goals.

University of Windsor
Senate

*5.6.2: **BCS (Honours Applied Computing) for University Graduates and BCS (General) for University Graduates – Admission Requirement Revisions**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the proposed revisions to the admission requirements for the Bachelor of Computer Science (General) for University Graduates be approved.

Proposed Revisions:

[revisions are in bold and strikethrough]

~~(i) University graduates with a three-year General, four-year Major or four-year Honours degree (from in a discipline other than Computer Science) may apply to the BCS (General) degree for University Graduates.~~

(ii) Ontario Grade 12 “U” Advanced Functions or equivalent. Grade 12 “U” Calculus & Vectors is strongly recommended.

Rationale:

- Recently it was noticed that the admission requirements for this program are inconsistent with requirements in other Computer Science programs, including Bachelor of Computer Science (General). As currently listed, it does not require students to have any math background whereas in the program, they are required to take two math courses and one stats course. If students are allowed to enter without any Math background, they may find it difficult to continue and struggle with the math courses.
- The proposed changes have been approved by the School of Computer Science Council.

MOTION 2: That the proposed revisions to the admission requirements for the Bachelor of Computer Science (Honours Applied Computing) for University Graduates be approved.

Proposed Revisions:

[revisions are in bold and strikethrough]

(i) A 3-year General or a 4-year Honours Bachelor’s degree from an accredited University **(in a discipline other than Computer Science)**.

(ii) Ontario Grade 12 “U” Advanced Functions or equivalent. Grade 12 “U” Calculus & Vectors is strongly recommended. ~~and Introductory Calculus and Geometry and Discrete Mathematics or equivalent courses.~~

Rationale:

- Recently it was noticed that the admission requirements for this program are inconsistent with requirement in other Computer Science programs, particularly, the Bachelor of Computer Science (Honours Applied Computing) for University Graduates. As listed, it requires more math background courses than the existing main BCS(H) Applied Computing.
- The proposed changes have been approved by the School of Computer Science Council.

**University of Windsor
Senate**

*5.6.3: **Policy on Graduate Faculty Designation – Revision**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the proposed revisions to the Policy on Graduate Faculty Designation be approved.

Proposed Revisions:

[revisions are in bold and strikethrough]

2. Affiliate Graduate faculty: Adjunct faculty, Limited-term Appointees and Ancillary Academic Staff may be appointed as Affiliate Graduate faculty provided they meet the criteria outlined above.

The role of Ancillary Academic Staff will be limited to participation on Master's and Doctoral committees in the following capacities: co-supervisor; internal ~~department~~ **program** reader; outside ~~department~~ **program** reader.

The role of Adjunct faculty members will be limited to participation on Master's and Doctoral committees in the following capacities: co-supervisor; internal ~~department~~ **program** reader; outside ~~department~~ **program** reader. **In order to act as co-supervisor for a doctoral student, the adjunct appointee must have a minimum of 30 months left on their appointment at the time of application for graduate status, and for co-supervision of master's students, 18 months.**

The role of Limited-term appointees will be limited to participation on Master's committees only, and in the following capacities: co-supervisor; internal ~~department~~ **program** reader; outside ~~department~~ **program** reader. **In order to act as a co-supervisor for a master's student, the limited term appointee must have a minimum of 18 months left on their appointment at the time of application for graduate status.**

Full Graduate faculty and Affiliate Graduate faculty will be listed on the Faculty of Graduate Studies website.

Rationale:

- Our current practice when approving both Limited Term Appointments and Adjunct Faculty is to ensure that the term of their appointment is of sufficient length to cover the duration of the research portion of a master's or doctoral degree. This language makes explicit the current practice. The goal is to ensure that anyone who takes on a supervisory responsibility will see that responsibility through to completion.
- Other minor wording changes were made to ensure compliance with the Graduate Calendar.
- This policy revision was passed at Graduate Council on December 14, 2020.