University
of Windsor

NOTICE OF MEETING

There will be a meeting of the Senate
on, Friday, January 13, 2017, at 2:30 p.m.
Room 203 in the Anthony P. Toldo Health Education Centre

A G E N D A

1 **Approval of Agenda** (Unstarring agenda items)

2 **Minutes of the meetings of December 9, 2016**   SM161209

3 **Business arising from the minutes**

4 **Outstanding Business/Action Items**
  4.1 **Curriculum 2020 - Discussion**   **Alan Wildeman**-Discussion
                                                                          Sa170113-4.1

5 **Reports/New Business**
  5.1 **Report from the Student Presidents**   **UWSA**-Information
    (UWSA, OPUS, GSS)   **OPUS**-Information
                                                                          GSS-Information

  5.2 **Report of the President**   **Alan Wildeman**

  5.3 **Report of the Academic Colleague**
    5.3.1 Report of the Academic Colleague   **Philip Dutton**
                                                                          Sa170113-5.3.1

  5.4 **Senate Student Caucus**   **Ziad Kobti**

  5.5 **Program Development Committee**
    *5.5.1   MBA Fast-Track – Clarification   **Lionel Walsh**-Approval
                                                                          Sa170113-5.5.1

    5.5.2 Communication, Media and Film and Visual Arts
        a) **Bachelor of Arts Honours Visual Arts and Communication,**   **Lionel Walsh**-Approval
            Media and Film - Film Production and Media Arts Major   Sa170113-5.5.2a
            Program Changes
        *b) Communication, Media and Film/School of Creative Arts –   **Lionel Walsh**-Approval
            Cinema Arts - New Course Proposals   Sa170113-5.5.2b

    *5.5.3   Program Course Changes   **Lionel Walsh**-Approval
        *a) Visual Arts and the Built Environment (VABE) –   Sa170113-5.5.3a-h
            New Course Proposals
        *b) Visual Arts and the Built Environment (VABE) – Minor Program Changes
        *c) Liberal Arts and Professional Studies (LAPS) – Minor Program Changes
        *d) Nursing - Minor Program Changes
        *e) Social Justice – New Course Proposal

    *f) Political Science - International Relations - Minor Program Changes
    *g) Women's and Gender Studies – New Course Proposal
    *h) Philosophy New Course Proposal

   *5.5.4 Social Work Graduate Course Learning Outcomes   **Lionel Walsh**-Information
                             Sa170113-5.5.4

   *5.5.5 Minor in Computer Science – Minor Program Change - Correction **Lionel Walsh-Information**
                             Sa170113-5.5.5

   *5.5.6 Suspension of Admissions - Graduate Diploma in Advanced **Lionel Walsh**-Information
       Practice Oncology/Palliative Care   Sa170113-5.5.6

  5.6 Academic Policy Committee
   *5.6.1 Student Awards and Financial Aid Report   **Philip Dutton**-Information
                             Sa170113-5.6.1

   5.6.2 Internationalization Annual Report   **Philip Dutton**-Information
                             Sa170113-5.6.2

   5.6.3 Leddy Library Annual Report   **Philip Dutton**-Information
                             Sa170113-5.6.3

   *5.6.4 PhD in Nursing – Admission Requirement Changes   **Philip Dutton-**Approval
                             Sa170113-5.6.4

  5.7 Senate Governance Committee   **Alan Wildeman**

  5.8 Report of the Provost   **Douglas Kneale**

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

6 Question Period/Other Business

7 Adjournment

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

University of Windsor
Senate

4.1:   **Curriculum 2020 – Discussion**

Item for: **Discussion**

Background:
- At the April 8, 2016 Senate meeting, a presentation on the Curriculum 2020 Working Group's Discussion Paper was provided. Attached is the document circulated at that meeting.
- At the May 13, 2016 Senate meeting, a Senator from each Faculty provided their area's perspective on what Curriculum 2020 could look like in their area. **(Click here to link to the power point presentation)**
- At the December 9, 2016 Senate meeting, it was agreed that this item back brought back to Senate to continue the discussion.

Engaged faculty, engaged students, engaged community:

Rising to the challenge of creating a UWindsor Curriculum for 2020 and beyond

Mandate

At the Senate meeting of 12 February, 2016, President Wildeman proposed that a small group be constituted to have a 'discussion on what they think a curriculum should look like in 2020'. The following members volunteered to participate in this discussion: Dr. Edwin Tam, Dr. Debbie Kane, Dr. Alan Conway, Dr. Maureen Muldoon, Mr. Emmanual Igodan, Prof. Nick Baker. The group were tasked with generating discussion points for the April Senate meeting.

Executive summary

Creating a vision for the 2020 Curriculum at the University of Windsor is a significant, complex task that asks us to identify what distinguishes us and our academic endeavours from those of our colleagues at other institutions. What is the experience, environment, culture, and values we want to be known for? It is a challenging exercise because of the diversity of disciplines and disciplinary cultures that make up the university, each of which is valuable and which values different ways of knowing and working. *Curriculum*[1] is a representation of ourselves and our disciplinary endeavours, and acknowledges the lenses of our academic cultures or tribes. Developing and reimagining curricula forces us to ask ourselves who we are and what we want to be.

When asking the question "What should the University curriculum of 2020 look like?" we are asking what will, can, and should change as the complex ecosystem of the institution evolves within the broader context of post-secondary education in Ontario. What **will** change is largely beyond our control, but what **can** and what **should** change is within our power; it requires the will to examine these questions critically and to act. We must approach these large questions in a collegial manner, drawing on the considerable and rich combined intellectual resources of the institution, and focusing on academic excellence and the student experience.

This discussion paper is not intended to be prescriptive, or to offer solutions or grand answers to the questions posed above. It is a very preliminary starting point for a much broader, challenging, and ultimately rewarding conversation through engagement of the entire University of Windsor community. Through this document we have attempted to identify some of the trends occurring globally in the post-secondary education sector, some of the emerging challenges we face, and how these will impact the students we serve. We offer some observations about ways in which curricula can be conceived, developed, and implemented. Finally, we offer observations about who we might want to be as an

---

[1] See Appendix A for definitions. Defined terms appear in *italics* in text.

institution in the future, and how we may go about developing a collective vision for Curriculum 2020 that involves three pillars for success:

Engaged Faculty, Engaged Students, and Engaged Community.

Introduction

There is a clear need, driven by both internal and external factors, for the University of Windsor to articulate a distinctive model of education that distinguishes and positions UWindsor as a leader in innovative pedagogies, with a commitment to academic excellence, and providing an outstanding educational experience for our students. Our approach and vision should reflect both our rich academic and cultural heritage, and the unique opportunities that learning in a border city offer. It should also reflect the diversity and depth of our academic community, recognising that the University of Windsor's educators, with their significant disciplinary and pedagogical expertise, and commitment to academic excellence, are our greatest asset.

Our strategic plan outlines the purpose and vision of the University of Windsor, which offers an important starting point for envisioning curricula that can help us achieve this vision:

> *"Universities must contribute to the betterment of society. They have a responsibility through education and enquiry to encourage minds to be creative and entrepreneurial and to help communities be vibrant and sustainable. The expectations placed on universities are high, the mobility of people and ideas is accelerating in pace and is global in breadth, and greater competition for resources to support public institutions is an economic fact of life. The University of Windsor must preserve an unwavering commitment to academic excellence and to helping people, and it must use the talents of its people to adapt in distinctive ways to the realities it faces.*
>
> *The University of Windsor's mission, a reason for being:*
>
> *Enabling people to make a better world through education, scholarship, research and engagement."*
>
> *Thinking Forward…Taking Action, p. 8*

Our first strategic priority is to:

"Provide an exceptional and supportive undergraduate experience that emphasizes independent learning, interdisciplinary opportunities, flexibility in degree completion pathways, and successful year-to-year transition."

There are five sub-goals under this priority, all of which are addressed through the following document as themes and practices we should consider and aspire to. They inform the ongoing discussion about our institutional identity and our espoused values as educators.

The purpose of the university and what society expects of us

Universities are resilient organisations. Apart from churches, no other human institutions have existed in essentially the same format for as long. Their resilience is both a strength and a challenge when faced with large-scale societal changes. Resistance to change in higher education has led to many recent claims that universities as we know them are broken, that they no longer serve their intended purpose, and that without radical change in a short period, they will simply cease to exist (e.g. Christensen and Eyring, 2011; Craig, 2015; Fallis, 2013; Selingo, 2013; Carey, 2015). Yet despite such dire predictions, many universities continue to thrive and grow within the ever-changing socio-political landscape. They remain a special place where research and teaching can co-exist, where faculty are free to research and discuss any topic, and where students are free to explore and develop.

Whether one subscribes to the von Humboldt (1810), Newman (1907), Fallis (2013), or Christensen and Eyring (2011) visions of the purpose of universities and university education, there is no doubt that their role in society has changed substantially in the last three decades. Humboldt's view of the university was one based on three principles: unity of research and teaching; freedom of teaching; and academic self-governance (Long, 2010). He believed that students do not learn by teaching, but rather, in the idealised university, they learn through research participation. Newman's view of the university was one where knowledge should be pursued for the sake of knowledge, where teaching and research were pursuits whose sole purpose was to protect and improve human values (Chan, 2011). The mission of the university in Newman's view is therefore to develop knowledge and pursue truth, and that mission exists above the needs or demands of the state. Newman also drew a distinction between research (oriented to discovery of knowledge) and teaching (dissemination of knowledge and moral and intellectual development of students) (Verburgh et al., 2007). More recent thinkers such as Christensen and Fallis have viewed universities in a more utilitarian role, with applied research and job readiness of graduates among the new values institutions should aspire to in their opinions.

There are significant pressures, both internally and externally, driving change in the *post-secondary education (PSE)* sector, leading universities to examine their values and practices more closely, and to make those more accessible to the public who fund their activities (Clark et. al., 2009). Rapid developments in technology, economies, societal norms, democratisation of knowledge through the internet, and competition from alternative learning and credentialing opportunities all contribute to the need for re-examination of what universities see as their core purposes and value. Fullan and Scott (2009) argue that the traditions of higher education systems are evolving, due largely to pressures to massively increase access, find new ways to fund their activities, the commodification of higher education, changing expectations and diversity of users of the system, and the information technology revolution, while still defending the core values of disciplinary knowledge. Potential students are also examining their options and considering whether a university education will provide them with the advantage they seek, whether that be knowledge or access to careers (Norrie and Lennon, 2013).

The question of what students learn, how much they develop, and how they are able to apply that learning in settings outside our classrooms has been the focus of a great deal of recent research. Some of this work aimed to evaluate the cognitive development of students in PSE with large-scale studies across many universities in multiple countries. Universities usually make claims about their graduates leaving with advanced critical thinking skills, complex reasoning abilities, and advanced communication skills, but tracking and measuring learning outcomes has proven problematic. Standardised measures such as the Collegiate Learning Assessment tool used widely in the United States and parts of Europe, which is specifically designed to measure the core cognitive skills of critical thinking, complex reasoning, and advanced written communication, suggest that at least in the US there is little evidence of improvement in core skills by the end of a wide range of programs. While our individual experiences point to the profound value of a university education, there is a growing need to identify appropriate evidence of this value at the program and institutional levels.

Brief overview of local and global drivers of change in the modern higher education landscape

A series of core questions emerged from discussions in the Curriculum 2020 Working Group, which helped frame a response to the task, and which should be explored in greater depth:

1. What is the purpose of a university education?
2. Is there, or could there be a 'University of Windsor curriculum' and would that be desirable?

3. Is there a problem or gap that needs addressing?
4. What has changed in the last 30 years in society and post-secondary education, and have universities in Ontario evolved to keep pace with change and expectations?

In the context of imagining a 2020 curriculum, it is important to acknowledge the drivers of change that universities face, and consider our academic identity within the broader context of the post-secondary education (PSE) landscape in Ontario, Canada, and globally. A brief (non-systematic) review of key academic and non-academic literature, along with public policy documents reveals a number of drivers of change in the PSE sector. Most of these drivers are external to universities, and as such, many are not be well-known or understood by most of the higher education community.

The following list represents a synthesis of the key drivers of change in the higher education sector identified in the current literature.

Societal needs / desires / priorities for the system

- o Potential and demand for flexibility in learning and teaching approaches
- o Massification of higher education;
- o Aboriginalisation and internationalisation of curriculum;
- o Credit transfer / student mobility;
- o Democratisation and opening of access to knowledge means that the human knowledge base is massively shared on the internet, but information does not equal knowledge, and knowledge does not equal wisdom; there is still a role for education in ensuring that students leave with both knowledge and wisdom to use that knowledge;

Government policy intervention / legislation

- o Regulation, accountability, performance-based funding; openness, and transparency of operations;
- o Enhanced focus on teaching quality/enhancement;

Changing student demographics and diversity

- o Student mobility;
- o Accessible education – recognising that students learn in different ways, have different personal responsibilities, motivations, and background experiences that all influence their readiness and ability to learn;
- o Student diversity;

Changing labour markets

- o Focus on interdisciplinary and experiential approaches to teaching and learning;
- o Work-integrated learning, co-op, graduate employability, career development, service-learning;
- o Entrepreneurship;
- o Casualisation of the workforce;

Technology

- o Online, hybrid, flipped, and technology-enabled education
- o Mobile learning and *BYOD*
- o Open Educational Resources (OERs) including open access texts
- o Personal Learning Environments (PLEs)
- o Massive Open Online Courses (MOOCs)
- o Badges
- o Augmented and virtual reality
- o Makerspaces

- o Analytics and big data/ Data driven decisions
- o Adaptive learning

The evolving higher education sector
- o Global competition and demand for higher education;
- o Evolving disciplinary knowledge, skills, attitudes, and values informing curriculum;
- o Alternative credentialing (*micro-credentials*, *laddered credentials*, *competency-based education* (CBE) etc.);
- o Alternative entry pathways / credit transfer / PLAR;
- o Flexible teaching terms;
- o Undergraduate research experience;
- o Open access learning and teaching supports;
- o Developing next generation learning spaces (formal and informal learning spaces);

Developing pedagogical knowledge in higher education contexts

- o *High Impact Educational Practices* (Kuh, 2008);
- o Aligned, *outcomes-based education*;
- o Students as partners;
- o Diverse modes of teaching and learning – authentic, problem-based, inquiry-based, case-based, scenario-based, studio/design-based;
- o Active and collaborative learning;
- o Learning communities;
- o Mentoring;
- o Alternative assessment strategies – self and peer-assessment, portfolios, digital stories, project outcomes;
- o Blending formal and informal learning.

What will a successful university look like in 2020?

Jim Taylor (2001), former Deputy Vice-Chancellor and distinguished scholar in higher education, noted that ***it is easier to create the future than to predict it***. While trying to predict what success might look like in the rapidly evolving university sector is challenging and hardly certain, based on the trends noted in global and local higher education, and in the demographics of our students, some general themes emerge as likely. A successful university in 2020 will most likely:

- Place the student and learning experiences at the core of its operations;
- Offer flexible (**online, hybrid, face-to-face**) programming in the majority of its programs where possible;
- Offer diverse credential pathways and options, including credit and non-credit options that can build to various credentials;
- Critically embrace technology for pedagogical enhancement (effective use of contemporary educational technologies, learning analytics, intelligent databases, digital literacy, etc.);
- Have highly developed curriculum renewal and enhancement strategies and processes (Quality Enhancement vs. Quality Assurance – the goal should be continuous improvement rather than box-checking);
- Provide a rich mix of learning environments – *high touch*/*low touch*, experiential, interdisciplinary, international, entrepreneurial, authentic, collaborative, online and on-campus, research-based;
- Offer curricula that address depth *and* breadth of knowledge;
- Offer clear pathways to credentials that build and support lifelong learners;
- Meaningfully integrate research and teaching;
- Collect and utilise reliable and accurate data to make decisions about curricula;

- Monitor and respond to demands from industry and society for its programming;
- Committed to preparing students for the complexity of adult life in the 21st Century;
- Be cognisant of the unique role it has in contributing to social justice and social equality.

What will a successful UWindsor graduate look like in 2020?

The Working Group examined the current UWindsor Graduate Attributes in relation to the global and local trends and drivers for synergy and to determine potential gaps in curricula. They explored questions including: Are the current Graduate Attributes still relevant as they are currently framed? Do they need tweaking or adding to? If the attributes are still relevant, do we need to consider how we facilitate achievement of them? Does the process component of curriculum (the delivery or what we do as teachers) need to change to better facilitate these outcomes? Does the content component (what we teach) need to change?

Current UWindsor Attributes (Undergrad)

A. the acquisition, application and integration of knowledge
B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. critical thinking and problem-solving skills
D. literacy and numeracy skills
E. responsible behaviour to self, others and society
F. interpersonal and communications skills
G. teamwork, and personal and group leadership skills
H. creativity and aesthetic appreciation
I. the ability and desire for continuous learning

In considering the current attributes, the Working Group reflected on our guiding questions, as well as the emerging trends noted above. We identified a number of additional characteristics of graduates that may be important to consider in developing graduates and scholars of the future. To be successful, we believe our graduates should be:

- Disciplinary masters, but interdisciplinary thinkers
- Global citizens, but also citizens of the nation-state
- Digital, technological, and information literate with an understanding of
    i. what it means to live and work in a connected world
    ii. the changing dynamic of expert and amateur with knowledge and misinformation now freely available online
- Masters of "soft-skills"
- Self-managed and self-regulated learners capable of and committed to lifelong learning
- Able to work collaborative and cooperatively, as well as independently to solve complex problems in interdisciplinary and interprofessional contexts
- Able to effectively negotiate life in a pluralistic society
- Able to articulate an understanding of sustainable practice within a disciplinary context.

The working group identified four **core themes** that may be of particular importance in envisioning the UWindsor 2020 curriculum.

1. **Interdisciplinarity**
    – Exposure to, and experience working and thinking in interdisciplinary and interprofessional ways, particularly in addressing complex problems

2. **Cultural acuity**
   – Developing students as global citizens *and* citizens of the nation state
   – Internationalisation and indigenisation of curricula
   – Curricula that enhance students' capacity to recognise and work across difference, power dynamics, and complex historical and cultural contexts
3. **Critical self-awareness**
   – Empowering students to critically identify and clarify their own values and those of their chosen discipline
   – Curricula enhance students' ability to identify, empathasise with, and utilise interdisciplinary ways of thinking and knowing
   – Learning how to learn
4. **Technical / Technological literacy**
   – Critically assess the role of technology for disciplines, society, and self
   – Develop high level technical and technological literacy that translates to practice

We envision a future where the University of Windsor can, and possibly must, produce graduates who are able to clearly articulate what they know, believe, and value. To do this effectively, students must be able to describe explicitly the extent and value of their knowledge (which goes far beyond a monetary value). Linking outcomes directly to the learning experiences and assessment/evaluation in the course or program makes it explicitly available to the learner (Biggs, 2014). Requiring them to reflect on and describe their ongoing development as a learner, their evolving worldview, their skills and beliefs (for example, through reflective writing, or a learning portfolio) are ways that we can help students develop a deep understanding of their chosen discipline, as well as articulating what they have gained through their University of Windsor education.

What curricular elements can contribute to achieving these outcomes?

Learning is most effective when it is guided by clear expectations, academic standards and an integrated curriculum, where the various elements of the curriculum (at the program and course levels) are clearly identified and explicitly linked (Biggs, 2014). Additionally, curricula are most effective at facilitating learning when they consist of a critically designed pathway that scaffolds learning from the start of a student's academic engagement with the university until they graduate, and includes meaningful, intentional integration of core skills in the majority of courses. Sequencing and developmental elements of curricula require regular review and maintenance, rather than being seen as a one-shot event to get through administrative requirements. Taking and iterative and developmental approach to curriculum renewal ensures that students are actually exposed appropriately to learning activities, assessment, and feedback that help them improve throughout the course of their programs. Regular review of curricula through formal, collegial renewal processes should surface any gaps that have developed in the curriculum through curricular drift, staff changes, and other perturbations. For example, if communication is explicitly taught in first year but not taught or assessed again until a final year capstone course, students have not had the opportunity to adequately develop those skills and cannot be expected to have improved to an appropriate level for a graduate. Wolf's (2007) curriculum development process (Appendix C) provides a well-founded and widely used model as a starting point for curriculum discussions.

The Working Group explored a suite of potential curricular elements and approaches to teaching that have been demonstrated to facilitate successful attainment of the current, and potentially new learning outcomes. Kuh (2008), who developed the widely-used *National Survey of Student Engagement* (NSSE), identified a series of **High Impact Practices** (HIPs) that have been shown empirically to be effective in improving student engagement, depth of learning, and educational gains. These practices include:

- First year seminars and experiences
- Common intellectual experiences (core courses)
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Exposure to diversity/global learning
- Service or community-based learning
- Experiential learning, internships, co-op, field experience, etc.
- Culminating senior experience (capstone courses, projects, portfolio, thesis)

While these practices are likely to be highly effective, they are best applied and most effective at the program level, rather than in isolated courses, which requires a high level of collegial engagement in the process at the program or departmental level. It will therefore be important to consider the role of alignment in curriculum development and renewal. The aligned curricular approach requires appropriate scaffolding of courses to build an intentional, coherent, developmental curricular pathway that meets the program level learning outcomes and exposes students to a wide variety of high impact practices (Kuh recommends at least two of the HIPs be intentionally developed in each course). The working group considered that the notion of crafting a program that is comprehensive, integrated, and experiential was critical to achieving learning outcomes, but also recognises the significant challenges this approach faces.

One possible approach worth exploring would be requiring all programs to provide an alignment map that addressed learning outcomes mapped from the *UDLEs* to the program and courses against learning activities, and assessment of each core course in relation to the program would be helpful. This would make explicit how each course in the program helped to achieve the stated program learning outcomes. It would also help faculty and program coordinators to identify gaps and other issues with their programs, and also build internal knowledge of the program.

Delivery modes and credentials

Another area for further examination is the mix of delivery modes for curricula that we currently use. Including more courses and programs delivered through flexible modes that offer students choice in how they engage with the institution may help meet the needs of existing and potential new clienteles, with the potential benefits including higher recruitment, retention, and progression rates. Exposing students to different ways of learning also provides them with opportunities to take greater responsibility for their own learning, and to develop 21st Century skills such as effective online communication and remote teamwork. The provincial government is heavily supporting universities to move in this direction where possible and sensible, and students are expecting that they will be able to do at least part of their programs online (UBC for example expects that all students will take at least 10 percent of their program online as an intentional part of their learning experience). This also opens additional markets not currently captured, and offers the potential to develop innovative programming for international students, or domestic students who seek an international experience. It also aids in providing meaningful experiential learning opportunities for students if they can choose co-op, practicums, internships etc. in locations outside the Windsor-Essex region and still maintain progress in their studies by taking online or blended courses.

Consideration should be given to the notion of expanding credential types. For example, laddered credentials (sub-degree level credentials than can be combined to provide advanced standing in a degree program) can offer those who are not confident about starting a full degree program an opportunity to experience university learning. Queens University's 'Queens Advantage' program is an example of a

successful model, and there are several others in Ontario. Lifelong learners may be more likely to take shorter, targeted certificate or graduate diploma programs, and be able to receive employer support for these activities (e.g. Craig, 2015; Selingo, 2013), and these are potentially important ways to attract new students who may then apply those credits to full degrees in the future. Expansion of continuing education and non-credit programs is also a potentially important driver in future success.

How will we know if our students are successful?

Quality curricula include reliable, valid, authentic means of determining what our students know, value, and believe. The importance of meeting expectations of academic standards, both internally and externally determined, is likely to be critical in the next five years. This will mean that assessment practices will need to be rethought and truly aligned with learning outcomes and opportunities. Assessment is a powerful driver of student behaviour, and the quality of assessment tools has a significant impact on both the quality of learning, and how educators are able to know the outcomes of the learning that happens in their courses. The *Assessment 2020* framework (Appendix B), co-authored by former UWindsor visiting fellow in educational development, Dr. Gordon Joughin (Boud et al., 2009), is an interesting model of where assessment practice may develop in the future.

Course and program level assessment of learning is only one indicator of the success of programs. Other indicators (not an exhaustive list) that may be worthy of further investigation include:

- Enrolment;
- Level of exposure to High Impact educational Practices (HIPs);
- Progression and retention rates;
- GPA of students and graduates;
- Employment rates (within and outside the field of study);
- Successful professional examinations and registrations;
- Rate of students returning to further studies;
- Outcomes of student experience surveys, for example, NSSE, CEQ (not currently used), and SETs;
- AHELO/EASI exit exams (not currently used in Canada, but have been piloted, including at UWindsor).

The recent review of the provincial funding formula for universities also identified nine suggested metrics for student success and learning. These included:

1. Learning outcomes achievement;
2. Course evaluations;
3. Number of credit transfers and pathways;
4. Work-integrated learning opportunities;
5. Graduation rate;
6. Graduate employment rate;
7. Time-to-completion;
8. Retention rates;
9. Student population (diversity, demographics).

If these metrics are adopted in the funding model, universities will obviously have to pay close attention to not only achieving positive results in these areas, but also to collecting multivariate evidence that they have been achieved. While many consider the notion of measurement of educational outcomes as highly problematic, institutions may have little choice in the matter if their funding relies on measuring their achievements. Engaging faculty deeply in the process of identifying indicators of success, and recognising

that there are many ways to define, describe, and value successful outcomes will help the institution provide holistic data about the value a UWindsor education provides for our graduates.

Challenges to achieving this vision

Developing new curricula, or revising existing ones, is a difficult process. There are fundamental challenges in the process, some of which are structural or institutional, some are cultural, and others are disciplinary. In recognising these issues, we see them as complex human interactions that will take time and resources to address. Some of the key challenges the Working Group observed include:

- Finding ways to value and reward teaching at the same level as research;
- Critically addressing the process of curriculum development and renewal so that it is more streamlined and integrated, more collegial and open, more focused on students and developmental learning, and alignment to desired outcomes;
- Ensuring achievement of learning outcomes;
- Threats to the traditional institution – there are many alternatives to universities and degree programs that are becoming increasingly accessible and popular, including those offered by big name institutions with high brand recognition;
- Declining local population and traditional market for UWindsor – there is a need to explore new markets if Windsor aspires to grow or even maintain our current enrolment levels;
- Increasing access to PSE increases diversity of students, which makes curriculum planning more complex and challenging to ensure meaningful outcomes for all students;
- Credentialism (students may focus primarily on achieving a credential, rather than education) challenges the traditional notion of liberal education and mastery of a discipline's body of knowledge;
- Acknowledging that faculty will have different priorities at different career points, and providing appropriate supports and development for them to meet these needs;
- Maintaining quality curricula with increasing class sizes.

Rising to the challenge: Investing in our educators and the learning environment

Curriculum development is fundamentally a means through which we identify and acknowledge the traditions, knowledge, and wisdom of our academic tribes. It is a means of expressing our academic selves and asking ourselves what we want our institution to be known for. Broadly, one can think of curricula as social contracts we engage in with our disciplinary colleagues, our students, and the institution, which means that we all have a responsibility to engage meaningfully in the process.

As scholars in our respective disciplines, the process of developing curricula is exploratory and has a scholarly approach at its core. This includes practices such as engagement with the disciplinary scholarship of teaching, using evidence-based teaching practices, engaging with pedagogical experts, seeking training and professional development, and peer review of teaching, all of which are available at UWindsor. It should also be recognised that one of the most powerful drivers of curricular change is the intrinsic motivation of excellent educators to seek continuous improvement in their practice. Providing conditions that support and enhance that motivation, and which recognise the balance and interaction between core activities of research, service, and teaching, must receive enhanced focus.

The institution can support curricular reform in many ways, through policy and guidelines, education and development opportunities, appropriate award and reward structures, recognition, investment in support mechanisms, and the physical environment of the campus. Some of the conditions that the university can address that may help enhance our approach to teaching and learning include:

- **Appropriate recognition for excellence in teaching**
  - Hiring and PTR – revised criteria, teaching dossier
  - Flexible career pathways
  - Awards
- **Funding / financial support for pedagogical innovation**
  - Implement an innovative teaching start up fund similar to research start up
  - Course development funding
  - Pedagogical innovation / scholarship of teaching and learning / research funding
  - Development of teaching spaces that support pedagogical innovation
  - Providing appropriate technology to support teaching and learning
- **Culture**
  - Measured pedagogical risk is important for innovation – e.g. creating an experimental course designation that allows for pedagogical experimentation but which can be excluded from cumulative SETs
  - Enhancing the discourse around teaching
  - Encouraging scholarship of teaching within the disciplines
  - Encouraging peer review of teaching (building on the existing Peer Collaboration Network)
  - Support/training – availability of appropriate support for teaching, enhancing requirements for teaching excellence for hiring and PTR processes
  - Clear development pathway for new faculty, GAs and TAs, sessional instructors
  - Develop new policies and guidelines that provide clarity around what we value as an institution, what best practices in teaching look like, and what we expect from our educators
  - Encouraging and providing tools to allow data / evidence driven decision making in pedagogy and curriculum.

Investing in the development of our faculty as educators, and providing the physical, technological, policy, and cultural environments in which high quality teaching can flourish is necessary to the success of the institution. What those elements will ultimately look like, what is achievable, and within what timeframe are all well beyond the scope of this Working Group.

Where to from here? Observations on developing a curriculum for 2020 and beyond through engaged faculty, students, and the community

Establishing effective curriculum is complex, and requires ongoing cycles of review and refinement. Such a process might include, on an ongoing basis, the entire UWindsor community and all our stakeholders - faculty, students, staff, the broader community we serve, professional bodies, and employers of our graduates - in a conversation about what they see as our strengths, challenges, and opportunities. Valuing and promoting the practices of our inspiring and committed educators will help us to identify a representative range of personalised, interactive and engaging pedagogical approaches that can underpin our institutional vision for the Windsor student learning experience.

Consultation might also necessarily engage institutional committees (UCAPT / PTR, curriculum committees where they exist, PDC, APC, By-Laws, etc.) who define the policy environment within which we teach and learn. Other groups on campus (student and faculty associations, unions) and non-academic are critical to the conversation - every employee and every person who interacts with the institution contributes to the experience our students have while they are here, and this experience has an impact far beyond graduation. If we truly believe in the notion of lifelong learning, and if we want our students to return to us in the future as engaged alumni, donors, and higher learning students, we must provide an experience that they believe was valuable, engaging, caring, and centred on their needs.

The Working Group notes that there are a number of considerations that should be addressed in developing of recommendations for a 2020 Curriculum that may serve as big picture questions to drive discussion.

- We need a clear, evidence-based picture of how well our students are achieving existing program level learning outcomes and the required UDLEs/GDLEs. This necessarily may require rethinking how we assess learning at the program level.
- Linkages with outcomes of other projects such as the Senate Working Group on Learning Outcomes, and the implementation of the new ERP may help to inform curricular innovation.
- The University and its departments collect and maintain large datasets (for example, NSSE, SETs, graduate surveys, grade data, progression and retention data, enrolment data and more). Consideration should be given to instructors, as the primary interface with curricula, can better use the data we already have to inform curriculum and other teaching and learning related decisions. This is particularly important as we move to implement the new Outcomes and Analytics tools available with Blackboard so that they can be used to empower instructors and program coordinators / departments with data that can be used as one means of identifying areas of strength and weakness in their academic enterprise, to ultimately inform continuous improvement.
- Significant faculty and senior management renewal is happening at the moment with the SPF 50 hiring, as well as normal turnover and the various administrative vacancies. This presents a unique opportunity to work together as a community to foster change and cultural development if we so choose.
- Consideration for the important role that sessional and contract instructors play in the student experience and the culture of the institution. Finding ways to integrate our exceptional sessional members more deeply and consistently in the fabric of the institution, drawing on their considerable experience and expertise to contribute to the culture we want for the institution will improve the experience for our entire community.
- Consider ways to systematically help *all* faculty develop holistically throughout their careers as scholarly teachers and researchers, and potential future academic leaders.
- Identifying ways to involve students as partners in the educational endeavour at all levels, including the development of curricula.
- Defining and developing a shared understanding of the 'Windsor Experience' so that faculty and students can strive together to build an experience and a culture that is exceptional and lives up to the promise of our heritage and our collective potential.

A final word

As noted at the beginning of this paper, the Curriculum 2020 Working Group is a very small group from diverse backgrounds and areas in the institution who engaged in a discussion over a short period about a topic that is of critical importance to the future of the University of Windsor. We have made some observations about current and potential future directions of the institution and higher education in general, drawing on our own expertise, experience, and a brief engagement with the literature. Our observations attempt to indicate the key factors we think should inform decisions about our approach to evolving our collective curricular activities.

We believe that all institutions, especially those charged with the special responsibility of generating and disseminating knowledge, need to change and evolve, to constantly re-examine their practices and adjust course as necessary to meet their mandate. We also fully recognise that many of the ideas contained in this discussion paper are contested and contestable, and would require significant change at many levels

to become reality. We recognise the individual aspirations to educational and academic excellence of our dedicated instructors, but also the importance of translating those individual aspirations to a collective vision for a distinctive University of Windsor education. This is far more than a marketing exercise, or a response to an external mandate; it is about identifying our institutional identity and fostering engagement in our university community.

We believe that recommendations about what the UWindsor curriculum of 2020 must come from a much broader engagement and conversation with the University of Windsor's extended community. Starting this conversation through invitation to comment on this discussion paper is one possible beginning point. This discussion paper sets out the broad landscape, and a follow-up paper may be needed to provide exploratory propositions derived from the broad consultation that will focus the discussion more critically and lead to actionable outcomes.

Our intention with this document is to start a conversation, to provoke reflection, to acknowledge some of our strengths and potential challenges we will face in the future. Whether it leads to a revolution, or a gradual evolution, the next steps are up to the UWindsor community. The possibilities are all in the hands of our **engaged faculty, students, and community**.

References and resources for further reading

Arum, R. and Roksa, J. (2011). Academically adrift: Limited learning on college campuses. Chicago: University of Chicago Press.

Austin, I. and Jones, G.A. (2016). *Governance of higher education: Global perspectives, theories, and practices*. New York: Routledge.

Biggs, J. (2014). Constructive alignment in university teaching. *HERDSA Review of Higher Education*, 1, 5-22.

Buller, J.L. (2015). *Change leadership in higher education: A practical guide to academic transformation.* San Francisco: Jossey-Bass.

Carey, K. (2015). *The end of college: Creating the future of learning and the University of Everywhere.* New York: Riverhead Books.

Chan, D. K. K. (2011). In search of an ethical university: a proposed East–West integrative vision. *Ethics and Education*, *6*(3), 267–278.

Christensen, C.M. and Eyring, H.J. (2011). *The innovative university: Changing the DNA of higher education from the inside out.* San Francisco: Jossey-Bass.

Clark, I.D., Moran, G., Skolink, M.L., and Trick, D. (2009). *The forces reshaping higher education in Ontario.* Kingston: McGill-Queens University Press.

Clark, I.D., Trick, D. and van Loon, D. (2011). *Academic reform: Policy options for improving the quality and cost-effectiveness of undergraduate education in Ontario.* Kingston: McGill-Queens University Press.

Conrad, C.F. and Hawarth, J.G. (1995). *Revisioning curriculum in higher education.* ASHE Reader Series. Needham Heights: Simon and Schuster.

Craig, R. (2015). *College disrupted: The great unbundling of higher education*. New York: Palgrave-MacMillan.

Fallis, G. (2013). Rethinking higher education: Participation, research, and differentiation. Kingston: McGill-Queens University Press.

Fraser, S.P. (2006). Shaping the university curriculum through partnerships and critical conversations. *International Journal for Academic Development*. 11(1), 5-17.

Fullan, M. and Scott, G. (2009). *Turnaround leadership for higher education*. San Francisco: Jossey-Bass.

Johnson, L., Adams Becker, S., Cummins, M., Estrada, V., Freeman, A., and Hall, C. (2016). *NMC Horizon Report: 2016 Higher Education Edition.* Austin, Texas: The New Media Consortium.

Kuh, G.D. (2008). High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter. Washington: Association of American Colleges and Universities.

Long, B. (2010). Losing sight of Humboldt: a synoptic review of Australian government policy over the last 35 years. *Journal of Further and Higher Education*, 34(3), 451–465.

Newman, J. H. (1907). *The idea of a university defined and illustrated: In nine discourses delivered to the Catholics of Dublin.* London. Public Domain.

Norrie, K. and Lennon, M.C. (2013). *Measuring the value of a postsecondary education.* Kingston: McGill-Queens University Press.

Postareff, L., Lindblom-Ylänne, S., & Nevgi, A. (2007). The effect of pedagogical training on teaching in higher education. Teaching and Teacher Education, 23(5), 557–571.

Potter, M. K., Kustra, E., Ackerson, T., & Prada, L. (2015). *The effects of long-term systematic educational development on the beliefs and attitudes of university teachers.* Toronto: Canada. Retrieved from http://www.heqco.ca/SiteCollectionDocuments/Teaching Certificate ENG.pdf

Selingo, J. J. (2013). College (un)bound: The future of higher education and what it means for universities. Las Vegas: Amazon.

Verburgh, A., Elen, J., & Lindblom-Ylänne, S. (2007). Investigating the myth of the relationship between teaching and research in higher education: A review of empirical research. *Studies in Philosophy and Education*, 26(5), 449–465.

von Humboldt, W. (1810). Ueber die innere und aeussere Organisation der hoeheren wissenschaftlichen Anstalten in Berlin [On the inner and outer organisation of institutions of higher learning in Berlin]. In A. Leitzmann, B. Gebhardt, & W. Richter (Eds.), *Wilhelm von Humboldt's Gesammelte Schriften* (pp. 1903–1935). Berlin, Germany: Band X.

Wolf, P. and Christensen-Hughes, J. (2007). Curriculum development in higher education: Faculty-driven processes and practices. *New Directions for Teaching and Learning,* 112. San Francisco: Jossey-Bass.

Online resources:

http://www.theguardian.com/higher-education-network/blog/2012/aug/24/higher-education-in-2020

http://halfanhour.blogspot.ca/2016/03/the-2016-look-at-future-of-online.html

https://theconversation.com/what-students-want-and-how-universities-are-getting-it-wrong-10000

https://www.kpu.ca/sites/default/files/Teaching%20and%20Learning/Assessment_2020_final%5B1%5D.pdf

https://www.deakin.edu.au/__data/assets/pdf_file/0007/192238/AGENDA-2020-curriculum-framework-updated-2014.pdf

http://lrs.ed.uiuc.edu/students/cwang2/vision.html

Appendix A: Definitions

BYOD: Bring your own device – an approach to IT resourcing where IT planning involves acknowledgement that the majority of customers will own and want to utilise their own, non-standardised equipment.

Curriculum: The sum of a student's learning experiences, interactions with an organised body of disciplinary knowledge, and development towards disciplinary beliefs, values, attitudes and knowledge. This includes the intentionally designed and scaffolded pathway through the learning.

High Impact Educational Practices: A set of educational practices developed by Kuh (2008) that have been shown to improve outcomes and experience of students in higher education.

High touch: Highly engaging and engaged courses, usually with smaller class sizes, that incorporate High Impact Practices. More often found in upper level courses.

Laddered credentials: Sub-degree level credentials than can be combined to provide advanced standing in a degree program.

Low touch: Large enrolment classes, often foundational classes, where there are often fewer high impact practices embedded.

Micro-credential: credentials that require fewer credit-hours than full degree programs, e.g. certificates, graduate diplomas, MOOC certificates, badges, code academy certifications.

National Survey of Student Engagement (NSSE): A survey used in North American higher education institutions to measure student perceptions of their participation in engaging and learning activities. Localised versions of the instrument are used around the world.

Outcomes-based education: An approach to education that values educational outcomes over inputs, for example, seeking evidence of what a student knows, believes, values, and can do at the end of a program of formal study.

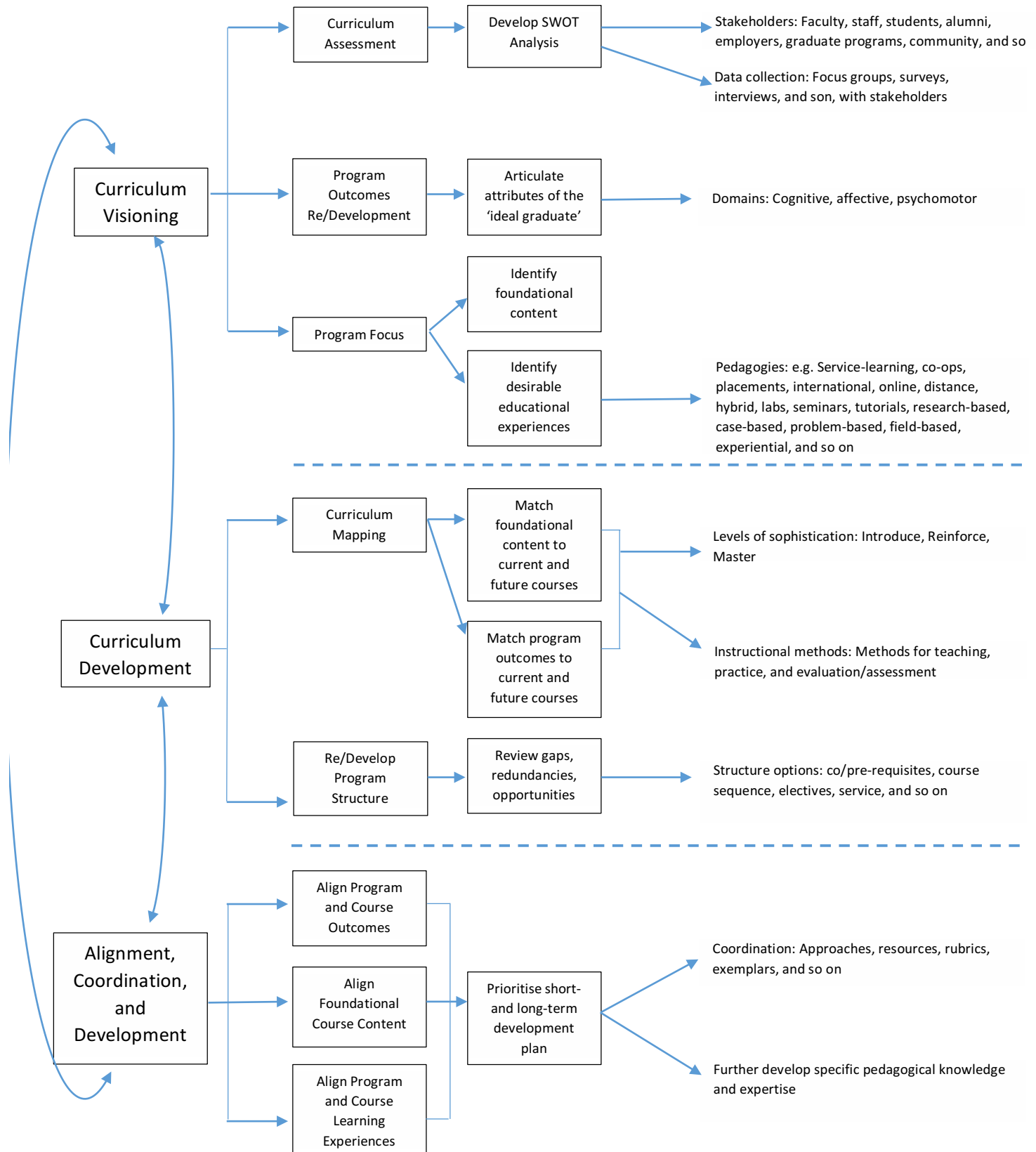**PSE:** Non-compulsory post-secondary education

UDLEs/GDLEs: Undergraduate or Graduate Degree Level Expectations – the core learning that students should achieve by the end of their degree programs.

Appendix B: Assessment 2020 framework (Boud et al., 2009)

Assessment is most effective when:

1. It is used to engage students in learning that is productive
    a. It is designed to focus students on learning;
    b. It is recognised as a learning activity that requires engagement in appropriate tasks;
2. Feedback is used to actively improve student learning;
3. Students and instructors are responsible partners in learning and assessment;
    a. Students take responsibility for assessment and feedback processes;
    b. Students develop and demonstrate the ability to judge the quality of their own and others' work against agreed standards;
    c. Dialogue and interaction about assessment processes and standards are commonplace between and among instructors and students;
4. Students are inducted into the assessment practices and cultures of higher education;
    a. Assessment is carefully structured early in PSE to ensure students make a successful transition to university;
    b. Assessment practices are responsive to diverse expectations and experiences of students;
5. Assessment *for* learning is at the centre of course and program design;
    a. Assessment design is recognised as an integral part of curriculum planning from the earliest stages of course development;
    b. Assessment is organised holistically across courses with complementary, integrated tasks;
6. Assessment for learning is a focus for faculty and institutional development;
    a. Professional and scholarly approaches to assessment are developed, deployed, recognised, and rewarded by institutions;
    b. Assessment practices and curriculum are reviewed in light of graduate and employer perceptions of graduate preparedness;
    c. Assessment of student achievements is judged against consistent national and international standards that are subject to continuing dialogue, review and justification within disciplinary and professional communities;
7. Assessment provides inclusive and trustworthy representation of student achievement;
    a. Interim of formative assessment results are focused on feedback and learning progress, and do not play a significant role in determining students' final grades;
    b. Evidence of overall achievement to determine final grades is based on assessment of integrated learning;
    c. Certification accurately and richly portrays graduates' and students' achievements to inform future learning and careers.

Appendix C: Curriculum Development: Process Overview (based on Wolf, 2007)

Curriculum Visioning

- Curriculum Assessment → Develop SWOT Analysis
  - Stakeholders: Faculty, staff, students, alumni, employers, graduate programs, community, and so
  - Data collection: Focus groups, surveys, interviews, and son, with stakeholders

- Program Outcomes Re/Development → Articulate attributes of the 'ideal graduate'
  - Domains: Cognitive, affective, psychomotor

- Program Focus
  - Identify foundational content
  - Identify desirable educational experiences
    - Pedagogies: e.g. Service-learning, co-ops, placements, international, online, distance, hybrid, labs, seminars, tutorials, research-based, case-based, problem-based, field-based, experiential, and so on

Curriculum Development

- Curriculum Mapping
  - Match foundational content to current and future courses
  - Match program outcomes to current and future courses
    - Levels of sophistication: Introduce, Reinforce, Master
    - Instructional methods: Methods for teaching, practice, and evaluation/assessment

- Re/Develop Program Structure → Review gaps, redundancies, opportunities
  - Structure options: co/pre-requisites, course sequence, electives, service, and so on

Alignment, Coordination, and Development

- Align Program and Course Outcomes
- Align Foundational Course Content
- Align Program and Course Learning Experiences
  - → Prioritise short- and long-term development plan
    - Coordination: Approaches, resources, rubrics, exemplars, and so on
    - Further develop specific pedagogical knowledge and expertise

University of Windsor
Senate

5.3.1: **Report of the Academic Colleague**

Item for: **Information**

Academic Colleagues met in Toronto on December 6 and 7, 2016.

Dinner Meeting, December 6, 2016.

Guest Speaker: Susan McCahan, Vice-Provost, Innovations in Undergraduate Education, University of Toronto Dr. McCahan provided an overview of the work underway in the COU Task Force on Quality Indicators of the Undergraduate Learning Experience, and MAESD's Subgroup on Experiential Learning. *Task Force on Quality Indicators:* Category areas of student experience, and teaching and learning, are likely to be included as part of upcoming funding formula/SMA agreements. For each category, the Task Force proposed three required metrics, and a set of metrics universities may choose to report on. The proposed required metrics related to teaching and learning are: graduation rate; composite score on NSSE questions related to students perceived gains in higher order learning outcomes; and proportion of programs with explicit curriculum maps and articulation of learning outcomes. Proposed required metrics for student experience are: student retention rate from year one to year two; proportion of fourth year students with two High-Impact Practices or average number of HIPs per student; and proportion of operating expenditures on student services.
The Task Force proposal has been submitted to MAESD for review.
Update on the MAESD Subgroup on Experiential Learning: This subgroup has been discussing definitions of experiential learning. Given the challenges associated with definitions, the subgroup has decided to gather information regarding definitions and available data, and produce a report. The draft report will be circulated to institutions before it is sent to the ministry.

Academic Colleagues Meeting, December 7, 2016.

COU Update to Academic Colleagues

Tuition Framework: A variety of options are being considered by MAESD for the tuition framework including a rollover of the status quo, an overall increase of 3% with some programs up to 5%, or an increase for the incoming cohort and a cap on existing students. Predictability for students planning purposes is a consideration.

Funding Review: Large changes in the funding formula are not expected, but it is expected that SMAs will be used for enrolment management, and the negotiation of funding corridors. It is expected there will be funds for growth in addition to performance based funding. Priority areas are expected to include: Teaching and learning, student experience, access, skills development and research excellence.

OSAP/Net Billing: Sixteen universities are currently running pilot projects aimed at developing a net billing process for 2017-2018.

Academic Colleagues Guest

Harvey Weingarten, President and CEO of the Higher Education Quality Council of Ontario (HEQCO)
met with the Academic Colleagues to discuss Ontario's PSE landscape and the development of learning
outcomes metrics. Highlights included:

- PSE has changed dramatically over the last generation, particularly in terms of enrolment. Funding
  mechanisms have driven enrolment growth. Currently, Ontario universities receive approximately
  45% of operating funds from government. In the global context, this is relatively high.
- Universities used to be more highly regarded than they are today. Government is concerned that
  universities are self-absorbed; colleges have done a better job interacting with government. The
  Government is not our friend, and post-secondary education is easy to cut.
- Media coverage about universities has not been as positive in recent years. The media is not our
  friend; they want to sell ad space and stories.
- Sustainability is an important concern: In particular, government is concerned about the quality of
  student experiences. Universities need to focus on addressing this issue.
- The jobs agenda drives the discussion with both the public and the government.
  Dr. Weingarten recognized that one could be depressed by these facts but was explicit that this is a
  time of enormous opportunity.
- Higher education is beginning a transformation from content to ideas about skills and meaningful
  credentials.
- Innovation in the higher education sector is desperately needed, but there are significant barriers in
  place. Consider McMaster Medical School. Would your senate or the quality council consider
  approving a medical training program that shortened the time frame of the medical degree, does not
  cover basic science, and has no grades or final exams on topics that are led by non-experts? We need
  to think outside the box of current program development.
- Employers are not very interested in transcripts, they want skills, so we need to develop methods to
  measure and credential them.
- Students want experiential learning and work integrated learning opportunities. How do we measure
  the skills developed in these situations?
- We have opportunities to find and develop best practices moving forward. Now is the time for
  action. Find the pioneers and reward them for their activities.
- It is far better for the Universities working together to find solutions to these issues than to have
  them imposed by the government.

Discussion followed around topics of engaging faculty, measuring skills or competencies, and motivating
students to take assessments measuring them.

Other Colleagues Business

Debriefing from David Lindsay on the Strategic Engagement Campaign and reports from various COU
committee members rounded out the meeting of the Academic Colleagues.

Respectfully Submitted
P.J. Dutton, Academic Colleague.

University of Windsor
Senate

*5.5.1:   **MBA (Fast Track) – Clarification**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements to the Master of Business Administration (Fast-Track) be changed and the existing Professional Accounting Specialization be added to the program name.

Rationale:
- The changes to the degree requirements approved by Senate in June 2016 are very minor, requiring that students select two of four advanced topics courses which was always the intent of the School but erroneously outlined in the original Form B.
- The professional accounting specialization will be added to the program name so that it can appear on the diploma parchment.
- Clarifications: Other minor editorial revisions were made to the PDC Form B for greater clarity. These changes do not alter degree requirements but are being submitted for information to ensure that the record is updated. Revisions are in bold and strikethrough.
- The changes have been approved by the Odette School of Business and the Program Development Committee.

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

A. Basic Program Information

FACULTY:	Business
AAU:	
Program Title:	Fast Track MBA
Name of Program as it Will Appear on the Diploma (*e.g.,* Bachelor of Arts Honours Psychology with thesis) *[Please note that, for general degrees, the discipline is not included on diplomas.]*	Master of Business Administration – **Professional Accounting Specialization**
Proposed Year of Offering:	Fall ~~2016~~ **2017**
Mode of Delivery:	On site supplemented by Web-based instruction
Planned Student Enrolment (per section B.4.2)	90
Normal Duration for Completion:	8 months to 16 months
Will the revised program be run on a cost-recovery basis?	~~Yes~~ **NO**

B. Major Program Changes - Overall Plan

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

The objective of the Fast Track MBA is to provide the scope and depth of education to sustain a successful career in business, public sector and not-for-profit organizations. The program is structured and delivered in modes to assure timely completion and an excellent learning experience. Fast Track MBA students may choose to concentrate their education in a business discipline by taking a prescribed set of courses in the Candidate Year of the program.

The Odette School of Business shelved the Fast Track MBA in 2010 because of competing needs for resources. Given strong market interest and new faculty resources it is now time to re-offer the program.

The Fast Track MBA will satisfy regional industry's need for skilled and educated managers in more specific and niche industries while allowing for the generalist business professional to gain vital business acumen for management. The proposed changes to the existing program will provide more flexibility in two areas: (1) a delivery mode which is more flexible include both students who are working full time, and students who are dedicating their full attention to academics, and (2) a diverse course offering which can cater to more specific industries in which additional professional certification is required.

The structure of the program will best suit the demands of the prospective student population through a program structured to provide graduate level teaching and learning in contemporary management practices, delivered in a more flexible mode. The Fast Track MBA program provides for students who meet the academic prerequisites to bypass the Qualifying year of the MBA and move into the Candidate Year of the program. The candidate year consists of nine 600-level business courses and Interpersonal Dynamics.

One major program change is the elimination of a required ~~a~~ co-op or internship to complete the Fast Track MBA, thus allowing students to complete their MBA over ~~two~~ **three** semesters. The intended and expected impact of the program is the creation of a highly educated workforce through graduates who display advanced skills and abilities in the business sector.

SMA, University of Windsor
The Fast Track MBA is consistent with the University of Windsor Strategic Mandate Agreement. The SMA identifies areas of strength on which the University of Windsor can build. The sections of the SMA that are relevant to the Fast Track MBA are reproduced below.

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

SMA 1. JOBS, INNOVATION, AND ECONOMIC DEVELOPMENT
This component highlights institutions' collaborative work with employers, community partners, and regions, or global level, to establish their role in fostering social and economic development, and serving the needs of the economy and labour market.

SMA 1.1 Areas of Institutional Strength
The University of Windsor supports the economic and cultural development of its community and the surrounding region.

SMA 5. PROGRAM OFFERINGS
This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally oriented mandates. This component also recognizes institutions that provide bilingual and/or French-language programming for students.

SMA 5.1 Areas of Institutional Strength
Current program areas of strength include: 1.Business.

The Odette School of Business is recognized as an area of institutional strength. In part, this status is built on the historical relationship between the accounting profession and the School. It is important to maintaining the strength of the program and to the recruitment of accounting students that the course offerings available to students provide the highest level of advanced standing for entry to the CPA profession.

SMA 6. INSTITUTIONAL COLLABORATION TO SUPPORT STUDENT MOBILITY
This component profiles partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, credit transfer pathways and collaborative or joint programs between or within sectors.

University of Windsor Mission

The revised program fits very much in line with the strategic plan of the University of Windsor. First, as the University's mission is: "*Enabling people to make a better world through education, scholarship, research and engagement,*" the goal of a better world through education is being addressed head on as this program is intended to increase the education level of current and future leaders of our economy. Furthermore, as this is an MBA program, the commitment to the engagement of the Windsor-Essex business community is vital to developing a fulsome education for our students. An MBA program is truly a blend between academia and industry as in class and experiential learning are fluidly intertwined. The proposed program changes also enable the University to continue to expand on its graduate program offering, building on professional strengths, yet maintaining true to a core value of research. Finally, this program will strengthen the economy, quality of life, and well-being of the Windsor-Essex region through the creation of a more talented pool of graduates across all business functions.

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

The Fast Track MBA will require students to take two mandatory course listed below and plus an additional nine Fast Track MBA courses. See Form Ds for courses.
- Interpersonal Dynamics (04-76-501)
- Strategic Management (04-75-698)

The students will not be required to complete a co-operative education semester in the Fast Track MBA.

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

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

B.4   DEMAND FOR THE MODIFIED PROGRAM

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

Initially, Candidate Year courses will meet the requirement of the ~~Certified Public Accountants of Ontario~~ **Chartered Professional Accountants of Ontario** (~~CPAO~~ **CPA Ontario**) for students seeking a ~~Certified Public Accountant~~ **Chartered Professional Accounting** (CPA) designation to complete graduate level courses required by the ~~Certified Public Accountants of Ontario (CPA)~~ **CPA Ontario** to qualify to write the exit exams to obtain a designation. There is currently significant demand for a program which would allow for students to continue their education at a single institution ~~designation~~.

Fast Track MBA
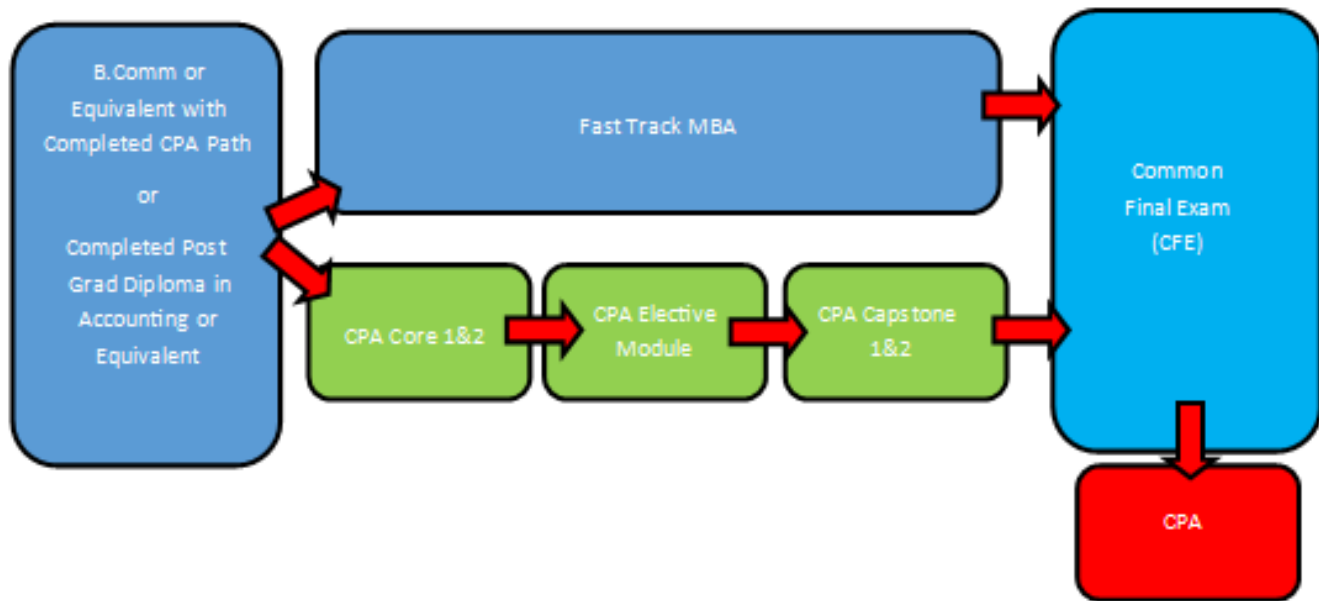
B.4.2 Expected Impact of Changes to Estimated Enrolments

 Projected enrolment levels for the first five years of operation of the revised program

	First Year of Operation (F2016)	Second Year of Operation	Third Year of Operation	Fourth Year of Operation	Fifth Year of Operation (Steady State enrolment)
Total	60	90	90	90	90

~~Two intakes per year (fall and winter).~~
- o   Expected attrition rate would be very small for accounting concentration as the program is only spread over ~~two~~ **three** semesters.
- Domestic student population of greater than 90%

Annual projected student intake into the first year of the co-op/experiential learning version of the revised program: N/A

B.4.3 New Involvement in a Collaborative Program/Changes to Collaborative Program (QAF section 1.6)
NA

B.4.5 Duplication (MTCU section 7)

This Fast Track MBA program is similar to programs at other universities that provide the full range of CPA relevant courses consistent with professional requirements. The program is necessary to allow students from the Odette School of Business to complete their accounting education at the University of Windsor. Back in the 1970's the University of Windsor was known for its strength in accounting, this new concentration maintains our historic strength.

Because of differences in credentials required for professional accountants, this program is not duplicated by any USA programs.

Fast Track MBA Influence on Undergrad and Local Business

The proposed Fast Track MBA has significant impact beyond the scope of graduate level education. In speaking with incoming high school students and parents who are considering the option of Odette against other Ontario business schools the question often arises of the capability of qualifying to become a professional accountant through a program offered by Odette. The proposed Fast Track MBA, for example, with an accounting concentration would allow students to complete their entire academic qualifications at one institution, a significant selling feature to prospective undergraduate students. Furthermore, a number of institutions in Ontario currently offer some, if not all of the required education to complete the academic qualifications required to complete the final exams to obtain a CPA. Failure to launch this concentration in a timely fashion will definitely result in decreased numbers of enrolment at the undergraduate level as other schools are offering a more streamlined path to become a CPA.

In addition to the potential decrease of undergraduate applicants, local accounting firms and the local businesses requiring accountants may also suffer. As we can see in *Appendix B* there is significant support from firms who are looking to hire Odette accounting students from both a permanent and co-op placement standpoint. Since winter of 2013 through to the summer of 2015, there were 360 total Co-op placements of business students; 41% of these placements were to either accounting firms (84/360), or were accounting students placed in accounting related positions (61/360). To further illustrate the co-dependence of the accounting program and the business community, in the two year span of 2012 through 2014 Odette accounting graduates totaled 120 hires in the local community with 66 of these working in CPA path firms. There is a demonstrated demand for highly educated managers in the financial services industry. The Fast Track MBA, will serve this demand well.

B.5   RESOURCES
B.5.1 Resources Available

Revenue
Revenue per student per year: accounting= **$15,000**
Revenue from government= 25 seats at **$12,700** (Working under worst case scenario with zero government funding.)

Page 28 of 102

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

Accounting Concentration						
Overview						
Year		**F2016**	**F2017**	**F2018**	**F2019**	**F2020**
Revenue	**Details**					
Number of Students	Projected enrolment	0	60	90	90	90
Tuition Revenue per year	$ 15,000.00	$ -	$ 900,000.00	$1,350,000.00	$1,350,000.00	$1,350,000.00
Gov't Funding	No gov't funding	$	$	$	$	$
Total Revenue		$	$ 900,000.00	$1,350,000.00	$1,350,000.00	$1,350,000.00
Expenses						
Course Count	Expected number of offerings	0	20	25	25	25
Teaching Cost		$	$ 667,666.67	$ 837,500.00	$ 837,500.00	$ 837,500.00
	+/ Benefits (40%)	$	$ 934,733.33	$1,172,500.00	$1,172,500.00	$1,172,500.00
Offset of teaching load	current teaching load availability	8	8	8	8	8
'New Hire' course count	course offerings minus faculty load	0	12	17	17	17
'New Cost' incurred by Odette		$	$ 462,000.00	$ 654,500.00	$ 654,500.00	$ 654,500.00
	+/ Benefits (40%)	$	$ 646,800.00	$ 916,300.00	$ 916,300.00	$ 916,300.00
Total Cost		$	$ 646,800.00	$ 916,300.00	$ 916,300.00	$ 916,300.00
Net Income		$	$ 253,200.00	$ 433,700.00	$ 433,700.00	$ 433,700.00

Fast Track MBA Staffing Costs

Staffing Cost				
Staff Cost				
Staff Position				
Position	F2016	F2017	F2018	F2019
Administrator	$ 69,819.00	$ 69,819.00	$ 69,819.00	$ 69,819.00
Graduate Secretary	$ 51,554.00	$ 51,554.00	$ 51,554.00	$ 51,554.00
+Reception Secretary		$ 43,388.00	$ 43,388.00	$ 43,388.00
+Career Services			$ 76,000.00	$ 76,000.00
+ Academic Ancillary Staff			$ 95,000.00	$ 95,000.00
TOTAL	$ 121,373.00	$ 164,761.00	$ 240,761.00	$ 335,761.00
Additional Cost	$	$ 43,388.00	$ 214,338.00	$ 214,388.00
Additional Cost + Benefits (24%)	$	$ 53,801.12	$ 265,779.12	$ 265,841.12
Total Cost	$	$ 53,801.12	$ 265,779.12	$ 265,841.12

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

Reception Secretary- (1 head count) would handle some administrative work from both Administrator and Graduate Secretary for all MBA program offerings

Career Services- (1 head count) would handle career services for all MBA program offerings

Academic Ancillary Staff- (1 head count) would handle advising and assist in recruiting for MBA

B.5.1.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Staffing and faculty resources are considered in the budgeting *Appendix A: Budget Summary Sheet.*

B.5.1.1a

Faculty Name & Rank (alphabetical)	Graduate Faculty member (for graduate programs only)	Program Affiliation list all programs offered by the AAU and indicate faculty affiliation to the revised and existing program(s)	
Category 1: Tenured Professors teaching exclusively in the AAU offering the program		*Existing program(s) in the AAU*	*Proposed program*
…	ACCOUNTING: Dr Talal Al-Hayale Dr Maureen Gowing Dr Eksa Kilfoyle Dr George Lan Dr Audra Ong Dr Jagdish Pathak Dr Alan Richardson Dr Michael Shih Dr Jerry Sun FINANCE: Dr Yunbi An Dr Ramesh Chandra Dr Keith Cheung Dr Eahab Elsaid Dr Gurupdesh Pandher Dr Rajeeva Sinha Dr Nancy Ursel MANAGEMENT: Dr Zhenzhong Ma Dr Ashish Mahajan Dr Jacqueline Power Dr Martha Reavley Dr Jang Singh MANAGEMENT SCIENCE: Dr Yash Aneja Dr Fazle Baki Dr Gokul Bandhari Dr Ben Chaouch Dr. Brent Furneaux Dr. Xiaoli Guo Dr Kevin Li Dr Bharat Maheswari		All- potential professors in the program

	Prof Peter Miller Dr Esai Selvarajah MARKETING: Dr Dave Bussiere Dr John Dickinson Dr James Higginson Dr Dave Hutchinson Dr Chike Okechuku Dr Bill Wellington STRATEGY & ENTREPRENEURSHIP: Dr Chris Fredette Dr Gerry Kerr Dr Jonathan Lee Dr Francine Schlosser Dr Anne Snowdon Dr Kent Walker		
Category 2: Tenure-track Professors teaching exclusively in this AAU	**TENURE-TRACK**		
…	FINANCE: Dr Ligang Zhong MANAGEMENT: Dr Guangrui Guo Dr Wren Montgomery Dr Al-Karim Samnani MARKETING: Dr Vincent Georgie Dr Peter Voyer STRATEGY & ENTREPRENEURSHIP: Dr Thomas Kenworthy		All- potential professors in the program
Category 3: Ancillary Academic Staff such as Learning Specialists Positions	**AAS:**		
…	Prof Don Jones Prof Jim Marsh Prof. Peter Savoni Prof Nicole Sleiman		All- potential professors of the program
Category 4: Limited-term Appointments teaching exclusively in this AAU			
…			
Category 5: Tenure or tenure-track or LTA professors involved in teaching and/or supervision in other AAUs, in addition to being a member of this AAU			

…			
Category 6: Sessionals and other non-tenure track faculty			
…			
Category 7: Others			
…			

B.5.1.1b
Faculty CV's can be provided if necessary

B.5.1.1c
The Program may rely on limited term faculty to the same extent as the B.Comm program. The previous financial projections consider a situation where no current faculty can be attributed to teach within the program. This in fact, will not be the true case, because if this program is approved, an adjustment will take place within the accounting area to re-allocate some faculty to graduate studies from undergraduate studies. This means the current projection includes 1 SPF allocation currently provided to the Accounting area and 1 SPF allocation for which application has been made.

B.5.1.1d
The program will not have a thesis component: no supervisor load will be created.

B.5.1.1e
This is a career oriented professional program. Students will self-finance based on projected future and current earnings.

B.5.1.1f   Other Available Resources
The potential for increased resource allocation has been noted in section B.5.1

B.5.1.2   Resource Implications for Other Campus Units (MTCU sections 3 and 4)
The Program will operate within the Odette School of Business and will not require resources from other faculties.

B.5.1.3   Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)
N.A.

B.5.1.4   Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)
The Odette School of Business will consider best possible use of staffing resources to support MBA programming. This may be an expansion of staffing as outlined in the financial projections see "*Potential Staff Cost".*

Faculty allocation will be influenced by the successful launch of the Fast Track MBA in that some faculty who had previously been focused in undergraduate teaching, will become focused on graduate teaching.

B.5.1.5   Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)
The proposal can be implemented with existing AAU resources. The actual allocation of faculty will depend on availability (e.g. subject to sabbatical leaves, approved new hires) Section B.5.1 outlines the total expected number of offerings for all proposed sessions over the next 5 years. This is simply an attribution of costs for the exercise of feasibility of the program.

Odette is actively searching for a minimum of one new full time SPF tenure track accounting faculty member. , motivated in part, to support the teaching needs of this program. Finally, the School continues to develop the portfolio of CPA practitioners from the local community who are qualified and available to teaching CPA related courses and

provide valuable, practical experiential learning opportunities. Like all sessional instructors, CPAs teaching at Odette provide teaching and learning activities as required in the course syllabi developed by tenured, full-time faculty.. Overall, there is a commitment by the School to ensure the appropriate staffing of these courses and an available portfolio of instructors with the skills necessary to implement the program. Furthermore, there are multiple instructors capable of handling each course such that staffing is not dependent on any individual's availability.

Many of the courses to be delivered will use cases to ensure that students develop critical thinking and decision-making skills per one of the learning objectives of MBA programs. Odette will continue to participate in the CPA Canada case consortium to gain access to appropriate case material. Appropriate cases and simulations are also available from private case providers including University based case distributors (e.g. Harvard, Stanford, Michigan, .) and Densmore Consulting Services (http://www.dcscpa.com/). Finally, a number of our faculty are experienced case writers and editors and may develop new material for our programs as part of their scholarly activities.

The case intensive courses will require teaching assistants with experience in case analysis and case-based examinations. The School will develop a network of Odette graduates who have CPAs to work with our faculty in providing feedback on case analyses on a timely basis within this degree program. As Appendix B demonstrates, there is a rich pool of such graduates working within the local area that may be interested in developing this relationship with Odette and the CPA profession. The School sees this as a mechanism to further develop its alumni network and will be engaging with its student services group in building this resource over the next year.

The proposed staffing models have been generated in section B.5.1. The current staffing model with a Program Administrator and Graduate Program Secretary could continue in a worst case scenario for the launch of the program. To execute the program effectively, additional staff would need to be added.

Library Resources and Services:
None, given current institutional resources.

Teaching and Learning Support:
None, given current institutional resources.

Student Support Services:
Have been considered. See "Potential Staffing Costs"

Space and Facilities:
No new space or facilities are required, given current AAU resources.

C. Program Details

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

The Fast Track MBA with Professional Accounting Specialization is a two-year program that allows students, interested in the CPA designation, to enter directly into the second year of the program if they meet the following criteria:
~~For entry into the Fast Track MBA all applicants should meet the following minimum requirements:~~
- ~~Four-year undergraduate degree or equivalent~~
- GMAT exam – satisfactory achievement in all segments and a satisfactory total score.
- GMAT may be waived at the discretion of the MBA **– Professional Accounting Specialization** Program Director
- Achievement of a satisfactory score on an appropriate and well recognized English language proficiency test for students whose first language is not English
- Satisfactory performance on personal interview
- Two appropriate letters of reference

- o   Minimum average of 70% in their previous academic degree and minimum average of 75% in the past twenty courses
- o   **Successful completion of B.Comm and of all required undergraduate accounting prerequisite courses (i.e. Odette Undergraduate CPA Path) or equivalent**
- o   **Successful completion of the Odette PGCA and of the undergraduate accounting prerequisite courses or equivalent**
- o   **Students cannot enter the professional accounting specialization without undergraduate accounting prerequisites (i.e. Odette Undergraduate CPA Path or equivalent)**
- o   **The determination of advanced standing is granted by the MBA – Professional Accounting Specialization Program Director.**

~~Students entering the non-accounting concentrations must have a minimum of five years of full-time work experience in a professional setting. The determination for advanced standing is granted by the MBA Program Director.~~

~~**Accounting Concentration**~~

- ~~o   Students cannot enter the accounting concentration without undergraduate accounting prerequisites.~~
- ~~o   Successful completion of the Odette Undergraduate CPA Path or equivalent from an accredited University, *Or*~~

~~Successful completion of the Odette PGCA or equivalent from an accredited University.~~
~~**Students with an Honours B.Comm.**~~

~~Applicants who have a four-year B.Comm. or equivalent business degree could be admitted directly to the second year of the Fast Track MBA if they meet the above criteria. The determination for advanced standing is granted by the MBA Program Director.~~

Other criteria which will apply for Fast Track MBA:

Students *cannot* transfer from the Fast Track MBA to enter the integrated 14-month MBA.

Credit transfer for the Fast Track MBA non-accounting concentrations is considered based on evaluation of undergraduate transcripts and work experience. The determination for credit transfer is granted by the MBA Program Director.

C.2 Program Curriculum Structure/Program of Study (QAF sections 2.1.4 and 2.1.10)

Degree requirements: Consistent with *Integrated 14 month MBA.* See "Program Structure". Students must maintain a 70% average in all courses. Failed courses must be retaken. 69% and below is a considered a fail. Students are only allowed two courses on final degree audit in the 60%-69% range. In the event the student has more than two courses in this range, the student must retake the appropriate number of courses prior to confirmation of degree.

Courses used to calculate the major average are: all

Description of thesis option (if applicable): N.A

Description of experiential learning components (if applicable):N.A.

Explanation of how credit will be awarded for the experiential learning component (length of component, credit weighting, *etc*.), if applicable: N.A.

All required courses are offered by the Odette School of Business Administration. Students may choose to take a prescribed sequence of courses in one of the business disciplines.

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

Program structure

Course Offerings

- Advanced Topics in Financial Reporting (04-70-601)
- Advanced Topics in Management Accounting (04-70-602)
- ~~Strategic p~~**P**erformance Management (04-70-603)
- Advanced Topics in Finance (04-70-604)
- Advanced Audit and Assurance (04-70-605)
- Advanced Topics in Taxation (04-70-606)
- Integration and Team Building (04-70-607)
- Integrative Case Analysis (04-70-608)
- Strategic Management (04-75-698)
- Business Law (04-76-610)
- Interpersonal Dynamics (04-76-501)
- Special Topics: Business Management (04-76-673-01 & 04-76-673-02)

Students entering the Fast Track MBA in the Fall will complete all prescribed course offerings in the Fall**,** ~~and~~ Winter **and Summer** semesters. In the event a student does not receive credit for completing the course, the student will need to complete the same course in a later semester.

~~Students entering the Fast Track MBA in the Winter semester will complete all prescribed course offerings in the Winter and Summer semesters .In the event a student does not receive credit for completing the course, the student will need to complete the same course in a later semester. There are two co options which students will select 1 of 2.~~

~~Students with either enter into the program in Fall or Winter semester.~~ ~~The order in which courses are completed are not pertinent to the degree. The Winter semester will overlap both Fall and Winter entry students.~~

The Fast Track MBA will no longer require a co-op work term to complete the program

Degree Requirements:

Total Courses: 11 (or 33 credit hours)

a) 76-501. Interpersonal Dynamics
b) 75-698. Strategic Management
c) plus nine courses (or 27 credit hours) from:
  - 70-601. Advanced Topics in Financial Reporting
  - 70-602. Advanced Topics in Management Accounting
  - **Two of the following four courses:**
    - 70-603. ~~Strategic p~~**P**erformance Management
    - 70-604. Advanced Topics in Finance
    - 70-605. Advanced Audit and Assurance
    - 70-606. Advanced Topics in Taxation
  - 70-607. Integration and Team Building
  - 70-608. Integrative Case Analysis
  - 76-610. Business Law
  - 76-673-01 & 76-673-02. Special Topics: Business Management

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

C.3.1 For Graduate Program Only (QAF sections 2.1.3 and 3; Senate Policy C5):

The proposed completion time of the program ranges from 8 to 16 months depending on the pacing of the student and the advanced standing granted into the program. The program is semester based running on the standard University of Windsor schedule.

C.3.2 For All Program Proposals:

Students must maintain a minimum average of 70% to remain in the program.

C.3.2.2   New or Changes to Standing Required for Graduation

Students must maintain an average of 70% in order to graduate.

C.3.2.3   New or Changes to Suggested Program Sequencing

Students who are admitted into the Fast Track MBA will have advanced standing into the candidate year of the MBA program. The students will need to complete 11 courses or 33 credit hours to complete the Fast Track MBA. ~~Course sequencing is not pertinent to the Fast Track program.~~

C.4   NEW OR CHANGES TO LEARNING OUTCOMES (Degree Level Expectations) (QAF section 2.1.1, 2.1.3, and 2.1.6)

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:	OCGS-approved Graduate Degree Level Expectations
1. Display a depth of knowledge in a specific business discipline and explain how theoretical knowledge affects professional management practice. 2. Locate and apply existing regulatory and discipline-specific frameworks to analyze and improve management practice. 3. Explain the impact of limitations to existing analytical techniques and theory on the practice of a specific business discipline. 4. Apply contemporary theory and principles of professional management practice within all business disciplines (e.g. interpersonal capacity, communication, social responsibility and critical thinking).	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
1. Conduct guided research on a business discipline-specific issue to produce and analyze evidence justifying improvement to professional business practice. (Also relevant to C).	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

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

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.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	OCGS-approved Graduate Degree Level Expectations
1. Apply research and scholarship to advanced level business decisions within a specified fact situation. 2. Apply contemporary analytical techniques to recommend resolution to complex and ill-defined business issues. 3. Recognize the weaknesses and limitations of recommendations and explain ways to mitigate their impact on management success.	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
1. Apply contemporary quantitative techniques relevant to a specific business discipline to predict likely outcomes under varying assumptions and justify the assumptions 2. Explain the outcomes of analyses on organizational success across business disciplines in a professional, effective manner.	D. literacy and numeracy skills	2. Research and Scholarship 5. Level of Communication Skills
1. Recognize and explain how personal ethical beliefs influence and align with management practice 2. Recognize and explain the interconnectedness of issues and resolutions arising in managing the economy, society and the environment	E. responsible behaviour to self, others and society	4. Professional Capacity/Autonomy 6. Awareness of Limits 5.
1. Communicate at an advanced business professional level both verbally, and non-verbally. 2. Write and speak in the appropriate context of professional vocabulary in management disciplines.	F. interpersonal and communications skills	5. Level of Communication Skills
1. Apply principles of leadership, team building and team maintenance to complete team tasks effectively. 2. Explain how to build and maintain teams and groups to achieve success beyond each individual's personal capabilities. 3. Produce succinct written business reports and oral presentations in a professional manner.	G. teamwork, and personal and group leadership skills	4. Professional Capacity/Autonomy 5. Level of Communication Skills
1. Think "outside of the box" using creative processes relevant to a variety of complex business contexts in a novel and insightful way. 2. Recognize and explain the value added of creativity and innovation in the application of successful principles resident in one business function to improve the effectiveness of other functions.	H. creativity and aesthetic appreciation	2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

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.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	OCGS-approved Graduate Degree Level Expectations
1. Recognize and explain the limitations of their own business sense, and have the personal awareness to identify those whom they would choose to surround themselves and explain their choices. 2. Identify areas of weakness then develop and implement a plan to improve	I. the ability and desire for continuous learning	4. Professional Capacity/autonomy

C.4.1

~~The revised MBA Fast Track structure is built on the foundation of the current *Integrated 14 Month MBA.*~~ This program continues to build a strong alumni network having graduated many young business professionals into the working world. Having the non-accounting course curriculum built from the existing program minimizes incremental resources required and ensures that the same level of academic quality is delivered to all MBA students. Successful graduates will re-enter the working world with an elite business school pedigree as recognized by the AACSB which will support them in their future professional endeavors.

Students who are graduating, for example through the accounting concentration will have the necessary skills and abilities to pursue a career in the financial services sector as recognized by the Chartered Professional Accountants of Ontario.

C.4.2

Co-op will be eliminated in the Fast Track MBA

C.4.3 Mode of Delivery (QAF section 2.1.5)

Appropriate delivery methods will be used, which can include technologically mediated delivery of teaching and learning activities.

The Fast Track MBA will incorporate an appropriate blend of teaching and learning activities delivered in a face to face classroom setting and/ or via flexible or online education.

The teaching and learning activities of all fast track courses will be delivered face-to-face either physically or virtually, or both, through a learning management system in a classroom setting. The program emphasizes case-analysis and discussion that is best achieved with this pedagogy. This approach provides an advantage over CPA provided versions of these courses that use a blended learning model which uses extensive online, learning, self-study, and classroom learning.

C.5 Student Workload

Expected Workload per 3.0 Course Credit/Week	Average Time the Student is Expected to Devote to Each Component Over the Course of the Program per week
Teaching and learning activities	3
Tutorials	
Practical experience	

Service or experiential learning	
Independent study	3
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	3
Studying for tests/examinations	1
Other: *[specify]*	
Workload is consistent with that of other graduate courses in the Odette School of Business	

D. <u>MONITORING AND EVALUATION</u> (QAF section 2.1.6)

Students' progress will be formally monitored in each course at multiple points during the course.

Irrespective of concentration, the focus of the curriculum is imparting knowledge and the exercise of professional judgment based on that knowledge. The technical knowledge can be examined (out of context) with examinations but it is crucial to examine the ability of the student to apply this knowledge in the context of analyzing and resolving real business problems. The formative and summative evaluations of progress will be multidimensional including direct engagement during class, peer evaluations, and instructor evaluations of accomplishment on a variety of appropriate tasks. Students will be evaluated on both an individual and team/group basis as appropriate.

E. <u>NEW OR REVISIONS TO</u> <u>EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY</u> (Senate Policy C5)

N.A.

University of Windsor
Senate

5.5.2a: **Bachelor of Arts Honours Visual Arts and Communication, Media and Film (Film Production and Media Arts)** *Option*

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION 1: **That the Bachelor of Arts Honours Visual Arts and Communication, Media and Film** *with Option in Film Production and Media Arts)* **be approved.***

MOTION 2: **That the current Bachelor of Arts Honours Visual Arts and Communication, Media and Film program be renamed: Bachelor of Arts Honours Visual Arts and Communication, Media and Film (***Studio Arts***)**

*Subject to approval of expenditures required.

Rationale:
- The proposal has been approved by the Department of Communication, Media and Film Council, the School of Creative Arts Council, the Faculty of Arts, Humanities and Social Sciences Council, the Provost and the Program Development Committee.
- Provosts Comments: I am in support of this program moving forward.

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

A.   Basic Program Information

FACULTY:	**Faculty of Arts, Humanities and Social Science** (FAHSS)
AAU:	School of Creative Arts (SoCA) and CMF
Program Title:	Film Production and Media Arts (this is the title of a proposed new option under the rubric of our existing Combined Honours in Visual Arts and Communication, Media and Film)
Name of Program as it Will Appear on the Diploma (*e.g.*, **Bachelor of Arts Honours Psychology with thesis**) *[Please note that, for general degrees, the discipline is not included on diplomas.]*	Bachelor of Arts Honours Visual Arts and Communication, Media and Film *(Studio Arts) (renamed from* Bachelor of Arts Honours Visual Arts and Communication, Media and Film) Bachelor of Arts Honours Visual Arts and Communication, Media and Film (Film Production and Media Arts)
Proposed Year of Offering *[Fall 20xx]***:**	Fall 2017
Mode of Delivery:	Lectures, labs, workshops, screenings, field trips, face-to-face studio collaboration. New downtown campus facility
Planned Student Enrolment (per section B.4.2)	25-30 students per year
Normal Duration for Completion:	4 years
Will the revised program be run on a cost-recovery basis?	Yes

B.   Major Program Changes - Overall Plan

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

Please provide a rationale for the proposed change, including a brief statement about the direction, relevance and importance of the revised program.

Describe the overall aim and intended impact of the revised program.

Describe the consistency of the revised program with the institution's mission, goals and objectives as defined in its strategic plan. (to view the strategic plan go to: www.uwindsor.ca/president)

The new proposed Film Production and Media Arts option within our BA Honours Visual Arts and Communications degree will marshal current resources in both departments to offer a complex education in the art, craft and theory of film and media production. This new option will capitalize on SoCA's strengths in film and media, including music/sound related fields as well faculty expertise in interactive and mobile platforms of film and video production. This program option will be unique in South-Western Ontario and the only program of its kind between Toronto and Regina. The goal of this degree option will be to provide students with a solid foundation and sophisticated understanding of the theories, contexts, and technical knowledge required to create artistic and skillful film and video productions in a range of formats. These formats range from feature and documentary films created for festival distribution, to expanded cinema installations in public spaces as well as the exploration of mobile platforms for film and media production.

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

This new option will capitalize on existing faculty areas of strength to further develop emerging 21st century forms of cinema. The option brings together specialized courses that explore multimedia and digital arts environments as an evolving landscape (including interactive media, immersive and geo-locational contexts for film and sound installation across platforms) in addition to new forms of narrative and storytelling that respond to shifting media contexts.

To differentiate this new option from our existing BA Honours Visual Art and Communication degree, we propose to offer two options. The first existing option currently has a studio art emphasis and the courses available to students investigate image-making through painting, photography, print media and sculpture. This extant option will be called Studio Arts.

The proposed new option (Film Production and Media Arts) is based on new and existing film and media courses in SoCA with an emphasis on time-based media including film, video, sonic arts, interactive media and expanded cinema as well as new and existing courses in film/media production in CMF. Students will have the opportunity to specialize in film and video production in the areas of directing, cinematography, sound recording, writing, stop-motion animation, editing and post-production, with an emphasis on storytelling through new approaches to the media. New and existing courses are combined through this option to provide a focus on developing artist-filmmakers in a collaborative environment, featuring a strong on-set working relationship with professors in collaborative and interdisciplinary contexts. This new program option will launch with the opening of the new SoCA complex in the historic Armouries in the Fall of 2017.

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

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

This film production and media arts option will allow students to obtain a strong theoretical and technical background through existing CMF courses along with selected introductory and foundations courses in the Visual Arts area (27-106, 27-107, 27-253, 27-290) during the first two years of the degree program. Starting in the second year, students will begin to develop their interests by choosing from options in sonic arts, film production and digital/interactive media. In the third year there is a range of newer 300-level interdisciplinary studio courses and media art history courses that will be offered on a rotating basis for these students to choose (three required). Finally, these courses will be augmented by specialized courses in cinematography, screenwriting, editing and post-production from the second through fourth years; many of these courses have been cross-listed with CMF already.

The revised curriculum is consistent with film and media production programs at larger institutions such as York University, Ryerson, Concordia University and Simon Fraser University. It will offer the option for students outside the GTA to study film production through a four-year degree program in a university setting that is in league, technologically and professionally, with some of the top film programs in Canada. Indeed, the updated industry-standard equipment, software and lab facilities that already support production in CMF coupled with state-of-the art facilities currently under construction in the downtown core will enable the University of Windsor to compete more effectively for students wishing to pursue film and media production.

Faculty teaching in this program are recognized nationally and internationally for their contributions to film and media arts production (see faculty resources below).

State the unique or innovative curriculum, program delivery, or assessment practices distinguishing the revised program from existing programs elsewhere.

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

Students in the program will receive training in film, video, sound and interactive media in a studio atmosphere that fosters students' interests through both existing on-campus facilities and the unique environment SoCA's downtown campus will provide. The curriculum will offer modes of filmmaking practice that allow for in-depth study of the contemporary field, a collaborative studio based working environment and close alliances with faculty research projects in film and media. The Film Production and Media Arts option will employ the professional cinematic tools of production for film and high definition (4K+) digital production with an emphasis on the artistic, cultural and storytelling aspects of filmmaking practice. Audiovisual and time-based media constitute a highly significant mode of cultural, philosophical and creative expression, and film production programs are rare outside the GTA and in demand. This program is well placed in the university setting where elective courses in the social sciences, sciences and humanities develop the intellectual scope of cinematic and sonic expression while the highly diverse mix of creative arts on offer at the downtown campus will inspire the artistic innovations of the cinema arts students. The program places film/media arts students in an urban landscape that offers access to Detroit's changing landscape of revitalization and to international and diverse cultural contexts accessible in Windsor more generally. At the same time, Windsor is small enough as a city to offer filmmakers the freedom to work in an inspiring environment while providing the opportunities offered by established film production companies, television studios, film festivals and collectives, along with music festivals. This combination of factors means that Windsor can offer a program that is unique in the country.

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

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

As noted above (see section B.1), this proposed new option will differ substantially from the existing option currently offered to students in the Combined BA Honours Visual Art and Communication degree. Accordingly, we will offer two possible designations that will be noted on the students' diploma:
 (i)   Honours Bachelor of Arts in Visual Arts and Communication, Media and Film (Studio Arts) and,
 (ii) Honours Bachelor of Arts in Visual Arts and Communication, Media and Film (Film Production and Media Arts).

B.4 DEMAND FOR THE MODIFIED PROGRAM
[Major program changes requiring new/additional resources should be accompanied by a strong argument and clear evidence of student and market demand, and societal need.]

N/A. Additional resources are not required.

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

Describe the tools and methodology used to conduct the market assessment in support of the proposed program revisions.

Provide Quantitative evidence of student and market demand for the revisions to the program, both within and outside the local region (e.g., responses/statistics from surveys, etc.).

Focus groups conducted - by an outside consultant contracted by SoCA - with prospective students from an array of regional high schools, indicate a strong and growing interest in film and media production (see also section B.4.4). Our new program option will appeal to many students wishing to concentrate on film production and specialized technical areas for multimedia and digital arts environments (including interactive media, immersive and geo-locational contexts for film and sound installation across platforms). Students interested in these concentrations would be encouraged to enrol in the proposed option for Film Production and Media Arts and would graduate with this designation on their BA Honours degree in Visual Arts and Communication, Media and Film.

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

Expected proportion (percentage) of domestic and visa students. For graduate programs, identification of undergraduate or master's programs from which students would likely be drawn.

For the most part, we will initially target domestic students, but we anticipate strong interest from international students since this option has a distinctively professional orientation in terms of obtaining translatable production skills. We also expect students who complete the proposed new undergraduate option in Film Production and Media Arts will have an interest in furthering their education in the existing MFA Program in Film and Media Arts offered by SoCA.

B.4.2   Expected Impact of Changes to Estimated Enrolments

Provide details on projected enrolments for the revised program in the following tables.

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

Projected enrolment levels for the first five years of operation of the revised program. (If the program is in operation, use actual and projected data.)	First Year of Operation	Second Year of Operation	Third Year of Operation	Fourth Year of Operation	Fifth Year of Operation (Steady-state student enrolment overall)
In the regular program (non-co-op)	20	25	30	30	30
In the co-op/experiential learning stream (if applicable)	n/a	n/a	n/a	n/a	n/a
For co-op options: projected number of international students enrolled in the co-op stream	n/a	n/a	n/a	n/a	n/a

Annual projected student intake into the first year of the revised program: (this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)	*25-30*
Annual projected student intake into the first year of the co-op/experiential learning version of the revised program: (this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)	*n/a*

B.4.3 New Involvement in a Collaborative Program/Changes to Collaborative Program (QAF section 1.6)

If this is a new collaborative program with another college/university, or revision to a collaborative program, identify partners and institutional arrangements for reporting eligible enrolments for funding purposes.
N/A

B.4.4   Evidence of Societal Need for the Revised Program (MTCU section 6)

Describe the tools and methodology used to assess societal need.

Elaborate on the
1) dimensions of (e.g., socio-cultural, economic, scientific, or technological),

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

2) geographic scope of (e.g., local, regional, provincial, or national), and
3) anticipated duration of, and trends in,
societal need for graduates of the modified program

Provide evidence that the proposed program revisions respond to societal need for graduates of the revised program and/or changes in the field, including sources of data and expert input or feedback collected to support this change in direction.

There is a strong and growing interest expressed by incoming students to learn how to make professional film and media productions as evidenced by focus groups with prospective students from a variety of regional high schools conducted by an outside consultant (in January 2012 when SoCA developed a proposal for a new BFA in Film Production). York University receives over 700 applications annually for 45 first year film spots. This suggests that hundreds of university level students are turned away. These numbers demonstrate the demand for this programming in the province of Ontario and the substantial draw that a distinguished Film Production and Media Arts option within the current CMF/Visual Arts combined honours program could have, particularly beyond the Windsor/Essex region. At high school recruitment events and UWindsor Open Houses, interest in film and media production remains high. This is evidenced each year at venues such as the Ontario Universities Fair and was once again the case at that event in Fall 2016. As well, both SoCA and CMF regularly receive requests for information about film/media production from a variety of regional high schools. Prof. Mike Stasko (CMF) has established contact with all local high schools in Windsor/Essex and in the last year has been doing regular presentations to Grade 11 and 12 students (and in some cases, even Grade 10 students). Representatives from all of those high schools have invited him back to do presentations once again in 2016/17.

Film and video professionals continue to be in demand locally and internationally as our society's visual culture expands. The platforms for filmic storytelling are expanding across new media and demand for content continues to grow. Ontario has the third largest entertainment sector in North America, after California and New York, attracting film productions from across Canada and around the world (OMDC, 2013)

The demand for graduates exists across Canada and other developed economies, but it is especially great in metropolitan film centres such as Toronto, Montreal, and Vancouver. The film industry is a crucial centre for innovation and the creation of tools for economic stimulus. The geography of the industry is thus sensitive to governmental investment initiatives and business cycles. Our new program option through SoCA/CMF is geographically well placed to take advantage of these conditions. Our market area, from Toronto to Regina, is extensive and our location provides considerable potential for partnerships and access to the American market. Partnerships with the two international film festivals in the city also offer the opportunity for students to interact with films and filmmakers from around the globe. Living in the only major Canadian city bordering a major American city, film students at the University of Windsor have distinct cultural opportunities and advantages not afforded by any other film program in the country.

B.4.5 Duplication (MTCU section 7)

List similar programs offered by other institutions in the Ontario university system. Resources to identify similar programs offered in Ontario include www.electronicinfo.ca, www.electronicinfo.ca/einfo.php, and www.oraweb.aucc.ca/showdcu.html. Also, list similar program in the geographically contiguous area, e.g., Michigan/Detroit.

Both Ryerson and York offer large and competitive film production programs in Toronto, Ontario focused on training and developing students for the film and television industries based in Toronto. Our SoCA/CMF Film Production and Media Arts program will be the only undergraduate program in the province that offers an intensive four-year production program in film and 4k digital video outside the GTA. The proposed option will offer a nurturing program

that trains students in the historical, theoretical, practical and artistic aspects of the medium in an integrated arts environment encompassing both on-campus and downtown facilities. The emphasis of our program will be on developing and training creative and artistically driven filmmakers with a high level of technical and technological expertise. Situated as it is amongst diverse artistic practices between SoCA/CMF this new option will allow students a great deal of interaction with artists and work from a range of disciplines. This will allow us to capitalize on our size and location and develop students who are highly creative, and flexible practitioners of film and video work.

Windsor's program will be a significant contribution to Film Production and Media Arts offerings in Ontario, especially outside of the GTA. York University and Ryerson University have programs that are very large and highly competitive, however, as of 2016 there is still nothing comparable to our proposed program (option) that is currently offered on the same scale outside of the GTA. Additionally, there is currently no other undergraduate film production and media arts program in the province that trains students in 4K (access to such equipment is typically reserved for students in MFA programs) and this is something that is already offered through existing courses in Cinema Arts (through Visual Arts) and CMF. The new option would enable SoCA and CMF to market this unique aspect more effectively and coupled with the opening of the new downtown production spaces will offer an attractive alternative to prospective students.

It is notable that the University of Western Ontario has an academically based program, but does not have the technological capacity or the faculty resources to offer the same degree and intensity of study in production. In our region and across the border, Wayne State University does not offer Film and Media production on this scale, focusing more on Film Studies as an academic genre. The University of Michigan in Ann Arbor has a Screen Arts and Cultures program, again with a more academic orientation and some production capacity. The emphasis on studio production and industry-standard training at Windsor is unique.

> *If the revised program is similar to others in the system, demonstrate that societal need and student demand justify the duplication. Identify innovative and distinguishing features of the revised program in comparison to similar programs.*

Our program is different from traditional film production programs in that students would also be afforded opportunities to work in other creative media and expanded forms of cinema through film and video installation and emerging mobile technologies. The required courses ensure that all students will have a well-balanced skill set across all areas associated with the foundational aspects of production--writing, editing, sound, lighting, cinematography, production planning and distribution--and in different genres--documentary, fiction/narrative, experimental, etc. Should they wish to specialize, further opportunities are available to work across platforms and explore a range of multimedia and digital arts environments (including interactive media, immersive and geo-locational contexts for film and sound installation).

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

B.5 RESOURCES

*[In this section, proposers will identify in detail the resources currently available, the anticipated sources of new resources, any reallocation of resources or cost-savings, and additional resources required to run the revised program. The resource impact of a proposal is almost never neutral. Note: Proposers must also complete and submit the attached **Budget Summary** with the modified program proposal.]*

B.5.1 Resources Available
[Complete Budget Summary Sheet – Appendix A]

B.5.1.1   Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the program change(s).

B.5.1.1a

Complete the following table listing faculty members in the AAU offering the program as well as faculty members from other AAUs who are core to the delivery of the revised program. Indicate in the table the involvement of each faculty member in the revised and existing program(s) offered by the AAU.

Faculty Name & Rank (alphabetical)	Graduate Faculty member (for graduate programs only)	Program Affiliation list all programs offered by the AAU and indicate faculty affiliation to the revised and existing program(s)	
Category 1*: Tenured Professors teaching exclusively in the AAU offering the program		*Existing program(s) in the AAU*	*Proposed program*
		8	8
Category 2: Tenure-track Professors teaching exclusively in this AAU		0	0
Category 3: Ancillary Academic Staff such as Learning Specialists Positions			
…		0	0
Category 4: Limited-term Appointments teaching exclusively in this AAU			
…		1	1
Category 5: Tenure or tenure-track or LTA professors involved in teaching and/or supervision in other AAUs, in addition to being a member of this AAU		0	0
Category 6: Sessionals and other non-tenure track faculty			
…		1	1
Category 7: Others			

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

…		0	0

B.5.1.1b

> *Assess faculty expertise available and actively committed to supporting the revised program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in the revised program, and of the appropriateness of this collective faculty expertise to contribute substantially to the revised program.*
>
> *Include evidence (e.g., qualifications, research/innovation/scholarly record) that faculty have the recent research or professional/clinical expertise needed to:*
> - *sustain the program*
> - *promote innovation, and*
> - *foster an appropriate intellectual climate.*

Min Bae is a graduate of ESEC in Paris and Mel Hoppenheim School of Cinema, Concordia University (MFA) in Montreal. Since 1990, Min Bae has devoted most of his time to Sculpture, Video Installation, Cinematography and Filmmaking. A collaborator on several award-winning independent films, his own films have been presented in festivals worldwide, including Situation, Off Sync, Where are we, Two Islands including recent fiction film Stillwater (2015). He is currently in development a feature-length film documentary, Suicide Nation, for which he has written the script and that he will be director and cinematographer in Seoul, Korea (Winter 2017). Areas of teaching specialization: Film Production, Cinematography, Stop Motion Animation.

Michael Darroch is Associate Professor of Media Art Histories and Visual Culture in the School of Creative Arts. He was Founding Director (2010-16) and is now Co-Director of the creative research collective IN/TERMINUS: Media, Art, and Urban Ecologies as well as a Co-Investigator for the Visible City Project + Archive (York), a Research Associate of the Canadian Centre for German and European Studies (York), and a member of the Centre de recherches intermédiales (UdeM). He holds a PhD in Art History and Communication Studies (McGill, 2007) and MA in German Studies (UdeM, 2001) with an emphasis on media, theatre, and performance in urban cultures. He was a Postdoctoral Fellow between the Department of Film and the Graduate Program in Culture and Communication (York, 2006-08), and a Visiting Fellow at the Centre for the Study of Cultural Memory (University of London, 2015). He currently holds a McLuhan Centenary Fellowship (UofT, 2016-18) and a Humanities Research Group Fellowship (Windsor, 2016-17). He co-edited the collection *Cartographies of Place* (MQUP 2014), an interdisciplinary collection that situates different historical and methodological currents in urban media studies. He has taught undergraduate and graduate seminars in theories of media and communication, urban media cultures, and urban ecologies, all with an emphasis on cross-disciplinary art and media practices.

Heather Hartley is a Windsor-based documentary filmmaker. She holds an MFA in Film from Ohio University. In her early film career she worked as a producer and production manager at Braddock Films on projects including *No Pets*, *Struggles In Steel: A History of African-American Steelworkers*, and *Small Differences.* As an independent filmmaker, Hartley's work focuses on social justice topics. Her documentary, *Linciati: Lynchings of Italians In America*, was distributed by the National Film Network. Prior to coming to the University of Windsor in 2005, she taught filmmaking for nine years at Penn State University.

Brent Lee holds degrees from McGill University (B.Mus. 1986, M.Mus. 1990) and the University of British Columbia (D.Mus. 1999), and has been awarded significant funding for research and creative work through the Social Sciences and Humanities Research Council of Canada, the Canadian Foundation for Innovation, the Canada Council for the Arts, and the Ontario Arts Council. As a composer, media artist, and musician, his work explores the relationships between sound, image, and technology, especially through multimedia performance. He has created works in a variety of media, ranging from orchestral music to interactive multimedia pieces to film soundtracks to installations.

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

He is a co-founder of the Noiseborder Ensemble and the Electric Improv Lab, and is a Professor of Integrated Media in the School for the Creative Arts at the University of Windsor in Ontario, Canada.

Tony Lau (CMF) holds a BA in Communication, Media and Film and an MA in Communication and Social Justice from the University of Windsor. He received his MFA in Film Production from York University. He received a $250,000 grant from Telefilm Canada in 2015 and began shooting his recent feature film--Stand Up Man--in Spring/Summer 2016. Through the use of humour, Stand Up Man explores issues of ethnicity, identity and the immigrant experience in the Canadian context. Previously, he has produced seven short films, directed twelve short and long films, wrote five different scripts for additional projects, served as director of cinematography on both creative and commercial projects and served as primary editor on three other projects. His filmic work has been screened at a variety of national and international venues including the Asian Cinema Society, Toronto Reel Asian International Film Festival and the Toronto Chinese Film Festival.

Kim Nelson is a filmmaker and Associate Professor at the University of Windsor. Her documentaries have screened at film festivals in the United States and Canada, as well as being shown on university campuses in Canada and Europe. She has received the UWindsor Award for Excellence in Research, Scholarship, and Creative Activity and has held fellowships with the Cinema Research Institute at New York University, 2015-2016, the Humanities Research Group, at the University of Windsor, 2013-2014 and the DAAD (Deutscher Akademischer Austausch Dienst, funded by the German federal government) in Potsdam 2012-13. Her work has been funded by The Social Sciences and Humanities Research Council of Canada, the Windsor Endowment of the Arts and the Ontario Arts Council. Kim bas a BA in Film from The University of British Columbia and an MFA in Film from York University. Her teaching specializations include: film production, editing and post-production, screenwriting, documentary, live documentary and screened history/history on film.

Lee Rodney is Associate Professor of Media Art Histories and Visual Culture in the School of Creative Arts. She holds a PhD in Visual Culture from Goldsmiths College (University of London), an MA in Art History (York University) and a BFA (Nova Scotia College of Art and Design). As an interdisciplinary writer/curator she has has written on contemporary art and media in an international range of books and publications including: *Future Anterior*, *Space and Culture*, *Parallax*, *Prefix Photo* and *PAJ: Performance Art Journal*. Her most recent publication, *Looking Beyond Borderlines: North America's Frontier Imagination* (Routledge, 2016) investigates shifting representations of North American Borders through art, media and television. From 2010-2013 she ran the Border Bookmobile Project and she is currently Co-Director of the IN/TERMINUS Research Group along with Dr. Michael Darroch. She has held fellowships from the Fulbright Foundation and the Social Sciences and Humanities Research Council of Canada. Her MA and PhD research focused on the origins of time-based media, the concepts of "real time" and "live" media events as constructed through video and television. She has taught courses in visual culture and media art history at the University of Windsor since 2005, having developed new course material in media art history and visual culture since 2006. She has supervised several MFA students working in video, video installation and other forms of media art.

Dr. Richard Lewis has taught sound and media production in the Department of Communication, Media and Film for almost three decades. In recent years, he has facilitated the production of a television show that is aired on local Cogeco cable.

Mike Stasko (CMF) holds a B.A. in Communication Studies from the University of Windsor, a Post-Graduate diploma in Advanced Television & Film from Sheridan College and an MFA in Film from Columbia University. He has completed **four** feature films with The Dot Film Company including *Things To Do*, which he wrote and co-produced, acted in and co-edited. It went on to international screenings and DVD release. It premiered at the Slamdance Film Festival in Park City. A special screening of this film, in honour of its tenth anniversary, will take place at the 2016 Windsor International Film Festival. Mike also completed his directorial debut feature film entitled Iodine. It opened

at the Montreal World Film Festival and had a theatrical and DVD release in summer 2010. It stars Ray Wise (Twin Peaks, Reaper), and also won a REMI at Houston World Film Festival for Best First Feature Film. On The Dot Film Company's 3rd feature film The Birder, Mike acted as a writer and co-producer. The film premiered at The Calgary International Film Festival, was released theatrically in 2014 and appeared on HBO. Starring Tom Cavanagh (*Ed, Yogi Bear*), Fred Willard (*Wall-E, Best In Show*) and Graham Greene (*Dances With Wolves, The Green Mile,* this film was shot entirely in his home town of Windsor, Ontario, and employed many locals in the process in a wide range of positions. Mike completed shooting his fourth feature film, *The Control*, mainly in Windsor with University of Windsor students serving as interns and crew and other local citizens participating in a variety of roles ~~positions~~ in Summer 2015. The film is currently in post-production and will be entered into film festivals in 2016/17. Additionally, Prof. Stasko held the position of Head Writer and Producer for YTV's VIDEO & ARCADE TOP 10, worked as a Segment Producer for LET'S BUILD: A CONSUMERS GUIDE and has been involved in the production of over 50 short films, TV shows and documentaries.

Sigi Torinus teaches time-based media, intermedia, interactivity as well as graduate seminar in Visual Arts and studio production in the Film and Media Arts MFA program. She has supervised numerous graduate and undergraduate independent projects in a variety of areas: sculpture, time-based art, performance, drawing/painting. Torinus received her MFA from the Braunschweig Art Institute, Germany, and San Francisco State University in California. has presented internationally on New Media / Electronic & Temporal Arts / Performance Art in both universities and galleries, among them York University Toronto, Museum London, White Mountain Academy (Canada); Braunschweig University of Art/HBK, Zentrum für Kunst und Medien, Berlin (Germany); TV Gallery Moscow (Russia); Maryland Institute College of Art, the San Francisco Art Institute, Siggraph California, Southern Exposure Gallery, San Francisco, the San Francisco Film Arts Foundation (USA); Sydney College of Art, Canberra School of Art, University of Melbourne, Monash University (Australia). Torinus is co-director of the Noiseborder Multimedia Performance Lab (NMPL), a facility established with the support of the Canadian Foundation for Innovation and the Ontario Ministry of Research and Innovation at the University of Windsor dedicated to research and creation involving sound, light, and moving images. Torinus teaches time-based media, intermedia, interactivity as well as graduate seminar in Visual Arts and studio production in the Film and Media Arts MFA program. She has supervised numerous graduate and undergraduate independent projects in a variety of areas: sculpture, time-based art, performance, drawing/painting.

B.5.1.1c

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the revised program.

Professor Mike Stasko is an LTA. CMF may need to hire sessionals if additional sections of specific courses are required based on student demand.

B.5.1.1d

For graduate programs: Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision in the revised program.

N/A

B.5.1.1e

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

N/A

B.5.1.1f   Other Available Resources

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

Provide evidence that there are adequate resources available and committed to the revised program to sustain the quality of scholarship produced by undergraduate students as well as graduate students' scholarship and research activities, including for example:
- *staff support,*
- *library,*
- *teaching and learning support,*
- *student support services,*
- *space,*
- *equipment,*
- *facilities*
- *GA/TA*

The Leddy library has a good collection of film and video work and CMF has a substantial film and video library that will be an important asset in contextual studies for this program option. Mr. Kyle Archibald (Digital Media Production Technician) in CMF will be the primary point of contact for the film and media studios. As student numbers increase we may need to add additional technical support.

Our new MFA program in Film and Media Arts brings in graduate students who would benefit from GA placements in undergraduate courses in both CMF and SoCA.

Space and Equipment: On main campus, the Department of Communication, Media and Film has a major laboratory located in 3120 Erie Hall. It features 24 iMac computers that mainly support production courses. All undergraduates and production faculty are provided with an account and password to access all editing software available in the J-lab including Final Cut Pro 7, Avid Media Composer 7, REDcineX (specialized transcoding/colour correction software needed for our industry-standard RED camera), Avid ProTools, Adobe Premiere 6, Davinci Resolve 12 and Adobe Photoshop.

Additionally, an advanced editing suite is located in 3118A Lambton Tower and is equipped with two custom built PC editing machines that run Avid Media Composer 7, Davinci Resolve 12 and REDcineX. FAHSS provides financial support for regularly updating computers used for teaching purposes at the undergraduate level.

Studio A: a 40' x 40' studio space, located in G137 (Lambton Tower), with a PC connected to the "ceiling lighting grid." The PC runs software called "lightfactory." Networked lines run from the three studio cameras to a master control setup. Students can switch cameras on a hardwired control-board while watching the feeds from each camera live; **Studio B**: a 20' x '20 studio space, located in G137 (Lambton Tower) with network lines running from the three cameras in studio, and out to master control. Students can switch cameras on a hardwired control-board while watching the feeds live; **Sound Recording Studio 1 & 2**: located in G123 and G124 (Lambton Tower), these spaces each house an iMac that is connected to a studio Sennheiser microphone; audio may be directly recorded into the iMacs and then processed and edited with the Avid Pro Tools software that is installed on the computers; **Master Sound Recording Studio:** this space, located in G140 (Lambton Tower), contains an iMac that is connected to a studio Sennheiser microphone; audio may be directly recorded into the iMac and then edited with the Avid Pro Tools software that is installed on the computer. Additionally, a Foley room is also outfitted with microphones for post-production Foley work of live music recording; **Multimedia Lab:** this lab, located in G125 (Lambton Tower), houses 40 PC stations with seating for 50. Microsoft Office 2007 and Final Draft--a scriptwriting software package-- are installed on the computers. CMF students also have access to the following Centre for Teaching and Learning (CTL) facilities:

Downtown film production facilities are among Ontario's most advanced in film and media production in a university/teaching setting. The new facility will be equipped with ARRI Alexa 4K Cinema Camera, 4K RED One MX

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

Camera, 16mm Film Cameras, and Full 4K HD Post Production studios including both CINTEL 4K Telecine suite and multiple Lighting/Grip packages. Our students will learn in a professional environment including studios and editing suites that are part of SoCA's Downtown Campus and the purpose-built facilities for this area of film and media production.

Film Studio:
18' High ceiling lighting grid, Car access loading door and Cyclorama wall equipped studio facility also features make-up and hair room. It is exclusively unique sound proofed film production studio outside of GTA.

Production Equipments:
Panavision Western Dolly
Studio Equipments PUP Dolly
Arri Alexa Camera 4K
RED One MX 4K Camera
Panasonic GH4 Camera
Panasonic AGAF100 Camera
Blackmagic URSA 4K camera
EZFX 24Feet Crane
Two sets of Carl Zeiss PL Lenses (18mm, 28mm, 50mm, 85mm)
Mole Richardson Mole Effect Fan 24"
Various Arri Cinema Lights
Various Mole Richardson Lights
Cine Hazer Machine

Post Production facilities:
* AVID Media Composer Editing (4)
* Two Protools Sound Editing (2)
* Foley Sound Recording (1)
* Cintel 4K 16/35mm Telecine Studio (1)
* Prop Design Studio (1)

B.5.1.2   Resource Implications for Other Campus Units (MTCU sections 3 and 4)

Describe the reliance of the proposed program revisions on existing resources from <u>other</u> campus units, including for example:
- *existing courses,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*
Provide relevant details.

This new option will not rely on resources from other units to deliver core required courses, however interaction with other disciplines within SoCA and CMF will be high. We have the capacity to run this program within these AAUs. There are two FAHSS Foundations of Academic writing courses and six electives outside the two AAUs that can easily be accommodated in FAHSS and other units within the University as required (2 courses Language/Science) course.

The CTL studios may be needed for some courses at the 2nd year level.

B.5.1.3   Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants,*

donations, government grants, etc.) and committed to supporting the revisions to this program.

Most of the faculty teaching on this program have an excellent track record of success with funding agencies such as SSHRC, Canada Council for the Arts, Telefilm Canada and private industry partners. The development of this new option will only strengthen new grant applications and bids for partnership.

B.5.1.4   Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

Identify all opportunities for
- *internal reallocation of resources and*
- *cost savings*
identified and pursued by the area/department in support of the revisions to this program.

This new option will better serve the teaching needs of both CMF and SoCA and will assist in directing students' interest in film and media production into courses that are not currently highly enrolled (especially extant Cinema Arts courses offered by Visual Arts). It will also make better use of our film and media studios across the two campuses.

B.5.1.5   Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

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

Staff: Current faculty and staff will arrange the organization and scheduling of lab access between buildings and departments. We will need a part-time technician to facilitate the new film facilities in the downtown campus and to coordinate the management of resources across main campus and downtown.

GA/TAs: Students in the existing MFA in Media Arts and Film Production could serve as GAs for the proposed option. There is already a pool of existing TAs in CMF who support production courses.

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

Library Resources and Services: N/A
Teaching and Learning Support: N/A
Student Support Services: N/A
Space: No additional space needed. The purpose-built downtown studios and the existing CMF facilities are in place (or will be for September 2017).
Equipment (and Maintenance): In addition to one-time funding already committed to the downtown formation to support film production, both AAUs already have existing budget lines to support the acquisition of new equipment and maintenance of existing equipment. See above for technician request.

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2)

Describe new or changes to
- *program-specific admission requirements,*
- *selection criteria,*
- *credit transfer,*
- *arrangements for exemptions or special entry, and*

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

> ● *alternative admission requirements, if any, for admission into the program, such as minimum average, additional language requirements or portfolios, recognition of prior work or learning experience (and how this will be assessed), etc.*

No changes to exsiting requirements.

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

No changes to existing requirements.

C.2 Program Curriculum Structure/Program of Study (QAF sections 2.1.4 and 2.1.10)

> *Provide evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.*
>
> *NB: For graduate programs, provide evidence that each graduate student in the revised program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses. Include course requirements with course numbers and course names.*
>
> *Identify in **BOLD** the changes to program requirements.*

BA Honours in Visual Arts and Communication, Media, and Film now has two options. The first consist of the existing requirements and is named the ***Studio Arts option***. The second option is new and is presented below:

BA Honours in Visual Arts and Communication, Media, and Film (with Option in Film Production and Media Arts)

Degree Requirements

Total courses: 40

39-110, 39/40-112, 40-101, 27-106, 27-107, 27-108, 39/40-113 (NEW), 40-209, 39/40-232, 40-234, 27-263 OR 27-245, 27-253 OR 27-290, 39/40-231, 39/40-332, 39/40-220 (NEW), 40-275, 39-310, 39/40-314 (NEW), 40-317 (NEW), 39/40-309, 39/40-331, 39/40-320, 39/40-327, 39/40-323 (NEW), 39/40-432, 39-427/40-427.

One of: 27-345; 27-363; 27-371;
Two of: 40-2xx-40-3xx
Two of: 28-352-through 28-370 or 28-450; 28-452
Two: 40-3xx
01-150, 01-151;
two courses from Languages or Science;
three courses from any area of study, excluding Visual Arts and Communication, Media and Film.

Recommended Course Sequencing
Year 1:
39-110
39-112/40-112
40-101
27-106
27-107
27-108

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

40-113
01-150
01-151
1 course language/science

Year 2:
40-209
39-232/40-232
40-234
27-263 or 27-245
27-253 or 27-290
39/40-231
39-220/40-220
40-275
One of: 40-2xx-40-3xx (200 level or 300 level course)
1 course outside SoCA/CMF

Year 3
39-310.
39-314/40-314
40-317.
39-309/40-309
39-331/40-331.
39-320/40-320.
39-327/40-327.
39-323/40-323:
39/40-332
One of: 27-345; 27-363; 27-371; 27-383; 27-384

Year 4
39-432
39-427/40-427
One of: 40-2xx-40-3xx (200 level or 300 level course)
Two of: 28-352-through 28-370 or 28-450; 28-452
Two: 40-3xx (300 level course)
1 course language/science
2 courses outside SoCA/CMF

Courses used to calculate the major average are: 27-108, 27-263 or 27-245, 39-110, 39-112/40-112, 39-232/40-232, 40-234, 39-231/40-231, 40-332, 39-220/40-220, 40-275, 39-310, 39-314/40-314, 40-317, 39-309/40-309, 39-319/40-331, 39-320/40-320, 39-327/40-327, 39-323/40-323, 39-432, 39-427/40-427, One of: 27-345; 27-363; 27-371

Description of thesis option (if applicable): N/A

Description of experiential learning components (if applicable):
[Describe how the program requirements differ for students who complete the experiential learning option and those who opt not to.] **N/A**

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

Explanation of how credit will be awarded for the experiential learning component (length of component, credit weighting, *etc.*), if applicable: N/A

For Co-op components:
   Guidelines for co-op work term reports: N/A

   General length of co-op work term: N/A

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

C.3.1   For Graduate Program Only (QAF sections 2.1.3 and 3; Senate Policy C5):

> ***Normal Duration for Completion:*** *provide a clear rationale for program length that ensures that the revised program requirements can be reasonably completed within the proposed time period.*

N/A

> ***Program Research Requirements:*** *for research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for completion of the revised degree program.*

N/A

> ***New or Changes to Fields in a Graduate Program [optional]:*** *Where fields are contemplated, provide the following information:*
> - *The master's program comprises the following fields: ...[list, as applicable]*
> - *The PhD program comprises the following fields: ...[list, as applicable]*

N/A

C.3.2   For All Program Proposals:

C.3.2.1   New or Changes to Standing Required for Continuation in Program

> *Minimum average requirements for continuation in the program.*
> *Must conform to the regulations for standing required for continuation in the program described in the undergraduate and graduate web calendars [www.uwindsor.ca/calendars].*
>
> *Specify new or changes to standing required for continuation in the experiential learning option or co-op option of the revised program, where applicable.*

N/A

C.3.2.2   New or Changes to Standing Required for Graduation

> *Minimum average requirement to graduate in the program.*
> *Must conform to the regulations for standing required for continuation in the program described in the undergraduate and graduate web calendars [www.uwindsor.ca/calendars].*
>
> *Specify new or changes to standing required for graduation in the experiential learning option or co-op option of the revised program, where applicable.*

N/A

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

C.3.2.3   New or Changes to Suggested Program Sequencing

Provide suggested program sequencing for each year of the revised program, ensuring that all pre-requisites are met in the sequencing.

Where applicable, provide work/study/placement sequencing for each year of the experiential learning/co-op version of the revised program. Please ensure that all pre-requisites are met in the sequencing.

For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).

C.4 NEW OR CHANGES TO LEARNING OUTCOMES (Degree Level Expectations) (QAF section 2.1.1, 2.1.3, and 2.1.6)

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 <u>Characteristics of a University of Windsor Graduate"</u> 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).

N.B. These program learning outcomes were vetted twice by Allyson Skene of CTL and suggested changes were made accordingly. Additionally, learning outcomes for new courses that will be included in the proposed option have already been vetted through CTL and are included in Forms considered by PDC in Fall 2016.

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. Demonstrate mastery of advanced technical skills in audiovisual production (e.g. direction, cinematography, sound, lighting, editing, etc.) through the creation and presentation of short and/or mid-length film/video texts (see also H)	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
Apply concepts of visual storytelling, including the use of cinematic techniques (e.g. lighting, shot angles, etc.) in the process of scriptwriting and creating media texts to achieve desired effects Use and explain the specialized vocabulary associated with advanced cinematic production (including sound, lighting and editing) Critically appraise the relationship between strategic aesthetic choices and the creation of specific meanings (see also H) Compare and evaluate various theoretical frameworks used to study film and filmic techniques Employ relevant communication theories (i.e. encoding/decoding) that shape the creative process and that may influence audience perceptions		
B. Design a project proposal that addresses each stage of the production process (pre-production, production, post-production) from conception to implementation, including prospective venues for distribution (see also D) Conduct relevant background research on the subject matter/focus of the film in the pre-production stage and integrate this knowledge in the subsequent production process Assemble, organize and examine data related to potential target audiences/demographics to maximize exposure (see also D)	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
C. Integrate conceptual knowledge and practical skills appropriate to content creation for various genres (e.g. documentary, fiction, experimental) Evaluate and apply theoretical, aesthetic and historical concepts when making stylistic choices in editing/post-production processes Manage and troubleshoot problems as they may arise during the production process	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. Formulate a budget plan based on a consideration of the various components of the production process (see also B) Assemble data; describe and categorize target	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

demographics to maximize exposure		
E. Explain the ethical responsibilities of media makers to their subject(s) and audiences and employ them in their own creative work at all stages of the production process (pre-production, production, post-production)	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge Autonomy and Professional Capacity
F. Work creatively and collegially in teams on production projects, from conception to completion (see also E and G)	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. Assume leadership in a variety of roles (e.g. direction, cinematography, lighting, etc.) when working in a collaborative production environment. (see also F)	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Apply technical, aesthetic and conceptual decisions based on an advanced understanding of design principles Produce original scripts for film/video projects Use different aesthetic approaches in the meaning-making process (see also A and C)	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Appraise and explain significant historical developments in the field of cinema and the relationship between cinema and society Explain the centrality of film in the framing and representation of contemporary issues and current events (see also	I. the ability and desire for continuous learning	Autonomy and Professional Capacity

C.4.1

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

This program option in Film Production and Media Arts will better enable students interested in creative approaches to these areas to develop professional capacity through a number of courses that stress teamwork in order to succeed in their film and media productions. Communication and research skills will be developed through a targeted mix of existing academic courses in SoCA and CMF which give contextual and conceptual breadth to the technologies that these students will be employing in their studio courses. Exposure to a range of approaches to film and media through this coursework enables students to navigate sophisticated cinematographic technologies and to understand technological shifts in film and digital media through hands-on experience. This combination of studio and academic course work that is available between the two departments will enable an in-depth study of film/media history and theory that will place students as creative practitioners capable of situating their work in shifting contexts and multiple industries.

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

C.4.2

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

N/A

C.4.3 Mode of Delivery (QAF section 2.1.5)

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

This new option will allow students to specialize in film and video production in the areas of directing, cinematography, sound recording, writing, stop-motion animation, editing and post-production, with an emphasis on storytelling through technical and artistic approaches to the craft. This option will allow students to develop proficiency in the technical and aesthetic languages of film and media arts through understanding of the range of cinematographic practices available in the 21st century and applying this knowledge to their own creative productions.

Teaching in this option will be a combination of classroom/screening and discussion and collaborative studio work that is afforded in the film and media studios on our campus. Production faculty describe this as a "cooperative guild-like" atmosphere that fosters teamwork and the development of professional networks. Courses are delivered through the classroom or studio and therefore are face-to-face and/or hands-on. Most courses have a lab component.

C.5 Student Workload

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

Expected Workload per 3.0 Course Credit/Week	Average Time the Student is Expected to Devote to Each Component Over the Course of the Program per week
Lectures	2
Tutorials	1
Practical experience	
Service or experiential learning	
Independent study	
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	4
Studying for tests/examinations	2
Other: *[specify]*	
Compare the student workload for the proposed revised program with the workload for the existing program and other similar programs in the AAU. The workload is similar to the existing option in the combined program. By virtue of the production orientation of this option, students are expected to work collaboratively in groups outside scheduled class/lab times to plan and execute projects. This is currently the case with students focused on production in CMF.	

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

D. MONITORING AND EVALUATION (QAF section 2.1.6)

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

Content will be delivered in the form of lectures, labs, workshops, screenings, seminars, and on-set instruction. The delivery, as in all studio areas in SoCA and production courses in CMF, is hands-on, experiential and involves direct interaction between students and faculty. This is an appropriate way to teach students how to analyse and create film and video. To ensure students are successfully achieving learning outcomes, their work may be assessed using the following methods: lab assignments, in-class hands-on exercises, reviews/critiques of films/videos, peer evaluation, quizzes, tests and exams. Additionally, the final year-end "Film Screening" provides an important public occasion to showcase student work and their Digital Portfolio. Students will also have the opportunity to submit their completed film/video projects for consideration for inclusion at the Communication Students Association (CSA) Film and Video Festival held annually each year in April and will be encouraged to submit their work to other local, national and international film/video festival venues as has been the practice within CMF for several years.

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

The program is subject to all the usual monitoring and evaluation by the IQAP process. In addition, the success of the program will be monitored and evaluated by faculty on a yearly basis. Statistical analysis of enrolment, application numbers, attrition rates and time to complete the degree is essential. There will be an annual evaluation by the film production faculty of the enrolment levels in the classes to ensure projected targets are met, along with assessments of student demand. End of year reviews of student work completed in each year of study/creation will allow faculty to monitor the success of curriculum in instructing technical skills and artistic innovation. The final year end "Cinema Arts Show" as well as the annual CSA Film/Video Festival provide important public occasions to showcase student work and their Digital Portfolio.

E. NEW OR REVISIONS TO EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Policy C5)
[Complete this section ONLY if the program change includes new or revisions to the experiential learning/co-op component involving paid or unpaid placements.]
 N/A

University of Windsor
Senate

*5.5.2b: **Communication Media and Film/School of Creative Arts - Cinema Arts - New Course Proposals**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following course additions be made*:
        40-113/39-113. Introduction to Media Design and Production II
        40-220/39-220. Screenwriting Fundamentals
        40-215/39-215. Experimental Film and Video
        40-314/39-314. Studio and Location Lighting for Film and Video
        40-317/39-317. Directing the Screen Performance
        40-323/39-323. Production Planning and Development
        40-415/39-415. Advanced Studio and Location Lighting for Film and Video

Subject to the approval of expenditures required.

Rationale/Approvals
- The new course proposals have received approval from the CMF Departmental Council, the SOCA Council, and the Faculty of Arts, Humanities and Social Sciences 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 Decmeber 15, 2016 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.2.1 .

University of Windsor
Senate

*5.5.3a: **Visual Arts and the Built Environment (VABE) – New Course Proposals**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following course additions be made:
                   36-215. Construction I
                   36-225. Construction II
                   36-211. Visual Communications II
                   36-221. Visual Communications III

Subject to approval of expenditures required.

Rationale/Approvals
- The proposal has received approval from School of Creative Arts, the Faculty of Arts, Humanities and Social Sciences 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 December 15, 2016 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.3 .

University of Windsor
Senate

*5.5.3b: **Visual Arts and the Built Environement (VABE) – Minor Program Changes**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the degree requirements for the BFA in Visual Arts and the Built Environment (VABE)
              be changed according to the program/course change forms*.**

Subject to approval of the expenditures required.

Rationale/Approvals
- The proposed changes have been approved by the School of Creative Arts Coucil, the Faculty of Arts, Humanties and Social Sciences 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 December 15, 2016 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.4 .

University of Windsor
Senate

*5.5.3c: **Liberal and Professional Studies (LAPS) – Minor Program Changes**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Liberal and Professional Studies programs   be changed according to the program/course change forms*.

*Subject to approval of the expenditures required.

Rationale/Approvals
- The proposed changes have been approved by the Faculty of Arts, Humanties and Social Sciences 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 December 15, 2016 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.5 .

University of Windsor
Senate

*5.5.3d: **Nursing – Minor Program Changes**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the program requirements for the Collaborative Honours Bachelor Science in Nursing be changed according to the program/course change forms*.**

Subject to approval of the expenditures required.

Rationale/Approvals
- The proposed changes have been approved by the Faculty of Nursing 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 December 15, 2016 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.6 .

University of Windsor
Senate

*5.5.3e: **Social Justice – New Course Proposal**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the following course additions be made*:**
              38-210. Being Heard: Advocating for Social Change

Subject to the approval of expenditures required.

Rationale/Approvals:
- The new courses proposal has been approved by Women's and Gender Studies, the Faculty of Arts, Humanities and Social Sciences Coordinating Council and the Program Development Committee.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the December 15, 2016 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.7 .

University of Windsor
Senate

*5.5.3f: **Political Science – International Relations - Minor Program Changes**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the BA (Honours) International Relations and Development Studies program be changed according to the program/course change forms*.

Subject to approval of the expenditures required.

Rationale/Approvals
- The proposed changes have been approved by the Department of Political Science Council, the Faculty of Arts, Humanties and Social Sciences 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 December 15, 2016 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.8 .

University of Windsor
Senate

*5.5.3g: **Women's and Gender Studies – New Course Proposal**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the following course addition be made*:**
                         53-375 Masculinity, Crime and Punishment

Subject to the approval of expenditures required.

Rationale/Approvals
- The proposed changes have been approved by the Faculty of Arts, Humanities and Social Sciences 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 December 15, 2016 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.9 .

University of Windsor
Senate

*5.5.3h: **Philosophy – New Course Proposal**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following course additions be made*:
                34-238, Social Identity, Diversity and Race

Subject to the approval of expenditures required.

Rationale/Approvals:
- The new course proposal has been approved by the Department of Philosophy Council, the Faculty of Arts, Humanities and Social Sciences Coordinating Council and the Program Development Committee.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the December 15, 2016 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 4.1 .

University of Windsor
Senate

*5.5.4:   **Social Work Graduate Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

UNIVERSITY OF WINDSOR
PROGRAM DEVELOPMENT COMMITTEE
COURSE LEARNING OUTCOMES FORM

COURSE NUMBER AND TITLE: 02-47-570 Field Integration Seminar

02-47-570

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Identify and articulate the social work roles in professional relationships with agency supervisors, staff, peers, and clients that affect their practice (also relevant to E, F, G and I)	B. the acquisition, application and integration of knowledge
B.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Articulate critical linkages between "use of self", personal experience, prior and concurrent learning, and "real-life" field situations from an ecological systems perspective (also relevant to E, F and H)	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: 02-47-680 Advanced Internship Seminar

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Integrate and apply knowledge of multi-level social work theories and interventions, professional ethics, the professional use of the self, and evaluation of best practices with diverse populations (also relevant to C, E, G, H and I)	A. the acquisition, application and integration of knowledge
B. Understand and articulate the agency/community contexts and policies affecting identified needs, and formulate evidence-based solutions within the ecological perspectives (also relevant to C, D and H)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Demonstrate effective, professional and interpersonal functioning in organizations within established agency protocols, structures and internal communication networks (also relevant to G)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: 02-47-571 Master of Social Work Foundation Year Practicum

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:

A. Demonstrate knowledge of an agency's mission, policies, goals, procedures and governance by:
   a) Adhering to agency policies regarding professionalism and integrity in relation to colleagues, clients and practice.
   b) Explaining how agency policies and services meet client needs.
   c) Employing professional behaviour.
   d) Establishing appropriate communication with agency personnel.
(also relevant to E, F and G)
	A. the acquisition, application and integration of knowledge

B. Evaluate the impact of community characteristics by:
   a) Identifying an agency's role and function within a community.
   b) Determining and utilizing indirect strategies to respond to issues.
   c) Analyzing the impact of oppression and discrimination.
Articulate how research, literature and best/promising practices inform practice
(also relevant to C)
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)

C. Explain how the ecological perspective informs social work practice. Assess client needs and capacities, determining intervention and implementing multi-level practice approaches that fit client system, problem, and diverse social work roles. Utilize self-reflection and critical thinking to inform and evaluate social work practice. Utilize creative problem solving to inform and evaluate social work practice. (also relevant to D)	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills

E. Express in practice/intervention, behaviour, writing and oral presentations, social work's mission, values and ethics in all field related experiences.
Articulate and analyze:
   a) Personal biases and values when working with diverse populations.
   b) Future learning needs.
(also relevant to D, H and I)
	E. responsible behaviour to self, others and society

F. Articulate the unique role of social workers within the agency and the helping professions. (also relevant to H)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: 02-47-681 Advanced Practice Internship

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Demonstrate through behaviour, supervision and interventions how agency mission, goals, procedures, communication channels and collaboration with colleagues effectively prepares for advanced micro, mezzo and macro social work practice. Integrate theoretical perspectives within social work practice assessment, prevention, and evaluation. (also relevant to C, D, F and G)	A. the acquisition, application and integration of knowledge
B. Initiate social work practice that: a) Articulates and demonstrates how research, literature and best/promising practices inform practice. b) Utilizes research, evidence-based practice, and policy to inform advocacy for social and economic justice. (also relevant to E and H)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Analyze how agency policy advances social well-being. Critically analyze interventions. (also relevant to E)	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Mobilize effective networks and resources to advance social and economic well-being and effective social work practice. Integrate a professional social work identity by: a) Managing personal values in a way that professionally guides practice. a) Applying ethical reasoning strategies to arrive at principled decisions. b) Tolerating ambiguity in resolving ethical conflicts. c) Assessing how changing locales, populations, scientific and technological developments and emerging societal trends influence relevant and applicable services.	E. responsible behaviour to self, others and society

Learning Outcomes *This is a sentence completion exercise.* <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
d) Describing and formulating plans for their continuous learning. Describe how various community contexts, including forms of oppression and discrimination, influence indirect practice interventions. (also relevant to F, G, H and I)	
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

University of Windsor
Senate

*5.5.5:   **Minor in Computer Science – Minor Program Change – Correction**

Item for: **Information**

Forwarded by: **Program Development Committee**

Rationale:
▪ At the PDC meeting of May 26, 2016 a Minor Program Change was submitted that accidently superseded a proposal to remove the course 60-205 *Introduction to the Internet* from the degree requirements. This was due to an editorial error on the PDC Form.
▪ Prior to this, at the PDC meeting of February 24, 2016 and the March Senate meeting, the course 60-205 was removed from the Minor in Computer Science.
▪ The calendar description for the course 60-205 states that it "*May not be used to fulfill the major requirements of any major or joint major in Computer Science".*
▪ Therefore, 60-205 was deemed to not be an appropriate foundational course for the Minor in Computer Science.

Minor in Computer Science - Correction

The minor in Computer Science consists of the following courses in which students must maintain an average of 60% or better: 60-100, 60-140, 60-141, 60-212, and two of ~~60-205,~~ 60-254, 60-256, or 60-265.

~~*NOTE: 60-205 has a prerequisite of 60-104. This is not part of the minor, but would have to be completed before taking 60-205.~~

University of Windsor
Senate

*5.5.6:   **Suspension of Admissions - Graduate Diploma in Advanced Practice Oncology/Palliative Care**

Item for: **Information**

Forwarded by: **Program Development Committee**

This memo if to inform you that effective immediately, the Faculty of Nursing is suspending its Graduate Diploma in Advanced Practice Oncology/Palliative Care program. We will not admit students to this program starting Fall 2017. This decision was approved at the Nursing Faculty Council on Tuesday, November 22, 2016.

Rationale for suspension:
- Resources issues in the Faculty, especially with the launch of our new PhD program in Fall 2017 and high growth and demand in our graduate Master's programs.
- Low interest/enrolment in program
- We are reviewing the program with a plan to for revisions to make it more marketable and accessible
- We are looking at ways to improve marketing of this program

Anticipated length of suspension of admissions to program: At least two years

University of Windsor
Senate

*5.6.1:   **Student Awards and Financial Aid Report**

Item for: **Information**

Forwarded by   **Academic Policy Committee**

Financing Awards

The undergraduate student awards program at the University of Windsor is administered by the Student Awards and Financial Aid Office. Donor sponsored awards may be financed one of three ways:

1)   An annual donation of at least $1,500 (minimum of a three-year commitment) as a rule, these awards become active within the same academic year that the terms of reference are approved;
2)   Presentation of a capital sum of at least $25,000 for investment as an endowment funds must be invested for at least one fiscal year to stimulate sufficient interest income to support expenditures. Generally awards will become active within one to two years following receipt of approved terms of reference;
3)   A series of smaller donations accumulating capital and interest until the minimum $25,000 endowment level is reached can take two or more years to reach the minimum level. Awards generally become active within three to four years following receipt of approved terms of reference and capital base.

The University of Windsor's Open Entrance Scholarship Program as well as our need-based bursary programs and Work Study is financed by the University of Windsor.

The following list includes all three types of newly established awards administered by the Student Awards and Financial Aid Office. For the purposes of this report, these awards have been classified as either "active" or "in-process".

2015-16 Newly Established Student Awards – ACTIVE

Aird Berlis LLP Award
Value: $1,500. Awarded to a Law I student who ranks in the top 15% of the class and who has made a significant contribution to student life in their first year of Law School. Assigned.

Campus Dental Centre Education Bursary - (Full Time Students)
Value: $2500. Awarded annually to a year 3 student who has demonstrated financial need and is in good academic standing. Recipient must be a Canadian Citizen or Permanent Resident (includes those with Protected Persons status), meeting OSAP Ontario residency requirements. Preference will be given to a student who graduated from a Windsor/Essex County high school. If you have applied for a "University of Windsor In-course Bursary" by October 15 through this awards search, you will automatically be considered for this award.

Campus Dental Centre Education Bursary - OPUS
Up to 3 bursaries awarded annually. Eligible applicants must be registered as part-time students, must have completed at least two courses, be in good academic standing and have demonstrated financial need. Recipients must be a Canadian Citizen or Permanent Resident (includes those with Protected Persons status), meeting OSAP Ontario residency requirements. Award is renewable through reapplication in subsequent years provided qualifying conditions are met. Apply on-line. Deadline: January 15

de VRIES LITIGATION Award
The de VRIES LITIGATION Award is presented to an upper year student with the top combined grade in Wills or Estate Law courses combined with their grade in the Civil Procedure course. Preference will be given to students with the highest grade in Wills or Estate Law courses. This award was established in 2014 by Justin W. de Vries ' 91.

Dr. Murray O'Neil Scholarship
2 awards valued at $5,000 available to students entering Year 1 in the Schulich School of Medicine and Dentistry (Windsor Program). Applicants must be permanent residents of Essex or Kent counties. Candidates must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status). Awards can be renewed for up to 2 additional years provided that the student remains in good academic standing in the Schulich School of Medicine and Dentistry (Windsor Program) - documentation required. Applications available through the Schulich School (Windsor Program) Office. Deadline: November 15th.

Ed Lumley Bursary
Several bursaries valued at $8000 will be awarded annually to students entering Year 1 directly from a Windsor/Essex County high school, to full time studies at the University of Windsor. Eligible applicants must be in good academic standing and have demonstrated financial need. Recipients must commit to working with at least one mentor in an extracurricular activity throughout their undergraduate program. This bursary is not tenable with other major awards. Recipients may be considered for renewal in Year 2, 3 and 4 provided they continue to meet the eligibility requirements nd submit a self-assessment letter and recommendation from their mentor each year. Apply on-line. Early Deadline: March 1, Final Deadline: June 1.   See Special Rules for additional requirements.

Eleanor Catherine Wallace Memorial Entrance Scholarship
Several scholarships of $5000 ($2500 x 2 semesters) will be awarded annually to full time undergraduate students entering directly from a Canadian high school. Based on academic merit (minimum entering average of 80%), leadership potential, commitment to community and participation in school activities. Students must submit a short essay demonstrating their worthiness of the award. Preference will be given to students in the Arts, Humanities and Social Science programs, however students in other programs may be considered. All eligible students are encouraged to apply. Not tenable with other major awards. Apply on line. Deadline: June 1

Lucky Star Award

The Lucky Star Awards valued at $250-$500 will be available to domestic and international students, registered in FAHSS, who find themselves in a severe financial crisis. Recommendation will be made by Student Awards staff in consultation with Development Officer.

Marian McLean Campus Spirit Award

Awarded annually to a student in his/her third or fourth year of study, with demonstrated leadership capabilities and active involvement in campus life (ie., student engagement, clubs, student government, athletics etc.) Good academic standing and proven financial need required. Apply on-line. Deadline October 15. This award was established for Susan Lester, Director if Alumni Affairs, upon her retirement, after 35 years of dedicated service, and was named in memory of her mother.

Northern Trust Scholarship

Value: $400. Offered annually to a student in any year, in any program, who has demonstrated financial need. A minimum cumulative average of 80% is required. This award was established in 2010 by the Northern Trust Company. If you have applied for a "University of Windsor In-course Bursary" by October 15 through the awards search, you will automatically be considered for this award.

Odette Young Leadership Scholarship

Several awards valued at $1500 are available to first year students entering into the Odette School of Business directly from full time high school studies or as College transfers with an entering average of 80 -89.9%. Recommendations made by the Odette School of Business. No application required.

Part-Time Undergraduate Aboriginal Student Bursary (OPUS)

Value: $500. One award is offered annually by the Organization of Part-time University Students (OPUS). Eligible applicants must be registered as part-time students, be in good academic standing and have demonstrated financial need. Recipients must be Canadian Citizens or Permanent Residents (includes those with Protected Persons status) meeting OSAP Ontario residency requirements. Award is renewable through reapplication in subsequent years provided qualifying conditions are met. Apply on-line. Deadline: January 15.

Robert J. Van Kessel '87 Memorial Writing Prize

The Robert J. Van Kessel '87 Memorial Writing Prize is presented to a Law student who submits a paper on the topic of Corporate Litigation or Commercial Litigation, and who is selected from a committee of the donor's choosing. (see special rules for further details). This prize was established in 2014 by friends, family and colleagues of the late Robert J. Van Kessel, of the Windsor Law Class of 1987.

The Michael Nudelman Leadership Award

Interest from trust will provide one scholarship annually to a 2nd or 3rd year student registered full time in the BCOMM (Honours Business Administration) program who has taken a leadership interest in sports. A minimum cumulative average of 73% is required. Apply on line. Deadline October 31.

WD Lowe High School and Lancer Football Alumni Scholarship

Value: $1500. Awarded annually to a full-time (as per OUA/CIS standards) undergraduate third year student who is a member of the Lancer Football Team. A minimum 70% previous year average is required. Assigned. No application required.

2015-16 Newly Established Student Awards - IN PROCESS

Gordon David Baillargeon Memorial Scholarship

Value: $1500. Awarded annually to a 3rd or 4th year student registered full time in Psychology or Social Work. A minimum cumulative average of 78% and demonstrated financial need is required. The recipient must be a Canadian

Citizen or Permanent Resident (includes those with Protected Persons status), meeting OSAP Ontario residency requirements. Established in memory of Gordon Baillargeon who graduated with a major in Psychology and who later returned as a part time student taking courses in Social Work.

John Christopher Beer Bursaries in English
Up to 3 bursaries awarded annually to full time students registered in the English program who have demonstrated financial need. Recipients must be a Canadian Citizen or Permanent Resident (includes those with Protected Persons status), meeting OSAP Ontario residency requirements and be in good academic standing.

LucasWorks! Entrepreneurship Scholarship
Value: $1000. Awarded annually to a full time female undergraduate student enrolled in the Odette School of Business who demonstrates an interest in entrepreneurship by participating in start-up programs in the EPI Centre. Applications are accepted from students in Year 2, 3 and 4 who have a minimum cumulative average of 73% and proven financial need. Candidates must also submit a statement (minimum of 500 words) outlining their interest in entrepreneurship.

Dr. Edward King Bursary (OPUS)
Value: $500 each. One bursary is offered annually by the Organization of Part-time University Students (OPUS). This bursary is dedicated to Dr. Edward King for his years of service on the OPUS Board of Directors and University of Windsor Board of Governors for over 20 years. The number of bursaries varies from year to year, based on demand and financial resources as determined by the OPUS Board of Directors. Eligible applicants must be registered as part-time students, be in good academic standing and have demonstrated financial need. Recipients must be a Canadian Citizen or Permanent Resident (includes those with Protected Persons status), meeting OSAP Ontario residency requirements. Award is renewable through reapplication in subsequent years provided qualifying conditions are met. This award may not be combined with any other OPUS awards. Apply on-line. Deadline: January 15.

Mrs. Renee King (Dufour) Memorial - Education Award
Awarded annually to a full-time first year Education student from the Windsor-Essex County area who is studying to by a Primary Teacher. Candidates must be a Canadian Citizens or Permanent Residents (includes those with Protected Persons status). Financial need may be a consideration. Apply online. Deadline: January 15.

Nodder Hayes Visual Arts Scholarship
Awarded annually to a full-time undergraduate first year student in the Visual or Fine Arts Program. Candidates must be a Canadian Citizens or Permanent Residents (includes those with Protected Persons status). Financial need may be a consideration. To be considered, applicants for this award must submit a short essay explaining why the visual arts are a critical facet of a better society. Submissions will be adjudicated by a committee from the School of Creative Art. Apply online. Deadline: January 15.

UFCW 459 Action Centre Award
One or more awards of up to $5,000 are available annually for students in any program, faculty or year of study who were employed by, or who are spouses, children or grandchildren of someone who was employed by, Heinz in Leamington at the time of the plant closure. Candidates must be in good academic standing and registered in at least 40% of a full course load for their program of study. Recipients may receive the award once in their academic career. Confirmation of affiliation from the UFCW 459 Action Centre is required. Apply online. Deadline: October 10, 2016.

5 Year Historical in Number of New Awards Added

Academic Year	# of New Awards - Active	# of New Awards – In Progress
2011-2012	50	19
2012-2013	6	10
2013-2014	29	6
2014-2015	13	10
2015-2016	15	7
Total New Awards Added in Past 5 Years	**113**	

Programs Administered

The following programs are administered by the Student Awards & Financial Aid Office.
- Ontario Student Assistance Program (OSAP)
- Out of Province Student Aid Programs
- US Title IV Federal Direct Student Aid
- Undergraduate scholarships, bursaries and awards
- UWindsor Work Study Program

2015/2016 Highlights
- New scholarship grid (80-84.9%, 85-89.9% (non-renewable)l 90-94.9%, 95-100% (renewable).
- UWindsor Work-Study Program extended to undergraduate international students.

University of Windsor
Senate

5.6.2   **Internationalization Annual Report (2015-2016)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

To view the full report, link to the Academic Policy meeting of December 13, 2016, item 4.1.1 which can be found in the bookmarks.

Academic Policy Committee
University of Windsor

Internationalization Annual Report (2015 Ë 2016)
Dr. Ram Balachandar, Vice-Provost, International Development

1.   Executive Summary

A.   Introduction

Established in October 2014, the Office of the Vice-Provost, International Development oversees internationalization at the University of Windsor.

2015/16 was a busy year in terms of internationalization activities including those related to international recruitment, international collaborations, and student and stakeholder engagement. This report provides a summary of these activities.

The comprehensive 2015/16 internationalization report is attached herewith.

B.   Goals and Objectives of Reporting Year

The Office of the Vice-Provost International Development (VP-ID) has made a concerted effort over the last year to engage internal and external stakeholders in internationalization efforts to enrich our campus and the extended community. The activities and initiatives noted below are related to such efforts.

C.   Successes

   1.   The University continued to have a presence at a broad range of marketing and promotional activities across the globe to increase awareness of the institution, showcase high-quality program offerings, and demonstrate international support services available to all our students.

   2.   Significant efforts were made and continue to be undertaken to create and revise existing marketing and informational material to support both direct and educational representative (agent) supported recruitment activities.

   3.   The number of ranking systems available to international students is increasing. There are over 50+ national ranking systems and ten global rankings of various significance available to prospective students, and their future employers. As such, we have actively responded to requests to participate in multiple global ranking systems, including Shanghai Jiao Tong Academic Ranking of World Universities and Time Higher Education World Rankings.

   4.   Recognizing that international students learn about universities primarily online we have engaged multiple international marketing firms (BigChoice Group, Keystone Academic Solutions and SchoolFinder Group) to provide online international student recruitment solutions to increase student prospects & enrollments while diversifying the existing student body for pre-university, Bachelors, Masters, and Study Abroad students.

   5.   The VP-ID Office hosted a recruitment information session at the Canadian Embassy in Mexico City in March 2016 geared to parents and prospective students.

   6.   Held a campus information session to discuss the role of Educational Agents in March 2016.

   7.   In May 2016, the University will host its first ever ãæ{ ãã¸ã æaã} ÁºÇŒ +ÁV[ˇ ¦Á{ Á ^|&{ ^Á çˆ^¦Ãˆ €Á educational agency representatives to Windsor for three days of training and familiarization with the campus.

   8.   For Fall 2015, the University received 5,193 international applications to our academic programs (2,037 UGrad & 3,128 Grad) with offers made to 2,269 students (861 UGrad & 1,408 Grad) suggesting strong initial interest in the University of Windsor; however, the majority did not elect to attend the

institution. In an effort to increase conversion from accepted to registered, we launched a unique pilot program connecting our current international students with applicants to facilitate sharing their own stories and experiences. To date, the International Student Ambassador program has conducted nearly 3,000 phone calls and connected with over 800+ international Fall 2016 applicants.

9. A Constituent Resource Management (CRM) system was acquired and implemented to better track and manage prospective student leads and international agreements.

10. The University successfully recruited 274 new full-time international undergraduate and 861 graduate students for 2015/16. A new enrollment record was met in Fall 2016 with 2,449 full-time international students electing to study at the University of Windsor (1,008 undergraduates and 1,441 graduate).

    ‹ The Centre for Executive and Professional Education (CEPE) successfully recruited 422 new international students into seven distinct course-based graduate programs offered in partnership with the Faculties of Science, Business and Engineering.

    ‹ CEPE continues to play a crucial role in delivery of high quality services to international graduate students. In Fall 2015, CEPE supported 48.6% of all full-time international graduate students at the University.

11. Welcomed Paul Bailey, Deputy Director from DFATD in July 2015 to present to campus stakeholder æà[ˇ o Ô æ} æå æ æ Á d æ ^ * æ Á (æ} å æ æ ^ Áæ} å Á o @ ˙ Á V } æ ^ ¦ • æ ˜ o ɶ Á [| ^ Á ã } Á ã } c ^ ¦ } æ æ i } æ Á ^ & i ˇ ã { ^ } dĚ Á

12. Championed the approval of revised tuition models for recruitment in Mexico (entrance scholarships for students entering academic studies directly from secondary school in the FAHSS, Business or Engineering undergraduate programs) and Turkey (flat tuition fee for an academic year as part of study abroad opportunity for students coming from Turkey).

13. A revised protocol has been established for international agreements and to manage the approval process in consultation with the Office of the Provost.

14. Over 20 new institutional agreements were negotiated with 16 agreements fully approved and executed for implementation. Ten existing student exchange agreements were renewed for another 5-year term. The following new agreements were approved:
    ‹ AAUA (Nigeria) . Friendship agreement
    ‹ UNESP (Brazil) . General MOU
    ‹ UNICAMP (Brazil) . Study Abroad and Student Exchange
    ‹ Bangor University (UK) . Student Exchange
    ‹ Q ˙ • ã o Ù ˘] ..!ã ˘ ¦ Á ä ï | ^ & d [} ã ˘ ^ Á et du Numérique (France) . General MOU
    ‹ Indian School of Mines (India) . General MOU
    ‹ GITAM (India) . Study Abroad Pathway Agreement
    ‹ VIT (India) . Study Abroad Pathway Agreement
    ‹ UFV/ SD College (India) . Study Abroad Pathway Agreement
    ‹ KU Leuven FaBER (Belgium) . Student Exchange
    ‹ Global International College (Nigeria) . General MOU
    ‹ Fuzhou Foreign Language High School . Friendship agreement
    ‹ Fuzhou No11 High School . Friendship agreement
    ‹ Fuzhou Senior High School . Friendship agreement
    ‹ Zhengzhou No. 4 Middle School . Friendship agreement
    ‹ Zhengzhou No. 47 Middle School . Friendship agreement

15. Coordinated and hosted several delegation visits to campus as well as signing ceremonies at the University of Windsor. Delegates from the following universities visited campus:
    ‹ AAUA (Nigeria)
    ‹ BILGi (Turkey)
    ‹ KU Leuven (Belgium)
    ‹ Indian School of Mines (India)
    ‹ Q ˙ • ã o Ù ˘] ..!ã ˘ ¦ Á ä ï | ^ & d [} ã ˘ ^ Á o ɶ ˘ Á p ˘ { ..!ã ˘ ^ Á ƒ Ø Z æ } & ^ D

    ‹ SD College and University of Fraser Valley (India)

16. The Centre for English Language Development opened its second location in the former Winclare A in Vanier Hall. This newly renovated space on campus will allow for enhanced services and increased programming.

17. Over 400 students were successfully admitted into academic programs through the English Language Improvement Program (ELIP) pathway. Sixty-five percent of these students entered graduate programs with the remaining 35 % entering undergraduate programs.

18. An additional 50 students were successfully admitted into professional graduate programs through the English and Academic Preparation Program (EAPP) pathway.

D.   <u>Challenges</u>

There are many challenges that need to be resolved; some are in progress since our last update:

1. Improvements to the online international application system are needed to more effectively and efficiently enable the Office of the Registrar to process applications within a globally competitive environment. [Ongoing]

2. An ERP system is being implemented by the University of Windsor to enable more effective and transparent communications with international applicants by all relevant stakeholders, including Office of the Registrar, Residence Services, Centre for English Language Development and Cashiers Office. [Ongoing]

3. Improvements should be undertaken to enable students entering the English Language Improvement Program register via the Student Information System. [Ongoing]

4. Ù č å^} o Æå{ ã c^ å Á[Áæ } Á } å^¦*¦æâˇ æ^ Á¦¦[*¦æ{ Áæ} å Á^¦&o Á{ Á æ¦ æ Bã] æ^ Áã Á&@ ÁŅ̃ ã̧ ^¦• ã c Á -Á̂ ã å•[¦ç Á English Language Improvement Program (ELIP), to meet language proficiency, should not be required by the Institution to re-apply for admissions in cases where they need to defer their admissions to a future term to facilitate completion of ELIP. [Ongoing]

5. Senate should consider the development of academic pathway programs to enable the institution to be competitive in countries that do not offer Grade 12 level in their secondary education system or for applicants who are missing specific course work . such as mathematics/calculus. [APC]

6. As we enter new markets, a review of proficiency measures and possible pathways with high-quality English language training programs within both the private and public sector should be explored. T@•^ Á¦¦[*¦æ{ •Áçæ} Áå^Á^çæ}˘ æ^ åÁ¦¦ÁÁˇˇ ã̧ æ̧ }̧ &̂ Á{ Á&@ ÁŅ̃ ã̧ ^¦• ã c Á -Á̂ ã å•[¦ç ÁÒ̂ }|ã̃ @Á̂Sæ̀ *ˇˇ æ̂^ Á Improvement Program (ELIP Level 3); thereby, enhancing our ability to recruit prospective students who are already studying in Canada. [APC]

7. The VP-ID Office needs to be part of the discussions dealing with admission policies and protocols for international students as implementation of new processes in isolation impacts training for educational agencies and have the potential to hamper recruitment efforts.

2. Report

A.   <u>Œ̂ ^æ̧ Á Goals and Objectives and the University̧ Strategic Plan</u>

Strategic Priorities:

1. *Provide an exceptional and supportive undergraduate experience*

    ‹ Facilitate recruitment, conversion, and successful transition into all undergraduate programs
    ‹ Provide pathway programs to enable access to high quality undergraduate education
    ‹ Establish a system to enable Faculties to communicate to students how an international experience can be incorporated into their degree

‹ Increase student participation in mobility programs
‹ Enhance supports available to international students to ensure that they have a rich learning and cultural experience

2. *Pursue strengths in research and graduate education*

3. *Recruit and retain the best faculty and staff*

4. *Engage Windsor-Essex community*

‹ Build partnerships within the community to increase awareness of Windsor-Essex as a study å•œãˆ] æœ} Áæ} åÁ] æœ@¸ æê•Á[Á¢@¸ÁÑ} ãç^¦•ãˇçÁ¦¦[* ¦æ¦ •Áœ} åÁ^¦çãˇ^•

5. *Promote international engagement*

‹ Increase the capacity of our students, faculty, staff and alumni to engage internationally
‹ Enhance our global presence
‹ Support the development and communication of strategic partnerships, including short-term, issues-based partnerships and within all areas of geographic focus
‹ Facilitate connections to support UWindsor international collaborations for both research and student learning

B.   Future Actions/Initiatives

The 2016/17 academic year will see our activities focus on the following:

‹ Development of a comprehensive international enrolment committee comprised of representatives of all Faculty, Deans, and Senior administrators to better predict enrolment.

‹ Increase student mobility within our student exchange programs by 10%.

‹ Promote market-specific tuition models, or scholarship programs, in priority education markets, including Brazil, China, India, Mexico, North Africa and the Middle East, and Vietnam.

‹ Expand the delivery of language training programs presently taking place in China to support recruitment.

‹ Develop, in collaboration with key institutional stakeholders, and implement the University of Y ãj å•[¦çÁ&Qc^¦} æœã] æ¦ã æœã] ÁÚ|æ} +Áæ} åÁ¢ dæœ^* ˆÈ

‹ To improve international recognition, web presence, and media awareness, participate in the QS Stars program. The QS Stars in companion to the QS ¦akings that facilitates the evaluation of a university across a broader range of criteria with respect to established thresholds rather than performance of others. The objective is to allow UWindsor to shine, irrespective of our size, shape, and mission by providing an opportunity to reach out to our prospective students and stand out and be recognized for our internationalization excellence.

‹ Replace the existing online campus tour with an immersive interactive web-based virtual reality experience utilizing the professional services of YouVisit, a global leader in virtual tours and virtual reality.

‹ Continue to enhance our educational agent quality assurance process by developing and implementing a student review æj åÁ%œœð• +Ámodel for our educational agent network; thereby enabling our students to provide feedback on their personal experience, promoting the delivery of strong client-centric service delivery by our agents, and identifying firms of concern.

C.   Recommendations for Senate consideration (if any)

    1. Senate should consider the development of academic pathway programs to enable the institution to be competitive in countries that do not offer Grade 12 level in their secondary education system or for applicants who are missing specific course work . such as mathematics/calculus. [APC]

University of Windsor
Senate

5.6.2: **Internationalization Annual Report (2015-2016)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

To view the full report, link to the Academic Policy meeting of December 13, 2016, item 4.1.1 which can be found in the bookmarks.

Internationalization Annual Report (2015 – 2016)
Dr. Ram Balachandar, Vice-Provost, International Development

1.   Executive Summary

A.   Introduction

Established in October 2014, the Office of the Vice-Provost, International Development oversees internationalization at the University of Windsor.

2015/16 was a busy year in terms of internationalization activities including those related to international recruitment, international collaborations, and student and stakeholder engagement. This report provides a summary of these activities.

The comprehensive 2015/16 internationalization report is attached herewith.

B.   Goals and Objectives of Reporting Year

The Office of the Vice-Provost International Development (VP-ID) has made a concerted effort over the last year to engage internal and external stakeholders in internationalization efforts to enrich our campus and the extended community. The activities and initiatives noted below are related to such efforts.

C.   Successes

1.   The University continued to have a presence at a broad range of marketing and promotional activities across the globe to increase awareness of the institution, showcase high-quality program offerings, and demonstrate international support services available to all our students.

2.   Significant efforts were made and continue to be undertaken to create and revise existing marketing and informational material to support both direct and educational representative (agent) supported recruitment activities.

3.   The number of ranking systems available to international students is increasing. There are over 50+ national ranking systems and ten global rankings of various significance available to prospective students, and their future employers. As such, we have actively responded to requests to participate in multiple global ranking systems, including Shanghai Jiao Tong Academic Ranking of World Universities and Time Higher Education World Rankings.

4.   Recognizing that international students learn about universities primarily online we have engaged multiple international marketing firms (BigChoice Group, Keystone Academic Solutions and SchoolFinder Group) to provide online international student recruitment solutions to increase student prospects & enrollments while diversifying the existing student body for pre-university, Bachelors, Masters, and Study Abroad students.

5.   The VP-ID Office hosted a recruitment information session at the Canadian Embassy in Mexico City in March 2016 geared to parents and prospective students.

6.   Held a campus information session to discuss the role of Educational Agents in March 2016.

7.   In May 2016, the University will host its first ever familiarization "FAM" Tour to welcome over 60 educational agency representatives to Windsor for three days of training and familiarization with the campus.

8.   For Fall 2015, the University received 5,193 international applications to our academic programs (2,037 UGrad & 3,128 Grad) with offers made to 2,269 students (861 UGrad & 1,408 Grad) suggesting strong initial interest in the University of Windsor; however, the majority did not elect to attend the

institution. In an effort to increase conversion from accepted to registered, we launched a unique pilot program connecting our current international students with applicants to facilitate sharing their own stories and experiences. To date, the International Student Ambassador program has conducted nearly 3,000 phone calls and connected with over 800+ international Fall 2016 applicants.

9. A Constituent Resource Management (CRM) system was acquired and implemented to better track and manage prospective student leads and international agreements.

10. The University successfully recruited 274 new full-time international undergraduate and 861 graduate students for 2015/16. A new enrollment record was met in Fall 2016 with 2,449 full-time international students electing to study at the University of Windsor (1,008 undergraduates and 1,441 graduate).

   - The Centre for Executive and Professional Education (CEPE) successfully recruited 422 new international students into seven distinct course-based graduate programs offered in partnership with the Faculties of Science, Business and Engineering.

   - CEPE continues to play a crucial role in delivery of high quality services to international graduate students. In Fall 2015, CEPE supported 48.6% of all full-time international graduate students at the University.

11. Welcomed Paul Bailey, Deputy Director from DFATD in July 2015 to present to campus stakeholder about Canada's strategic mandate and the University's role in international recruitment.

12. Championed the approval of revised tuition models for recruitment in Mexico (entrance scholarships for students entering academic studies directly from secondary school in the FAHSS, Business or Engineering undergraduate programs) and Turkey (flat tuition fee for an academic year as part of study abroad opportunity for students coming from Turkey).

13. A revised protocol has been established for international agreements and to manage the approval process in consultation with the Office of the Provost.

14. Over 20 new institutional agreements were negotiated with 16 agreements fully approved and executed for implementation. Ten existing student exchange agreements were renewed for another 5-year term. The following new agreements were approved:
   - AAUA (Nigeria) – Friendship agreement
   - UNESP (Brazil) – General MOU
   - UNICAMP (Brazil) – Study Abroad and Student Exchange
   - Bangor University (UK) – Student Exchange
   - Institut Supérieur d'Électronique et du Numérique (France) – General MOU
   - Indian School of Mines (India) – General MOU
   - GITAM (India) – Study Abroad Pathway Agreement
   - VIT (India) – Study Abroad Pathway Agreement
   - UFV/ SD College (India) – Study Abroad Pathway Agreement
   - KU Leuven FaBER (Belgium) – Student Exchange
   - Global International College (Nigeria) – General MOU
   - Fuzhou Foreign Language High School – Friendship agreement
   - Fuzhou No11 High School – Friendship agreement
   - Fuzhou Senior High School – Friendship agreement
   - Zhengzhou No. 4 Middle School – Friendship agreement
   - Zhengzhou No. 47 Middle School – Friendship agreement

15. Coordinated and hosted several delegation visits to campus as well as signing ceremonies at the University of Windsor. Delegates from the following universities visited campus:
   - AAUA (Nigeria)
   - BILGi (Turkey)
   - KU Leuven (Belgium)
   - Indian School of Mines (India)
   - Institut Supérieur d'Électronique et du Numérique (France)

- SD College and University of Fraser Valley (India)

16. The Centre for English Language Development opened its second location in the former Winclare A in Vanier Hall. This newly renovated space on campus will allow for enhanced services and increased programming.

17. Over 400 students were successfully admitted into academic programs through the English Language Improvement Program (ELIP) pathway. Sixty-five percent of these students entered graduate programs with the remaining 35 % entering undergraduate programs.

18. An additional 50 students were successfully admitted into professional graduate programs through the English and Academic Preparation Program (EAPP) pathway.

D.   Challenges

There are many challenges that need to be resolved; some are in progress since our last update:

1. Improvements to the online international application system are needed to more effectively and efficiently enable the Office of the Registrar to process applications within a globally competitive environment. [Ongoing]

2. An ERP system is being implemented by the University of Windsor to enable more effective and transparent communications with international applicants by all relevant stakeholders, including Office of the Registrar, Residence Services, Centre for English Language Development and Cashiers Office. [Ongoing]

3. Improvements should be undertaken to enable students entering the English Language Improvement Program register via the Student Information System. [Ongoing]

4. Students admitted to an undergraduate program and elect to participate in the University of Windsor's English Language Improvement Program (ELIP), to meet language proficiency, should not be required by the Institution to re-apply for admissions in cases where they need to defer their admissions to a future term to facilitate completion of ELIP. [Ongoing]

5. Senate should consider the development of academic pathway programs to enable the institution to be competitive in countries that do not offer Grade 12 level in their secondary education system or for applicants who are missing specific course work – such as mathematics/calculus. [APC]

6. As we enter new markets, a review of proficiency measures and possible pathways with high-quality English language training programs within both the private and public sector should be explored. These programs can be evaluated for equivalency to the University of Windsor's English Language Improvement Program (ELIP Level 3); thereby, enhancing our ability to recruit prospective students who are already studying in Canada. [APC]

7. The VP-ID Office needs to be part of the discussions dealing with admission policies and protocols for international students as implementation of new processes in isolation impacts training for educational agencies and have the potential to hamper recruitment efforts.

2.   Report

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

Strategic Priorities:

1. *Provide an exceptional and supportive undergraduate experience*

- Facilitate recruitment, conversion, and successful transition into all undergraduate programs
- Provide pathway programs to enable access to high quality undergraduate education
- Establish a system to enable Faculties to communicate to students how an international experience can be incorporated into their degree

- Increase student participation in mobility programs
- Enhance supports available to international students to ensure that they have a rich learning and cultural experience

2. *Pursue strengths in research and graduate education*

3. *Recruit and retain the best faculty and staff*

4. *Engage Windsor-Essex community*

- Build partnerships within the community to increase awareness of Windsor-Essex as a study destination and pathways to the University's programs and services

5. *Promote international engagement*

- Increase the capacity of our students, faculty, staff and alumni to engage internationally
- Enhance our global presence
- Support the development and communication of strategic partnerships, including short-term, issues-based partnerships and within all areas of geographic focus
- Facilitate connections to support UWindsor international collaborations for both research and student learning

B.   Future Actions/Initiatives

The 2016/17 academic year will see our activities focus on the following:

- Development of a comprehensive international enrolment committee comprised of representatives of all Faculty, Deans, and Senior administrators to better predict enrolment.

- Increase student mobility within our student exchange programs by 10%.

- Promote market-specific tuition models, or scholarship programs, in priority education markets, including Brazil, China, India, Mexico, North Africa and the Middle East, and Vietnam.

- Expand the delivery of language training programs presently taking place in China to support recruitment.

- Develop, in collaboration with key institutional stakeholders, and implement the University of Windsor's "Internationalization Plan" and strategy.

- To improve international recognition, web presence, and media awareness, participate in the QS Stars program. The QS Stars in companion to the QS Rakings that facilitates the evaluation of a university across a broader range of criteria with respect to established thresholds rather than performance of others. The objective is to allow UWindsor to shine, irrespective of our size, shape, and mission by providing an opportunity to reach out to our prospective students and stand out and be recognized for our internationalization excellence.

- Replace the existing online campus tour with an immersive interactive web-based virtual reality experience utilizing the professional services of YouVisit, a global leader in virtual tours and virtual reality.

- Continue to enhance our educational agent quality assurance process by developing and implementing a student review and "stars" model for our educational agent network; thereby enabling our students to provide feedback on their personal experience, promoting the delivery of strong client-centric service delivery by our agents, and identifying firms of concern.

C.   Recommendations for Senate consideration (if any)

1. Senate should consider the development of academic pathway programs to enable the institution to be competitive in countries that do not offer Grade 12 level in their secondary education system or for applicants who are missing specific course work – such as mathematics/calculus. [APC]

University of Windsor
Senate

5.6.3:   **Leddy Library Annual Report**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

To view the full report, link to the Academic Policy meeting of December 13, 2016, item 5.1.

Leddy Library

Annual Report   2015.2016

Statement of the University Librarian

During the 2015.16 reporting year Leddy Library continued to be guided in its activities by the library's five-year plan (2012-2017 – Appendix A) and the core values and strategic priorities of the University.   Ms. Gwendolyn Ebbett (University Librarian 1994-2015) retired and Joan Dalton (Associate University Librarian) stepped in on an interim basis while the international search for a new UL was extended into 2016. The search reached a successful outcome with the arrival of **Pascal Calarco,** an Associate University Librarian from the University of Waterloo, in April of 2016.

One key accomplishment of the reporting year was the launch of the **Centre for Digital Scholarship** on the 4th floor of Leddy Library in Fall 2015. Within the first year it has proven to be a key hub for students, faculty and researchers through the creation of multiple digital initiatives that are gaining widespread attention on campus and beyond.[1]

Shifts in staffing levels continued with several librarians and clerical staff retiring during the reporting period, representing a combined 112 years of service to the University of Windsor. Over the next eighteen months these roles, along with several subsequent retirements, will be assessed, modified and recruited for in some fashion.

A key struggle in the reporting year was coping with the devalued Canadian dollar in the maintenance of subscriptions to digital resources that support teaching and research on campus. Approximately 80% of these are in US currency, so the library's buying power was significantly impacted. This shortfall, combined with the realignment reductions over the past eight years mean that the materials budget is now 50% over-expended annually.

Addressing this fiscal situation will require a baseline review of digital resources in terms of affordability, usage, and program support in order to fashion a sustainable budget model for the future. Over the next year, the Library will be doing an inventory and assessment of evaluation data of our resources usage and budget to better inform "right sizing" academic program support starting in fiscal year 2017/2018. Evidence-based recommendations for prudent cancellations will be articulated out of this, and a sustainable model that fully covers the cost of inflation and currency fluctuations will be sought.

Pascal Calarco, University Librarian

Centre for Digital Scholarship, Leddy Library (http://cdigs.uwindsor.ca/drupal/)

Executive Summary

A. INTRODUCTION

Leddy Library plays a fundamental role in supporting the delivery of academic programs and research activities at the University of Windsor through the timely and ready access to the world's knowledge, through the preservation of both print and digital collections, and through the provision an environment which fosters the pursuit and creation of knowledge.

B. GOALS & OBJECTIVES

1. **Provide an exceptional undergraduate experience:**
   a. Offer students the opportunity to engage in new media scholarship.
   b. Present opportunities for engagement in digital scholarship and publication processes;

2. **Pursue strengths in research and graduate education:**
   a. Lead the campus discussion on open access scholarship and publishing
   b. Provide core data and geospatial services in support of research and graduate education;

3. **Recruit and retain the best faculty and staff**
   a. Analyse and apply results from Ithaka Faculty Survey (Fall 2014)
   b. Liaise with campus units in developing online teaching & learning opportunities.
   c. Contribute to development of regional and national infrastructures to support research data management plans;

4. **Engage and build the Windsor/Essex County community through partnerships**
   a. Partner with regional agencies to bring history alive on the web and in multiple formats;
   b. Engage with local community-driven, not-for-profit agencies to develop technological tools, skills training opportunities and key data presentation and analysis for community use.

5. **Promote International Engagement**
   a. Welcomed faculty members from China to Leddy Library in conjunction with the International Faculty Development Program, hosted by CTL.
   b. Liaison Librarian assigned for International students on campus; Leddy hosts weekly English Conversation Groups throughout the academic year.

Leddy Library Annual Report | 2015.2016

C. SUCCESSES

- Centre for Digital Scholarship: Launch (Fall 2015) and resulting initiatives
- University Librarian: Recruitment of Pascal Calarco (Spring 2016)
- Ithaka Faculty Survey: Analytic review of survey results to inform policy development and services

D. CHALLENGES

- Library Acquisitions: Close to 80% of annual online subscriptions are paid in US dollars;
- Staffing: Meeting the challenges of retirements and skills development of current staff;
- Assessment: Need for a fully developed program of assessment in support of transparency and accountability

E. FUTURE ACTIONS/INITIATIVES

In the current reporting year, Leddy Library will pursue the following specific actions and initiatives

1. Undergo an External Review process;
2. Launch a Strategic Planning process;
3. Review and revise library acquisitions spending toward future sustainability;
4. Complete installation of Digital Wall project;
5. Investigate and plan for the establishment of outcomes-based assessment program.

University of Windsor
Senate

*5.6.4:   **PhD in Nursing Admission Requirements - Revisions**

Item for: **Approval**

Forwarded by: **Academic Policy Committee.**

MOTION: That the proposed revisions to the admission requirements for the PhD in Nursing be approved.

PROPOSED REVISIONS:

THE DOCTOR OF PHILOSOPHY DEGREE IN NURSING (PhD in Nursing)
The PhD program, focusing on health outcomes and health services research, will normally involve four years of **full-time** study. It will combine coursework, comprehensive exams and a dissertation. This program will prepare graduates to assume leadership roles in academic and practice settings. Research and scholarly activities will prepare graduates to contribute to nursing practice, the design and delivery of health care, and policy development.

Admission Requirements
~~Applicants must have a completed Master's degree normally with thesis from a nursing and/or nursing related program. Applicants must be registered or eligible for registration with the College of Nursing of Ontario. Applicants must also submit three letters of reference, a statement of academic interest and professional plan, and a CV.~~

~~A minimum 77% average in their Master's program is required. For international students, successful completion of an English Language Proficiency Exam is required.~~

~~The Ph.D. program will normally involve four years of full-time study consisting of course work (most of it in Year 1), a comprehensive exam (normally in Fall of Year 2) and a dissertation. The dissertation requires independent, original research and makes up at least two thirds of the time normally required for the program.~~

~~**Total courses:**~~
~~Minimum of four courses prior to beginning dissertation proposal.~~
Applicants must:
▪   **Have a completed baccalaureate degree in nursing from a recognized university**
▪   **Have a completed Master's degree in nursing or other relevant discipline from a recognized university**
▪   **Be licensed/certified to practice as a registered nurse in a Canadian province or internationally**
▪   **Have a minimum 77% (B+) average in their Master's program**

Submit
•   **Curriculum vitae (CV)**
•   **Three professional letters of reference.**
•   **A statement of research interest and a career plan**
•   **Provide two examples of independent scholarly work (e.g., publications, research reports, course assignments)**
•   **For international students, successful completion of an English Language Proficiency Exam may be required. Refer to Application Information in Graduate Calendar for requirements**

Other
•   **Interview may be required**

Rationale:

- The submission of examples of independent scholarly work has been added to allow the Admission Committee to assess writing skills and scholarly contributions
- Be licensed/certified to practice as a registered nurse in a Canadian province or internationally (not just College of Nurses of Ontario); this is consistent with admission requirements for PhD programs at other universities
- Statement of academic interest and professional plan has been clarified to read statement of research interest and a career plan.
- This proposal has been approved the Nursing Faculty Council and the Academic Policy Committee.