University of Windsor

Sa151113
REVISED

NOTICE OF MEETING

There will be a meeting of the Senate
on, Friday, November 13, 2015, 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 9, 2015 SM151009

3 Business arising from the minutes

4 Outstanding Business/Action Items

5 Reports/New Business

5.1 Report from the Student Presidents (UWSA, OPUS, GSS)
UWSA-Information
OPUS-Information
GSS-Information

5.2 Report of the President **Alan Wildeman**-Information
5.2.1 Principles on Indigenous Education Sa151113-5.2

5.3 Report of the Academic Colleague **Philip Dutton**
Sa151113-5.3

5.4 Senate Student Caucus **Ziad Kobti**

5.5 Program Development Committee

***5.5.1 Program Course Changes** **Lionel Walsh**-Approval
*a) Inter-Faculty New Course Proposals Sa151113a-b
*b) Bachelor of Human Kinetics – Discontinuing Sports Studies

***5.5.2 Request for Waiver of Course Deletions – Intermediate Arabic I and II** **Lionel Walsh**-Approval
Sa151113-5.5.2

***5.5.3 Request for Waiver of Course Deletions – Intensive French Language Training II** **Lionel Walsh**-Approval
Sa151113-5.5.3

5.5.4 Learning Outcomes - Honours BASc Mechanical Engineering Programs (General Option, Automotive Option, Environmental Option, Materials Option) **Lionel Walsh**-Information
Sa151113-5.5.4

5.6 Academic Policy Committee

5.6.1 Centre for Teaching and Learning Annual Report **Lorna de Witt**-Information
Sa151113-5.6.1

5.6.2 Removal of Gender Question from the Student Evaluation of Teaching (SET) Form **Lorna de Witt**-Approval

5.7 Senate Governance Committee **Alan Wildeman**

5.8 Report of the Provost

5.8.1 Acting Associate Vice-President, Academic – Consultation **Douglas Kneale**
(In Camera)

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

6 Question Period/Other Business

7 Adjournment

Please carefully review the 'starred' (*) agenda items. As per the June 3, 2004 Senate meeting, 'starred' 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

5.2.1: **Principles on Indigenous Education**

Item for: **Information**

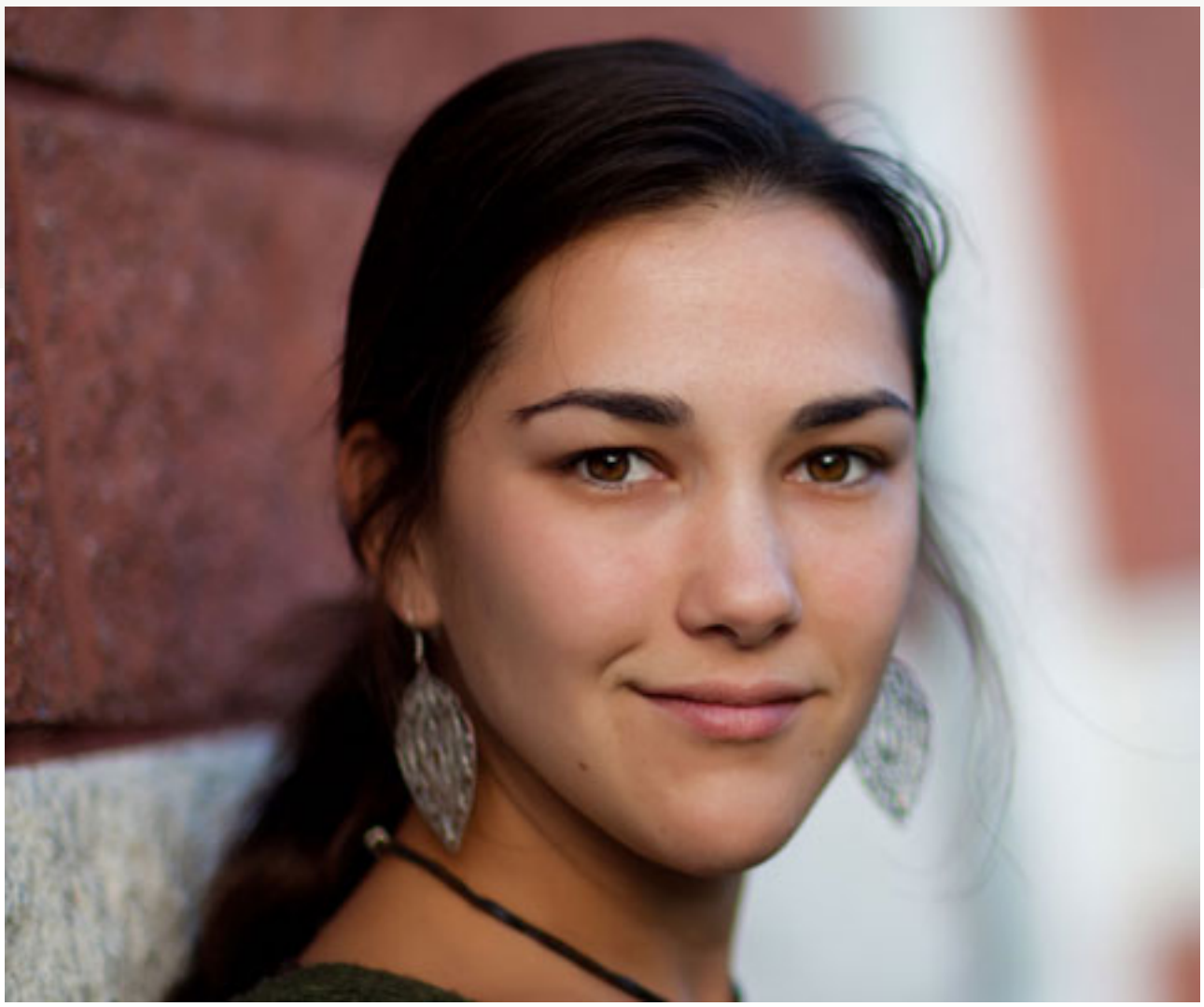
Forwarded by: **Alan Wildeman**

**See attached*

Universities Canada principles on Indigenous education

June 29, 2015

News



Universities Canada represents 97 universities across Canada, which educate more than a million students each year. Indigenous students continue to be underrepresented in Canadian higher education institutions and our universities are committed to do their part to close this education gap, recognizing the urgency of this issue for the country. Closing the gap will strengthen Indigenous communities,

allow Indigenous peoples to continue to strive for self-realization, enhance the informed citizenship of Canadians, and contribute to Canada's long-term economic success and social inclusion.

There are many reasons to close the education gap. A university education is a transformative experience, expanding knowledge, nurturing critical thinking and inspiring new ideas, creativity and innovation. Closing the education gap will benefit not only Indigenous graduates, but their communities and Canada as a whole.

Beyond these social and cultural imperatives, there is also a clear benefit to Canada's economy. Canada needs more university graduates to meet labour market demands. Indigenous people can help meet this demand. They are a fast-growing segment of the Canadian population, yet only 9.8 percent of Indigenous people in Canada have a university degree, compared to 26.5 percent of non-Aboriginals. Canada's universities recognize that tremendous opportunities exist – for Indigenous people and for the country – if we increase access to university education for First Nations, Inuit and Métis. With a university degree, Indigenous people in Canada can earn 60 percent more than their peers with a high school diploma. They experience longer and greater participation in the workforce.

As it continues to advocate for more funding to Indigenous students, Universities Canada and its members are committed to ongoing communication and collaboration with Indigenous communities. Higher education offers great potential for reconciliation and a renewed relationship between Indigenous and non-Indigenous people in Canada. Universities benefit from the presence of Indigenous students and their cultures, making our campuses more open places with wider sources of discovery and knowledge. Mutual respect for different ways of knowing and recognizing the intellectual contributions of Indigenous people is essential to building trust,

understanding, and sharing. The cohabitation of Western science and Indigenous knowledge on campuses has the power of opening a dialogue among cultures and enhancing our shared knowledge.

In the spirit of advancing opportunities for Indigenous students, the leaders of Canada's universities commit to the following principles, developed in close consultation with Indigenous communities. These principles acknowledge the unique needs of Indigenous communities across Canada and their goals of autonomy and self-determination, as well as differences in jurisdiction among provinces and territories, institutional mission among universities, and the authority of appropriate university governance bodies in academic decision-making.

Principles

1. Ensure institutional commitment at every level to develop opportunities for Indigenous students.
2. Be student-centered: focus on the learners, learning outcomes and learning abilities, and create opportunities that promote student success.
3. Recognize the importance of indigenization of curricula through responsive academic programming, support programs, orientations, and pedagogies.
4. Recognize the importance of Indigenous education leadership through representation at the governance level and within faculty, professional and administrative staff.
5. Continue to build welcoming and respectful learning environments on campuses through the implementation of academic programs, services, support mechanisms, and spaces dedicated to Indigenous students.
6. Continue to develop resources, spaces and approaches that promote dialogue between Indigenous and non-Indigenous students.
7. Continue to develop accessible learning environments off-campus.

8. Recognize the value of promoting partnerships among educational and local Indigenous communities and continue to maintain a collaborative and consultative process on the specific needs of Indigenous students.

9. Build on successful experiences and initiatives already in place at universities across the country to share and learn from promising practices, while recognizing the differences in jurisdictional and institutional mission.

10. Recognize the importance of sharing information within the institution, and beyond, to inform current and prospective Indigenous students of the array of services, programs and supports available to them on campus.

11. Recognize the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Canada.

12. Recognize the importance of fostering intercultural engagement among Indigenous and non-Indigenous students, faculty and staff.

13. Recognize the role of institutions in creating an enabling and supportive environment for a successful and high quality K-12 experience for Aboriginal youth.

Recognizing that other stakeholders have a role to play – governments, businesses, Indigenous organizations – university leaders also commit to the following actions to bring these principles to life:

- Raise awareness within institutions about the importance of facilitating access and success for Indigenous students on campus.
- Raise awareness among government partners and stakeholders of these commitments and the importance of investing in sustainable initiatives that advance higher education opportunities for Indigenous youth.
- Raise awareness in public discourse of positive Indigenous students' experience in university and their contributions to Canadian society.
- Develop partnerships with the private sector to foster opportunities for Indigenous people.

- Continue to listen to and collaborate with Indigenous communities.

Tagged: Indigenous education

About Universities Canada/Universités Canada

Universities Canada is the voice of Canada's universities at home and abroad, representing the interests of 97 Canadian public and private not-for-profit universities and university degree-level colleges.

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Closing Canada's Indigenous education gap

Universities Canada.

October 2015

Universities have a major role to play in closing Canada's Indigenous education gap and supporting the reconciliation process. The Indigenous community in Canada is young, full of potential and growing fast – but still underrepresented at universities across the country. Our shared challenge is to ensure that all First Nations, Métis and Inuit students can achieve their potential through education, which will bring meaningful change to their communities and to Canada as a whole.

Canada's universities recently adopted a set of principles to improve Indigenous student success and strengthen Indigenous leadership throughout the university community.

What Canada's government should do

Tremendous opportunities exist for young Indigenous people and the country if we enhance access and success for Indigenous students at our campuses nationwide. To help make this a reality, Universities Canada recommends that the federal government commit to substantial, sustained growth in student support and financial assistance for Indigenous students, and new investments to enhance institutional programming that serves Indigenous students and communities.

Canada's education gap

Indigenous peoples face significant barriers to accessing and succeeding in a university education. As a result, far fewer First Nations, Métis and Inuit in Canada have a university degree than non-Indigenous Canadians. This education gap undermines social cohesion and prevents Indigenous peoples from being full participants in the economy.

The facts

650,000 Indigenous youth

There are about 650,000 Indigenous youth under the age of 25 across Canada.[1] This is one of the few growing segments of the population.

9.8% obtain university degree

Only 9.8 percent of Indigenous people aged 25 to 64 in Canada have a university degree, compared to 26.5 percent of non-Indigenous Canadians of the same age group.[2]

70% of jobs will require PSE

According to federal government estimates, more than 70 percent of jobs created by economic expansion in the coming decade will require postsecondary education. Indigenous youth must be afforded more opportunities to prepare for rewarding careers.[3]

Improved access, improved outcomes

Research shows that financial support and role models are critical to the educational access and success of Indigenous students. Canada's universities are working with community groups and Indigenous organizations to improve and increase this support.

The facts

High demand for support

Demand continues to far outstrip the financial resources available for Indigenous students who want to pursue higher education. According to a recent study, the number of students supported through Aboriginal Affairs and Northern Development Canada's Post-Secondary Student Support Program declined by almost 20 percent since 1996 despite an increased population, higher K-12 graduation rates and an oversubscription to the program.

50% higher earnings

With a university degree, Indigenous graduates can earn 50 percent more than their peers with only a high school diploma.[4]

Role models matter

A recent House of Commons report highlights the importance of role models who are able to nurture Indigenous students from an early age and provide them with the guidance and support they need to succeed in education and training.[5]

82% employment

Eighty-two percent of Indigenous students who received funding from Indspire (a national organization that offers scholarships for Indigenous students) found work after their studies, and 84 percent of them are serving Indigenous people in their career.[6]

"When we see wrongs and untruths, we must fight against them; where there are people facing social injustices, we must stand up for them; and where thereis racism, we must challenge it.... When understanding of First Nations, Métisand other Indigenous cultures is woven through all of our campuses, then realchange will occur."

David T. Barnard, Chair of Universities Canada and president of the University of Manitoba, in the *Ottawa Citizen,* June 7, 2015

Targeted programs and resources

Canada's universities are committed to improving Indigenous students' success through programs and services that recognize the unique challenges they often face. On campuses across the country, universities are working to strengthen Indigenous education leadership within institutions, update academic programs to reflect Indigenous history and realities, foster meaningful intercultural engagement between Indigenous and non-Indigenous students, and provide resources and spaces for Indigenous students.

The facts

Nearly 2/3 offer transition programs
Programs that help Indigenous students transition into university studies are offered by 61 Canadian universities. Seventy percent of universities offer counselling tailored to meet the unique needs of Indigenous students.[7]

Hundreds of targeted initiatives
There are hundreds of initiatives in place at Canada's universities–including targeted programs and services, community outreach and mentorship, and financial assistance–aimed at promoting Indigenous student access, retention and success.[8]

25 Indigenous languages
More than 25 Indigenous languages are taught at Canadian universities.[9]

3/4 offer cultural activities
More than three-quarters of universities offer cultural activities for Indigenous students.[10]

Partnering for student success

Universities across Canada are building new partnerships with Indigenous communities to help prepare the next generation of Indigenous leaders and cultivate an influential network of role models. These partnerships foster a collaborative dialogue on the unique needs of Indigenous students and generate innovative solutions.

The facts

Almost 3/4 link with local communities
Seventy-one percent of universities in Canada partner with local Indigenous communities. In addition to supports on campus, many have successful outreach programs in Indigenous communities, providing educational support and mentorship opportunities to students starting as early as the elementary level.[11]

1/3 of programs offered off campus
More than a third of programs designed for Indigenous students are offered off campus, increasing access to university education in remote communities.[12]

Sources

1,2 Statistics Canada, National Household Survey, 2011
3 Employment and Social Development Canada, Canadian Occupational Projections System, 2013-2022
4 Statistics Canada, National Household Survey, 2011
5 House of Commons Standing Committee on Human Resources, Skills and Social Development and the Status of Persons with Disabilities, Opportunities for Aboriginal Persons in the Workforce, 2014
6 Indspire, Creating Positive Outcomes: Graduation and Employment Rates of Indspire's Financial Award Recipients, 2015
7,8,9,10,11,12 Results from a survey about Indigenous representation and resources at universities conducted by Universities Canada in 2013. Percentages are based on number of respondents. 90% of Universities Canada member institutions participated.

For more information

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Universities Canada.

University of Windsor
Senate

5.3: **Report of the Academic Colleague**

Academic Colleagues met with the Executive Heads at the fall meeting of the COU Council in Toronto on October 15, 2015.

COU Update to Academic Colleagues

Funding review. Sue Herbert's report on the Funding Formula will be released soon. In anticipation a COU Task Force was established to guide engagement on the review. The COU proposed model includes a balance of stability and a new approach. The proposal includes the use of Performance Based Funding, a Priorities Fund, and a University Mission-based fund. Enrolment growth funding is proposed when it is negotiated in the Strategic Mandate Agreement. Next steps will likely be seen when Sheldon Levy (former Executive Head of Ryerson, and incoming Deputy Minister of Training Colleges and Universities) takes up his position.

College Degree Granting Review A 2014 commissioned study to examine higher education credentials has concluded that the postsecondary system is meeting the key objectives of preparing students well for Ontario's economy. Colleges will not be allowed to expand to the introduction of three year bachelors' degrees. The current collaborative nursing policy also remains, rather than introducing stand-alone nursing degrees in the college system.

Graduate Programs Outcomes Survey Following on from the success of the undergraduate outcomes survey Universities and MTCU expressed interest in a similar graduate outcomes survey. Discussions between a COU Task Force and MTCU rare underway with respect to administration and methodology. The survey may be administered in early 2016.

Faculty Work Project The Ontario Council of Academic Vice-Presidents released the first major study in Canada of faculty work in 2014. The report was based upon pilot data collected from four universities (2010-2012). Additional work is underway with additional research metrics possibly including bibliometric and other sampling approaches, a more in depth approach to faculty service, and data on part time faculty. Faculty at Work 2014

Academic Colleagues Meeting with Executive Heads

Transformative Teaching and Learning: Ensuring positive experiences for students and the community. As part of this year's topic of engaging faculty, executive committee of COU supported this topic for presentation and discussion at the fall meeting of the full COU council. Experiential learning requires engaged faculty and is a topic of high current interest to the community and the MTCU. Academic colleagues presented four brief points around which to frame a discussion.

Introduction An overview included some ideas of what experiential learning is, and the need for us to communicate opportunities and activities to stakeholders. It is recognized that a lot of experiential learning is already going on on campuses, and we need to build that into the COU Strategic Communications initiative. Experiential learning is a powerful tool for both recruiting and retention and is a recognized area of growth.

Definitions In order to measure experiential learning workable definitions must be recognized. It is not simply the traditional coop program. Experiences could include higher-level laboratory experiences, participation in research teams, senior undergraduate thesis projects, and discipline specific field work and creative activity.

Managing and Sustaining Growth Sustainable strategies for both maintenance and growth must be developed. The complexity of tasks and activities, potential risks, resource allocation, and required infrastructure require engaged faculty to participate in these efforts in meaningful ways. Faculty time invested should be acknowledged and metrics need to be developed that can measure effort and resources committed, program success, student learning outcomes, and community engagement.

Communication Opportunities Experiential learning stories are good news stories and are often very photogenic. Many examples are already in place. Story telling is important, and can be used in the COU strategic communications initiative that is currently underway.

Discussion with Executive Heads A need for a broad definition, perhaps even a taxonomy, of experiential learning would assist in linking these programs and activities to metrics. A common nomenclature may be needed. The question arose of what professional development is required so that more faculty are better prepared to facilitate experiential learning opportunities. Along similar lines, what should the development of the university/community relationships entail, and how is authentic collaboration nurtured and sustained. Finally, do we want, and by what mechanism, to expand experiential learning opportunities to international students?

December Meeting

We expect to continue the discussion started with COU Council. We will also plan to discuss how faculty development opportunities lead to engagement of faculty, and by what mechanism this can be translated into movement toward goals of strategic plans and strategic mandate agreements.

Respectfully Submitted
P.J. Dutton, Academic Colleague.

University of Windsor
Senate

*5.5.1a: **Inter-Faculty- New Course Proposals**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following course additions be made*:
14-69-200. Introduction to Customs Compliance

**Subject to the approval of expenditures required.*

Rationale:

- The proposed changes have been approved by the, the Centre for Inter-Faculty Program 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 29, 2015 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.1

University of Windsor
Senate

*5.5.1b: **Bachelor of Human Kinetics – Discontinuing Sport Studies**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Sport Studies major in Bachelor of Human Kinetics program be discontinued.

Rationale:

- The proposed changes have been approved by the appropriate Faculty 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 29, 2015 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.2

University of Windsor
Senate

*5.5.2: **Languages, Literatures, Culture - Request for Waiver of Course Deletions (80-210 and 80-211)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the request to waive course deletion for the following courses be approved:
08 210. Intermediate Arabic I
08 211. Intermediate Arabic II

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

1. **Faculty, Department, and Program Title:** Languages, Literatures and Cultures

2. **Course Number and Title:** 08 210. Intermediate Arabic I and 08 211. Intermediate Arabic II

3. **Credit hours, Total Contact hours and Delivery format:** 3hrs; 36 hours total contact hours; In-class lecture

4. **Calendar Description**

08-210. Intermediate Arabic I
The course targets the four basic language skills of modern standard Arabic: listening, speaking, reading, and writing. Reading and writing assignments in this class will expose students to a large variety of vocabulary and topics in religion, culture, and politics. Students are expected to read, to report on written material in Arabic (newspapers, comics, magazines), and to listen to Arabic news and songs. The ultimate objective of the course is to help them to acquire and to apply language tasks such as paraphrasing and summarizing short texts, communicating their points of view in writing and speaking, as well as describing and narrating events**.** (Prerequisite: 08-110 and 08-111, or permission of instructor.)

08-211. Intermediate Arabic II
This course will serve as a continuation of Intermediate Arabic I with equal emphasis on speaking, reading, oral and aural skills. The course will cover advanced aspects of grammar and structure of modern written Arabic. Selected readings from contemporary Arabic culture and politics will be introduced into the curriculum and will serve as basis for reading and conversation. (Prerequisite: 08-210, or permission of instructor.)

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

08-210: Prerequisite: 01-08-110 and 01-08-111, or permission of instructor.
08-211: Prerequisite: 01-08-210, or permission of instructor

6. **RATIONALE FOR KEEPING THE COURSE**

6.1 The purpose of the course within the program of study.
The two courses form the language foundation of the Minor in Arabic Studies; their deletion may eventually lead to the dissolution of the Minor in Arabic Studies.

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

Arabic languages courses usually attract a very decent number of students; enrollment in all four language sequences has been steady. The first time we offered the course in 2008 the enrolment was 36, in 2009 the course was collapsed with 08-111 (with extra work for credit). 08-211 was offered once in 2009 and it had 25 students enrolled.

--

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

The two courses are the cornerstone of the Minor in Arabic Studies. The language courses as well as the advanced courses on culture, literature, cinema and poetry (these are taught in English) expose the students to a different culture and thus to a different worldview. The Minor in Arabic Studies benefits other disciplines and programs (for example, Political Sciences, History, Women Studies…) by offering courses in language and culture and literature that complement or consolidate their understanding of world politics and cultures.

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

The courses have not been offered in the past years because of rearrangement of stipends.

6.5 Whether the course will be offered in Fall 2016. If not, why will it not be offered?

0108210 Intermediate Arabic I will be offered in Fall 2016 and 08211 in Winter 2017.

7. RESOURCE IMPLICATIONS

The courses will be taught on load.

University of Windsor
Senate

*5.5.3: **Languages, Literatures, Culture - Request for Waiver of Course Deletions (29-223)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the request to waive course deletion for the following courses be approved:
29-223. Intensive French Language Training II

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

1. **Faculty, Department, and Program Title:** Languages, Literatures and Cultures

2. **Course Number and Title:** 29-223**, Intensive French Language Training II**

3. **Credit hours, Total Contact hours and Delivery format:** 3hrs, 36 hours total contact hours, In-class lecture

4. **Calendar Description**
   29-223. Intensive French Language Training II
   This intensive language-training course combines the course content of 29-221 and 29-222 into a single term. Students will obtain credit for two courses. (6 credit hours; 6 hours of class time per week.)

5. **Pre/co/anti-requisites**
   Prerequisites: 29-121 and 29-122, or 29-123.
   Anti-requisites: 29-221 and 29-222.

6. **RATIONALE FOR KEEPING THE COURSE**
   There is a great possibility that the Concurrent Program will be reinstated in the very near future and therefore the course 0129223, because it is intensive (6credits), will be very useful for students in the Concurrent stream as it will allow them extra time to take other courses.

   6.1 The purpose of the course within the program of study.
   The course is an intensive 2nd year language course; all French majors are required to take four language courses before they can take upper-level courses.

   6.2 Student Demand for Course - a clear statement on the student demand for the course.
   With the impending reestablishment of the Concurrent program the course will be in great demand because of its double credit.

   6.3 Relationship to Unit's Five Year Plan and other University Priorities.
   N/A

   6.4 Explanation of why the course has not been offered over the past years.
   The course has not been offered in the past year because of budgetary constrictions.

6.5 Whether the course will be offered in Fall 2016. If not, why will it not be offered?

The course will be offered if budget allows.

7. RESOURCE IMPLICATIONS

The course will be taught on load.

University of Windsor
Senate

5.5.4: **Mechanical Engineering Learning Outcomes (General Option, Automotive Option, Environmental Option, Materials Option)**

Item for: **Information**

Forwarded by: **Program Development Committee**

Note: Centre for Teaching and Learning has extensively vetted these Learning Outcomes

**See attached*

Honours BASc in Mechanical Engineering – General Option
Honours BASc in Mechanical Engineering – – General Option with Cooperative Education

DEPARTMENT/FACULTY: Mechanical, Automotive and Materials Engineering, Faculty of Engineering

COMPLETE THIS TABLE FOR UNDERGRADUATE DEGREE PROGRAMS

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) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**COU-approved Undergraduate Degree Level Expectations**
A. Apply knowledge gained in mathematics, natural sciences, engineering fundamentals and specialized engineering subjects such as thermodynamics, fluid dynamics, and mechanics, to address and solve practical engineering problems. Appropriately incorporate economics and management considerations into the practice of mechanical engineering, taking into account the value and limitations of business practices such as project, risk, and change management. *Co-op students will be able to apply additional real-world experience gained through work placements to solve practical engineering problems.*	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. Conduct investigations of complex mechanical engineering problems by methods that include appropriate experiments, analysis and interpretation of data and synthesis of information in order to reach valid conclusions.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**COU-approved Undergraduate Degree Level Expectations**
C. Design solutions for complex, open-ended mechanical engineering problems. Design systems, components, or processes that meet specified needs with appropriate attention to the assessment of health and safety risks, legislative/regulatory standards, cultural, societal, economic, and environmental considerations.	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. Create, select, apply, adapt, and extend appropriate techniques, resources, and modern engineering tools to a range of mechanical engineering activities, from simple to complex.	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge
E. Recognize the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public and the public interest, demonstrating knowledge of professional and ethical responsibility, and professional practice standards. Observe the code of ethics of the engineering profession including its requirements to behave ethically toward the public, employers and other practitioners.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. Communicate effectively orally and in writing about complex mechanical engineering activities within the profession and society at large. Write effective reports and design documentation. Give and effectively respond to clear instructions. *Co-op students will be able to constructively receive and apply professional feedback.*	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. Work effectively as a member and leader in teams, in a multi-disciplinary setting. *Co-op students will be able to demonstrate professionalism in the work place.*	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Design solutions for complex, open-ended mechanical engineering problems that both meet mechanical engineering requirements and consumer or end-user needs for innovative and successful solutions.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Identify and address their own educational needs in a changing world in ways sufficient to maintain their competence as a mechanical engineer and to allow them to contribute to the advancement of practical and innovative engineering solutions.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

The structure of the Mechanical Engineering program all streams are very similar to each other in Mechanical Engineering at Windsor and the learning outcomes will be met by the same methodologies.

Honours BASc in Mechanical Engineering – Automotive Option
Honours BASc in Mechanical Engineering – – Automotive Option with Cooperative Education

DEPARTMENT/FACULTY: Mechanical, Automotive and Materials Engineering, Faculty of Engineering

COMPLETE THIS TABLE FOR UNDERGRADUATE DEGREE PROGRAMS

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.

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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) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**COU-approved Undergraduate Degree Level Expectations**
A. Apply knowledge gained in mathematics, natural sciences, engineering fundamentals, specialized engineering areas such as thermodynamics, fluid dynamics, mechanics, as well as principles such as engine combustion, vehicle dynamics, and noise and vibration, to address and solve practical automotive engineering problems. Appropriately incorporate economics and management considerations into the practice of engineering, taking into account the value and limitations of business practices such as project, risk, and change management. *Co-op students will be able to apply additional real-world experience gained through work placements to solve practical engineering problems.*	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. Conduct investigations of complex problems by methods that include appropriate experiments, analysis and interpretation of data and synthesis of information in order to reach valid conclusions.	B. research skills, including the ability to define problems and access, retrieve and	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**COU-approved Undergraduate Degree Level Expectations**
	evaluate information (information literacy)	5. Awareness of Limits Knowledge
C. Design solutions for complex, open-ended mechanical engineering problems, incorporating knowledge of automotive systems in the final design. Design systems, components, or processes that meet specified needs with appropriate attention to the assessment of health and safety risks, legislative/regulatory standards, cultural, societal, economic, and environmental considerations.	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. Create, select, apply, adapt, and extend appropriate techniques, resources, and modern engineering tools to a range of mechanical engineering activities, from simple to complex.	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge
E. Recognize the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public and the public interest, demonstrating knowledge of professional and ethical responsibility, and professional practice standards. Observe the code of ethics of the engineering profession including its requirements to behave ethically toward the public, employers and other practitioners.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. Communicate effectively orally and in writing about complex mechanical/automotive engineering activities within the profession and society at large. Write effective reports and design documentation. Give and effectively respond to clear instructions. *Co-op students will be able to constructively receive and apply professional feedback.*	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. Work effectively as a member and leader in teams, in a multi-disciplinary setting. *Co-op students will be able to demonstrate professionalism in their work place setting.*	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**COU-approved Undergraduate Degree Level Expectations**
H. Design solutions for complex, open-ended mechanical engineering problems that both meet automotive technical requirements and consumer or end-user needs for innovative and successful solutions.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Identify and address their own educational needs in a changing world in ways sufficient to maintain their competence as a mechanical engineer and to allow them to contribute to the advancement of practical and innovative engineering solutions.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

The structure of the Mechanical Engineering program all streams are very similar to each other in Mechanical Engineering at Windsor and the learning outcomes will be met by the same methodologies.

Honours BASc in Mechanical Engineering – Environmental Option
Honours BASc in Mechanical Engineering – – Environmental Option with Cooperative Education

DEPARTMENT/FACULTY: Mechanical, Automotive and Materials Engineering, Faculty of Engineering

COMPLETE THIS TABLE FOR UNDERGRADUATE DEGREE PROGRAMS

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) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**COU-approved Undergraduate Degree Level Expectations**
A. Apply knowledge gained in mathematics, natural sciences, engineering fundamentals, specialized engineering areas such as thermodynamics, fluid dynamics, mechanics, and environmental principles such as sustainability, to address and solve practical engineering problems, taking into account environmental considerations Appropriately incorporate economics and management considerations into the practice of engineering, taking into account the value and limitations of business practices such as project, risk, and change management. *Co-op students will be able to apply additional real-world experience gained through work placements to solve practical engineering problems.*	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. Conduct investigations of complex problems by methods that include appropriate experiments, analysis and interpretation of data and synthesis of information in order to reach valid conclusions.	B. research skills, including the ability to define problems and access, retrieve and	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**COU-approved Undergraduate Degree Level Expectations**
	evaluate information (information literacy)	5. Awareness of Limits Knowledge
C. Design solutions for complex, open-ended engineering problems, incorporating environmentally friendly techniques and considerations in the development of that solution. Design systems, components, or processes that meet specified needs with appropriate attention to the assessment of health and safety risks, legislative/regulatory standards, cultural, societal, economic, and environmental considerations.	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. Create, select, apply, adapt, and extend appropriate techniques, resources, and modern engineering tools to a range of mechanical engineering activities, from simple to complex.	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge
E. Recognize the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public and the public interest, demonstrating knowledge of professional and ethical responsibility, and professional practice standards. Recognize the importance of, and incorporate sustainability and environmental considerations in the course of professional practice. Observe the code of ethics of the engineering profession including its requirements to behave ethically toward the public, employers and other practitioners.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. Communicate effectively orally and in writing about complex mechanical engineering activities within the profession and society at large. Write effective reports and design documentation. Give and effectively respond to clear instructions. *Co-op students will be able to constructively receive and apply professional feedback.*	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**COU-approved Undergraduate Degree Level Expectations**
G. Work effectively as a member and leader in teams, in a multi-disciplinary setting. *Co-op students will be able to demonstrate professionalism in the work place.*	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Design solutions for complex, open-ended mechanical engineering problems that both meet mechanical engineering requirements and consumer or end-user needs for innovative, environmentally friendly and successful solutions.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Identify and address their own educational needs in a changing world in ways sufficient to maintain their competence as a mechanical engineer and to allow them to contribute to the advancement of practical and innovative engineering solutions.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

The structure of the Mechanical Engineering program all streams are very similar to each other in Mechanical Engineering at Windsor and the learning outcomes will be met by the same methodologies.

Honours BASc in Mechanical Engineering – Materials Option
Honours BASc in Mechanical Engineering – Materials Option with Cooperative Education

DEPARTMENT/FACULTY: Mechanical, Automotive and Materials Engineering, Faculty of Engineering

COMPLETE THIS TABLE FOR UNDERGRADUATE DEGREE PROGRAMS

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.

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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) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**COU-approved Undergraduate Degree Level Expectations**
A Apply knowledge gained in mathematics, natural sciences, engineering fundamentals, specialized engineering areas such as thermodynamics, fluid dynamics, mechanics as well as knowledge of materials and their properties such as deformation and fracture to address and solve practical engineering materials problems. Appropriately incorporate economics and management considerations into the practice of engineering, taking into account the value and limitations of business practices such as project, risk, and change management. *Co-op students will be able to apply additional real-world experience gained through work placements to solve practical engineering problems.*	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. Conduct investigations of complex mechanical engineering problems by methods that include appropriate experiments, analysis and interpretation of data and synthesis of information in order to reach	B. research skills, including the ability to define problems and access, retrieve and	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**COU-approved Undergraduate Degree Level Expectations**
valid conclusions.	evaluate information (information literacy)	5. Awareness of Limits Knowledge
C. Design solutions for complex, open-ended engineering problems taking into account the behavior of materials when formulating the final solution. Design systems, components, or processes that meet specified needs with appropriate attention to the assessment of health and safety risks, legislative/regulatory standards, cultural, societal, economic, and environmental considerations.	C. critical thinking and problem-solving skills	1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits of Knowledge
D. Create, select, apply, adapt, and extend appropriate techniques, resources, and modern engineering tools to a range of mechanical engineering activities, from simple to complex.	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge
E. Recognize the roles and responsibilities of the professional engineer in society, especially the primary role of protection of the public and the public interest, demonstrating knowledge of professional and ethical responsibility, and professional practice standards. Observe the code of ethics of the engineering profession including its requirements to behave ethically toward the public, employers and other practitioners.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
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G. Work effectively as a member and leader in teams, in a multi-disciplinary setting. *Co-op students will be able to demonstrate professionalism in the work place.*	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	**Characteristics of a University of Windsor Graduate** A UWindsor graduate will have the ability to demonstrate:	**COU-approved Undergraduate Degree Level Expectations**
H. Design solutions for complex, open-ended mechanical engineering/material engineering problems that both meet specified requirements and consumer or end-user needs for innovative and successful solutions.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Identify and address their own educational needs in a changing world in ways sufficient to maintain their competence as a mechanical engineer and to allow them to contribute to the advancement of practical and innovative engineering solutions.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

The structure of the Mechanical Engineering program all streams are very similar to each other in Mechanical Engineering at Windsor and the learning outcomes will be met by the same methodologies.

EXECUTIVE SUMMARY

CTL

Centre for Teaching and Learning

ANNUAL REPORT

2014-15

EXECUTIVE SUMMARY

For more information, please contact:

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Full Report: http://www1.uwindsor.ca/ctl/annual-reports

Centre for Teaching and Learning Annual Reporting to the Academic Policy Committee

1. EXECUTIVE SUMMARY (Full Report: http://www1.uwindsor.ca/ctl/annual-reports)

A. Introduction

The CTL works in partnership with 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's Strategic Plan.

B. Goals and Objectives of Reporting Year

1. Provide an exceptional undergraduate experience:

a) Foster exceptional teaching and explore methods of enhancing a quality teaching culture on campus, directly impacting student learning across the institution
b) Support multimedia initiatives and classroom technologies, with a particular focus on the Downtown Campus
c) Launch and support Blackboard Learn (pilot) as the University's new learning management system
d) Launch activities that strategically involve undergraduate and graduate students

2. Pursue strengths in research and graduate education:

a) Collaborate with the Office of Research and Innovation Services (ORIS) to support programs and initiatives that effectively integrate teaching and research
b) Contribute to the enhancement of teaching and learning in higher education through research
c) Contribute to a scholarly approach to teaching and evidence-based decision-making by supporting faculty engaged in the scholarship of teaching and learning
d) Support GA/TA professional development in teaching

3. Recruit and retain the best faculty and staff:

a) Establish embedded and sustainable programming, networks, and communities of practice for faculty
b) Provide and support media production facilities and innovative educational technologies
c) Celebrate teaching excellence, and reward and value teaching in hiring, promotion, and tenure
d) Support Faculty-level curriculum development, teaching initiatives, and accreditation
e) Build capacity for distributed support of teaching and educational leadership

4. Engage and build the Windsor and Essex County community through partnerships:

a) Provide media production support for campus and community events
b) Support the development of the Welcome Centre and Downtown Campus

5. Promote international engagement:

a) Use initiatives such as the International Faculty Development and the Visiting Fellows in Educational Development programs to foster international relationships and global perspectives, and to enhance the University's reputation

C. Successes

- 23% increase in workshop participation, marking a total of 534 unique participants representing all Faculties
- Successfully launching Blackboard (pilot) in collaboration with IT and OOL
- 77% increase in learning space renovations and consultations, renovating 10 existing classrooms, designing six new classrooms as well as nine Downtown campus classrooms
- UWindsor educational leadership initiatives highlighted internationally through international conference and forum (over 250 participants)
- Supporting Faculty-level initiatives including Business and Engineering's Professional Accreditation
- $1.5 million funding over 3 years (external and internal), with substantial dissemination of research findings for the University-wide initiatives
- Effective partnerships with units across campus, such as ORIS (undergraduate research), OOL (BB, Echo 360), IT (BB), HR (tracking training), Career Services (photography), Outstanding Scholars (UWill Discover), Facilities (classroom renovations), and Graduate Studies (GATA Network)

D. Challenges

- Changes in organizational structure, i.e., amalgamation with the Faculty of Education for one year
- Growth in the number of multimedia-enabled classrooms as well as an increasing scope in services without an added budget

- Implementing the new learning management system, Blackboard
- Effectively assessing the impact of CTL services and support
- Regular water damage to basement facilities and classrooms continues to cause service, health, and safety issues

2. REPORT

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

The CTL's mandate is consistent with the educational goals and objectives identified in the University's Strategic Plan and Strategic Mandate Agreement, with particular focus on the undergraduate experience, pursuing research and graduate development of teaching, and recruiting and retaining the best faculty and staff.

1. Provide an exceptional undergraduate experience:

a) Foster exceptional teaching and explore methods of enhancing a quality teaching culture on campus, directly impacting student learning across the institution

- Worked with all faculty members across disciplines in some capacity
- 23% growth in workshop participation: 1,170 registrants (534 unique individuals), representing all Faculties, attended 109 workshops and extended sessions for a total of 3,155 contact hours
- Offered the University Teaching Certificate, providing sustained and systematic development of teaching
- Strong CTL representation across campus, with staff sitting on 43 committees to support teaching and learning
- Led an initiative involving eight Ontario Universities to develop a survey tool to examine teaching culture on campus, continuing the work funded by the Ministry
- Enhanced teaching culture on campus by developing effective partnerships with units across campus, such as ORIS (undergraduate research), OOL (BB, Echo 360), IT (BB), HR (tracking training), Career Services (photography), Outstanding Scholars (UWill Discover), Facilities (classroom renovations), and Graduate Studies (GATA Network)

b) Support multimedia initiatives and classroom technologies, with particular focus on the Downtown Campus

- 77% increase in learning space renovations and consultations, renovating 10 existing classrooms, designing six new classrooms as well as nine Downtown campus classrooms
- Installed a device (Fusion Server), which allows CTL technicians to troubleshoot classroom technologies remotely
- Installed Echo360, an integrated system for capturing and sharing videos from lecture hall presentations as well as presentations prepared on an instructor's personal computer (in collaboration with OOL)
- Over 12,500 videos have been uploaded to uView – the CTL-developed video catalog, submissions, and streaming system – which now allows mass uploading of files as well as video annotations

c) Launch and support Blackboard Learn (pilot) as the University's new learning management system

- Piloted Blackboard with CEPE and additional groups to test CLEW migration prior to campus-wide launch
- Extensively developed training materials: 305 participants attended Blackboard training sessions
- 100% of students registered at the University were enrolled in at least one course in CLEW, indicating that the LMS is an integral part of the learning experience impacting all students

d) Launch activities that strategically involve and support undergraduate and graduate students

- CTL members worked with 81 students as research assistants for teaching and learning projects, co-presenters for conferences (5), undergraduate research grant teams, UWill Discover Undergraduate Research Experience committee members (5), AV support students (8), engineering workstudy/co-op students (3), GATA Network coordinator (1), student volunteers in Windsor-Oakland conference (35), and GATAcademy (24)
- Established a co-curricular process to recognize student volunteers who contributed approximately 15 hours or more for CTL events and projects

2. Pursue strengths in research and graduate education:

a) Collaborate with ORIS to support programs and initiatives that effectively integrate teaching and research

- Established strong links between teaching and research: 68% of SSHRC applications submitted between August and October 2014 referenced CTL/ORIS sponsored and/or promoted activities
- Increased the number of opportunities for undergraduate students to engage in research by continuing the partnership with ORIS to offer URE grants
- Co-developed and hosted the first annual UWill Discover Undergraduate Research Conference, with

Outstanding Scholars, and ORIS

b) Contribute to the enhancement of teaching and learning in higher education through research

- Received $1.5 million (external and internal) funding over three years, with substantial dissemination of research findings for University-wide initiatives
- Received recognition from the national group, *Academica Top Ten*, for the multi-institutional HEQCO-funded handbook on program-level learning outcomes assessment
- Facilitated 51 scholarly presentations and invited talks

c) Contribute to a scholarly approach to teaching and evidence-based decision-making by supporting faculty engaged in the scholarship of teaching and learning

- Offered CLIF and travel grants: recipients noted that CLIF grants were "critical in helping them to build collaborative relationships with colleagues in their departments and develop their teaching agenda," and "gave them the opportunity to shift their focus in teaching and learning and pilot test new methods and techniques"
- Consulted with faculty from across disciplines on the scholarship of teaching and learning
- *Leading Change in Teaching and Learning*, the Windsor-Oakland Conference, drew more than 250 participants from 18 universities and colleges across Canada and the US; 136 UWindsor members presented workshops, concurrent sessions, or posters demonstrating substantial growth in the scholarly contributions
- Provided consultations and research regarding provincial and institutional policy (e.g., student evaluations of teaching)

d) Support GA/TA professional development in teaching

- 175 participants voluntarily attended GATAcademy, an orientation and professional development for teaching, hosted by the CTL and co-funded by FAHSS, Education, Engineering, Graduate Studies, Human Kinetics, Nursing, Science, and Business
- Welcomed 438 total student participants in general offerings of CTL workshops and extended programs
- Supported the GATA Network who facilitated workshops and mentoring circles; was nationally recognized and invited to present at a special pre-conference session at the annual conference of the Society for Teaching and Learning in Higher Education (STLHE); and collaborated with the Odette School of Business and the Office of Open Learning to create, *A Teaching Assistant's Guide to Online and Hybrid Learning*

3. Recruit and retain the best faculty and staff:

a) Established embedded and sustainable programming, networks, and communities of practice for faculty

- Conducted thousands of individual and group consultations with instructors, staff, and students representing every Faculty on campus on topics related to teaching, curriculum, learning spaces, AV, etc.
- Designed and hosted workshops, courses and half courses, the University Teaching Certificate, conferences, forums, and a book club

b) Provide and support media production facilities and innovative educational technologies

- Developed a custom application for the Office of the Provost and Vice-President, Academic, which facilitates the requesting and gathering of letters for promotion and tenure applicants
- Designed a staff attendance tracking system developed for the CTL, and now adopted by the Odette School of Business, the Office of the Vice-Provost, International Development, the Department of Finance, Planning and Budgets, the Centre for Executive and Professional Education, the Office of Health and Safety, and the Office of the Provost and Vice-President, Academic
- Created videos for use in public affairs and courses, including special projects such as Nursing Training Modules and a Peer Collaboration Network promotional video
- Supported campus use of CTL facilities including a multimedia lab, two production studios, three sound studios, and two meeting rooms
- Supported videoconferencing on campus, particular in Lambton Tower and MEB (calls increased by 35% from 2013-14, for a total of 154 hours)
- Provided photography for campus and community events

c) Celebrate teaching excellence, and reward and value teaching in hiring, promotion, and tenure

- Welcomed over 200 University and community members at the Celebration of Teaching Excellence, and recognizing 26 individual honourees, UWindsor's 50th anniversary through the 50 winners of the University Alumni Award, recipients of CLIF and URE grants, and the University's Teaching Leadership Chairs

- Coordinated successful national awards including the Brightspace Innovation Award in Teaching and Learning and Canadian Association of Physics (CAP) Medal for Excellence in Teaching Undergraduate Physics

d) Support Faculty-level curriculum development, teaching initiatives, and accreditation

- Supported Faculties in their successful accreditation processes: staff worked with groups in the Odette School of Business and the Faculty of Engineering

e) Build capacity for distributed support of teaching and educational leadership

- Hosted, with the Office of the Provost, the second annual Forum on Educational Leadership, sharing results from PIF grant research with an international audience of more than 70 participants from 11 universities, enhancing Windsor's reputation as a leader in this area
- Hosted the Windsor-Oakland Conference, *Leading Change in Teaching and Learning*, with over 250 participants, including 169 participants from the University of Windsor
- Hosted and facilitated workshops on Educational Leadership, including targeted workshop for Deans and Heads with Dr. Geoff Scott, as well as a bookclub
- Supported faculty undertaking projects to improve teaching and learning through CLIF and travel grants
- Supported Teaching Leadership Chairs

4. Engage and build the Windsor and Essex County community through partnerships:

a) Provided media production support for campus and community events

- Production and photography staff supported community events including the Windsor Cancer Research Group and the CIS Track and Field
- Supported 10 Convocation sessions; to reduce costs, staff replaced a camera position with two Pan-Tilt-Zoom robotic cameras, which will be used for the first time during the Fall 2015 Convocation

b) Support the development of the Welcome Centre and Downtown Campus

5. Promote international engagement:

a) Use initiatives such as the International Faculty Development and the Visiting Fellows in Educational Development programs to foster international relationships and global perspectives, and to enhance the University's reputation

- Hosted five Visiting Fellows from China, Australia, US, and Canada for a total of 37 Visiting Fellows in nine years, all of whom continue to contribute to UWindsor's international profile
- Welcomed 50 faculty members from China to the Faculty Development Program to gain a diverse intercultural experiences, innovative approaches to teaching and learning, and increased global understanding
- Hosted guests from Tamagawa University in Japan interested in studying the benefits of implementing teaching dossiers; National University of Defense Technology (NUDT) in China for the Instructional Skills Workshop; and Higher Education Learning and Teaching Association of Southern Africa (HELTSA) interested in learning more about the Centre's Visiting Fellows program as well as the University's Teaching Leadership Chair program and University Teaching Certificate

B. Future Actions/Initiatives for 2015-2016

1. Enhance support for early career faculty including UWindsor's 50 new hires
2. Collaborate to enhance effective approaches to evaluating teaching, integrated with hiring, tenure, and promotion
3. Enhance development of educational leadership
4. Host the international Educational Development Caucus Conference for international engagement
5. Commission and launch the second phase of the Downtown Campus (AV and educational technology)
6. Consult with campus stakeholders and universities to develop a minimum standards document for classroom multimedia at the University
7. Develop and find ways to fund a long-term strategic and cost-effective multimedia replacement plan that will meet the University's teaching and learning needs
8. Complete the campus-wide migration to Blackboard
9. Focus on assessing impact and using this information to enhance CTL services
10. Collaborate with the Provost to examine the organizational structure with move back to the Office of the Provost

C. Recommendations for Senate consideration

- Revise Policies: The ending of the Turnitin licence agreement in fall 2015 and with the migration to Blackboard and an embedded plagiarism checking tool called SafeAssign require changes to the *Use of Turnitin.com Policy*. Recommendations are being developed in collaboration with the LMS Team and APC
- Review the classroom multimedia replacement plan, particularly in the context of new Downtown campus, and the need in three years to ensure an appropriate funding plan to replace equipment and ensure effective classroom learning experiences, review plan to support technology Downtown with personnel.

Future Actions Identified in 2013-14	Actions Completed in 2014-15
1. Continue to consult external stakeholders interested in sponsoring long-term classroom upgrades	• Consulted with Law, Business, Education and Biology, as well as Social Work and Visual Arts for Downtown campus • Rooms 118, 120, 122, and 130 in Vanier Hall, Erie 1114, 1115, 1118, Odette 104, Education 1101, Biology 121 were renovated
2. Commission and launch the first phase of the Downtown Campus	• Consulted with the vendors, facilities, and faculty members to support the launch
3. Develop a virtual tour of classroom learning spaces, and develop online tutorials for classroom consoles	• Development of virtual tour postponed given the number of changes to campus and classrooms • Postponed online tutorials due to demand of other projects
4. Continue to survey faculty, staff, and students about CTL programming and services	• A survey was developed for AV services, and will be administered in 2015-16 reporting period • A PhD graduate thesis (East Michigan University) was initiated examining the UTC
5. Review methods to help revise tenure and promotion	• Research and surveys from the PIF grants were used as a basis to begin discussions about teaching evaluations • Contributed to Teaching Leadership Chair discussions about best practices for hiring, tenure, and promotion • Feedback from CTL members provided to By-law committee • Developed a custom application for the Office of the Provost and Vice-President, Academic, which facilitates the requesting and gathering of letters for promotion and tenure applicants
6. Continue to enhance educational leadership initiatives	• Hosted, with Office of the Provost the second *Annual Forum on Educational Leadership*, sharing results from PIF grant research with an international audience • Hosted the Windsor-Oakland Conference *Turnaround Leadership in Higher Education and Learning Leaders in Times of Change* • Hosted and facilitated workshops on Educational Leadership, including targeted workshop for Deans and Heads with Dr. Geoff Scott, as well as a bookclub • CLIF and Travel grant support for those pursuing projects to improve teaching and learning • Supported Teaching Leadership Chairs
7. Implement Blackboard Learn as a pilot for 2014-2015	• Blackboard Learn piloted with CEPE in Winter 2015, and with early adopters in Summer 2015 • Developed extensive online and face-to-face training and a communication plan
8. Explore methods of enhancing a quality teaching culture on campus	• Led an initiative with eight Ontario Universities to develop a survey tool to examine teaching culture on campus, continuing the work funded by the PIF
9. Involve students in a more integrated fashion in the work of the Centre	• CTL members directly worked with over 81 students, as: research assistants, co-presenters, UWill Discover Undergraduate Research Experience committee members, AV support students, engineering workstudy/co-op students, GATA Network, student volunteers in conferences and events

University of Windsor
Senate

5.6.2: **Removal of Gender Question from the Student Evaluation of Teaching (SET) Form**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the Student Evaluation of Teaching (SET) questionnaire be modified by the removal of the question asking students to indicate their gender as either male or female.

Rationale:
It is the recommendation of the APC that the Student Evaluation of Teaching (SET) questionnaire be modified by the removal of the question asking students to indicate their gender as either male or female.

The Committee suggests that all existing forms continue to be used until the stock is depleted but that:

1. Students be advised to leave the question unanswered prior to the distribution of the SET.
2. The SET reports eliminate this question.

History:
The University Secretariat received a communication from a student suggesting that the SET gender question was inappropriate. This was communicated to the Chair of the Academic Policy Committee (APC) and a subcommittee was struck to bring forward a recommendation for change to APC, which APC then approved for recommendation to Senate.

Discussion:
Currently, the SET form includes the question

"C.5. You are: O female O male"

and the Report 1 on SETs includes the table

Gender	Male	Female
No.		
Instr. Rating (A12)		
Course Rating (B12)		

The Subcommittee considered changing the SET to have instead, the statement

"My gender is _____"

giving each student complete freedom to describe their gender identity. This option, however, poses a minor administrative issue and a serious confidentiality issue. Administratively, the answer to this question would not be able to be read by the scanner used to process the SET forms. But, administrative burdens should not drive policy. Additionally, the committee considered adding one or more gender options to the current C.5. question that could be selected by students and read using a scanner. The reality is that if a particular gender class had a small size, the confidentiality of a student's responses could be jeopardized since Report 1 would indicate the number of students selecting a particular gender option and the student's rating.

But, this needs to be weighed against any benefit that might be gained from the gender question in the analysis and interpretation of the SET scores. The Subcommittee consulted some of the literature (see appendix) on the impact of gender on teaching scores. The Subcommittee's conclusion is that while there are contradictory findings, many reviews and meta-analyses of studies suggest that student gender does not have a significant impact on scores, or when it does, it has a same gender bias more commonly reported (female students score female instructors higher), and gender of both student and instructor counts for less than 1% of the variance in the score. However, the Subcommittee wishes to make it clear that it has not studied the University of Windsor SET results systematically to see if there is a meaningful gender difference specific to our institution.

All considered, the Subcommittee concludes that the best way forward is to remove gender identification from the SET instrument.

Respectfully submitted,

Dr. Richard Caron, 2014-2015 APC Chair and subcommittee member
Dr. Erika Kustra, subcommittee member
Mr. Amilcar Nogueira, subcommittee member

The Academic Policy Committee concurs with this recommendation, noting that the gender question is an outlier on the SET Form since race, religion, and other questions of a personal nature are not included on the form.

Appendix: Summary of Literature

There has been a substantial number of studies and publications on student evaluation of teaching (SET), also known as student ratings of instruction (SRI), including examination of the biases that could influence the ratings. One of the factors extensively examined is the gender of both students and instructors. Individual studies report conflicting findings, and so reviews and meta-analyses were consulted. The difference in reported findings could be impacted by the extensive differences in the questions used for student ratings of instruction, difference in study research methodology, as well as differences in the discipline examined, teaching methods used by instructors, student composition, and institutional culture. Some of the interest related to this topic is that instructors perceive gender will impact their evaluation (Spooren, Brockx & Mortelmans, 2013).

The majority of research findings report no significant difference of SET ratings in response to gender (more than 30 studies examined in a review by Alaemoni, 1999; Centra & Gaubatz, 2000; Bentin & Cashin 2012, and also individual studies in other countries Fernández & Mateo, 1997). Of those studies that did report a difference, there are reports in multiple and conflicting directions. For example, in Alaemoni's review (1999), four studies reported a same-gender bias (*eg.* female students rated female instructors higher, and/or male students rated male instructors higher), two studies reported that both female and male students rated female instructors lower, two reported that female instructors were rated higher (Alaemoni, 1999). Feldman (1993) found a slightly significant same-gender bias with higher ratings for female instructors in 28 studies. Centra and Gaubatz (2000) considered whether there might be same-gender bias within specific questions within the larger questionnaire, and found a small same-gender bias where female students rated female instructors slightly higher for questions related to interaction and assessment, and male students rated male instructors slightly higher for organization, and this difference appeared to be greatest in the Natural Sciences. The difference was not very large, and was not considered large enough to have an impact on personnel decisions. Additionally, the higher ratings for female instructors appeared to be the result of a different choice of teaching method, where female instructors were more likely to use discussion-based methods, and male instructors were more likely to use lecturing in the natural sciences (Centre & Gaubatz, 2000). Sidanius, and Crane (1989) in a single study found the overall global rating for female instructors was lower, while male instructors received lower ratings on questions related to relationship. Basow (1998) reported female instructors are rated higher by female students, and lower by male students. While the difference is small, she feels that the difference can have an impact on career and personnel decisions, particularly given the cultural context. Results of a 1982 study by Bennett suggest that although direct gender bias may not be observed in formal student

evaluations of their instructors, female faculty members are nonetheless subject to culturally conditioned gender stereotypes.

Overall, all of the literature reviews and meta-analysis do not show an impact of gender on numeric student ratings of instruction. There are individual studies reporting contradictory results, most common trends are the presence of gender-based interactions, which may be influenced by culturally conditioned gender stereotypes (Laube, Massoni, Sprague& Ferber, 2007). It is possible that gender differences for an individual instructor could contain information relevant to an individual situation, independent of the general findings.

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