

# **Senate Agenda, Minutes and Supporting Documentation**

**Please review all documents prior to the Senate meeting.**

**All documents for this meeting are contained in this one PDF  
file for easy printing.**

**NOTICE OF MEETING**

There will be a meeting of the Senate  
**on, Friday, November 14, 2014, at 2:30 p.m.**  
Room 203 in the Anthony P. Toldo Health Education Centre

**A G E N D A**

- 1 Approval of Agenda** (Unstarring agenda items)
- 2 Minutes of the meetings of October 10, 2014** SM141010
- 3 Business arising from the minutes**
- 4 Outstanding Business/Action Items**
- 5 Reports/New Business**
  - 5.1 Report from the Student Presidents** UWSA-Information  
(UWSA, OPUS, GSS) OPUS-Information  
GSS-Information
  - 5.2 Report of the President** Alan Wildeman
  - 5.3 Report of the Academic Colleague** Philip Dutton
  - 5.4 Senate Student Caucus** Ziad Kobti
  - 5.5 Program Development Committee**
    - \*5.5.1 Program Course Changes** Lionel Walsh-Approval  
Sa141114-5.6.1a-f
      - \*a) Sociology, Anthropology and Criminology (Graduate)**
      - \*b) Combined BA Honours in Digital Journalism – Academic Regulations**
      - \*c) BA (Honours) International Relations and Development Studies**
      - \*d) Education – New Course Proposals (Graduate)**
      - \*e) Political Science – New Course Proposals**
      - \*f) Visual Arts – New Course Proposals (Graduate)**
    - \*5.5.2 History – Request for Waiver of Course Deletion** Lionel Walsh-Approval  
Sa141114-5.5.2
    - \*5.5.3 Philosophy General and Honours Programs – Learning Outcomes** Lionel Walsh-Information  
Sa141114-5.5.3
    - \*5.5.4 Philosophy MA – Learning Outcomes** Lionel Walsh-Information  
Sa141114-5.5.4
    - 5.5.5 Women’s Studies Name Change and Creation of AAU** Lionel Walsh-Approval  
Sa141114-5.5.5

- |               |   |  |
|---------------|---|--|
| <b>5.6</b>    | <b>Academic Policy Committee</b>  |  |
| <b>5.6.1</b>  | <b>Centre for Teaching and Learning Annual Report</b>                         | <b>Rick Caron</b> -Information<br>Sa141114-5.6.1 |
| <b>*5.6.2</b> | <b>FAHSS Dean's Honour Roll – Revision</b>                                    | <b>Rick Caron</b> -Information<br>Sa141114-5.6.2 |
| <b>*5.6.3</b> | <b>Nursing Admission Requirement Change</b>                                   | <b>Rick Caron</b> -Approval<br>Sa141114-5.6.3    |
| <b>5.6.4</b>  | <b>Policy on Granting Degrees Posthumously or to a Terminally Ill Student</b> | <b>Rick Caron</b> -Approval<br>Sa141114-5.6.4    |
| <b>5.7</b>    | <b>Senate Governance Committee</b>  |  |
| <b>5.8</b>    | <b>Report of the Provost</b>  | <b>Bob Orr</b>                                   |
| <b>5.9</b>    | <b>Report of Vice-President, Research and Innovation</b>                      | <b>K W Michael Siu</b>                           |

## **6 Question Period/Other Business**

## **7 Adjournment**

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

**University of Windsor  
Senate**

\*5.5.1a:               **Sociology, Anthropology and Criminology – Minor Program Changes (Graduate)**

Item for:               **Approval**

Forwarded by:       **Program Development Committee**

**MOTION:**   **That the admission and degree requirements for the MA in Sociology (course and thesis options), MA in Criminology (course and thesis options), and PhD in Sociology be changed according to the program/course change forms.\***

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

**Rationale/Approvals:**

- The proposal has been approved by the AAU Council, the FAHSS Coordinating Council, the Graduate Studies Council and the Program Development Committee.
- In response to PDC's comments, the following was provided: "A PhD student who has previously completed an M.A. in the program may not use previously taken courses towards their PhD. The five required courses taken during the PhD must be courses they have not taken before. In the case of those courses that are 'one of' (required courses) there is sufficient flexibility in our present course offerings for students to take multiple 'one of' courses."
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the October 30, 2014 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 4.3 .

**University of Windsor  
Senate**

**\*5.5.1b: Combined BA Honours in Digital Journalism – Academic Regulations**

**Item for: Approval**

**Forwarded by: Program Development Committee**

**MOTION: That the standing required for the Combined BA Honours in Digital Journalism programs be changed according to the program/course change forms.\***

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

**Rationale/Approvals:**

- The proposal has been approved by the Centre for Interfaculty programs and the Program Development Committee.
- The Combined BA Honours in Digital Journalism (DJ) programs include: *DJ and Communication, Media and Film; DJ and English Language and Literature; DJ and English Literature and Creative Writing; and DJ and Political Science*)
- Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the October 30, 2014 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.2.

**University of Windsor  
Senate**

**\*5.5.1c: BA (Honours) International Relations and Development Studies – Minor Program Changes**

**Item for: Approval**

**Forwarded by: Program Development Committee**

**MOTION: That the program requirement changes for the BA (Honours) International Relations and Development Studies program including the Geography and Globalization concentration be changed according to the program/course change forms.\***

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

**Rationale/Approvals:**

- The proposal has been approved by the AAU Council, the FAHSS Coordinating Council and the Program Development Committee.
- Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the October 30, 2014 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.4 .

**University of Windsor  
Senate**

\*5.5.1d:       **Education – New Course Proposals (Graduate)**

Item for:       **Approval**

Forwarded by: **Program Development Committee**

**MOTION:**       **That the following course additions be made\*:**  
                    **80-540       Language, Culture, and Society**  
                    **80-543       Special Education and Language Acquisition**  
                    **80-542       Language System Analysis**

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

**Rationale/Approvals:**

- The new courses proposals have been approved by Education's Faculty Council, the Graduate Studies Council and the Program Development Committee
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the October 30, 2014 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.5 .

**University of Windsor  
Senate**

\*5.5.1e: **Political Science - New Course Proposals**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION:**      **That the following course additions be made\*:**  
                    **45-120. Space, Place, and Scale: Foundations of Human Geography**  
                    **45-245. Contemporary Issues in International Relations**  
                    **45-495. Advanced Topics in Canadian Foreign Policy**  
                    **45-496. Advanced Topics in International Security**

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

**Rationale/Approvals:**

- The new courses proposals have been approved by the AAU Council, the FAHSS Faculty Council and the Program Development Committee.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the October 30, 2014 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.6 .



**University of Windsor  
Senate**

\*5.5.1f: **Visual Arts – New Course Proposals (Graduate)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION:** **That the following course additions be made\*:**  
**27-565. Studio Production I**  
**27-566. Studio Production II**

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

**Rationale/Approvals:**

- The new courses proposals have been approved by the AAU Council, the FAHSS Faculty Council, the Graduate Studies Council and the Program Development Committee
- Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the October 30, 2014 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.7.

**University of Windsor  
Senate**

**\*5.5.2 History - Request for Waiver of Course Deletion**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION:** That the *Request for Waiver of Course Deletion for the following course* be approved:  
43-435: The Early Modern Atlantic World

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

FAHSS, History programs

**2. Course Number and Title**

02-43-435: The Early Modern Atlantic World

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

3.0; 36 hours; Seminar

**4. Calendar Description**

This course looks at the foundation, development and interaction of the different European empires (Portuguese, Spanish, French, Dutch, British) in the Americas and Africa from the 15<sup>th</sup> to the 18<sup>th</sup> century. Topics include encounters with Africans and the native peoples of the Americas, cross-cultural exchanges, circulation of peoples, ideas, and commodities, migration, missions, conversion, and slavery.

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

N/A

**6. RATIONALE FOR KEEPING THE COURSE**

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

Providing a 4<sup>th</sup> year credit

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

Consistent enrolment with 20-30 students when course offered.

**6.3 Relationship to Unit's Five Year Plan and other University Priorities.**

This course aligns with Point One of the University of Windsor Strategic Priority Plan which emphasizes an exceptional and supportive undergraduate experience. This course is an upper-level, limited enrollment seminar which provides close interaction with the professor and students. In this environment, students get the guidance they need to develop independent research projects. As well, the course focuses on the history of cultural interactions and exchanges, themes which are important for developing a larger global citizenship.

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

The demands of the program led me to teach other courses

**6.5 Whether the course will be offered in Fall 2015. If not, why will it not be offered?**

Course will be offered in 2015-2016

**7. RESOURCE IMPLICATIONS**

None

**University of Windsor  
Senate**

**\*5.5.3: Philosophy General and Honours Programs - Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

*\*\*These learning outcomes have been vetted by the Centre for Teaching and Learning.*

**PROGRAM TITLE: General BA in Philosophy**

**DEPARTMENT/FACULTY: Philosophy/FAHSS**

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

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

*Proposers are strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes (degree level expectations).*

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i>	<b>Characteristics of a University of Windsor Graduate</b>	<b>COU-approved Undergraduate Degree Level Expectations</b>
<u>At the end of this program, the successful student will know and be able to:</u>	<u>A UWindsor graduate will have the ability to demonstrate:</u>	
A. identify, explain, philosophically discuss, and evaluate using primary sources: <ul style="list-style-type: none"> <li>the philosophical origins of major intellectual disciplines concerned with understanding and explaining the natural and social worlds;</li> <li>the major problems, developments, and systems of the western philosophical tradition;</li> <li>internal criticisms of the major problems, developments, and systems of the western philosophical tradition and alternatives posed in</li> </ul>	A. the acquisition, application and integration of knowledge	1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i>  <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
<p>light of these criticisms;</p> <ul style="list-style-type: none"> <li>the historical and enduring relationship between philosophy and the unavoidable existential problems generated by humanity's place in the universe;</li> <li>the historical and enduring relationship between philosophical inquiry and criticism and the problems specific to different forms of social organization and relationships;</li> <li>the historical and enduring relationship between philosophical inquiry and criticism and problems specific to the relationship between human consciousness and an external world, natural and social.</li> </ul>		
<p>B.</p> <ul style="list-style-type: none"> <li>access, retrieve, and evaluate primary sources relevant to philosophical inquiry;</li> <li>read and interpret philosophical texts systematically and critically (also applicable to Characteristics D and I);</li> <li>read and interpret common (i.e. non-academic) texts critically and systematically, with sources including, but not limited to, various popular media (also applicable to Characteristics D and I).</li> </ul>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<ol style="list-style-type: none"> <li>1. Depth and Breadth of Knowledge</li> <li>2. Knowledge of Methodologies</li> <li>3. Application of Knowledge</li> <li>5. Awareness of Limits Knowledge</li> </ol>
<p>C.</p> <ul style="list-style-type: none"> <li>identify, interpret, evaluate, formulate, and articulate arguments in different forms; &amp;</li> <li>critically assess and recognize the limits of different sources of information in carrying out the preceding tasks (also applicable to Characteristic I).</li> </ul>	<p>C. critical thinking and problem-solving skills</p>	<ol style="list-style-type: none"> <li>1. Depth and Breadth of Knowledge</li> <li>2. Knowledge of Methodologies</li> <li>3. Application of Knowledge</li> <li>5. Awareness of Limits of Knowledge</li> </ol>
<p>D.</p> <ul style="list-style-type: none"> <li>write systematically and critically in both expository and argumentative modes.</li> </ul>	<p>D. literacy and numeracy skills</p>	<ol style="list-style-type: none"> <li>4. Communication Skills</li> <li>5. Awareness of Limits of Knowledge</li> </ol>
<p>E.</p> <ul style="list-style-type: none"> <li>critically reflect on some of the different proposed sources of obligation and their limits.</li> </ul>	<p>E. responsible behaviour to self, others and society</p>	<ol style="list-style-type: none"> <li>5. Awareness of Limits of Knowledge</li> <li>6. Autonomy and Professional Capacity</li> </ol>
<p>F.</p> <ul style="list-style-type: none"> <li>listen and interpret actively, respectfully, and constructively while engaged in philosophical discussions with others (also applicable to</li> </ul>	<p>F. interpersonal and communications skills</p>	<ol style="list-style-type: none"> <li>4. Communication Skills</li> <li>6. Autonomy and Professional Capacity</li> </ol>

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>	Characteristics of a University of Windsor Graduate	COU-approved Undergraduate Degree Level Expectations
At the end of this program, the successful student will know and be able to:	A UWindsor graduate will have the ability to demonstrate:	
Characteristic G).		
G. • rationally and respectfully argue towards a common position.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. • formulate, advance, and defend positions on key philosophical problems.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. • apply different ways of thinking philosophically about ethical, legal, and political issues to the various problems of life (also applicable to Characteristic E.)	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

**PROGRAM TITLE: Honours BA in Philosophy**  
**DEPARTMENT/FACULTY: Philosophy/FAHSS**

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

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

*Proposers are strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes (degree level expectations).*

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>	Characteristics of a University of Windsor Graduate	COU-approved Undergraduate Degree Level Expectations
At the end of this program, the successful student will know and be able to:	A UWindsor graduate will have the ability to demonstrate:	

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i>  <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
<p>A. identify, explain, philosophically discuss in depth (at length and in detail), and evaluate using primary and secondary sources:</p> <ul style="list-style-type: none"> <li>the philosophical origins of major intellectual disciplines concerned with understanding and explaining the natural and social worlds;</li> <li>the major problems, developments, and systems of the western philosophical tradition;</li> <li>internal criticisms of the major problems, developments, and systems of the western philosophical tradition and alternatives posed in light of these criticisms;</li> <li>the historical and enduring relationship between philosophy and the unavoidable existential problems generated by humanity's place in the universe;</li> <li>the historical and enduring relationship between philosophical inquiry and criticism and the problems specific to different forms of social organization and relationships;</li> <li>the historical and enduring relationship between philosophical inquiry and criticism and problems specific to the relationship between human consciousness and an external world, natural and social.</li> </ul>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge</p>
<p>B.</p> <ul style="list-style-type: none"> <li>access, retrieve, and evaluate primary and secondary sources relevant to philosophical inquiry;</li> <li>read and interpret philosophical texts systematically and critically (applicable to Characteristic D and I);</li> <li>read and interpret common (i.e. non-academic) texts critically and systematically, with sources including, but not limited to, various popular media (also applicable to Characteristics D and I).</li> </ul>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>C.</p> <ul style="list-style-type: none"> <li>identify, interpret, evaluate, formulate, and articulate arguments in different forms;</li> <li>critically assess and recognize the limits of different sources of information in carrying out the preceding tasks (also applicable to Characteristic I).</li> </ul>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge</p>

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i>  <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
D. <ul style="list-style-type: none"> <li>write systematically, critically, and with a high degree of coherence in both expository and argumentative modes.</li> </ul>	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
E. <ul style="list-style-type: none"> <li>critically reflect on some of the different proposed sources of obligation and their limits.</li> </ul>	E. responsible behaviour to self, others and society	6. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. <ul style="list-style-type: none"> <li>listen and interpret actively, respectfully, and constructively while engaged in philosophical discussions with others (also applicable to Characteristic G).</li> </ul>	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. <ul style="list-style-type: none"> <li>rationally and respectfully argue towards a common position.</li> </ul>	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. <ul style="list-style-type: none"> <li>independently formulate, advance, and defend with a high degree of coherence, and in one's own voice, positions on key philosophical problems.</li> </ul>	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. <ul style="list-style-type: none"> <li>apply different ways of thinking philosophically about ethical, legal, and political issues to the various problems of life (also applicable to Characteristic E.)</li> </ul>	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

**University of Windsor  
Senate**

\*5.5.4: **Philosophy MA Program - Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

**PROGRAM TITLE:** MA in Philosophy

**DEPARTMENT/FACULTY:** Philosophy/FAHSS

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

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

*Proposers are strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes (degree level expectations).*

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i>	<b>Characteristics of a University of Windsor Graduate</b>	<b>OCGS-approved Graduate Degree Level Expectations</b>
<u>At the end of this program, the successful student will know and be able to:</u>	<u>A UWindsor graduate will have the ability to demonstrate:</u>	
A. independently identify, explain, philosophically discuss and evaluate using primary and secondary sources: <ul style="list-style-type: none"> <li>some of the major problems in contemporary philosophical research;</li> <li>some of the problems in the history of philosophy.</li> </ul>	A. the acquisition, application and integration of knowledge	1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge
B. <ul style="list-style-type: none"> <li>independently access, retrieve, and evaluate primary and secondary sources relevant to philosophical inquiry;</li> <li>read and interpret philosophical texts systematically and critically (applicable to D and I).</li> </ul>	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge



<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i>  <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>OCGS-approved Graduate Degree Level Expectations</b>
C. <ul style="list-style-type: none"> <li>identify, interpret, evaluate, formulate, and articulate arguments in different forms;</li> <li>critically assess and recognize the limits of different sources of information in carrying out the preceding tasks (also applicable to I).</li> </ul>	C. critical thinking and problem-solving skills	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
D. <ul style="list-style-type: none"> <li>write systematically, critically, at length, and with a high degree of coherence in both expository and argumentative modes.</li> </ul>	D. literacy and numeracy skills	2. Research and Scholarship 5. Level of Communication Skills
E. <ul style="list-style-type: none"> <li>listen and interpret actively, respectfully, and constructively while engaged in philosophical discussions with others (also applicable to F &amp; G).</li> </ul>	E. responsible behaviour to self, others and society	4. Professional Capacity/Autonomy 6. Awareness of Limits of Knowledge
F. <ul style="list-style-type: none"> <li>clearly and cogently present research and answer questions about that research (also applicable to G);</li> <li>ask constructive, critical and insightful questions of others when they present research (also applicable to G).</li> </ul>	F. interpersonal and communications skills	5. Level of Communication Skills
G. <ul style="list-style-type: none"> <li>rationally and respectfully argue towards a common position.</li> </ul>	G. teamwork, and personal and group leadership skills	4. Professional Capacity/Autonomy 5. Level of Communication Skills
H. <ul style="list-style-type: none"> <li>independently formulate, advance, and defend with a high degree of coherence, and in one's own voice, positions on key philosophical problems.</li> </ul>	H. creativity and aesthetic appreciation	2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
I. <ul style="list-style-type: none"> <li>apply different ways of thinking philosophically to some of life's problems (also applicable to E.)</li> </ul>	I. the ability and desire for continuous learning	4. Professional Capacity/autonomy

**University of Windsor  
Senate**

5.5.5:           **Women's Studies Name Change and Creation of AAU**

Item for:       **Approval**

Forwarded by:   **Program Development Committee**

**MOTION:   That the Women's Studies Program Area be renamed and given Academic Administrative Unit (AAU) status as the Department of Women's and Gender Studies.\***

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

**Rationale/Approvals:**

- As part of the Institutional Quality Assurance Process (IQAP), it was recommended that the name Women's Studies be changed to Women's and Gender Studies due to the shift in the field and trans-identified students. Sociology, Anthropology and Criminology have been consulted about the name change.
- Women's Studies, although a program in the Dean's Office, has been essentially operating as an Academic Administrative Unit (AAU) for many years. Benefits of Women's and Gender Studies becoming an AAU include: raising the profile of programs and more efficient management of its activities, such as the promotion of the new certificate in Work and Employment Issues.
- There are no new financial costs as Women's Studies has office space and staff.
- This proposal has been approved by Women's Studies, by FAHSS Coordinating Council and the Program Development Committee.

**University of Windsor  
Senate**

5.6.1: **Centre for Teaching and Learning Annual Report**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

**Attached please find the Centre for Teaching and Learning Executive Summary.**

**Click here to view the Academic Policy Combined PDF containing the Centre for Teaching and Learning Annual Report in full. See agenda item 5.5a**

# CTL Annual Report

July 1, 2013 - June 30, 2014

Annual Report to the  
Academic Policy Committee  
Executive Summary

Centre for Teaching and Learning  
University of Windsor  
October 2014



University  
of Windsor

# Centre for Teaching and Learning: Annual Report to the Academic Policy Committee Executive Summary

## A. Introduction

The CTL works in partnership with academic departments, faculty members, staff, and students to provide leadership and expertise in pedagogy, technology, and media production to enhance teaching and learning in support of the University of Windsor's Strategic Plan.

## B. Goals and Objectives of the Reporting Year

*Provide an exceptional undergraduate experience*

- Foster exceptional teaching, and build capacity for distributed support of teaching and educational leadership
- Support multimedia initiatives and classroom technologies
- Develop audio-visual standards for learning space design to systematically guide the maintenance and revision of educational technologies

*Pursue strengths in research and graduate education*

- Contribute to the enhancement of teaching and learning in higher education through research and the dissemination of research
- Contribute to a scholarly approach to teaching and evidence-based decision-making
- Support faculty in the research of teaching and learning
- Support GA/TA professional development and enhance undergraduate research opportunities

*Recruit and retain the best faculty and staff*

- Establish embedded and sustainable programming, networks, and communities of practice for faculty
- Provide and support media production facilities and innovative educational technologies
- Celebrate teaching excellence, and reward and value teaching in hiring, promotion, and tenure

*Engage and build the Windsor and Essex County community through partnerships*

- Provide media production support for campus and community events
- Support the development of the Downtown Campus

*Promote international engagement*

- Foster international relationships and global perspectives
- Enhance the University's reputation through international engagement and faculty development

## C. Successes

- Earning more than \$1.5 million in external and University-wide funding
- Completing a review of the University's learning management system (LMS), and launching a number of interactive tools for student engagement (i.e., Lecture Tools/Echo360)
- Designing and developing databases, submission and cataloguing systems, and data interfaces to help improve and track service requests for departmental and campus use
- Launching the International Faculty Development Program

## D. Challenges

- Embarking on a new reporting relationship through the Dean of the Faculty of Education and Academic Development
- Securing funds for the classroom multimedia equipment replacement plan
- Revising tenure and promotion practices
- Implementing the new learning management system

## Report

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

The CTL's mandate is consistent with the educational goals and objectives identified in the University's Strategic Plan. In 2013-14, the CTL achieved its mandate in the following ways:

*Provide an exceptional undergraduate experience:* Improving student learning and the student experience by strategic and intentional development of teaching, and a learning-centred community, lies at the heart of the CTL's mandate. Contributing activities and initiatives include:

- Attracting a record number of instructors to CTL-led workshops, courses, and extended sessions: since 2010-11, more than 1,200 unique participants (over 50% of all full-time faculty at the University), at all ranks and in every Faculty on campus attended CTL sessions
- Supporting CLEW course and project sites: by Fall 2013, nearly 100% of students registered at the University were enrolled in at least one course that used CLEW
- Providing classrooms with high performance, reliable technology and, with the Office of Open Learning (OOL), launching new initiatives including automatic lecture capture (i.e., Echo360) in many of the largest classrooms on campus, so students may access recordings of lectures for study purposes
- In collaboration with IT Services, completing the LMS review, and adopting Blackboard Learn as the University's new LMS
- Designing and developing expert-level, complex databases, submission systems, and data interfaces to help improve and track service requests for departmental and campus use: the highly successful and unique video cataloguing system, uView, with its over 9,000 videos boasted over six million hits from across the globe
- Supporting multimedia facilities available for use by students and faculty, including a multimedia lab, two production studios, three sound studios, a master control area, and two meeting spaces: in 2013-14, facilities were used for a total of 5,888 hours by students and faculty
- Conducting thousands of individual and group consultations with instructors, staff, and students representing every faculty on campus, impacting individual practice, departmental curriculum planning, and Faculty-wide and institutional-level policies and practices: topics included media production services, classroom design, classroom technologies, teaching practices, teaching dossiers, assessment, career planning, learning outcomes, curriculum development, teaching awards, province-wide priorities in higher education, and teaching and learning research
- Collaborating with the Office of Research Services to investigate the notion of research as a pragmatic teaching tool, and facilitate its integration into the undergraduate curriculum: in 2013-14, the team launched the Undergraduate Research Experience Grant (UREG), funding six projects that involve University of Windsor undergraduates in research and scholarly activities and encourage faculty to mentor students as they pursue this research
- Completing a base specifications document for general purpose classroom audio-visual equipment to more efficiently and effectively guide the maintenance of educational technologies

*Pursue strengths in research and graduate education:* Research excellence, innovation, creativity, and development of effective teaching materials and tools supported by evidence-based practice are central to the CTL's mission. Initiatives include:

- Attracting \$1,161,297 in funding from the Ministry of Training, Colleges and Universities' highly competitive Productivity and Innovation Fund, and completing five projects – three of which were inter-institutional – involving a total of 12 universities: this number of funded multi-institutional projects was only matched by the University of Toronto
- Earning \$59,703 in funding from the Higher Education Quality Council of Ontario (HEQCO) for a university-college collaboration between five institutions to write a handbook on program-level learning outcomes assessment
- Receiving three Strategic Priority Fund grants and an Open and Online Learning Strategic Development

grant totalling \$160,340 to develop, design, and deliver a certificate program in Pedagogy for Online Learning, and to identify procedures to successfully launch and support an improvement-oriented, online approach to student evaluations of teaching (SETs) at the University

- Completing the HEQCO-funded study assessing the impact of teaching development programs, which garnered attention from the national news body, *Academica Top Ten*; and, with ongoing funding from HEQCO, continuing to assess the impact of the University Teaching Certificate program
- With the Office of Research Services, offering small grants to faculty engaging undergraduate students in research, and collaborating with the Outstanding Scholars Program to launch a University-wide Undergraduate Research Conference
- Since its launch in 2007, awarding 66 Centred on Learning Innovation Fund (CLIF) grants to faculty for projects that increase student engagement and success at the University
- Granting 22 faculty members from 12 departments travel grants to disseminate research at regional and national teaching and learning conferences
- Welcoming 256 graduate and undergraduate teaching assistants to GATAcademy, an annual, day-long orientation and professional development event
- With the Faculty of Graduate Studies, supervising and supporting the GATA Network who provide graduate students, GAs, and TAs with resources for personal and professional development
- Offering graduate students participation in graduate-level credit courses, workshops, half courses, extended sessions, conferences, and one-on-one consultations
- Disseminating teaching and learning research locally, nationally, and internationally including 22 peer-reviewed conference presentations, 15 invited presentations, one book, one book chapter, two edited journal volumes, five contract research reports, and representation on 58 committees including the NSERC CREATE national committee
- With Oakland University, hosting the annual, international Teaching and Learning Conference, which attracted 200 participants from 15 universities and colleges across Ontario and Michigan: the Dr. Wilbert J. McKeachie Poster Award was awarded to the CTL and student research assistants for their research on the PIF project, Teaching Culture Indicators: Enhancing Quality Teaching

*Recruit and retain the best faculty and staff:* Being the university of choice for excellent faculty requires a stimulating teaching and learning environment with increasing attention to teaching spaces, technologies, and creative practices. Activities include:

- Launching, supporting, and enhancing educational leadership initiatives including the establishment of seven teaching leadership chairs; completion of the first-ever campus wide scan of institutionally-funded teaching and learning initiatives; the launch of the Educational Leadership Forum; expansion of the Peer Collaboration Network; and continued support for and coordination of the Centred on Learning Innovation Fund
- Rewarding and valuing teaching in hiring, promotion, and tenure processes through consulting on the development of teaching dossiers and, with the Office of the Provost and Vice-President, Academic, New Faculty Orientation
- Supporting and providing access to media production facilities and educational technologies
- Recognizing and celebrating teaching and learning achievements at the eighth annual Celebration of Teaching Excellence, which welcomed over 300 University and community members, and celebrated 33 individual honourees, graduates of the University Teaching Certificate program and, paying tribute to the University's 50th anniversary, the 52 past recipients of the Alumni Association Award for Distinguished Contributions to Teaching
- Coordinating a successful 3M National Fellowship, the University's fourth 3M since the award's inception in 1986
- Establishing embedded and sustainable programming, multiple networks, and communities of practice among instructors at all career stages through pedagogy and technology training sessions, courses and half courses, the University of Windsor-Oakland University Teaching and Learning Conference, and the University Teaching Certificate program

- Continuing communications between CTL staff and University faculty about upcoming events, services, and resources: more than 1,500 internal and external members of the CTL's 'friends list' receive regular digests and announcements and access to the Centre's 800-plus books, journals, and practical teaching guides, and topic-based web resources

*Engage and build the Windsor and Essex County community through partnerships:* The CTL is committed to developing and fostering community partnerships that strengthen the economy and well-being of the Windsor-Essex region. Contributions include:

- Providing expertise and support through one-on-one and group consultations on the design of "flexible" classrooms in the University's Downtown Campus
- Providing media and photographic support for community events and partners: special events included Convocation, Alumni Awards Dinner, and the Windsor Welcome Week Celebration
- Collaborating with institutions across Windsor-Essex in an effort to bring teaching and learning community and University experts together: members of St. Clair College participated in the annual University of Windsor-Oakland University Teaching and Learning Conference
- Inviting members of the community to take part in Centre workshops and events: a number of staff members at St. Clair College are enrolled in the University Teaching Certificate
- Adopting Blackboard Learn as the University's new LMS in a joint license with St. Clair College: this partnership positions the two institutions for greater collaborations, student mobility, and flexibility

*Promote international engagement:* The CTL is engaged in a number of inter-university partnerships that complement the University's teaching and research strengths. Initiatives include:

- Forging partnerships with four Chinese universities interested in working with a Canadian university for faculty development: in 2013-14, faculty from the College of Computer Science at the National University of Defense Technology, Shanghai University of Engineering Sciences, Changzhou Institute of Technology, and Beijing Information Science and Technology University enrolled in intensive professional development programs at the Centre for 1.5-3 weeks in length
- Visiting universities in Scotland and Sweden, and joining the Scottish Higher Education Developers group and attending the Scotland Quality Enhancement conference
- Welcoming Visiting Fellows in Educational Development from Australia, England, and Canada
- Liaising with the Staff and Educational Development Association (SEDA) about the internationally-certified University Teaching Certificate; and engaging with members of teaching and learning societies in North America and the UK through international conferences (i.e., ICED, SEDA, POD)

## **B. Challenges**

Over the last year, the CTL faced a number of challenges and, consequently, opportunities for growth and development. These include:

*Faculty of Education and Academic Development:* The greatest opportunity for change was the formal announcement that the Centre for Teaching and Learning and the Faculty of Education would both report to the Dean of the Faculty of Education and Academic Development. The Centre will focus efforts on this new partnership in 2014-15.

*Classroom Multimedia Equipment Replacement Plan:* Capital replacement of equipment remains underfunded, and operational gaps are widening as new learning spaces are developed in the central campus and downtown. In 2011, the Centre developed a long-term, strategic, cost-effective plan for the purchase, upgrade, and maintenance of classroom technology at the University based on industry best practices. With nearly every general purpose classroom on campus equipped with multimedia equipment, early installations are becoming unusable. The plan must also include funding human resources, for example, the Downtown Campus will require an annual operating budget for multimedia equipment as well as technicians to maintain and support the learning spaces.



*Learning Management System Implementation:* Following a review of the University's LMS and results from a campus-wide survey, the University has adopted Blackboard Learn as its new LMS. The LMS Team (staff from CTL and ITS) has begun to prepare for the migration from CLEW to Blackboard Learn by participating in extensive training on the new system, and developing tools to facilitate the transfer of instructors' content from CLEW into the new LMS.

### C. Future Actions/Initiatives

- Continue to consult external stakeholders interested in sponsoring long-term classroom upgrades
- Commission and launch the first phase of the Downtown Campus
- Develop a virtual tour of classroom learning spaces, and develop online tutorials for classroom consoles
- Continue to survey faculty, staff, and students about CTL programming and services
- Review methods to help revise tenure and promotion
- Continue to enhance educational leadership initiatives
- Implement Blackboard Learn as a pilot for 2014-2015
- Explore methods of enhancing a quality teaching culture on campus
- Involve students in a more integrated fashion in the work of the Centre

### D. Recommendations for Senate Consideration

- Revisit hiring, tenure, and promotion review processes
- Review the classroom multimedia replacement plan

### Update on Future Actions and Initiatives Identified in the 2012-13 CTL Annual Report

Future Actions Identified in 2012-13	Actions Completed in 2013-14
Research and consult external stakeholders interested in sponsoring classroom upgrades	<ul style="list-style-type: none"> <li>• Consulted with University Advancement to begin fundraising</li> </ul>
Develop a virtual tour of classroom learning spaces	<ul style="list-style-type: none"> <li>• Postponed</li> </ul>
Develop online tutorials for classroom console use	<ul style="list-style-type: none"> <li>• Installed simulated consoles in the CTL</li> </ul>
Survey faculty, staff, and students about CTL programming and services	<ul style="list-style-type: none"> <li>• Surveyed participants in the UTC</li> </ul>
Review methods in which the University evaluates teaching in order to help revise tenure and promotion	<ul style="list-style-type: none"> <li>• Reviewed methods of student evaluation of teaching through a MTCU-funded project</li> </ul>
Explore ways to develop educational leaders through teaching and learning chairs	<ul style="list-style-type: none"> <li>• Supported the launch the inaugural Teaching Leadership Chairs</li> <li>• Contributed to an MTCU-funded report on embedded educational leadership initiatives at the University of Windsor, including: <ul style="list-style-type: none"> <li>• An environmental scan of current educational leadership projects at the University of Windsor</li> <li>• A report on the outcomes of the inaugural University of Windsor Educational Leadership Forum</li> <li>• Recommendations to expand and improve educational leadership initiatives on campus</li> </ul> </li> </ul>
Explore new ways to engage students in large classes	<ul style="list-style-type: none"> <li>• With the Office of Open Learning, helped pilot and implement Lecture Tools and Echo360 (supported by an MTCU grant)</li> </ul>
Explore methods of sharing course modules between universities to benefit productivity, efficiency, and innovation	<ul style="list-style-type: none"> <li>Contributed to an MTCU-funded report on exploring ways to develop shared course modules, including: <ul style="list-style-type: none"> <li>• A feasibility study evaluating available resources, viable organizational and business models, and barriers to success</li> <li>• A Guide to Course Re-design in Ontario e-book</li> </ul> </li> </ul>

**University of Windsor  
Senate**

**\*5.6.2: FAHSS Dean's Honour Roll - Revision**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

To meet current criteria for Dean's Honor Roll, a student must have completed at least 10 or more courses and maintain a cumulative average of 11.0 or A- , this currently equals 80%. In the past, 300 students were on the honour roll, this year it has increased to 660 students because of the grade change to 80%. FAHSS increased the cut off to 86% to make it more manageable and maintain the integrity of the award. The new criteria for the FAHSS Dean's Honour Roll is:

1. Must have completed at least 10 or more courses with a major from the Faculty of Arts, Humanities and Social Sciences at the University of Windsor.
2. Must have obtained an annual cumulative average of at least ~~80%~~ **86%** by the end of the academic year (*i.e.*, the end of the Winter semester).
3. Must have enrolled in courses with a major from the Faculty of Arts, Humanities and Social Sciences at the University of Windsor in at least one semester during the academic year (*i.e.*, Summer, Fall, Winter).

**University of Windsor  
Senate**

**\*5.6.3:            Nursing Admission Requirement Changes**

Item for:            **Approval**

Forwarded by: **Academic Policy Committee**

**MOTION:    That the admissions requirements to the Bachelor of Science in Nursing (BScN) program be changed as follows:**

ENG4U, SBI4U, and SCH4U, and one Grade 12 U or C mathematics required. ~~(One Grade 12 U Mathematics is recommended).~~

**Rationale:**

- Many of our current BScN students experience difficulty with the calculations that they must do in practice. We anticipate that adding a math requirement will better prepare them for these calculations. As well, we occasionally have students who are struggling in the BScN program and wish to transfer to a Practical Nursing (PN) program. However, they are sometimes deemed ineligible because they do not have Grade 12 math. The proposed change would allow them to meet the criteria for admission to this program.
- The proposed change will be effective for students entering in Fall 2016, in accordance with Senate policy.

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5.6.4: **Policy on Granting a Degree Posthumously or to a Terminally Ill Student**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

**MOTION:** That the Policy on Granting a Degree Posthumously or to a Terminally Ill Student be approved.

**Rationale:**

- The granting of a degree posthumously or to a terminally ill student allows the university to recognize the efforts of a deceased or terminally ill University of Windsor student prior to degree completion, provided that the student has completed almost all substantive degree requirements.

**Policy on Granting a Degree Posthumously or to a Terminally Ill Student**

A degree may be granted posthumously or to a terminally ill student, where a student has completed almost all substantive degree requirements. Courses where the main requirement is attendance at seminars will not be considered as substantive requirements for the purpose of this policy. A student in an undergraduate program will have completed all but the last semester of courses (or equivalent) of a program. A student in a thesis or major paper based graduate program will have completed all course work as well as a majority of the thesis or major paper. A student in a course-based graduate program will have completed all but two courses.

**Procedure**

1. A request to have a degree granted posthumously or to a terminally ill student may be submitted to the Dean of the Faculty in which the student was registered. The person making the request will be referred to herein as the applicant. In the event that there is more than one requestor, the Dean will determine which requestor will be known as the applicant.
2. The Dean will consult with the AAU Head and the Registrar and then submit a recommendation to the Provost.
3. The decision to grant the degree posthumously or to the terminally ill student will be made by the Provost and communicated to the Dean of the Faculty.
4. The Dean of the Faculty will inform the applicant of the decision.
5. If the decision is to award the degree posthumously, the applicant will be invited to attend the next appropriate convocation ceremony. If the applicant so chooses, the applicant (or designate) may cross the stage carrying the appropriate hood and any cords of distinction that have been earned. The deceased's name and degree will be read with the statement "awarded posthumously, being accepted by (applicant's (or designate's) name)". Otherwise, the name will not be read. In any event, the name will be published in the convocation program followed by "(posthumously granted)". If the decision is to award the degree to a terminally ill student, arrangements will be made with the applicant.