



NOTICE OF MEETING

There will be a meeting of the Senate on Friday, November 10, 2023, at 2:30pm Location: Toldo Room 203

AGENDA

Land Acknowledgement

- 1 Approval of Agenda (Unstarring agenda items)
2 Minutes of the meeting of October 6, 2023 Approval S231006M
3 Business arising from the minutes
4 Outstanding Business/Action Items
*4.1 Board of Governors In-Course Medals – Fall 2023 Robert Gordon-Approval S231110-4.1
5 Reports/New Business
5.1 Program Development Committee
5.1.1 Indigenous Question on PDC Forms – Orientation/Review Jaimie Kechego-Information
5.1.2 Graduate Diploma in University Teaching New Program Proposal (Form A) and New Course Proposals (Form Ds) Lionel Walsh- Approval S231110-5.1.2
5.2 Academic Policy Committee
*5.2.1 PhD in Social Work – Minimum Course Grade Policy Isabelle Barrette-Ng-Approval S231110-5.2.1
5.2.2 Course Modalities and Definitions Isabelle Barrette-Ng-Approval S231110-5.2.2
5.3 Senate Governance Committee Rob Gordon-Information
5.4 Senate Student Caucus Natalie Atkin-Information
5.5 Report from the Student Presidents UWSA/GSS/OPUS-Information
5.6 Report of the Academic Colleague Philip Dutton-Information S231110-5.6 (to be distributed separately)
5.7 Report of the President Robert Gordon-Information
5.7.1 Carbon Neutral Master Plan
5.8 Report of the Provost Robert Aguirre-Information S231110-5.8

5.8.1	Enrolment Management Update	Chris Busch -Information S231110-5.8.1
5.8.2	Generative AI in Teaching and Learning	Nick Baker -Information
5.9	Report of Vice-President, Equity, Diversity, and Inclusion	Clinton Beckford -Information S231110-5.9
5.10	Report of Vice-President, Research, and Innovation	Shanthi Johnson -Information S231110-5.10
5.11	Renewal of President’s Term of Office (<i>in camera</i>)	Helga Reidel -Discussion
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: **Board of Governors In-Course Medals – Fall 2023**

Item for: **Approval**

MOTION: That Senate approve the list of candidates receiving Board of Governors in-course medals.

BOARD OF GOVERNORS IN-COURSE MEDALS 2023

Faculty of Arts, Humanities and Social Sciences - Social Science	Sara E Chiarcos
Faculty of Arts, Humanities and Social Sciences - Arts	Phoebe Evelyn Rose Findlay
Odette School of Business	Robert Gregory
Education	Victoria Sara Louise Townsend
Engineering	Michael William Altenhof
Human Kinetics	Rahul Singh Seehra
Law - J.D.	Nicole Danielle Couvillon
Law - Dual J.D.	Matthew Furgele
Nursing	Andrew Christopher Hebert
Science	Jennifer Erin Noble
Science	Allison Lianne Noble

**University of Windsor
Senate**

5.1.2: **Graduate Diploma in University Teaching New Program Proposal (Form A) and New Course Proposals (Form Ds)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That Graduate Diploma in University Teaching be approved, including the following new courses:

- CTLP-8110. Lecturing**
- CTLP-8120. Leading Effective Discussions**
- CTLP-8210. Authentic Assessment**
- CTLP-8220. Scholarship of Teaching and Learning**
- CTLP-8300. University Teaching Capstone**

^Subject to approval of the expenditures required.

Rationale:

- The Graduate Diploma in University Teaching (UTD) is an in-depth program that integrates theory with practice to foster excellent teaching.
- The Centre for Teaching and Learning (CTL) has offered a non-degree version of the proposed program under the name University Teaching Certificate (UTC), since 2009.
- Formalizing the UTC as an accredited Type 2 Graduate Diploma program¹ will help to enhance the success of the program and its participants by providing institutional recognition of the accomplishments of its graduates.
- This program has been approved by the Faculty of Graduate Studies Council (September 25, 2023) and the Program Development Committee (October 20, 2023).
- Supporting documentation for the New Course Proposals (Form Ds) can be accessed by contacting the University Secretariat at ext. 3325, or through the October 20, 2023 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/377/pdc-agendas-and-minutes>. To access this item, go to item 5.1a.
- *See attached.*

¹ Type 2 Graduate Diplomas are offered in conjunction with a Master's or doctoral degree and represent an additional, usually interdisciplinary, qualification. They tend to represent an additional, usually interdisciplinary qualification. There are no additional tuition costs beyond the graduate degree.

**PROGRAM DEVELOPMENT COMMITTEE
PROPOSAL BRIEF FOR NEW PROGRAMS
FORM A**

1. New Program Steering Committee/Provost Approval to Develop New Program Proposal

Prior to completing this form, proposers MUST complete a "New Program Notice of Intent Form" and obtain APPROVAL to proceed from the New Program Steering Committee and the Provost.

Date of New Program Steering Committee/Provost approval to proceed with development of the new program proposal:	Feb. 1, 2023
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A. Basic Program Information

Faculty(ies)	Faculty of Graduate Studies
Department(s)/School(s)	N/A
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis)	Graduate Diploma in University Teaching (UTD)
Proposed Year of Offering* [Fall, Winter, Spring]: <i>*(subject to timely and clear submission)</i>	Fall 2024
Mode of Delivery:	Primarily In-Class
Planned steady-state Student Enrolment (per section B.4.2)	20
Normal Duration for Completion:	1-2 years
Will the program run on a cost-recovery basis?	No

B. Overall Program Plan

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

Please provide a brief statement about the direction, relevance and importance of the new program. Describe the overall aim and intended impact of the proposed new program. Describe the consistency of the proposed new program with the institution's mission, goals and objectives as defined in its strategic plan. (to view the strategic plan go to: www.uwindsor.ca/president)

Relevance, Importance, and Intended Impact: The Graduate Diploma in University Teaching (UTD) is an in-depth program that integrates theory with practice to foster excellent teaching. Students explore the scholarly literature on effective teaching, draw on theoretical principles and approaches and apply them in practice, and reflect in an ongoing way to develop their identities as teachers and develop as effective and reflective practitioners. By completing the program, participants learn how to design effective courses, engage students in the classroom in a variety of ways, draw on the scholarly literature to continually improve practice, develop and articulate a teaching identity, and evaluate their practice for continuous improvement. Participants can focus on just-in-time professional development for key instructional skills such as lecturing, leading effective discussions, course and assessment design, lesson planning, and other skills that serve to enhance effective learning-centred teaching in higher education. While there are increasing numbers of university teaching certificates (Verkoeyen & Allard, 2020) and faculty programming designed to enhance their teaching and learning across Canada, many graduate students have had limited opportunities to formally develop their teaching qualifications (Britnell et al., 2010; Evers, et al, 2009; Sutherland, 2019). The proposed program seeks to fill this gap at the University of Windsor.

The Centre for Teaching and Learning (CTL) has offered a non-degree version of the proposed program under the name, University Teaching Certificate (UTC), since 2009. Formalizing the UTC as an accredited Type 2 Graduate

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Diploma program² will help to enhance the success of the program and its participants by providing institutional recognition of the accomplishments of its graduates. While currently, students can list the certificate program on their CVs, formal acknowledgement on transcripts will serve to both recognize the depth and rigour of the program and distinguish it from other programs that provide certificates of completion, and serve as a signal to potential employers that participants have attained significant skills in teaching and learning.

The UTC program placed the University of Windsor at the forefront of professional and academic development in higher education in Canada. The first of its kind in North America, the UTC has drawn considerable attention from academics at universities across North America, many of whom consulted with the CTL and now offer their own adapted teaching certificate programs. Many have commented on the program's model which requires sustained investigation and practice in teaching and learning that is rigorously assessed through courses and capstone assignments. This program has been internationally-recognized, receiving praise from organizations such as the Council of Ontario Universities (COU), the Council of Ontario Educational Developers (COED), the Staff and Educational Development Association in the UK, the Higher Education Quality Council of Ontario, and the Ontario Undergraduate Student Alliance; and has been marked as a notable, innovative Program in numerous discussion papers and books, including the Faculty Engagement in Educational Development (FEED) Summit, hosted by COU, COED, and McMaster University; in COU's (2015) report on exemplary and innovative programs in higher education; and in Simon and Pleschová's (2013) text, *Teacher Development in Higher Education: Existing Programs, Program Impact, and Future Trends*.

Completion of the formalized UTD would further help graduate students prepare for future careers. Increasingly this type of formal training is a requirement for university-level teaching, particularly in the European Union, Australia, and New Zealand. Even where this training is not a formal requirement, demonstration of teaching ability and teaching dossiers are increasingly required as part of the academic application process and the UTD provides practical, hands-on opportunities, along with theoretical grounding in effective teaching. Several UTC graduates were able to position themselves effectively for tenure-track positions through the certificate and the dossier they developed in its completion.

Formalizing the UTC will also help to establish and build the program's reputation and has the potential to draw new students to the University of Windsor campus. For example, current participants from the Faculty of Law have indicated that they specifically chose the University of Windsor because of their ability to take the LLM University Teaching Specialization. Other participants have travelled from both Michigan and other areas of Canada to take part in this program. Providing graduates with a value-add formalized Graduate Diploma will further increase the appeal of the University of Windsor as a desired destination for both international and domestic students.

Consistency With Institutional Goals: This program has the potential to mitigate University of Windsor enterprise risks identified by Deloitte (2021) in their risk assessment report, particularly around enhancing the student experience, student satisfaction, and retention. Further, the program would support one of the institution's priorities outlined in SMA 3: "Evidence-based, high-impact educational practices supporting student persistence, learning outcomes, and timely graduation." By supporting graduate students who are taking up teaching roles as GAs and sessional lecturers, the program aids in enhancing the undergraduate students experience at the University of Windsor. Through its support of graduate students and opportunities to develop relevant interdisciplinary skills, the program also aids in graduate student retention and engagement. In addition, the program is a distinctive offering in Canada, and in its original model, has already shown potential in its ability to draw students to Windsor.

² Type 2 Graduate Diplomas are offered in conjunction with a Master's or doctoral degree and represent an additional, usually interdisciplinary, qualification. They tend to represent an additional, usually interdisciplinary qualification. There are no additional tuition costs beyond the graduate degree.

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B.2 Program Content (QAF Section 2.1.2.2)

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

There is a global trend towards ensuring that higher education faculty have sufficient knowledge of effective teaching practices, with some nations requiring achievement of post graduate qualifications in teaching and learning as a condition of employment (Kanuka & Smith, 2019).

Institutions throughout Canada offer professional development for graduate students to promote effective teaching and learning. Most of these offerings, however, involve a series of short, 1-3 hour workshops (Verkoeyen & Allard, 2020) that provide useful introductions that help build awareness of concrete teaching techniques (Dimitrov et al., 2013), but are much less effective than longer, more extended programs in promoting sustained change in perceptions, attitudes, and behaviour related to effective teaching among instructors (Gibbs & Coffey, 2004; Shannon, Twale, & Moore, 1998). This finding holds true in a 2015 study into the UTC program (Potter et al., 2015). Participants in this program reported “a greater focus on developing a positive teaching and learning environment, actively engaging students in the learning process, strategically thinking through course design and assessment choices, intentionally communicating the reasoning behind their pedagogical choices to students, and otherwise using learning-centred techniques associated with positively influencing students’ approaches to learning” (Potter et al., 2015, p. 55). Please see B.2.1 for more detail demonstrating ways the UTD is consistent with and builds on similar types of programs.

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

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

There are several features that distinguish this program from others across Canada: its rigorous design; its integration of theoretical and practical aspects of teaching; and its assessment through credit courses. Once formalized, the ability for students to earn a GDip in addition to a primary program degree would further distinguish this program from others offered in Canada.

Across Canada there are 25 institutions currently offering university teaching programs. The structure of these programs varies considerably: over 70% comprise a selection of workshops, with expectations ranging from 5 to 25 workshops, with an average of 9 workshops per program and an average of 23 workshop hours (Verkoeyen & Allard, 2020). The CTL’s provincially-funded study on the effect of graduate teaching development programs demonstrated that while these shorter, introductory workshops can be effective at raising awareness of concrete teaching techniques, and encourage further involvement in additional sessions and programs, they rarely lead to sustained development in teaching and learning (Dimitrov et al., 2013; Potter et al, 2015). Longer, more extended programs result in greater change in perceptions, attitudes, and behaviour related to effective teaching among instructors (Gibbs & Coffey, 2004; Shannon, Twale, & Moore, 1998).

In comparison, the UTD provides an in-depth approach, comprising three required courses and two electives. All but one of these courses is a six-week half-credit graduate course, requiring 3 hours of class time per week, for a total of 18 hours of in-class time, plus readings, independent study, and assessments. The remaining course, the University Teaching Capstone, is a required course that is offered as a full-credit, twelve-week graduate course, also with 3 hours per week of class time, plus readings, independent study, and assessments. In total, the UTD includes 126 hours of in-class time, plus out-of-class preparation and completion of assessment tasks. In addition, the program also involves ongoing mentoring to support student success.

The UTD is also distinct from these certificate programs in the rigor of requirements and assessments. Unlike participation and workshop-based programs which focus on practical strategies (Verkoeyen & Allard, 2020), the UTD requires engagement with the scholarship of teaching and learning and each course takes a scholarly approach to the

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area, drawing on theoretical and empirical research that underlies effective practice. Further, the assessment expectations are higher: where most programs ask students to complete a lesson plan, students in the UTD will complete an entire course design. Where other programs will provide one or two opportunities to facilitate a session and receive feedback, the UTD integrates teaching into most courses. Further, the majority of other programs in Canada do not include any credit courses, and instead offer a certificate of completion. A formalized UTD would provide graduates with an additional qualification to formally recognize their accomplishments.

The requirements for the UTD are in line with similar programs in other countries in Europe and Australia where formalized teaching development is a requirement for working in the academy. One comparable example within Ontario is the Graduate Diploma in Education (GDE) at Queen's University. Like the UTD, Queen's GDE is also a 5-course program consisting of 3 required graduate level credit courses and 2 electives. According to the website, students will spend 2 to 10 hours per week on each course, depending on their previous experience (Queen's, n.d.). Unlike the UTD, however, the GDE offers all courses as fully online and asynchronous, reducing opportunities for student-teacher and student-student interactions. Another key difference is that the GDE at Queen's is not focused specifically on teaching in a higher education context, but includes students from a wide range of sectors that may have education or leadership as a part of their role. As such, the topics within the program are more general to adult education and emphasize theory over practice. UTD requirements in contrast focus on the integration between theoretical and practical components of teaching, with significant opportunities for creating and designing facilitations, assessments, as well as designing a full course. Students in the UTD can also gain specific practical skills in lecturing, leading classroom discussions, designing assessments, etc.

Another comparable program is the Learning and Teaching in Higher Education Graduate Certificate (LATHE) program at the University of Victoria. The LATHE program is formalized as a post-graduate certificate, and like the proposed UTD, the LATHE program focuses specifically on teaching within the post-secondary context. It differs in that it consists of just three required courses: (1) an introduction to learning-centred teaching (including classroom teaching, course design and educational psychology; (2) an introduction to current issues in higher education (globalization, corporatization, university governance, etc.); and (3) a course focused on practice teaching. The LATHE program is only open to students currently registered in a graduate program at the UVic.

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

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

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

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

- *What **process** has your department/Faculty used to consider Indigenization?*
- ***How** have you considered the importance or relevance to the course/program?*
- *How has your department or faculty approached raising awareness for Indigenous knowledges in your area?*
- *What do the [TRC](#) and [University Principles](#) documents suggest relevant to your course?*
- *What have other similar courses/programs done that might be relevant to your course/program?*
- *In what ways could your course/program have flexibility to include new ways of learning, or content for Indigenous approaches or knowledges?*

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- *What is your awareness of the history or background to approaches you are considering, such as the land acknowledgement? How have you developed your awareness?*
- *Which [literatures](#), sources, or Indigenous Knowledge Holders have you consulted? (Please confirm you have permission to share any names, it may be helpful to have the person confirm the text if you will be submitting their name)*
- *Are you engaging in critical analysis of Settler Colonialism and/or Decolonization?*
- *Have you included the information in the other relevant areas in the PDC form (such as learning outcomes) or in the course syllabus where appropriate?*

Over the last five years, CTL members have actively worked toward building an awareness of Indigenous histories, experiences, and approaches through several efforts.

CTL faculty have participated in numerous professional development sessions, courses, and extended workshops offered both on and beyond the University of Windsor campus. Through these professional development activities, we have been able to connect and engage with colleagues locally and nationally to build our knowledge and understanding of effective approaches to Indigenization and collect information, resources, feedback, and support for further enhancing Indigenization of UTD courses. These experiences have also enabled us to forge connections with Indigenous and non-Indigenous colleagues and educational developers actively working toward decolonization at Canadian institutions including Queen’s University, University of Alberta, University of Saskatchewan, University of British Columbia, and Simon Fraser University.

Members of the UTD Program Committee also worked toward developing a comprehensive understanding of the Indigenization of curricula on a national scale. In March 2020, Jessica Raffoul, Erika Kustra, and Jaimie Kehego began a research project on the experiences of educational developers hired into positions with a focus on Indigenization. The purpose of this work was to assess the challenges and perceived needs of Indigenous-focused educational developers, and establish strategies for how institutions can better foster transformative change and practices inclusive of Indigenous Peoples. With a team of nine researchers from six universities across Canada, the CTL took lead on two successful grants and a national study, which resulted in a successful journal article, international conference session, and webinar to disseminate results and network with colleagues nationally. Since its publication in the international journal, *AlterNative*, the journal article (Raffoul et al., 2022) was named one of the top read articles in the journal over a one-year period; and was highlighted as notable research on Indigenization in Canada by Kathryn Sutherland, keynote speaker at the International Consortium of Educational Developers conference in Denmark (2022). The webinar, the *Waawayaanong Gathering: Educational Developers and Indigenizing Curriculum*, welcomed 116 participants from 32 post-secondary institutions across Canada. Feedback collected after this event was positive with participants expressing their appreciation for the research: “I absolutely loved hearing and learning about the research, it resonated quite strongly with me.” This work has also received considerable interest from academics across the country. In the last year, UTD members were contacted by scholars from five universities and colleges to discuss this research and talk through possible interventions that they might undertake at their own institutions to Indigenize curricula. Recently, the CTL research team partnered with the University of Saskatchewan and the University of British Columbia on a successful Social Sciences and Humanities Research Council (SSHRC) Partnership Development Grant to explore and advance Indigenization of teaching and learning at Canadian universities (citations included in *References*).

All these efforts have been critical to supporting the Indigenization of UTD courses. To date, the following activities have been undertaken to integrate the perspectives and pedagogy of Indigenous Peoples into the current course offerings:

- Indigenous statements and land acknowledgements are included in all course syllabi and discussed during classes.
- In January 2023, Jaimie Kehego shifted from her role as a part-time position supporting Indigenization to a full-time permanence-track Learning Specialist in Indigenization. Jaimie is continuing to support the Centre’s

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Indigenization efforts and is currently working on developing a course on Indigenizing curriculum that is designed specifically for inclusion in the UTD.

- Instructors in the UTD have been actively collecting and creating resources to support enhanced Indigenized content and pedagogical approaches to each course in the UTD program. Highlights include:
 - *Learning Centred Teaching in Higher Education*: Developing active learning strategies to support diverse learners is a key component of this course. Content covers accessibility, social justice issues, and differences in pedagogical approaches across cultures. In this course, the instructor incorporates Indigenous ways of learning including storytelling and a direct focus on fostering relationships in the classroom. As this course is typically offered in Fall, the class that falls during the week that corresponds with Orange Shirt Day is centred on Indigenization. During this class, students learn about the history and effects of the residential school system and are challenged to become allies in the efforts toward reconciliation. Students are also tasked with reading materials and watching videos by Indigenous authors (e.g., Pete et al., 2013; Gaudry & Lorenz, 2018) and lecture time is focused directly on how instructors might Indigenize their teaching and curricula, across all disciplines. Over the last few years, students have reported that these classes focused on Indigenization have been most impactful on their learning.
 - *Course Design*: As one of the learning outcomes for this course focuses on inclusion of diverse learners, all students will engage in discussions, peer review, and reflections on how courses may be better designed to enhance inclusivity. Topics of focus specifically identify decolonization and Indigenization as key areas with distinct requirements to authentically create inclusivity. Supplementary resources to support Indigenization and decolonization are provided. Indigenous content, including the addition of the Medicine Wheel as a taxonomy for thinking through learning outcomes have been incorporated into the course. In addition, students in this course have designed courses entirely focused on Indigenous content and pedagogy.
 - *University Teaching Practicum*: This course incorporates Indigenous content, perspectives, and material, and encourages students to engage in their own journey toward reconciliation. Indigenous authors and reading materials are also included in the required reading lists and discussed extensively during class time. Further, students are taught about Indigenous approaches to teaching and principles of learning (e.g., *First Nations Principles of Learning*, 2006/7), and encouraged to identify and reflect on their own commitment to Indigenizing their own courses and teaching. Students are also encouraged to focus their facilitations on Indigenization and/or employ Indigenous pedagogies and ways of knowing.
 - *Scholarship of Teaching and Learning*: This course provides students with the opportunity to undertake research on teaching and learning. This includes learning about, exploring, and engaging with various methodologies and research products including Indigenous approaches to scholarship and research (Drawson et al., 2017; Wilson, 2008). Class discussions focus on the ethical implications of taking on SoTL projects as well as the types of products and approaches that have traditionally been valued in higher education, and how we might challenge these systems of inquiry and dissemination. Students are also welcome and encouraged to take on projects related to Indigenization and higher education.
 - *Authentic Assessment*: In this course, students design assessments that are authentic, reliable, valid, and meaningful for students. One of the learning outcomes focuses on the ability to respond constructively to common issues in assessment including equity, diversity, and inclusion. To support students in meeting this outcome, strategies for recognizing and including a diversity of learners is a key element of course content, and includes Indigenous-focused readings and resources, such as Indigenous approaches to learning outcomes, critiques of colonial assessment practices, and approaches to Indigenization of assessment. This content is continually being refined and improved to enhance its quality and integration. This course has also provided opportunities for students to design their own assessments focusing exclusively on or incorporating Indigenous perspectives or pedagogy.
 - *Lecturing*: This course has provided opportunities for students to facilitate their own micro-teaching sessions focusing on, or incorporating, Indigenous content. Further, this course has as one of its learning outcomes an expectation that students explore strategies for attending to various approaches to learning and proactively minimizing conflict while teaching. Consequently, strategies for recognizing and including a diversity of learners, including Indigenous learners, is a component of the course content. The course is currently being

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revised to include content focused on how one might incorporate Indigenous teaching methods such as storytelling into their lecturing.

- *Leading Effective Discussions:* Within the course, students are provided with resources related to Indigenization and decolonization (e.g., Brant, 2020). The course learning outcomes include an expectation that students create discussions in learning-conducive classrooms, and explore strategies for creating, preventing, and resolving conflict. Consequently, strategies for recognizing and including a diversity of learners, including Indigenous learners, is a component of the course content. Also included are discussions around Indigenous teaching approaches such as speaking circles, holistic approaches, and land-based teaching as a means to facilitate discussions. In addition, students are welcome to facilitate micro-teaching sessions focused on Indigenous content. The course instructors have had initial conversations with an Indigenous instructor about ways to continue developing the course.

The UTD program committee remains committed to further enhancing knowledge and capacity with respect to Indigenization, including further consultation, professional development, and enhancement of current content, resources, and pedagogical approaches.

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

Explanation of the appropriateness of the name and degree designation for the program content and current usage in the discipline.

The proposed graduate diploma name and designation, **Graduate Diploma in University Teaching (UTD)** is appropriate to program content and consistent with designation/nomenclature used in the discipline. As the UTD is entirely focused on aspects of effective teaching in the post-secondary context, the name accurately reflects the goals of the program and the content of the courses. Offering this program as a Type 2 Graduate Diploma will serve as a value-add for graduate students already enrolled in graduate degree programs at the University of Windsor.

B.4 DEMAND FOR THE NEW PROGRAM

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

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

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

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

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

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

We drew on a variety of sources to complete the student, market, and societal assessment for the proposed program:

- national and provincial university teaching market demand statistics;
- a review of the literature including a CTL-led provincially-funded study on the impact of long-term, in-depth teaching development programs;
- an internal survey, and external review, of CTL programs;
- feedback collected as part of CTL course offerings; and
- enrollment statistics from the UTC program.

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Many graduate students aspire to work as university professors upon completion of their education. According to the Canadian Labour Market Information Survey, the employment outlook for university professors and lecturers over the next three years varies from moderate to very good across Canada, with new postings expected to total 29,700 through 2031 (Government of Canada, 2023). Within Ontario, postings for university professors have remained relatively steady since 2016 (Table 1), while numbers of graduate students enrolled in Ontario universities have been increasing (Table 2).

Table 1: Annual Number of Job Postings of University Professors in Ontario (Ontario, 2022)

Year	2016	2017	2018	2019	2020	2021
Postings	1,893	2,097	1,884	2,173	2,249	2,979

Table 2: Summary of Enrollments in Ontario Universities (Council of Ontario Universities, 2023)

Source Notes Available: <https://ontariosuniversities.ca/wp-content/uploads/2022/05/Table-1-Summary-of-Enrolments.pdf>

	Graduate Students						
	Summer & Fall FTEs (Full-time Equivalent)			All Terms BIUs	Fall Full-time Headcounts		
	Eligible	Ineligible	Total	Eligible	Eligible	Ineligible	Total
2012-13	39,545	16,643	56,188	154,448	36,496	16,169	52,665
2013-14	39,808	18,305	58,113	155,258	36,887	17,880	54,767
2014-15	39,975	19,555	59,530	156,049	37,193	19,084	56,277
2015-16	41,004	20,104	61,108	158,921	38,367	19,538	57,905
2016-17	42,263	21,114	63,377	163,382	39,604	20,550	60,154
2017-18	43,616	22,906	66,522	170,238	40,952	22,368	63,320
2018-19	45,110	24,203	69,313	176,342	42,407	23,612	66,019
2019-20	46,558	25,897	72,455	182,681	43,733	25,314	69,047
2020-21	48,274	25,502	73,776	189,450	45,169	24,838	70,007
2021-22	48,326	29,759	78,086	190,748	45,119	29,016	74,135

Though all graduate students in Ontario’s post-secondary institutions will not seek employment in higher education, there remains a mismatch between the number of PhD graduates in Canada, and the number of tenure-track faculty jobs (CCA/CAC, 2021). Many newly posted faculty positions will likely be the result of attrition (Bureau of Labour Statistics, n.d.; Ontario, 2022; Samson & Shen, 2018), which leads to a highly competitive academic marketplace for graduates seeking academic positions in Canada.

The Council of Canadian Academies 2021 report on the challenges PhD students face in transitioning to the labour market highlights several key findings that may be useful for universities, particularly around providing targeted skill development support and mentorship to students. Completion of a formalized diploma in university teaching would benefit University of Windsor’s graduates, providing for them a competitive edge in the Canadian job market, and a systematic, evidence-based approach to honing and developing their teaching, critical thinking, and leadership skills.

Acquisition of graduate credentials in teaching and learning will also provide graduate students greater leverage in the global job market. Internationally, universities are increasingly requiring formalized training in teaching and learning for faculty (Kanuka & Smith, 2019). While preference in hiring is often for residents and citizens, post-secondary teaching is a particularly mobile field as job requirements are highly specialized in disciplinary arenas. In the US, “overall employment of post-secondary teachers is projected to grow 12 percent from 2020 to 2030, faster than the average for all occupations. About 139,600 openings for postsecondary teachers are projected each year, on average, over the decade” (Bureau of Labor Statistics, n.d.).

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Teaching programs have additional benefits for the individuals who participate in them:

- Long-term in-depth teaching programs effect conceptual change and teaching behaviors, and impact the way students learn (Cilliers, 2010; Ebert, et al, 2014; Gibbs & Coffey, 2004; Hubball, Collins & Pratt, 2005; Potter et al., 2015; Shannon, Twale, & Moore, 1998). This in turn carries significant benefit for the institution, aiding in retention, degree completion rates, and graduate outcomes (Dill, 1999; Grayson & Grayson, 2003).
- Research indicates that those who have completed teaching programs have found them useful in their careers (Johnson, et al., 2014; Owens et al., 2021). Graduates report feeling more confident and prepared for their teaching careers (Chadha, 2015; Nowell et al., 2020), and note their teaching delivery as well as student perceptions of their teaching have improved (Chadha, 2015; Gibbs & Coffey, 2004; Owens et al., 2021).
- Graduates of teaching development programs reference the program, or the knowledge learned within it, when interviewing for faculty positions (Chadha, 2015), and many believe that the program had or will have an impact on their employment opportunities (Kanuka & Smith, 2019; Van Geyte & Hadjianastasis, 2021).
- In many cases, graduate students are increasingly taking on teaching roles, whether as GAs or sessional instructors. As many have not had opportunities to attend professional development for their teaching, they must learn to teach in front of the class. As class sizes continue to increase and the demographics of the institution become increasingly diverse, there is greater need for expertise in teaching at the university level, and increasing demand for support in key areas. In addition, recent events have demonstrated that even where instructors are confident in their teaching, crises can arise that require quick adaptation to a new set of circumstances, or alternate strategies that will adequately meet their learning goals.

In the UTD, students are provided multiple opportunities to hone their teaching skills, but further, they can develop and practice additional, more transferable market skills including critical thinking, literacy, and leadership. Graduates of the diploma will leave with a well-crafted, robust teaching dossier, that they develop with the support of a mentor, and which they can use to communicate their achievements. Teaching dossiers have become useful in today's post-secondary hiring market as universities are increasingly prioritizing teaching ability and requiring documentation that demonstrates advanced skills that go beyond student ratings of instruction.

Since 2009, the CTL has offered an informal version of the UTD under the program title, the University Teaching Certificate (UTC). The UTC has been of interest to graduate students from all Faculties on campus: 78 people have completed the program, and 23 graduate students are actively working toward completion. Despite a drop in enrollments in 2021, likely caused by a combination of the COVID-pandemic, increased completion times, and program capacity, enrollments have steadily increased over time (Figure 1), and the program has been oversubscribed every year with an extensive waitlist. UTC courses have also reflected this growth with 332 course completions from across Faculties since 2016-17 (Figure 2).

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Figure 1: Acceptances/Declines to the UTC Program (2017-2022)

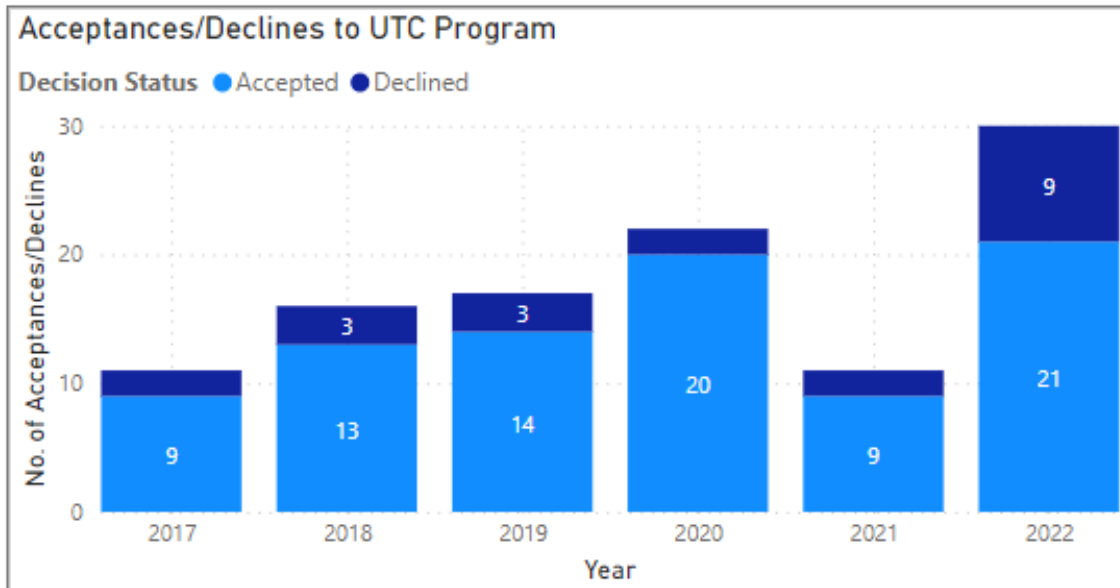
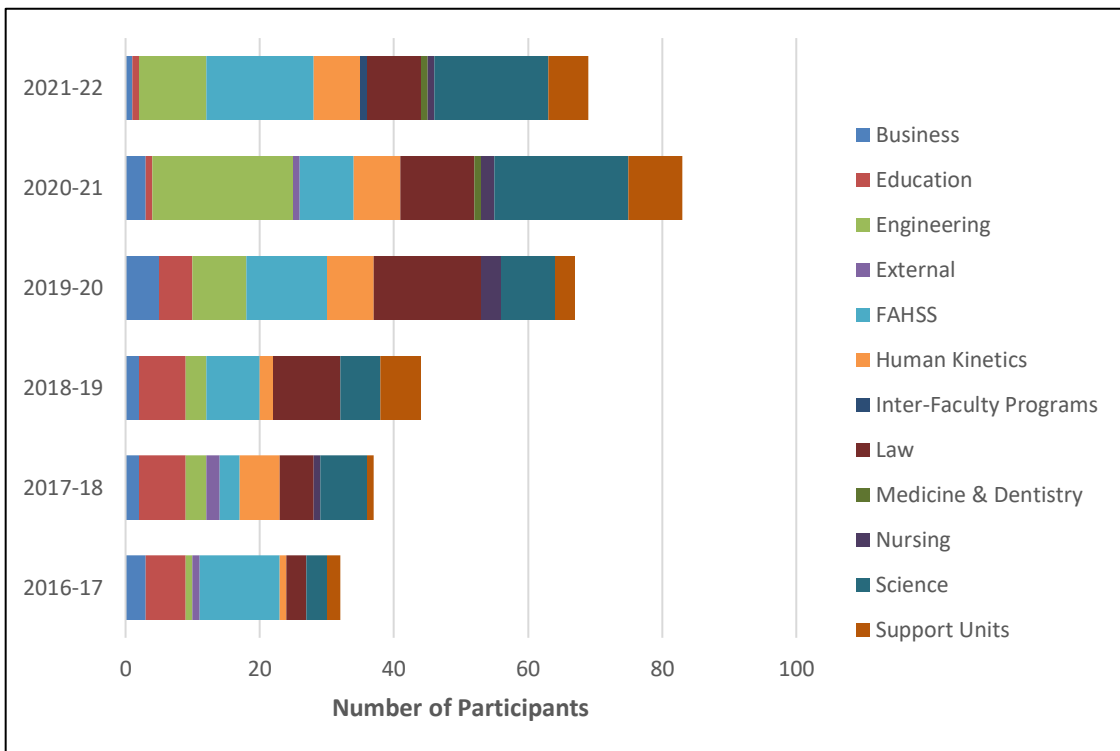


Figure 2: UTC Course Completions (2016/7-2021-22)



Students and external reviewers have perceived the UTC as a valuable program. From the fall of 2010 until the spring of 2014, the experiences and outcomes of UTC Program participants were studied in a [research project](#) funded by the Higher Education Quality Council of Ontario (HEQCO). This study, published in 2015, was featured in *Academica Top Ten*, which summarized its findings: “participants displayed a more student-focused approach to teaching, an increase

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in philosophies associated with actively engaging students in the learning process, an increased focus on discipline-specific knowledge and skills, and greater confidence.”

In addition to the positive outcomes found in the HEQCO-funded study, UTC course feedback has been exceptionally positive, with courses averaging a 6.6 out of a possible 7 since 2017. Anecdotally we know that UTC graduates experience multiple positive effects that they attribute to their experiences in the program, including success with teaching awards, long-term professional growth and confidence, a willingness to take up academic leadership challenges, and success in the academic job market. Student testimonials include:

“When I started my teaching career, I was insecure and felt like an imposter. The CTL courses and all of their instructors were pivotal in the development of my identity as a teacher. I have gained confidence in my teaching abilities, and I am now willing to take risks in the classroom to promote student-centered learning opportunities. I continue to develop my skills and my teaching dossier through participation in courses, learning seminars, and ongoing consultation with my UTC mentor.”

Graduate Student, School of Social Work

“I miss the program already and I miss our mentorship meetings! Gratefully, I’m regularly using UTC materials and tools and always reflecting on its experience in my current work. I also would like to let you know that I’m applying these days to PhD programs (in both Canada and the US) and I’m making sure to highlight my UTC experience in my applications.”

Graduate Student, Faculty of Law

“Taking the UTC is undoubtedly one of the best experiences of my academic studies thus far. The UTC has provided me with the necessary foundational knowledge and practical skills needed to excel in higher education teaching. Since completing the program, I have taught as a sessional twice and have felt confident that the ways in which I approach teaching are backed by pedagogical research and follow best practices (e.g., constructive alignment, learning-centered teaching, active learning). Perhaps most importantly though, my time in the program reminds me that my growth as an instructor is life-long and that it is important for me to continuously reflect upon my current teaching practices and implement tweaks and changes, as needed, for the betterment of my teaching and the learning of my students.”

Graduate Student, Department of Kinesiology

“Completing the UTC program has been a transformative experience for my teaching. This program equipped me with the methods and scholarly underpinning to be a better instructor. In particular, the UTC instructors instilled the importance of intentional teaching, which has impacted the way I design and implement learning outcomes, assessments, and methods to ensure they are aligned and well-planned in every aspect of a course. In addition, this program has given me the unique opportunity to learn and work alongside colleagues from diverse backgrounds and experiences across a variety of disciplines on campus. Being able to share ideas and learn teaching methods from other instructors and graduate students allowed me to adapt new techniques and get feedback from peers about my own teaching in a welcoming and inclusive space. This professional network also acted as a springboard for opportunities, such as instructing workshops at the annual GATAcademy event for graduate and teaching assistants. Being part of a community that valued professional development also encouraged me to share practices with my fellow graduate students, who benefitted greatly from our discussions in their own teaching. After hearing about my positive experience with the UTC and subsequent teaching at GATAcademy, my graduate coordinator invited me to give a workshop to new graduate assistants in our department about leading effective tutorials. My education through the UTC program equipped me to deliver a robust training session to the GAs. As a result, we began meeting regularly to discuss how we could improve our teaching practice, which fostered a collaborative community amongst GAs in our department. I frequently recommend the UTC program to graduate students and instructors because I have seen how much benefit it has brought me. The deep learning, practical

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experience, and one-on-one mentorship provided through this program have had a profound impact that has heightened my passion for teaching.”

Graduate Student, Department of History

“The UTC program has given me the tools, language, skills, and moreover a way of viewing the world that I cannot unsee. The program also provided me with the opportunity to immerse myself in the scholarly literature on teaching and learning, an entirely different beast to STEM literature, and as a result I have been able to evaluate and adapt my teaching in the context of this literature. Since beginning this program, I have and will continue to weave teaching and learning theory into every aspect of my academic and professional experience from conference presentations to mentorship.”

Graduate Student, Great Lakes Institute for Environmental Research

In addition, several Deans from a range of disciplines have expressed support for this program (see Appendix D), noting that the program is a good opportunity for graduate students and likely to support student success in future academic careers.

Two teaching and learning administrators from across Canada completed a formal review of CTL programming in February 2017. The reviewers noted that “the University of Windsor punches above its weight in teaching and learning,” and remarked that the UTC has a national and international reputation for excellence: “The UTC is a Windsor strength.” In the same year, the Centre surveyed University of Windsor faculty, staff, and students to learn more about their experiences in CTL programs. Participants (n=147) rated programming at a 4 or higher out of 5. Specifically, they reported that through CTL programming, they were able to develop skills in lesson planning, learner-centred methods (e.g., discussion-based teaching, experiential learning, etc.), assessment, teaching evaluation, curriculum alignment, learning outcomes, teacher identity, self-reflection, scholarship of teaching and learning, and leadership – all themes covered in the UTC.

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

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

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

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

Enrolment will be limited to 20 students annually to allow for experiential learning opportunities (teaching, designing assessments, developing courses, etc.) and multiple opportunities to engage in small group discussion, and provide and receive ongoing feedback.

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B.4.3 Duplication (Ministry section 3)

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

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

Resources to identify similar programs offered in Ontario include

<https://www.ontariouniversitiesinfo.ca/programs> and <https://www.universitystudy.ca/search-programs/>.

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

Globally, nationally, and locally, most university teaching programs are offered only to their own graduate students or faculty and are not available to external applicants. Further, within Canada and Ontario, most programs are not offered as formal credentials, but only as certificates of completion.

In Ontario, the most comparable program is the **Graduate Diploma in Education (GDE) at Queen's University**. This Graduate Diploma program requires 5 graduate courses (three required and two electives) to complete, with an estimated time of 2 to 10 hours per week per course, depending on experience. Students must choose a concentration in one of the following areas: Assessment & Evaluation, Classroom Specialist, Educational Administration, Global Education, Indigenous Education, and Literacy Education. The GDE is not focused only on higher education and emphasizes theory and administrative concerns and teaching across sectors, including K-12 and workplace training. In addition, all courses are fully online and asynchronous.

Other similar programs in Ontario are non-degree programs that are significantly less rigorous in terms of length, requirements, and assessments that are typically only available to graduate students or faculty at the institution. For example, the following certificate programs are offered:

- a) **McMaster University** offers two **Teaching and Learning Certificates of Completion**: (1) *Theory and Inquiry* which requires completion of two courses, one required and one elective. The required course comprises six workshops chosen from a list of workshops focused on scholarly themes in teaching and learning in higher education. The elective courses offer a variety of possibilities, including a self-directed study, small group work on lesson-planning, or a self-directed application of teaching. (2) *Practice and Application*: This certificate is a self-directed opportunity to apply teaching and learning knowledge. All courses in these certificates are zero-unit courses, with the exception of one, and all are offered only to graduate students and other educators (post-doctoral fellows, faculty, staff, etc.) at McMaster University.
- b) **Western University** offers two certificate programs, one for graduate students and post-docs; the other for faculty and instructors. The **Certificate in University Teaching and Learning** supports graduate students and post-docs through a series of required activities: (1) a microteaching requirement, which involves participating in 20-hour teaching training (or graduate-level course on teaching and learning in higher education); (2) participation in 10 different workshops; (3) participation in the Teaching Mentor Program where peers observe and comment on each other's teaching; (4) creation of a teaching dossier; and (5) a final project: either a 10-page research proposal on the Scholarship of Teaching and Learning or designing a new course and submitting a 10-page outline for it. To take part in this certificate, individuals must be a graduate student or post-doctoral fellow at Western University. The **Faculty Certificate in Teaching Excellence** supports instructors through required activities including (1) completion of ISW (3 days); (2) participation in teaching mentor programs including a peer observation and faculty learning community meetings; (3) participation in a Course Design Institute (3 days) or teaching conference (1 day); and (4) completion of a final project (which may include a teaching dossier, a SoTL project, or an educational leadership project). This certificate is only open to instructors at Western.
- c) **York University's Teaching Assistant Certificate in Teaching (TACT)** consists of six 1.5 hour sessions, plus online modules and is open only to teaching assistants at York University.

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- d) **Humber College's Teaching Effectiveness Certificate** comprises 5 independent modules delivered on Saturdays (or online) over the course of a single term. Modules introduce various teaching and learning topics, such as assessment, creating an engaging atmosphere, etc. Participants earn a certificate of completion. This certificate is only open to Humber staff.

In other provinces, the most similar program is the Learning and Teaching in Higher Education (LATHE) Graduate Certificate at the University of Victoria. This certificate comprises 3 courses, two at 1.5 credits and one at 3 credits. Courses introduce 3 areas related to teaching and learning: (1) an introduction to learning-centred teaching (including classroom teaching, course design and educational psychology); (2) an introduction to current issues in higher education (globalization, corporatization, university governance, etc); and (3) a course focused on practice teaching. This program is only open to University of Victoria graduate students.

In addition, here at the University of Windsor, Science graduate students are able to take part in the **SoTL Advancing Graduate Education in STEM (SAGES)** program, which is a certificate program comprised of two credit courses: (1) SCIE-8000 Theory and Practice of University Teaching and Learning in STEM and (2) SCIE-8001: STEM teaching development. The first course introduces both theory and practice in teaching and learning in STEM disciplines. The second course partners students with a faculty mentor to prepare and deliver a lesson plan (with ongoing mentoring). While there is overlap between the first course in this certificate and the content of one of the UTD courses, the programs differ substantially: The SAGES program focuses specifically on teaching in STEM, while the UTD takes an interdisciplinary approach and welcomes students from all disciplines. In addition, the UTD offers an in-depth approach, with 3 required courses and two electives. This provides students with the opportunity to develop a full course, rather than just a lesson plan, as well as a choice of courses offering more rigorous and comprehensive exploration of specific topics of interest, such as engaging in SoTL research, Lecturing, Assessment, or Effective Discussions. While distinct, the SAGES program and UTD are complementary, and going forward, the UTD program committee will seek to establish further connections. Other courses that will soon be added to the UTD electives will extend these options to include Indigenization and Curriculum.

While the proposed UTD is not strictly speaking a duplication of other programs, there are compelling reasons to ensure that the University of Windsor is competitive in its offering of a University Teaching program. It is expected that the formalization of this program will:

- attract students who are interested in pursuing academic and teaching careers to the University of Windsor;
- enhance employability of graduate students by allowing them the opportunity to earn two fully credentialed degrees during their studies;
- indirectly support the retention and engagement of all students at the University of Windsor by enhancing the teaching skills of graduate students working as GAs, Lab Coordinators, and/or sessional instructors. Instructors who employ effective and evidence-based learning centred teaching strategies and assessments have enhanced capacity to foster student engagement and deeper approaches to learning (Trigwell, Prosser, & Waterhouse, 1999; Ho, Watkins and Kelly, 2001; Hubball, Collins & Pratt, 2005).

B.5 RESOURCES

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

B.5.1 Resources Available

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

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

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

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

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

As this program is open to graduate students from all departments, it will be housed within the Faculty of Graduate Studies. It should be noted that two of the courses in this program (CTLP-8100 and CTLP-8200) are currently offered as credit courses in the FGS and are taught exclusively by CTL faculty.

The UTD will not require additional resources. It is currently coordinated and taught by five members from the University's Faculty Association employed within the CTL. All members have expertise in teaching, teaching and learning scholarship, and program development and management. Please see Appendix A for faculty eCVs, and Appendix C for more information on the program administration.

The CTL has a shared classroom where courses with lower enrollments (<15) can be run, and will request classroom space for those courses with higher enrollments. We do not anticipate any increases in human, physical, or financial resources, nor will there be any additional reliance on other campus units. Students completing this program are already enrolled in graduate programs, so we do not anticipate increases in student support services.

Courses will continue to draw on Leganto from Leddy Library for the course reading lists.

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

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

Include:

- *evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record)*

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- *evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation, and foster an appropriate intellectual climate*
- *any other evidence that the program and faculty will ensure the intellectual quality of the student experience*

Append curricula vitae – see Appendix A. CVs are not required for undergraduate diploma or certificate proposals.

The Centre for Teaching and Learning employs on a full-time basis five learning specialists under a director who is a tenured faculty member. As evidenced in the attached CVs (Appendix A), all possess significant expertise and experience with respect to their education, teaching responsibilities, and past/present academic research. Highlights include:

- securing internal and external grants, including numerous SSHRC grants, focused on assessing the effectiveness of teaching and learning programming at Canadian universities, launching teaching and learning programming, Indigenizing the curriculum and academy, teaching evaluation, and more;
- publishing books, handbooks, reports, journal articles, and book chapters, as well as presenting invited sessions, workshops, and peer-reviewed conference presentations at local, national, and international conferences; topics include learning outcomes, program design, teaching development programming, assessment, course design, scholarship of teaching and learning, Indigenization, curriculum, student engagement, and more;
- leading and participating in national and international research projects focused on teaching and learning enhancement;
- launching, and acting as editorial board members on, national journals focused on teaching and learning;
- acting as a reviewers for regional, national, and international conferences, journals, and granting agencies; and
- extensive professional development focused on all areas in teaching and learning development, programming, and support.

Several faculty members in the CTL were also involved in the conceptualization of the UTC program, and four of the six faculty have taught iterations of all courses for more than a decade.

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

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

The Graduate Diploma in University Teaching will not rely upon adjunct, limited-term, or sessional faculty for its delivery.

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

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

There will be no formal supervision of graduate student research in this program. The CTL's five full-time faculty/learning specialists will be responsible for mentoring 3 to 4 students each, each year, as they work to complete the program, supporting their development of courses, teaching skills, and teaching dossier. As she acculturates to her new role, the recently hired AAS-LS in Indigenization will contribute to this mentoring as well. Please see Appendix C for more information on the program's administration and structure.

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

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

As a Type 2 Graduate Diploma, the program is offered only to graduate students already enrolled in another University of Windsor program as a value-add that enhances interdisciplinary skills.

B.5.1.2 Anticipated New Resources (QAF sections 2.1.2.6)

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

This program has been running in a non-formalized capacity for over a decade, and new resources are not required. CTL faculty are committed to its success.

B.5.1.3 Planned Reallocation of Resources and Cost-Savings

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

This program was recently redesigned to streamline and enhance course offerings. A course was deleted, and two of the courses were shortened to a 6-week schedule to help ensure workloads are manageable. New courses to enhance the elective offerings are under development.

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

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

If not applicable, write n/a.

Faculty:	N/A
Staff:	N/A
GA/TAs:	N/A

CTL will not require new faculty, staff, or GA resources to successfully support the UTD.

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

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

If not applicable, write n/a.

Library Resources and Services:	Courses will rely on Leganto, the Library’s course reading resource, to supply reading lists.
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Teaching and Learning Support:	All teaching and learning support will be provided within the CTL.
Student Support Services:	As students who participate in this Program are already enrolled in graduate programs, we do not expect significant increased demand on student support services.
Space and Facilities:	Courses will primarily be taught in the CTL's existing teaching space. If course size grows, CTL may need to book alternate classroom space.
Equipment (and Maintenance):	N/A

CTL will not require new faculty, staff, or GA resources to successfully support the UTC unless we need to exceed our projected enrolment levels. As course size grows, CTL may need to book alternate classroom space.

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2.5)

<p><i>Describe</i></p> <ul style="list-style-type: none"> • <i>program-specific admission requirements,</i> • <i>selection criteria,</i> • <i>credit transfer,</i> • <i>arrangements for exemptions or special entry, and</i> • <i>alternative admission requirements, if any, for admission into the program, such as minimum average, additional language requirements or portfolios, recognition of prior work or learning experience (and how this will be assessed), etc.</i>

Graduate students registered in a UWindsor graduate program, and in good academic standing, are welcome to apply to the UTD. Applicants must provide:

- Department Name
- Graduate Program of Study
- A Personal Statement
- Past Teaching Experiences and/or Professional Development
- Curriculum Vitae

Past teaching experiences or specific pre-requisites are not required, but applicants will be selected based on their demonstrated commitment to teaching development (i.e., through personal statement, past teaching experiences, professional development, etc.). Preference will be given to those in PhD programs.

Program enrolment will be limited to 20 students annually to allow for experiential learning opportunities (teaching, designing assessments, developing courses, etc.) and multiple opportunities to engage in small group discussion, and provide and receive ongoing feedback.

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

<p><i>Demonstrate that admission requirements are sufficient to prepare students for successful attainment of the intended learning outcomes (degree level expectations) established for completion of the program.</i></p>

Students enrolled in the Graduate Diploma in University Teaching have already undergone rigorous review in order to enroll in graduate programs in their own disciplines. We believe that the admission requirements for graduate programs and students' ongoing academic achievement in those programs, coupled with the applicant's demonstrated commitment to teaching development, supports their ability to succeed in this program.

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

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

The UTD consists of 3 core courses and 2 courses selected from the list below.

Degree Requirements

Core Courses

CTLP-8100: Learning Centred Teaching in Higher Education (1.5 credits)

CTLP-8200: Course Design (1.5 credits)

CTLP-8300: University Teaching Capstone (3.0 credits)

Take two from the following

CTLP- 8110: Lecturing (1.5 credits)

CTLP- 8120: Leading Effective Discussions (1.5 credits)

CTLP- 8210: Authentic Assessment (1.5 credits)

CTLP- 8220: Scholarship of Teaching and Learning (1.5 credits)

SCIE-8001: STEM Teaching Development (3.0 credits)

Courses used to calculate the major average are:

All courses are offered on a P/NP basis (except SCIE-8001).

Description of thesis option (if applicable):

There is no thesis option.

C.2.1 Co-op/Experiential Learning Component (if applicable) (QAF section 2.1.2.6)

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

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

The experiential components to the UTD are integrated into the courses. Students will have multiple opportunities to engage in lesson planning and practice teaching throughout the program.

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

The experiential components to the UTD are integrated into the courses.

C.2.2 Suggested Sequencing for Revised Program (Optional)

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

For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-

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operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).

The recommended sequence of courses is to begin the program with CTLP-8100: Learning Centred Teaching in Higher Education, then complete CTLP-8200 and elective courses in whichever order fits best with student schedules. In order to register for the capstone course, CTLP-8300: University Teaching Capstone, students must have completed all other requirements, but may be registered in a final requirement concurrently with CTLP-8300 (Table 3). In addition, students will be assigned a mentor at the start of the program, who will offer guidance and advice throughout the program and work with students on their capstone assignment: the teaching dossier and final reflection.

Table 3: Typical Course Offerings

	Fall	Winter	Spring/Summer
Required Courses	CTLP-8100: Learning-Centred Teaching in Higher Education	CTLP-8200: Course Design	CTLP-8200: Course Design
		CTLP-8300: University Teaching Capstone	
Electives (Students will be required to take two electives)	CTLP-8120: Leading Effective Discussions	CTLP-8110: Lecturing	CTLP-8220: Scholarship of Teaching and Learning
	CTLP-8210: Authentic Assessment	SCIE-8001: STEM Teaching Development	

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

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

The UTD consists of 3 required courses and two electives. The curriculum map below highlights how each course would contribute to the achievement of the program learning outcomes:

	A	AD	BDI	C	CE	EFG	GI	CH
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Core Courses (Required)								
CTLP-8100	Ia	Ia	Ia	Ia	Ia	Ia	Ia	Ia
CTLP-8200	R	Ra	Ra	Ra	R	R	Ra	Ra
Electives (Choose 2)								
CTLP-8110	Ra	Ia	I	Ra	Ra	Ra	Ia	Ra
CTLP-8120	Ra	Ra	Ia	I	Ma	Ia	R	R
CTLP-8210	Ra	Ma	Ra	Ra	R	Ra	Ra	Ma
CTLP-8220	Ra	Ma	R	R	R	Ma	Ra	Ra
SCIE-8001	Ra	Ra	Ia	Ia	Ia	Ia	Ra	Ra
Capstone (Required)								
CTLP-8300	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma

Legend

CTLP-8100 Learning Centred Teaching in Higher Education
 CTLP-8200 Course Design

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CTLP-8110	Lecturing
CTLP-8120	Leading Effective Discussions
CTLP-8210	Authentic Assessment
CTLP-8220	Scholarship of Teaching and Learning
SCIE-8001	STEM Teaching Development
CTLP-8300	University Teaching Capstone

- PLO 1 Identify the presuppositions and assumptions inherent in their teaching practices, and beliefs and change them as needed, justify, and use them to explicitly inform practice
- PLO 2 Apply multiple evidence-based teaching strategies appropriately in different contexts.
- PLO 3 Design effective learning outcomes, aligned with learning experiences and assessments
- PLO 4 Design and use course structures, assessment tasks, and lessons that inspire and support deep learning
- PLO 5 Create a learning centred-atmosphere (e.g. building rapport, strengthening diversity and inclusivity, incorporating principles of decolonization and anti-racism pedagogies, etc.)
- PLO 6 Evaluate the effectiveness of their own teaching and adapt practice according to contextual variables, feedback, and actual outcomes
- PLO 7 Find and evaluate scholarly information and use it to adapt practice
- PLO 8 Respond constructively to common issues in post-secondary teaching and learning

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

C.3.1.1 Normal Duration for Completion

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

The program is designed so that students can complete within one year if they decide to and are able to fit it in with their other responsibilities, but the program is also flexible and can be extended over time. This is to ensure that graduate students have choices as to how they want to integrate the UTD into their schedules, and ensure that participation in this value-add program does not delay completion of their primary programs.

C.3.1.2 Program Research Requirements

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

The UTD Program focuses on the integration of theory with practice. While all students will engage in exploration of the scholarly literature throughout the program, there are no major research requirements.

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C.3.1.3 Fields in a Graduate Program (optional)

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

N/A

C.3.2 For All Program Proposals

C.3.2.1 Standing Required for Continuation in Program

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

Specify standing required for continuation in the experiential learning option or co-op option of the program, where applicable.*

Students are able to revise and resubmit work as long this is done within the course schedule. Courses are graded on a pass/fail basis, and the expectation is that the equivalent of 80% is required for a pass.

C.3.2.2 Standing Required for Graduation

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

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

Courses are graded on a pass/fail basis, and the expectation is that the equivalent of 80% is required for a pass.

Students must complete all requirements for the program in order to graduate:

- (1) Three required courses, including CTLP-8100 Learning Centred Teaching; CTLP-8200 Course Design; and CTLP-8300 University Teaching Capstone
- (2) Two elective courses: CTLP-8210 Authentic Assessment; CTLP-8110 Lecturing; CTLP-8120 Leading Effective Discussions; CTLP-8220 Scholarship of Teaching and Learning

C.4 LEARNING OUTCOMES (Degree Level Expectations) (QAF section 2)

COMPLETE THIS TABLE FOR GRADUATE PROGRAMS

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

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

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

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

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

<p>Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p>OCGS-approved Graduate Degree Level Expectations</p>
<p>A. Apply multiple evidence-based teaching strategies appropriately in different contexts.</p> <p>Design effective learning outcomes, aligned with learning experiences and assessments (also applicable to D).</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge</p>
<p>B. Find and evaluate scholarly information and use it to adapt practice (also applicable to D and I).</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge</p>
<p>C. Identify the presuppositions and assumptions inherent in their teaching practices, and beliefs and change them as needed, justify, and use them to explicitly inform practice.</p> <p>Design and use course structures, assessment tasks, and lessons that inspire and support deep learning (also applicable to H).</p> <p>Evaluate the effectiveness of their own teaching and adapt practice according to contextual variables, feedback, and actual outcomes (also applicable to E).</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge</p>

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Program Learning Outcomes (Degree Level Expectations) <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	OCGS-approved Graduate Degree Level Expectations
D.	D. literacy and numeracy skills	2. Research and Scholarship 5. Level of Communication Skills
E. Create a learning centred-atmosphere (e.g. building rapport, strengthening diversity and inclusivity, incorporating principles of decolonization and anti-racism pedagogies, etc.) (also applicable to F and G).	E. responsible behaviour to self, others and society	4. Professional Capacity/Autonomy 6. Awareness of Limits
F.	F. interpersonal and communications skills	5. Level of Communication Skills
G. Respond constructively to common issues in post-secondary teaching and learning (also applicable to F, G, and I).	G. teamwork, and personal and group leadership skills	4. Professional Capacity/Autonomy 5. Level of Communication Skills
H.	H. creativity and aesthetic appreciation	2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
I.	I. the ability and desire for continuous learning	4. Professional Capacity/autonomy

C.4.3 Mode of Delivery (QAF section 2.1.2.2)

Demonstrate that the proposed modes of delivery are appropriate to facilitate students' successful attainment of the 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.

Courses are typically face-to-face with an online complement for resources and discussions. Some components will increasingly be made available online. The differences in format offered will not affect learning outcomes for the courses.

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D. MONITORING AND EVALUATION (QAF section 2.1.2.4)

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

Student achievement will be evaluated and monitored by a wide range of assessments to both model authentic approaches to assessment, familiarize students with a range of assessment choices, and provide our diverse students opportunities to develop and demonstrate their learning throughout the program.

1. **Teaching:** Students will be required to teach a range of lessons throughout the program in Learning-Centred Teaching in Higher Education, Leading Effective Discussions, Lecturing, and the University Teaching Capstone. These teaching sessions will provide students the opportunity to practice a wide range of teaching methods and receive feedback from peers and the instructors to help them improve.
2. **Course Design:** In one required course, students will design or (re)design a complete course with a view to teaching it (if it is an existing course), or pitching it to their departments if it isn't. Many of our students have successfully pitched new courses after completing this assignment, and these courses have been successfully approved through PDC.
3. **Critical Reflections:** At various junctures throughout the program, students will be called on to reflect on their teaching. These reflections will help students articulate their teaching identities throughout the program, as they develop, and will provide a foundation on which to construct the capstone assessment, the teaching dossier.
4. **Peer Assessment:** Students will have opportunities in most courses to engage in peer assessment and evaluation of each other's course, lesson, assessment design, and facilitation.
5. **Self-Assessment:** Students will be provided with tools and resources as well as opportunities to reflect on and evaluate their own work and consider avenues for improvement.
6. **Scholarship on Teaching and Learning:** Students will have opportunities to engage in research on teaching and learning, and draw on appropriate literature to ground their facilitations, critical reflections and reviews, and other artifacts that they produce throughout the program.
7. **Teaching Dossier:** This cumulative assessment will encourage students to reflect on their teaching identify, areas of strength and plans for improvement, and will be something they can carry with them into the hiring or RPT process.

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

Describe the appropriateness of the plans to monitor and assess:

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

To ensure that students are achieving the learning outcomes, each course will utilize rubrics in the assessment of all assignments. Each course would be graded on a P/NP basis, where a "P" would be the equivalent of earning 80%.

The UTD also incorporates assessments that are intentionally aligned to program learning outcomes (PLO):

PLO 1: Identify the presuppositions and assumptions inherent in their teaching practices, and beliefs and change them as needed, justify, and use them to explicitly inform practice.

- The UTD program incorporates reflection throughout, encouraging participants to articulate their beliefs, values, identities, and approaches to teaching and learning, as well as consider and plan for continuous evaluation and potential adaptations. In CTLP-8100, students begin this process with a critical reflection assignment specifically designed to encourage reflection on teaching practice. Further in the capstone course

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CTLP-8300, students will submit a final reflection that documents their journey through the program, any changes in their thinking around teaching and learning, as well as their plans for future growth, learning, and adaptations.

PLO 2: Apply multiple evidence-based teaching strategies appropriately in different contexts.

- The UTD program provides models of very diverse teaching strategies, provides participants with opportunities to engage with those methods as learners and opportunities to test them through experiential learning opportunities. In most courses, students will have the opportunity to design and deliver a facilitation, as will receive constructive peer and instructor feedback.

PLO 3: Design effective learning outcomes, aligned with learning experiences and assessment.

- Participants will design learning outcomes at both the course and lesson level, and receive feedback. In addition through one of the required courses, CTLP-8200, all students will work to align learning outcomes, experiences, and assessments as a core part of their project.

PLO 4: Design and use course structures, assessment tasks, and lessons that inspire and support deep learning

- Each required course focuses on at least one of these areas, providing participants with opportunities to enhance each area of their teaching.

PLO 5: Create a learning centred-atmosphere (e.g. building rapport, strengthening diversity and inclusivity, incorporating principles of decolonization and anti-racism pedagogies, etc.)

- Most of the courses involve an opportunity for participants to directly practice in-class teaching skills, whether lecturing, setting up productive debates, or including diverse audiences. In Course Design (CTLP-8200) and Authentic Assessment (CTLP-8210), participants will more indirectly build out the structure and assessment plans to proactively enhance engagement, inclusivity, and mitigate potential for conflict. In addition, inclusivity is a component of every course, and includes content and pedagogical approaches to support accessibility, decolonization, Indigenization, and recognition of intersectional identities.

PLO 6: Evaluate the effectiveness of their own teaching and adapt practice according to contextual variables, feedback, and actual outcomes.

- Throughout each course, participants will reflect on their teaching experiences, and consider the challenges they will face. Through peer review and discussion, guided feedback, experiential learning opportunities, and classroom exercises, participants will be exposed to a wide range of perspectives on challenges, as well as effective strategies and solutions. This will be directly assessed by critical reflections as well as the final capstone assignments.

PLO 7: Find and evaluate scholarly information and use it to adapt practice.

- Throughout the program, participants will be introduced to relevant scholarly literature as well as encouraged to seek out resources specific to teaching within their respective disciplines. This provides theoretical and empirical grounding that they can bring to their teaching practices. This program outcome will be assessed through the teaching facilitations embedded into most courses, the course they design in CTLP-8200, or through the final assignments required in the Authentic Assessment (CTLP-8210) and Scholarship of Teaching and Learning (CTLP-8220).

PLO 8: Respond constructively to common issues in post-secondary teaching and learning.

- Through multiple teaching opportunities, students will have the opportunity to review the literature on a range of common issues in post-secondary teaching, including but not limited to, motivating and engaging students, teaching large classes, promoting civility in the classroom, teaching effectively with technology, ensuring inclusivity. Through their participation in the facilitations offered by their peers, and providing constructive feedback, students will have the opportunity to learn about a wide range of issues and draw on their experience as well as the scholarly literature to respond effectively. Students will be assessed directly

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on this through their teaching facilitations as well as the capstone assignments: a critical reflection and a teaching dossier.

To ensure the overall quality of the program, the Diploma in University Teaching Program Committee is committed to regular and systematic review. Each course is evaluated informally at mid-term by the instructor, and then more formally at the end of the course to ascertain student perceptions of the quality of the course, suggestions for improvement and their perceptions of the overall workload and learning experiences within the course. In addition, the program was systematically evaluated in 2015 and then reviewed and revised again in 2018, drawing on student surveys, external reviewers, as well as scrutiny by CTL faculty.

See attached for appendices.

** Appendix A (Faculty Curricula Vitae) and Appendix B (Budget Summary) are available for viewing in the University Secretariat.*

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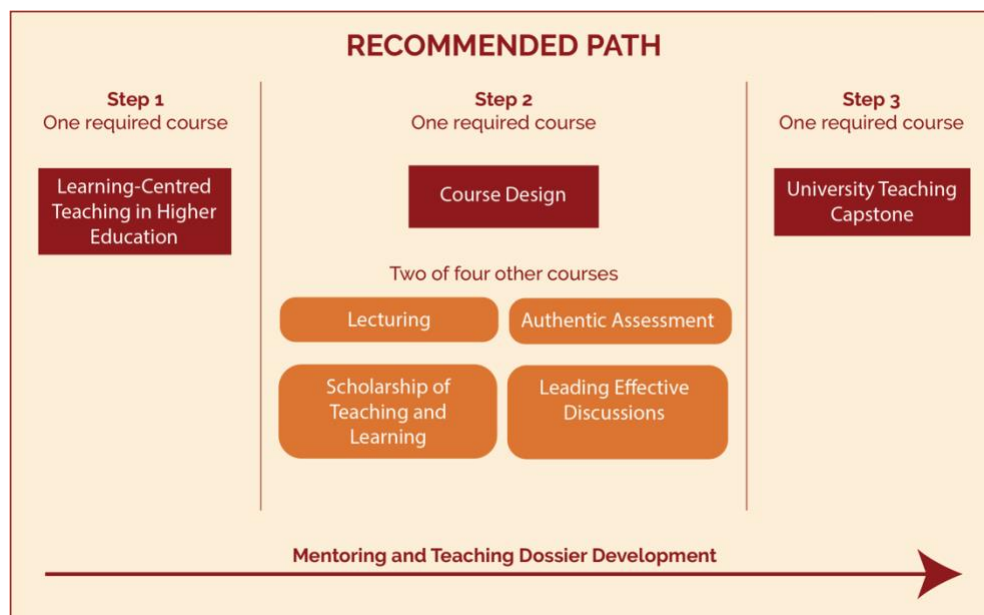
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Proposal: Graduate Diploma in University Teaching (Type 2)¹

What is the Graduate Diploma in University Teaching?

The Graduate Diploma in University Teaching (UTD) is an in-depth program that integrates theory with practice to foster excellent teaching. In three required courses and two electives, students explore the scholarly literature on effective teaching, draw on theoretical principles and approaches and apply them in practice, and reflect in an ongoing way to develop their identities as teachers and develop as effective and reflective practitioners.



The CTL has offered a non-degree version of the proposed program under the name, University Teaching Certificate, since 2009. This program has been recognized by teaching and learning organizations around the world,² and has generated increasing interest from UWindsor graduate students. Since its inception, 78 people have completed the program, 23 graduate students are actively working toward completion, and 17 people are waitlisted for the upcoming academic year. UTC courses have also reflected this growth with 332 course completions from across Faculties since 2016-17.

¹ Type 2 Graduate Diplomas are offered in conjunction with a Master's or doctoral degree and represent an additional, usually interdisciplinary, qualification.

² The UTC has received praise from organizations such as the Council of Ontario Universities (COU), the Council of Ontario Educational Developers (COED), the Staff and Educational Development Association in the UK, the Higher Education Quality Council of Ontario, and the Ontario Undergraduate Student Alliance; and has been marked as a notable, innovative program in numerous discussion papers and books, including the Faculty Engagement in Educational Development (FEED) Summit, hosted by COU, COED, and McMaster University; in COU's (2015) report on exemplary and innovative programs in higher education; and in Simon and Pleschová's (2013) text, *Teacher Development in Higher Education: Existing Programs, Program Impact, and Future Trends*.

Why formalize?

The Graduate Diploma in University Teaching will...

- position UWindsor as a leader in university teaching development as this program would be the first of its kind in Canada.³
- provide a value-add opportunity for current UWindsor graduate students who can obtain a second credential along with their primary degree.
- increase the appeal of UWindsor as a desired destination for both international and domestic students. For example, current participants from the Faculty of Law have indicated that they specifically chose the University of Windsor because of their ability to take the LLM University Teaching Specialization.
- help graduate students from across the disciplines prepare for future academic careers. Increasingly this type of formal training is a requirement for university-level teaching, particularly in the European Union, Australia, and New Zealand. Even where this training is not a formal requirement, demonstration of teaching ability and teaching dossiers are increasingly required as part of the academic application process.
- enhance the success of the program and its participants by providing institutional recognition of the accomplishments of its graduates.

Why the Faculty of Graduate Studies?

The Graduate Diploma in University Teaching is open to graduate students from all departments and Faculties. The best way to ensure that this program remains pan-institutional is to house it at the pan-institutional level, and specifically within an AAU that is open to, and has representation from, all departments. In consulting with members across campus, an option was presented to house this program in the Faculty of Graduate Studies (FGS).

To ensure that FGS resources are not further taxed by the formalization of this program, the following structures would be put into place:

- A Steering Committee comprised of CTL faculty members would teach and coordinate the Program. This committee comprises all instructors in the program and meets bi-weekly to review applications, admissions, curriculum, etc. This formal structure would help ensure that the administrative burden of the program (such as assigning teaching duties) does not fall to the Dean of FGS.
- The Steering Committee would be responsible for course scheduling, allocation of teaching loads, course and program revisions, and student advising.
- The Steering Committee would follow regular PDC and IQAP processes, and submit required documentation to Graduate Council for ongoing feedback, required approvals, etc.

³ In Ontario, the most comparable program is the Graduate Diploma in Education at Queen's University, which differs in that it emphasizes theory and administrative concerns and teaching across sectors, including K-12 and workplace training. In Canada, the Learning and Teaching in Higher Education Graduate Certificate from the University of Victoria is offered as a post-graduate certificate, which differs in depth and duration.

PROPOSAL BRIEF FOR NEW PROGRAMS FORM A

APPENDIX C – PROGRAM STRUCTURE AND GOVERNANCE

The unique nature of this program also comes with unique challenges. Faculty members within the CTL conceptualized and designed the Graduate Diploma in University Teaching, and have intellectual property rights over the program content, but the program requires an academic home.

After extensive consultation with the Dean of Faculty of Graduate Studies (FGS), the Provost, and University Secretariat, and the New Program Steering Committee, we propose this Program is housed in the Faculty of Graduate Studies (FGS), and is administered by a Steering Committee in CTL. This would be the best way to ensure the program remains pan-institutional, and open to consultation with members from across campus through Graduate Council, for example. ByLaw 40 allows this possibility: “An AAU delivers one or more academic programs and provides the administration and governance of its members and programs.”

To ensure that FGS resources are not taxed by the formalization of this program, the following structures will be put into place:

- A Steering Committee comprised of CTL faculty members will coordinate the Program. This committee comprises all instructors in the program and meets bi-weekly to review applications, admissions, curriculum, etc. This formal structure would help ensure that the administrative burden of the program (such as assigning teaching duties) does not fall to the Dean of FGS.
- As teaching and learning in higher education is both the focus and mandate of the CTL, and the expertise of the CTL’s faculty members, the CTL’s faculty members will teach all courses.
- The CTL Steering Committee will be responsible for course scheduling, allocation of teaching loads, course and program revisions, and student advising.
- The CTL Steering Committee will follow regular PDC and IQAP processes, and submit required documentation to Graduate Council for ongoing feedback, required approvals, etc.

APPENDIX D: FACULTY SUPPORT LETTERS RECEIVED FOR THE PROGRAM NOI

Faculty of Graduate Studies



Faculty of Graduate Studies
401 Sunset Avenue
Windsor, Ontario, Canada N9B 3P4
T 519-253-3000 x2109 email: gradst@uwindsor.ca
www.uwindsor.ca/grad

January 20, 2022

Dear New Program Steering Committee members,

I respectfully submit this letter of support for the University Teaching Development Program. This Graduate Diploma is being proposed by the Centre for Teaching and Learning as they draw upon over 10 years of experience offering the University Teaching Certificate. As noted in the proposal, the University Teaching Development Program *"is designed to help academics, at all levels and in all disciplines, develop their teaching practice, with the goal of enhancing student learning. Both practical and theoretically grounded, the UTD Program seeks to engage instructors in areas including course design, teaching practices, leadership, scholarship, and assessment, inspiring reflective, critical, evidence-based practice."*

Expanding the depth and breadth of the University Teaching Certificate into a Graduate Diploma provides a value-added compliment to our current graduate student's academic journey, as well as serving as a recruitment strategy for potential students seeking unique academic programming. The University Teaching Development Program may also serve as a recruitment and retention strategy for faculty and sessional instructors committed to offering high quality, effective and engaging learning environments for their students.

I am highly supportive of transforming the University Teaching Certificate into a Graduate Diploma, housed in the Faculty of Graduate Studies.

Regards,




A handwritten signature in black ink that reads "DKane".

Deborah Kane (She/Her/Hers) RN, PhD
Acting Dean, Faculty of Graduate Studies
University of Windsor
dkane@uwindsor.ca

The University of Windsor sits on the traditional territory of the Three Fires Confederacy of First Nations, comprised of the Ojibway, the Odawa, and the Potawatomie.

Faculty of Human Kinetics

Re: Letter/Email of Support for CTL University Teaching Certificate 😊 ↶ ↷ ↸

 **Linda Rohr** <Linda.Rohr@uwindsor.ca> Saturday, December 17, 2022 at 3:55 PM
To:  Jessica Raffoul;  Allyson Skene


Hi Jessica and Allyson,

Numerous HK students have participate in the UTC since 2010. The impact of this certificate on our student's academic journey is noteworthy: it has positively contributed to the success of our students, both during their graduate studies and within their academic careers. Although anecdotal evidence, during my short time at the University of Windsor, numerous graduate students and graduates have commented to me about the impact from CTL and the University Teaching Certificate. Our students are well-versed in course design, teaching practices, leadership, scholarship, and assessment. The practical aspects of the UTC support students developing a teaching dossier, an invaluable outcome.

I am supportive of the UTC being formalized as a Type 2 Graduate Diploma.

Thank you for the opportunity to comment on this initiative. I wish you much success.

Linda





Linda E. Rohr PhD | Professor & Dean
Faculty of Human Kinetics
University of Windsor
Windsor, ON N9B 3P4
519 253-3000 ext. 2432
Linda.Rohr@uwindsor.ca

Home to Canada's Top-Ranked Sport Management Graduate Program

I would like to respectfully acknowledge that we are on the traditional territory of the Three Fires Confederacy of First Nations, comprised of the Ojibwa, the Odawa, and the Potawatomi.

Faculty of Nursing

RE: Letter/Email of Support for CTL University Teaching Certificate 😊 ↶ ↷ ↸

 **Debbie Sheppard-Lemoine** <Debbie.Sheppard-Lemoine@uwindsor.ca> Friday, December 9, 2022 at 1:05 PM
To:  Jessica Raffoul


Hello Jessica;

I support this initiative as I recognise the importance of supporting our faculty development to be the best teachers and facilitators of our students learning.

Debbie


Debbie Sheppard-LeMoine PhD RN
Dean and Professor
Faculty of Nursing
University of Windsor

519.253.3000 ext.2259
Debbie.Sheppard-Lemoine@uwindsor.ca



WINDSOR PROUD.

I would like to respectfully acknowledge that we are on the traditional territory of the Three Fires Confederacy of First Nations, comprised of the Ojibwa, the Odawa, and the Potawatomi.



Full member of the
International Family
Nursing Association
www.ifna-nursing.org



Dora Cavallo-Medved, PhD
Acting Dean of Science
Learning Specialist Professor, Dept. Biomedical Sciences
401 Sunset Avenue, Rm. 325 Essex Hall
Windsor, Ontario, Canada N9B 3P4
T 519-253-3000 x4750 F 519-971-3609
dcavallo@uwindsor.ca

Jan. 11, 2023

RE: Letter of Support for the University Teaching Certificate (UTC) Program

To whom it may concern:

It is with great pleasure that I provide this letter in support of the formalization of the University Teaching Certificate (UTC) Program as a Type 2 Graduate Diploma at the University of Windsor. This comprehensive and rigorous program is designed to support graduate students from all disciplines to develop their teaching practices through practical and theoretical engagement in several areas of pedagogy including course design, assessment, and scholarship.

In the Faculty of Science, the impact of the UTC program has been demonstrated in several ways. Since the launch of the program in 2010, approximately 30 Faculty of Science graduate students and instructors were accepted into the UTC program, with approximately 20 people having either completed the program, or are active registrants in the program. More recently, we have seen a steady increase in participation of Faculty of Science members in the UTC program. Since 2016, 69 Faculty of Science graduate students and instructors have completed at least one UTC course.

Participation in the program has further provided Faculty of Science students and instructors the opportunity to enhance their teaching practices, stimulate their critical and reflective thinking, and empower them to be educational leaders. By formalizing the UTC as a graduate diploma, I am confident that it will enrich the development of student skills that are complementary to their discipline and advance our students in their professional careers. Within the institution, the formalization of the UTC program will also serve as a recruitment tool for prospective graduate students, thus directly supporting our faculty and enhancing the reputation of the Faculty of Science.

Please feel free to contact me should you require further information.

Sincerely,

A handwritten signature in cursive script that reads "Dora Cavallo Medved".

Dora Cavallo-Medved, Ph.D.

Faculty of Engineering



Faculty of Engineering Office of the Dean

401 Sunset Avenue, Windsor
Ontario, Canada N9B 3P4
T (519) 253-3000 extension 2566 F (519) 971-3622
www.uwindsor.ca/engineering

December 12, 2022

Re: Support for formalizing the University Teaching Certificate

To whom it May Concern:

As Dean of the Faculty of Engineering, I wanted to write in support of formalizing the University Teaching Certificate (UTC) offered by the Centre for Teaching and Learning (CTL) as a Type 2 Graduate Diploma. Many of our graduate students are looking for opportunities to expand their experiences in order to differentiate themselves from other students in a competitive job environment. Having the UTC program show up on their transcripts will allow potential employers to see that the student completed the program in a meaning way and will give our students a tangible edge over students from other academic institutions, especially those going on for academic appointments.

Sincerely,

A handwritten signature in blue ink, appearing to read "Bill Van Heyst".

Bill Van Heyst, Ph.D., P.Eng.
Dean, Faculty of Engineering
University of Windsor

Faculty of Education

RE: Letter/Email of Support for CTL University Teaching Certificate 😊 ↶ ↷ ↸

 **Ken Montgomery** <Ken.Montgomery@uwindsor.ca> Yesterday at 4:25 PM

To:  Allyson Skene; **Cc:**  Jessica Raffoul

Dear Allyson and Jessica,

Please consider this email as support for the proposed formalization of the University Teaching Certificate Program as a Graduate diploma. Many graduate students, sessional instructors, and faculty members from the Faculty of Education have participated in the UTC program over the years. Formalizing the program as a graduate diploma should enhance its reputation as an innovative teaching development initiative for higher education and be advantageous for future graduate student and faculty members from across disciplines.

Respectfully,


Ken



Ken Montgomery, PhD
Dean and Professor, Faculty of Education
University of Windsor
401 Sunset Avenue, Windsor ON Canada N9B 3P4

 **WINDSOR PROUD.**

Faculty of Law

Re: Formalization of the UTC 😊 ↶ ↷ ↸


 **Paul Ocheje** <pocheje@uwindsor.ca> Tuesday, February 15, 2022 at 2:32 PM

To:  Jessica Raffoul;  Allyson Skene

Dear Jessica and Allyson:

It was a great pleasure meeting with you both this afternoon. Thanks for consulting us in the Faculty of Law about the formalization of the University Teaching Certificate program. We are in support of the proposed formalization. We believe that this would enhance, rather than diminish, the LLM program to which it is affiliated.

Sincerely,
p

Paul D. Ocheje, PhD | Associate Dean, Research + Graduate Studies
University of Windsor | Faculty of Law
401 Sunset Avenue | Windsor, Ontario CANADA
N9B 3P4 | +1 (519) 253-3000 ext 2940
www.uwindsor.ca/law/pocheje |  @pdolegal

**University of Windsor
Senate**

*5.2.1: **PhD in Social Work – Minimum Course Grade Policy**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the grade policy for the Social Work PhD program and courses be approved.^

^The Senate Policy on Grading and Calculation of Averages allows regulations of individual programs to be more stringent and in those situations the student must comply with the policies of the program.

Social Work PhD Program Minimum Course Grade Policy:
[to be added to Graduate Calendar]

Courses in which a grade of 73% or higher is received will be accepted for graduate credit. In addition, upon the positive recommendation of the program, the Faculty of Graduate Studies may grant credit for not more than one term courses in which a grade of 63-72% has been obtained. Students who receive more than two (2) grades in one-term courses (or equivalent) of less than 73% may be required to withdraw from the program. If a student fails to obtain credit in a course, the course may be repeated once only, at the discretion of the program and the Dean of Graduate Studies. No student may repeat, or replace with another course, more than two term courses in which credit was not obtained.

Rationale:

The School of Social Work PhD program currently does not have its own policy regarding the minimum academic grade requirements to receive credit for a course. Given this, the minimum standard currently follows the *Senate Policy on Grading and Calculation of Averages* which requires a 70% cumulative average and credit for not more than two term courses in which a grade of 60-69% has been obtained.

This change to the PhD requirement is a lower standard than the MSW programs and is also a lower standard than many other social work PhD programs in Canada. Students in the Master of Social Work (MSW) program must maintain a cumulative GPA of 73% (with no one grade lower than 70%). By making this change to the program it would be more in line with the MSW as well as making the program more competitive with other PhD programs across the Country.

In terms of what is required for Standing for Continuation at other Universities in Canada, there are 11 Social Work PhD Programs in Canada and of those, 8 academic standards were available for review. These are as follows: one school has 77%, two schools have 73-76%, four schools have 70-72% and one school has 65% as their academic minimum. Therefore, the School of Social Work's request to raise its standard to 73% would still be in line within other programs.

The change will not impact student enrolment as students in the program have an average of an 80% or higher. By raising the academic standard, it will help further ensure that students are equipped to successfully move through the program as they complete the comprehensive paper and dissertation. The change will also bolster the academic reputation of the program across Canada.

**University of Windsor
Senate**

5.2.2: **Course Modalities and Definitions**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the proposal on Course Modalities and their definitions be approved.

PREAMBLE/RATIONALE:

Why are course modalities important?

The availability of clear definitions for course modalities is important for several reasons:

- Students select courses based on several factors, including their mode of delivery. Much as students selected earlier Distance Education (DE) courses for their flexibility in light of work or personal commitments, distance or financial constraints associated with commuting, and/or to meet their learning needs, students today do the same, but have a greater variety of course delivery modalities from which to choose, when they are offered. Thus, clearly defined modalities can play important roles for enrolment and retention.
- Access to clearly defined course modalities provides students and instructors with information on course requirements and commitments to set them up for success.
- Clearly defined course modalities help with space planning and room allocation.

Status of course modalities at the University of Windsor

Currently, course modalities are being interpreted differently and inconsistently within and across Departments and Faculties. This inconsistency has led to confusion and concerns from students who made life choices based on the course modality selected that have learning, cost, and other implications. This confusion is possible since there are no formal definitions of course modalities in the Academic Calendar, Senate Bylaws, or Senate Policies.

Other institutions across Ontario and Canada have undergone similar processes of course modality re-examination and established clear course modality definitions.

PROPOSAL:

The APC proposes that definitions for the following five modalities be approved:

- In-person teaching
- Fully online (asynchronous or synchronous)
- Remote (asynchronous or synchronous)
- Hybrid
- Hyflex

Each of these modalities is currently being used at the University of Windsor. None are new. This proposal only seeks to formalize definitions for each modality so that they are used consistently across campus.

This proposal does not seek to make any changes to the selection of the most appropriate modality for a course. Currently existing processes for doing so will not change. This is outside the mandate of Senate.

Course Modalities

Information on the course modality being offered for each course for the upcoming semester, and the associated expectations for the course modality, will be made available to students through UWinsite during registration. Including the course modality information for each course provides students with information on course requirements and commitments associated with the successful completion of the course.

Changes to course schedules and their modality cannot be made once registration has been opened, unless approved by the Dean of the Faculty offering the course in exceptional circumstances and only in cases where the modality may be changed from in-person to online.

Course Delivery Modes with Definitions:

Please note that a course could be divided into multiple sections, and the sections could then be designated separately if the Program, Head and Dean agreed and students could clearly see the section options when registering.

1. In-Person Teaching: An instructional method where learners and instructors meet in real time in the same physical location to facilitate instruction and learning. This is typically on a University of Windsor campus, though it may be in approved alternative location (e.g., clinical courses in a hospital, field trips, weekend remote classes). In-person courses may intentionally incorporate digital technologies into the curriculum to enhance learning.

Assessment approaches: Assessments may be held at a physical location on a University of Windsor campus or elsewhere, or may leverage digital tools to facilitate evaluation of learning.

2. Fully Online: An instructional method where the course curriculum is intentionally designed for, and facilitated, using the affordances of digital/web-based technologies. Online courses may make use of **asynchronous** or **synchronous** (real-time) strategies for curriculum delivery as indicated below.

a) An **Asynchronous online** course utilises digital/web-based technologies to facilitate the curriculum and **does not require** real-time communication. Asynchronous courses have no **required** in-person or synchronous online activities, including all assessments. Although these courses usually have a set start and end date, and due dates for assessments, learners can otherwise access and participate in the course at times and places of their own choosing. Asynchronous courses may provide **optional** online synchronous/real-time learning opportunities, such as office hours, tutorials, or exam review sessions.

Assessment approaches: Assessment approaches for asynchronous online courses should reflect the flexibility afforded by the curriculum in this delivery mode. Online learners **will not** be required to attend a physical location to complete or submit assessments. Facilitation of assessment tasks should be flexible, such as authentic assessments, take-home exams or providing students with choice in how their learning is assessed. Assessments should be submitted through appropriate digital/online tools.

b) A **Synchronous Online** course utilises digital technologies to facilitate real-time interaction between instructor(s) at one site and learners at other sites. These courses typically have regularly scheduled real-time meetings, and may involve using text, video, or voice communication in a real-time setting. Synchronous courses may be recorded for review by learners as needed.

Assessment approaches: Assessment approaches for synchronous online courses should reflect the flexibility afforded by the curriculum in this delivery mode. A synchronous course may have assessments such as a quiz, exam or in-class essay during scheduled class time, but such assessments **must** be available to learners remotely and **not** require them to come to a physical location. Assessments should be submitted through appropriate online/digital tools.

3. **Remote:** An instructional method where the course curriculum is intentionally designed for, and facilitated, using the affordances of digital/web-based technologies similar to the online modality, however, the final **assessment will be held in-person at a remote proctored site which may be the University of Windsor campus**. Remote courses may make use of asynchronous or synchronous (real-time) strategies for curriculum delivery as indicated in modality (2), which is the Fully Online. **Logistically, organizing the exam is the responsibility of the program, and the program is responsible for covering the costs of the remote proctored exam if it is off-campus**

a) A **remote asynchronous online** course utilises digital/web-based technologies to facilitate the curriculum and **does not require** real-time communication. Asynchronous courses have no **required** face-to-face, synchronous online, or on-campus activities **except the final assessment**. Although these courses usually have a set start and end date, and due dates for assessments, learners can otherwise access and participate in the course at times and places of their own choosing. Asynchronous courses may provide **optional** online synchronous/real-time learning opportunities, such as office hours, tutorials, or exam review sessions.

Assessment approaches: Assessment approaches for asynchronous online courses should reflect the flexibility afforded by the curriculum in this delivery mode. Online learners **will not** be required to attend a physical location to complete or submit in term assessments; **however, the final assessment will be in person at a proctored location which may be the University of Windsor campus**. Facilitation of assessment tasks other than the final should be flexible, such as authentic assessments, take-home exams or providing students with choice in how their learning is assessed. Assessments should be submitted through appropriate digital/online tools.

b) A **Remote Synchronous Online** course utilises digital technologies to facilitate real-time interaction between instructor(s) at one site and learners at other sites. These courses typically have regularly scheduled real-time meetings, and may involve using text, video, or voice communication in a real-time setting. Synchronous courses may be recorded for review by learners as needed.

Assessment approaches: Assessment approaches for synchronous online courses should reflect the flexibility afforded by the curriculum in this delivery mode. A synchronous course may have assessments such as a quiz, exam or in-class essay during scheduled class time, but such assessments **must** be available to learners remotely and **not** require them to come to a physical location **except for the final assessment that will be proctored at an in-person location which may be the University of Windsor campus**. Assessments should be submitted through appropriate online/digital tools.

4. **Hybrid:** An instructional method where the curriculum is designed intentionally to integrate the affordances of in-person and online learning experiences. In-person teaching time in the hybrid method is reduced, but not eliminated, with the balance of learning being facilitated asynchronously or synchronously through digital/web-based technologies, or offline learning opportunities. Typically, 50%-80% of the total course learning hours are completed in online and asynchronous formats in hybrid courses. Examples may include:

- I. Lecture online – tutorials in person
- II. Lecture online – labs in person
- III. Lecture online – peer mentoring groups in person
- IV. Initial classes in person, followed by online classes, and/or additional in-person class(es)
- V. Initial introductory classes online, followed by in-person classes
- VI. Flipped classroom – content delivery asynchronously online, active engagement synchronously

Assessment approaches: Hybrid courses **may** have assessment components that require attendance at a physical location, either on a University of Windsor campus or at a designated remote location, but may also leverage digital technologies to support the flexible curriculum design and intentional use of technology to support learning typical of these curriculum designs. Based on space considerations, the in-person assessments can **only** be completed in-person during the period the course is scheduled on-campus.

5. **Hy-flex:** An instructional method where the curriculum is designed intentionally to provide choice to learners in their mode of engagement with the curriculum. Typically, learners may have the choice to attend classes in either in-person or online modalities, which may change throughout the course. Remote learners may join real-time classes via digital/web-based technologies, and synchronous and asynchronous curricular elements are designed to intentionally integrate remote and in-person learning, such that the learning environment and opportunities are equivalent. Real-time classes are usually recorded for review by all learners.

Assessment approaches: Hy-flex courses may have assessments such as a quiz, exam, or in-class essay during scheduled class time, but such assessments **must** be available to all learners remotely and **not** require them to come to a physical location (i.e., all assessments should be facilitated and submitted online). All assessments must be in the same format for both on-campus and online students; for example, if the course has an exam, it should be delivered online for all students.

**University of Windsor
Senate**

5.8: Report of the Provost

Item for: **Information**

Forwarded by: **Robert Aguirre**

1. Recruitment—Ontario University Fair

The Ontario Universities Fair was held October 21-22. This is the signature recruitment event in the GTA, as evidenced by the substantial presence of Ontario universities and the approximately 86,000 students who made their way to the Toronto Metropolitan Convention Centre for the event. Faculty, staff, and student representatives from across the university were in attendance, meeting students and families, taking questions, and distributing literature about UWindsor. Our display facilitates one-on-one conversations between prospective students and our volunteers, who shared what makes a University of Windsor education distinctive and rewarding. A superb team effort!

2. Recruitment—Fall Open House

On October 28th, we hosted Open House here on the Windsor campus. Inside the Toldo Lancer Centre, prospective students met with a variety of faculty, staff, and students from across the university. These informal sessions were supplemented by program sessions given across campus, lab demonstrations, and campus tours. In all, over 3000 students and guests attended the fair, which is up from last year. Our community did an excellent job of representing the University on this important day. Thanks to all!

3. Faculty Commendation of Excellence—Sport Management Program

The quest for academic excellence is at the heart of everything we do at the University of Windsor. Thus, we are pleased to recognize in the Senate minutes news that our Master of Sport Management and Leadership has been named the best graduate program in sports business in all of Canada. The recently released yearly ranking by Sport Business, a global consulting and analysis firm which issues a leading trade publication in the field, notes that the UWindsor program is not only the best in Canada, but among the best in the world. As Associate Professor Terry Eddy, the faculty's graduate admissions coordinator, says: "We are proud . . . to be recognized with the elite company of programs around the world."

4. Student Commendation of Excellence—History Graduate Student Award

Willow Key, currently a MA student in History, recently won an Architectural Conservancy Ontario NextGen Award that "recognizes an individual early in their career for outstanding contributions to the field of heritage, and a clear commitment to conservation work, advocacy, heritage craft, and/or community engagement." This award recognizes her work on the McDougall Street Corridor project, which was funded by the Anti-Black Racism Student Leadership Engagement Grant program. The grant applicants were Heidi Jacobs and Sarah Glassford (Leddy Library) and Irene Moore Davis of the Essex County Black Historical Research Society.

5. Campus Update—Leadership searches

Searches for two Senate governed administrative positions, chaired by the provost, are moving along nicely. The search committee for the next Dean of the Faculty of Science will soon be reviewing candidates in preparation for first-round interviews. The search committee for the Associate Vice President, Academic has been formed, an ad has been placed, and we will soon develop interview questions and scoring grid. We are on schedule for both these searches and will provide regular updates to the Senate.

**University of Windsor
Senate**

5.8.1: **Enrolment Management Update**

Item for: **Information**

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

Ontario University Fair – 2023

Approximately 100 faculty, staff, and students journeyed to the Toronto Metropolitan Convention Centre to partake in the two-day Ontario University Fair. This event drew an impressive crowd of around 86,000 students and their supporters, marking a remarkable 10% year-over-year increase in attendance.

The Ontario University Fair is a distinctive platform for our university to showcase why it stands out as a premier educational destination for students in the Greater Toronto region. It provides participating faculty, staff, and students the invaluable opportunity to engage in one-on-one conversations, sharing their unique perspectives on why prospective students should seriously consider joining our university in the upcoming fall semester.

We distributed nearly 9,000 copies of our viewbook during this event, fostering numerous impactful conversations. Additionally, we garnered over 4,000 direct leads for follow-up, which has already started.

We extend our heartfelt gratitude to all those who passionately represented our university and conveyed the exceptional value proposition we offer to prospective students and our community.

Fall Open House - 2023

The Fall Open House, held on October 28th, is a pivotal event in our annual calendar, and its significance in supporting recruitment cannot be overstated. This event provides an in-person opportunity for prospective students and their supporters to experience our vibrant campus firsthand. It allows them to explore our academic programs, engage with faculty and staff, and get a real sense of the campus atmosphere. Opening our doors during this event showcases our commitment to academic excellence and demonstrates the welcoming and inclusive community that defines the University of Windsor.

	Registrants		Attendees	
	Prospects	Guests	Prospects	Guests
Fall 2023	2,133	3,816	947	1,387
Fall 2022	2,183	2,248	934	907
YoY Ñ	(50)	+1,468	+13	+480

The period following the Front-of-House (FOH) phase plays a pivotal role in sustaining momentum and ensuring prospective students receive the information and support they need when contemplating their application to the university. Our strategy includes planned efforts for continued engagement to transform interest into actual applications and enrollments. This encompasses expressing gratitude to attendees, conducting follow-up communications, gathering valuable feedback, providing virtual content (virtual open day), and organizing subsequent campus tours.

Interesting data tidbits: 55% of attendees register within 7 days of the event, 82% of those who attend are planning for Fall 2024, and 20% of registrants are still determining their primary academic interest.

SEM Plan Update

Efforts are ongoing to develop a comprehensive Strategic Enrolment Management Plan from 2023 to 2028, with a targeted completion date set for January 2024.

Diverse groups comprising students, faculty, and staff are actively formulating plans to leverage the strategic enrolment priorities identified during the engagement. These priorities include improving college transfer processes, bolstering domestic undergraduate recruitment efforts, exploring the potential adoption of an early alert system, implementing a holistic advising model, enhancing the overall student experience, and delivering improved enrolment insights for various campus stakeholders.

Important Dates

Plan Ahead (Grade 9 – 11) – December 2, 2023

Fall Virtual Open Day - Dec 7, 2023

Educators Day - Dec 13, 2023

**University of Windsor
Senate**

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

Item for: **Information**

Forwarded by: **Clinton Beckford**

Anti-Racism Organizational Change:

Black Alumni Weekend

- The weekend of September 22-24, 2023, was the inaugural [UWindsor Black Alumni Weekend](#). This historic event to the Canadian post-secondary education sector welcomed over 100 alumni, students, faculty, and staff to a 3-day event centered on reconnection and re-engagement with UWindsor. The feedback from participants in post-event surveys has been extremely complimentary and encouraging. The UWindsor Black Alumni Group received donations and sponsorships from most of the faculties on campus, in addition to departments.

Student Self-Identification Survey

- [The Student Self-Identification Survey](#) reboot is in full swing with advertisements across campus. Team members will be visiting classrooms in the coming weeks to promote the survey to students while stressing the importance of capturing student census data.

IOT Action Plan Progress Report

- We are in the final revision stages of the IOT Action Plan Progress Report - Phase I.
- The first draft of the UWindsor Anti-Racism Strategy will soon be ready for review.

ABR Professional Development Grant

- Several UWindsor employees have been approved for the [ABR Professional Development Grant](#). These employees are currently enrolled in the Fundamentals of Race and Anti-Black Racism course offered through the Department of Continuing Education.

Office of Human Rights, Equity, and Accessibility

Beyond Diversity

- Beyond Diversity is a compassionate curriculum to build community, launch innovation, and navigate the predictable pitfalls in interracial, multi-cultural conversations about race. Powerful and personally transforming, this in-person, two-day seminar helps leaders, employees, and organizations understand the impact of race on their lives, their work, and their overall growth. Interactive and stirring exercises strengthen participants' critical consciousness of race and lead them to investigate the role that racism plays in institutionalizing disparities. Most importantly, it models and teaches a protocol for discussing race in ways that are productive, insightful, and generative.
- Next event:
 - **Title:** Beyond Diversity by [Global Foundation - Courageous Conversation](#)
 - **Facilitator:** [Madame Athena Chang](#)

- **Dates:** Wednesday, December 6 to Thursday, December 7, 2023
- **Time:** 9:00 a.m. – 4:00 p.m. (two full days)
- **Location:** In-Person Only, Freed-Orman Centre
- Priority registration was available for the Strategic Leadership Forum group, the Managers' Forum group, and the Board of Governors throughout October. Space is limited, and a waitlist will be generated as needed.

OHREA Awards

- The call for nominations for the [11th Annual OHREA Awards](#) is now closed as of **Thursday, October 26, 2023**.
 - Launching in December 2023 via a Social Media Campaign.

Improving Website Accessibility

- At the end of April 2023, the University signed a contract to engage Monsido, which is a web governance solution. Web governance solutions are enterprise tools that scan all pages on a website and automatically identify accessibility issues for remediation. Identified issues are accompanied by recommended steps to remediate the issue and make a web page accessible. Our website will be scanned on a weekly or more frequent basis to ensure that reports are up to date with any new accessibility concerns that may inadvertently come up.
- By providing this tool and the accompanying reports to all editors across our website, we are empowering hundreds of users to perform remediation work that historically may have relied on the efforts of the central IT department to identify and work to remediate issues. This tool is necessary to ensure the University is in compliance with requirements under the Accessibility for Ontarians with Disabilities Act (AODA).

Pride at Work Sessions

- The Office of Human Rights, Equity, and Accessibility (OHREA) has again registered the University of Windsor to be a member of Pride at Work Canada. This resource is open to all University students, staff, and faculty. Pride at Work Canada “offers institutional education and guidance to organizations that make a commitment to supporting 2SLGBTQIA+ inclusion”. Employees and students at the University are invited to take advantage of the membership benefits.
- Pride at Work Canada offers a wide range of services for employees, including lunch and learns, facilitated discussions, workshops, and webinars, as well as practical tools and frameworks to help adopt a strategic approach to drive strategy forward. Pride at Work also customizes its programs and services to fit the needs of its partnered members.
- Use your UWindsor email to access the membership benefits by visiting <https://prideatwork.ca/>. Should you have any questions, please contact Diane Luu-Hoang, Employment Equity Manager (OHREA) at D.Luu-Hoang@uwindsor.ca

Office of Student Rights and Responsibilities

- OSRR is processing complaints. In some instances, decision letters have been sent out along with information about the appeals process.
- The office is monitoring procedural fairness issues that arise during the lifespan of a complaint based upon the queries and complaints filed in the office and aspects of the investigation process.
- OSRR is participating in file-specific meetings that involve other units and offices on campus, where complaints engage policies relevant to those other units.
- The office is keeping informal records and disaggregated data (both qualitative and quantitative) to identify patterns and themes that impact 'access to justice' for students, to address what is within our purview to do, and to share any broader general observations with the OVPPE&I
- OSRR continues to triage and process specific complaints:
 - We have retained investigators in new cases that are proceeding via the 'formal' route.
 - Where a department/faculty is involved, upon request, we are providing support, resources, and consultation as requested regarding either a student's rights or the complaints process.

- In other cases, OSRR has assisted in ensuring 'complaints-related accommodations' are in place and reviewed during the lifespan of the investigation process.
- The office participated in the JJE Appeal for the position of Manager, OSRR. The Appeal was successful.
- The office space for the OSRR is expected to be ready the second week of November 2023 - the office was painted, and vinyl floors were put in.

Organizational Change and Development

Employee Mental Health Strategy Update

- The [Employee Mental Health Strategy Implementation Working Group](#) has been established to move from strategy to action.
- The full EMHS document was launched on October 24, 2023, via mass e-mail to Faculty and Staff and Daily News. [It can be downloaded from the Employee Mental Health website.](#)
- A formal launch will take place November 20, 2023, from 10:00 am to 12 noon at the Alumni Auditorium, CAW Student Centre. This will be an opportunity to engage in conversation about Employee Mental Health.

Employee Engagement Survey Action Planning – University-wide results

- The roadmaps associated with the key actions emerging from the data analysis have been completed, and status updates are now available on the [Turning Survey Results into Action website](#) (Select the blue button at the bottom of the page. This will redirect you to a sign-in page to view the status update reports.)

Okanagan Charter

- The [Okanagan Charter](#) outlines the language, principles, and framework that post-secondary institutions should be utilizing in order to work towards becoming a campus that promotes health and well-being in all aspects of life to all individuals.
- A Thinktank meeting will take place at the end of November to explore the possibility of the University adopting this Charter.

Leadership Competencies

- The Employee Engagement Survey results (2022), the Aspire Strategic Planning consultations, and the Employee Mental Health Strategy have all highlighted the need for a leadership competency framework.
- Leaders at all levels of the institution play a critical role in advancing the mission and vision outlined in the Aspire strategic plan, fostering innovation and change, shaping organizational culture, creating high-performing teams, building collaborations and partnerships, and creating the conditions in the work environment for faculty and staff to feel inspired, engaged, motivated, safe, and proud.
- A Leadership Competency Framework will highlight the key skills and knowledge areas that all leaders require to be successful. This framework is critical to better support leaders, implement leadership development opportunities, develop an accountability framework (goal setting), and support recruitment/search processes.
- A proposed competency framework emerging from the literature review has been drafted. The next steps include the engagement of leaders across the University in a feedback process.

**University of Windsor
Senate**

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

Item for: **Information**

Forwarded by: **Shanthi Johnson**

- Research, scholarship, creative activity, and innovation are critical to the impact, influence, and reputation of the University locally and globally. The research and innovation ecosystem directly impacts our ability to recruit and retain undergraduate and graduate students and build a robust education and training capacity pipeline for our current and future needs.
 - The functional areas covered by the Office of the Vice-President, Research and Innovation (OVPRI) include: Research and Innovation Services (pre/post grant/awards management), Research Partnerships, Research Integrity (Animal Care, Research Ethics, and Research Safety), senate approved University research centres and institutes and EPICentre, and strategic institutional initiatives.
 - Our office has a firm commitment to inspire and advance inclusive research, scholarship, creative activity, and innovation, underpinned by excellence. We will be developing a dynamic research and Innovation ecosystem that is aligned with the University's institutional strategic plan - *Aspire: Together for Tomorrow*. We aim to engage our community, creating strong, meaningful collaborations, actively involving both our internal and external stakeholders.

Strengthening the University's Internal Research and Innovation Ecosystem

- In October 2023, the OVPRI began investing in reflections and actions to address the lessons learned from the research and innovation administration and services review conducted last spring. An implementation plan is being developed by our internal team working with other partners on campus. Implementation will be ongoing over the coming months.
- The Associate Deans Research Committee (ADRC), comprising Associate Deans Research or their equivalent from each faculty, as well as representatives from Leddy Library and the OVPRI, have developed a draft terms of reference (TOR) for the Senate Research and Innovation Advisory Committee (SRIAC), which will serve as an advisory body to both Senate and the VPRI on matters related to research, scholarship, creative activity, and innovation. As outlined in the draft TOR for the SRIAC, the committee will serve to:
 - Empower bold, impactful, and engaged research, scholarship, creative activity, and innovation across disciplines in alignment with the University strategic plan by:
 - Advising on, supporting the alignment of, and championing research, scholarship, creative activity, and innovation initiatives and opportunities across campus; and
 - Providing advice to the Vice-President, Research and Innovation (VPRI) and Senate on strategic activities and initiatives that fall within the mandate of Senate.
- The draft TOR for the SRIAC is being sent to the Senate Governance Committee for review and approval.

Strategic Institutional Initiatives

- The OVPRI is moving forward with the launch of the Tier 2 Canada Research Chairs (CRCs) in Health Disparities and Public Health (FAHSS), Health Biostatistics (HK), and Public and Environmental Health (Science) that were announced in May 2023. The OVPRI has developed comprehensive timelines and processes for the searches to run concurrently and is in the process of striking the committee who will conduct them. Search processes and procedures will be consistent with the requirements of the CRC Secretariat and the University of Windsor. Together, the three CRCs hired will complement and bolster the collaborative partnership the University has

developed with the Windsor-Essex County Health Unit (WECHU). We are also using this opportunity to learn, streamline and optimize processes.

Royal Society of Canada Celebration

- From November 15-18, 2023, the Royal Society of Canada will host its annual Celebration of Excellence and Engagement in Waterloo, Ontario. During this year's celebrations, Dr. Christina Semeniuk will be inducted as a Member of the Royal Society of Canada College of New Scholars, Artists, and Scientists in recognition of the significance of her contributions to her field. Election as a Member of the College is among the most prestigious honours conferred upon Canadian researchers in the earlier phases of their career
- Additionally, recent Law LLM graduate, Esentsei Staats-Pangowish, will be awarded the Royal Society of Canada Justice Rosalie Silberman Abella Prize. The Justice Rosalie Silberman Abella Prize is presented annually to a graduating law student in each of the law schools in Canada who is most likely to positively influence equity and social justice in Canada or globally upon graduation. Estentsei is the first Indigenous graduate of Windsor's LLM program.

Research Security

- Canada is taking a strong position on safeguarding research within our world-class research community. As such, both federal and provincial governments have implemented research security requirements to safeguard Canadian research particularly for selected NSERC grant programs. Guidance from government has been evolving rapidly.
- We are working to create a coordinated approach to addressing research security on campus at the University of Windsor. With special funding from the federal government, the OVPRI is in the final stages of hiring a Research Security Coordinator who will support the University of Windsor research community in meeting rapidly evolving requirements, represent the University in national and provincial communities of practice, and work alongside our faculty members and faculties to mitigate concerns and create opportunities.

Partnerships and Engagement

- The VPRI continues to forge strong relationships internally and externally through meetings with the Deans, Associate Deans Researcher, and researchers and their teams, as well as visiting research laboratories across campus. In October, the OVPRI hosted and engaged in a number of stakeholders meetings and visits in support of key University of Windsor strategic research and innovation initiatives, including hosting a visit from Ontario Institute for Cancer Research (OICR) and FACIT leadership. The full day visit featured an inter-organizational exchange of information on funding programs and commercialization opportunities and leading cancer research programs at the University of Windsor. Regular meetings with WECHU, Windsor Regional Hospital (WRH), and other stakeholders to develop collaborative research partnerships in health continued through the month.
- The OVPRI has also recently finalized a partnership agreement with Zekelman Industries and Z-Modular that will provide \$1 million over five years to support Dr. Sreekanta Das from the Department of Civil and Environmental Engineering as the Chair of the Z-Modular Centre for Innovation and Sustainable Construction. This contribution will be leveraged to significantly advance research and innovation in sustainable housing and construction that will be of significant benefit regionally, nationally, and internationally for years to come.