

**NOTICE OF MEETING**

There will be a meeting of the Senate  
on, **Friday, December 8, 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 November 10, 2017** SM171110
- 3 Business arising from the minutes**
- 4 Outstanding Business/Action Items**
  - 4.1 Aboriginal Education Council Response to the Report of the Senate Working Group on Benchmarking the University of Windsor in Relation to Universities Canada 13 Principles on Indigenous Education** Alan Wildeman-Information  
Sa171208-4.1
- 5 Reports/New Business**
  - 5.1 Report from the Student Presidents** (UWSA, OPUS, GSS) UWSA-Information  
OPUS-Information  
GSS-Information
  - 5.2 Report of the President**
  - 5.3 Report of the Academic Colleague** Bruce Elman  
Sa171208-5.3
  - 5.4 Senate Student Caucus** Tina Pugliese
  - 5.5 Program Development Committee**
    - \*5.5.1 Program Course Changes** Greg Chung-Yan-Approval  
Sa171208-5.5.1a-i
      - \*a) Languages, Literatures and Culture – Minor Program Changes**
      - \*b) Mathematics and Statistics – Minor Program Changes**
      - \*c) Economics – Minor Program Changes**
      - \*d) Forensics – Minor Program Changes**
      - \*e) Forensics – New Course Proposal**
      - \*f) Human Kinetics (Graduate) New Course Proposals**
      - \*g) Law - New Course Proposals**
      - \*h) Chemistry and Biochemistry – New Course Proposal**
      - \*i) Bachelor of Fine Arts in Acting – Minor Program Changes**
    - \*5.5.2 Computer Science - Course Learning Outcome** Greg Chung-Yan-Information  
Sa171208-5.5.2
    - \*5.5.3 Bachelor of Commerce (Honours Business Administration) with Co-op Program Learning Outcomes** Greg Chung-Yan-Information  
Sa171208-5.5.3

**\*5.5.4 English Program Learning Outcomes**

**Greg Chung-Yan**-Information  
Sa171208-5.5.4

**5.6 Academic Policy Committee**

**5.6.1 Student Academic Amnesty Day for February 2, 2018 –  
National Day of Action**

**Antonio Rossini**-Approval  
Sa171208-5.6.1

**5.6.2 Centre for Teaching and Learning Annual Report**

**Antonio Rossini**-Information  
Sa171208-5.6.2

**5.7 Senate Governance Committee**

**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: Aboriginal Education Council Response to the Report of the Senate Working Group on Benchmarking the University of Windsor in Relation to Universities Canada 13 Principles on Indigenous Education**

Item for: **Information**

The Aboriginal Education Council (AEC) has had the opportunity to discuss the *Recommendations of the Senate Working Group* report at their retreat on May 18, 2017. After working through the recommendations and discussion about the report with Dr. Wildeman the AEC has put together the following response for Senate's consideration.

The 12 recommendations were broken down into four areas: student oriented, indigenization of campus, history project and other. While there has been much progress and initiative on campus since the original report, the council feels that continuing a dialogue on the recommendations needs to be a priority. One way for the university to build relations with the Indigenous community is to work alongside the AEC. The following are the 12 recommendations divided into the four sections identified by the council with feedback provided on each item.

**Student Orientated:**

*#2 The University of Windsor should work with Turtle Island and the AEC to better recruit First Nations, Métis and Inuit students and to ensure their access to support and their success. This will address the TRC Call to Action to address the backlog of First Nations students seeking university education.*

In order to address this recommendation, the University of Windsor must develop a strategy for attracting, retaining, supporting and graduating Indigenous students. While these functions generally act independent of one another, a targeted approach is necessary if it is to ensure success of these students.

A strong area of interest for Indigenous students is taking programs with Indigenous content. The Indigenous Scholars Program is an exciting initiative because it has the potential to recruit faculty that could develop an Indigenous Studies program at the university. This in turn, will help with the recruitment of students. In addition to students having representation in the classroom, the university should consider a commitment of not only Indigenous faculty but staff as well. Students who see a reflection of themselves in their environment are more likely to succeed.

An important component of ensuring student success is providing cultural support services like at the Aboriginal Education Centre. If the university is looking to act on the 12 recommendations, providing additional resources and support to the centre will need to be a part of the overall strategy. Additional funds committed to the programming at the Centre beyond the Postsecondary Education Fund for Aboriginal Learners (PEFAL) that come directly from the province would demonstrate a commitment as well as exploring the option for additional staffing. With increased awareness on campus concerning Indigenous content, it has created a new demand for resources that the centre is currently expected to fulfil.

*#6 The space allocated to The Aboriginal Education Centre -- Turtle Island should be reviewed as part of the Campus Plan so that space is allocated to make Turtle Island the "hub" of Indigenous culture on this campus. The space should provide for community use and class-room related activities, and promote dialogue between Indigenous and non-indigenous students and other members of our campus community. **See Appendix 2<sup>1</sup>** on Aboriginal Centres in Ontario Universities.*

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<sup>1</sup> All Appendices mentioned hereinafter are attached in the original *Report of Senate Working Group on Benchmarking the University of Windsor in relations to Universities Canada 13 Principles on Indigenous Education*.

While the AEC understands that there is a re-envisioning process happening with the CAW, open communication about progress reports are not being communicated to interested parties. Any ongoing discussion and decision making regarding a new space on campus should involve staff, students and the AEC. This is an integral part of the relationship building that needs to happen between the university and the Indigenous community.

Commitment to current Indigenous students on campus is not being given priority with their critically under equipped space in the CAW Student Centre. If the re-envisioning process of CAW building is expected to take several years, the university must find a way in the interim to address the needs of these students.

*#12 The University of Windsor should conduct an annual census of the following activities and report them on the University website as a means to resource and enable systemic and cohesive academic planning.*

- a. indigenization of programs, courses and course content,*
- b. community-based initiatives contributing to indigenization such as National Aboriginal Day Celebrations<sup>2</sup> (June 21st) and Bookfest, among others,*
- c. community-outreach activities contributing to high quality K-12 experiences for Indigenous youth, and*
- d. research relevant to the wellbeing, history and culture of First Nations, Métis and Inuit communities.*

The Indigenous peoples page is a good first step to implementing this recommendation. Moving forward with its development, the page link should be added to the university's main landing page so that visitors to the website have easy access to the information. In addition to the university making information more accessible, the AEC is working on updating its information on the Aboriginal Education Centre website regarding membership, meeting minutes and contact information.

#### **Indigenization of campus:**

*#5 The University of Windsor should develop a sustainable strategy to indigenize and decolonize its curricula, particularly those of disciplines identified by the TRC Calls to Action. See **Appendix 1**<sup>3</sup> concerning Strategies for indigenizing and decolonizing the curriculum undertaken by other Canadian universities.*

The AEC has taken it upon itself to assist with this endeavour and have organized the Brown Bag Series – The Road to Decolonizing your Pedagogy. While this is a first step, a campus wide strategy will demonstrate a commitment towards reconciliation. The AEC encourages all faculties to work together to develop a strategy on how to indigenize and decolonize its curricula so that there is a consistent effort. An initial first step would be allocating the resources by each department to developing this strategy.

In regard to the disciplines identified by the TRC Calls to Action we recognize the work being done in each area.

- Faculty of Law has established a TRC Steering Committee in addition to hiring 3 Indigenous faculty and developed the new position of Indigenous Coordinator. As well, a new mandatory course Indigenous Legal Traditions for all law students.
- Faculty of Education under the guidance of Dr. Doan had established Beginning Time Teachings program. We understand that this program is currently being reviewed, but is looking to build a sustainable program to educate teacher candidates with Indigenous content courses.
- School of Medicine has incorporated mandatory Indigenous cultural training for its medical students and is looking to further implement the calls to action.

*#7 The University of Windsor can serve as a role model to other institutions by providing meaningful funding in support of the 13 Principles, including assistance to help fund indigenization of conferences, visiting speakers/authors, theatre productions, panels, workshops, land-based learning and other such related events. See **Appendix 3** on How Universities are creating respectful, welcoming and equitable environments.*

The AEC supports this recommendation and suggests a committed pool of funding for those wishing to work on Indigenous topics. As it currently stands, the AEC does not have financial resources but received financial

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<sup>2</sup> Now called National Indigenous Peoples Day which is in the process of becoming a statutory holiday.

contribution from the Transnational Law and Justice Network to assist with the Brown Bag Series. A committed pool of funding for projects like this will motivate future projects at the university regarding indigeneity and ensure the longevity of projects like the Brown Bag Series.

*#8 The University of Windsor should continue to address diversity in its hiring policy. Data from University of Windsor's 2011 Employment Equity Work Force Census indicates 1.6% of those responding to the Census self-identified as Aboriginal. Indigenization of the professoriate is also a part of the indigenization of the curriculum as discussed in **Appendix 1**.*

There continues to be much excitement amongst the AEC with the announcement of the President's Indigenous Peoples Scholars Program. The commitment for 5 tenure track faculty in addition to the Indigenous faculty already at the university demonstrates a commitment to indigenization of the professoriate.

In order to continue addressing issues of diversity there needs to be an assessment of the hiring practices and processes currently in place that contain barriers to Indigenous people (amongst other marginalized groups). The university could commit to employment equity by ensuring that targeted recruiting of Indigenous people takes place for all external openings. Consideration to barriers on issues such as rules of seniority need to be addressed between the university and unions. This barrier prevents advancement of career tracks for not only Indigenous people, but all members of equity categories. When these designated groups become staff, the current system inherently puts these applicants at a disadvantage. If the university is committed to addressing diversity, additional designated roles (including management positions) may be necessary to combat this.

An important role that the university should consider would be to hire an Indigenous recruitment officer. This would allow targeted recruitment in programs like the Aboriginal Post-Secondary Information Program (APSIP). Much like the University Information Program (UIP), respective universities send designated Indigenous recruitment officers to communities with targeted and culturally relevant information. A commitment such as this not only addresses diversity issues, but makes a commitment towards recommendation #2 with the recruitment of Indigenous students.

*#9 The University of Windsor as a whole needs to create a process for academic planning with Indigenous leadership, particularly the leadership of the AEC and members of Turtle Island, and consultation with Indigenous communities, to make this possible across all Faculties and disciplines. For an example of effective academic planning see the report of Nipissing University at <http://www.nipissingu.ca/departments/aboriginal-initiatives/Pages/default.aspx>*

The most important element of this recommendation is coming to a collective understanding of what is meant by *consultation with Indigenous communities* and what consultation looks like from an Indigenous perspective. Moving forward, the *duty to consult and accommodate with Aboriginal peoples* is a framework that needs to be engrained in decision making with regards to Indigenous related matter.

A component of indigenization in academic planning could include adding a mandatory section in course planning that asks - How does this course/program include Indigenous content? Furthermore, making this a requirement of all new courses and programs will advance the commitment of decolonizing and indigenizing the university. Moving forward, the AEC is open to establishing a partnership on academic planning related to such matters.

### **History Project:**

*#11 The University of Windsor should support the Department of History to develop a public history project about the mission of the Assumption Church to the First Nations of the region. Although the Assumption Church and the Jesuit mission did not involve a residential school, it would be appropriate to create a public history project as a means to answer the TRC Call to Action 59 concerning the role of churches in colonization.*

The AEC suggests that the proposed public history project should be expanded beyond the establishment of the Assumption Church and its mission towards area First Nations and that any such work should closely examine the First Nations themselves pre and post contact so that the university can have an accurate understanding of the history of the land that the university is situated on.

## **Other:**

*#1 The University of Windsor should implement an external review in order to gather further information about how best to implement strategies answering the TRC Calls to Action and the 13 Principles on Indigenous Education.*

Since the benchmarking report took place, several initiatives have developed on campus to implement the TRC Calls to Action. The university has not devised a strategy on how to implement the calls to action and much of the work being done on campus is happening independently of one another. An overseeing body or designated position on campus could increase the efficiency and effectiveness of a strategy and reduce the redundancy in projects and resources. This is another opportunity for the university to look to increasing Indigenous staff on campus. A management position would address the disparity in the lack of representation in senior roles on campus.

*#3 The University of Windsor should evaluate its Education programs in relation recommendations made in final Report of the Minister of the Department of Indian Affairs and Northern Development's National Working Group on Education, including the recommendation that "post-secondary institutions and teacher education programs adopt multiple strategies to increase substantially the number of Aboriginal secondary school teachers..." (p. 43).*

Going back to the importance of a designated Indigenous recruiter, this recommendation speaks to the importance of targeted recruitment of Indigenous students in particular, potential teacher candidates.

*#4 The Faculty of Education at the University of Windsor should evaluate the opportunity to develop a Bachelor of Education in Indigenous Learning or its equivalent. Five Ontario universities now offer a Bachelor of Education in Indigenous Learning.*

The AEC understands that discussion is already underway in the Faculty of Education in regards to new programming and is working towards addressing this recommendation and that of recommendation #3.

*#10 The University of Windsor should establish a Memorandum of Understanding with the Walpole Island First Nation and its Heritage Centre. In addition, the University of Windsor should identify other opportunities to work more broadly with First Nations, Métis and Inuit communities.*

The importance of a new MOU with the University of Windsor and Walpole Island has the potential to strengthen its relationship and look to help build capacity in the community. The expired MOU was primarily based on the view of research in the community. Relationship building between leaders in Walpole and the university will help prioritize goals of both parties so that it is a mutually beneficial partnership. Historically speaking, Walpole has had a very one-sided relationship with research being done in their communities. Building capacity will address this disparity and ensure the longevity of the partnership.

## **Further Comments:**

The importance of an overall strategy to oversee and implement Indigenization at the University of Windsor is the driving force to address all of the recommendations in the Benchmarking Report. Moving forward, building a committee between Senate and the AEC will become necessary to further examine course of action on the recommendations. Again, resources and the involvement of senior administration and staff is crucial. As such, a task of this magnitude relies on the leadership and drive of all parties involved. Consideration should be given for an Indigenous designated role to help develop and implement a campus wide strategy. The AEC would lend its support to such a strategy and believes that it can also contribute to its success.

The Aboriginal Education Council would like to thank the Senate Working Group for putting together this report and pushing for a commitment from the university on matters relating to Indigenous education.

**University of Windsor  
Senate**

**5.3: Report of the Academic Colleague**

Item for: **Information**

*The following is the report circulated to Senate for its November 10, 2017 meeting. Unfortunately, the Academic Colleague was unable to attend the meeting and asked that questions relating to his report be raised at the December Senate meeting when he would be present to address them. The report is being re-circulated.*

**Council of Ontario Universities: Meeting of Academic Colleagues  
October 18 - 19, 2017**

1. The meeting began on the evening of October 18<sup>th</sup>. I did not attend the evening meeting because of my class schedule. However, the topics discussed in the evening were revisited the next morning. The three topics which dominated the evening discussion were the following:
  - a. **Reports to Academic Senate Meetings:** A general discussion was held regarding reporting to Academic Senate meetings. Practices vary across Universities. Colleagues' Reports to Senate seem to have two purposes: (i) To assist campus colleagues in understanding the role and work of the COU and the Academic Colleagues; and (ii) As a vehicle for Colleagues to bring information, best practices, and new programs back to the Academic Colleagues group. By bringing faculty perspectives together from across the province, Academic Colleagues add value to the Council.
  - b. **Preparation for Council Meeting:** Colleagues discussed the topic for the Council meeting, as well as the presentation approach. Colleagues agreed that instead of a formal presentation, the Council meeting could be an opportunity for informal discussion among Colleagues and Executive Heads. Certain questions were formulated for this informal discussion. These questions concerned issues surrounding "mandated change". Some of these changes may be mandated by government but others may be "required" by entities external to government. "Experiential Learning" was advanced as an example of the former type of change while "Indigenization" was considered an example of the latter. Colleagues generally support the goals of enhancing Experiential Learning and Indigenization. However, it is the perceived government intervention which creates challenges.
  - c. **Experiential Learning:** The definition of Experiential Learning (EL) provided by the Ministry was discussed. The definition is one example of how government interventions can lead to tensions on a campus. EL is defined in a variety of ways by different departments and programs; faculty and administrators may also understand EL in different ways. When conflicts arise, how do we address them?
2. The meeting continued the next morning with the COU Update provided by Peter Gooch, Senior Director of Policy and Analysis:
  - a. **SMA2:** The new Strategic Mandate Agreements (SMA2) have been negotiated bilaterally and most universities have signed the final agreements. Universities will be asked to post the agreement on their website. The most substantive aspect of the agreements is the graduate allocations. All targets have been retained from SMA1 and added to the allocations, though some have been redistributed. The COU views this as a welcome approach given that some universities did not meet enrolment targets outlined in SMA1. The new agreements will also include interim and final target reporting. The Government is expected to announce

an opportunity to make it easier to reach targets by expanding the number of international PhD students that may be “counted” for funding eligibility. These PhD students will likely be charged domestic rates and universities will need to cover the tuition difference. In terms of reporting, the Ministry will likely present metrics from the SMAs side-by-side in some type of table format. COU has advocated that targets and metrics should not be presented in a uniform comparative table. Universities build targets with a variety of assumptions, and they are not necessarily comparable. At this time, it is unclear how metrics from the SMAs will be linked to funding.

- b. Government Announcement Regarding STEM Graduates:** Government has announced a five-year plan to increase STEM graduates by 25%. This announcement is linked to the Amazon bid. Universities will likely need funding for faculty and facilities in order to meet this commitment. Active engagement with secondary schools will also be essential. Some of the increase in graduates may come from international students.
- c. Career Kick-Start Strategy:** In response to the Highly Skilled Workforce Report, Government has taken steps on the Career Kick-Start Strategy. The Career Ready Fund was announced in early September. Stream one of the fund focuses on Experiential Learning. The funding announcement includes a definition of Experiential Learning. This definition was shaped by input from the COU Highly Skilled Workforce Steering Committee. Stream one is an allocation, not a competition. A broad set of eligible expenditures is provided, and institutions can apply for their allocation. The fund includes \$12M per year for two years. To move innovative projects to scale, increased and sustained funding will be needed. The initiative sets up new administrative requirements: Experiential Learning must either be credit bearing, or “recognized” by the institution; this will require some mechanism for review and recognition. COU’s Task Force on Quality Indicators is working to develop experiential learning metrics for SMA3. Streams 2 and 3 have recently been announced. Stream 2 focuses on building partnerships with business, and will be competitive. COU is considering proposal options. One option developed by the Highly Skilled Workforce Steering Committee is an online resource for small and medium sized employers so that they can work to establish Experiential Learning opportunities. Stream 3 is focused on recent graduates and transitions to the workplace.
- d. Internationalization:** The Ministry intends to release a strategy this fall. Government has a good understanding of the benefits of internationalization. A 2016 Statistics Canada study shows that 50% of international graduate students stay in Canada; they are an important part of the talent pipeline. Details of the strategy are not known, but some direction regarding transparency with respect to planned tuition increases, supports for students, and opportunities for domestic students to study abroad may be included.
- e. COU Budget Submission:** COU is currently drafting the 2018 budget submission to government. The submission evolves from the Strategic Engagement Campaign findings. The document will be used in engagement with all the political parties. This year’s submission is more assertive than in the past and includes some specific investments as well as ongoing base funding increases.

**3. Council Meeting Preparation:** Academic Colleagues reviewed the structure of the Council Meeting and discussed an approach. Colleagues worked in small groups to refine the discussion questions. Final versions of the questions were as follows:

- **Question 1:** How does government mandated change create challenges at Ontario university campuses? What are the primary sources of these challenges?
- **Question 2:** How do we best respond to internal communication challenges that result from contentious change efforts? What strategies exist? Where does communication break down?
- **Question 3:** How is mandated change implemented or resisted in universities? Is there a special role for the Academic Colleague to play?

Colleagues discussed responses to these questions, including examples focused on Experiential Learning or Indigenization.



Committee Reports followed:

- a. Executive Committee:** The Committee discussed organizational changes at the Ministry, and prepared for the conversation with MAESD representatives. An update was provided regarding the Executive Compensation file. MAESD has indicated that the proposal has been sent to the Treasury Board. A report was also provided by the Committee on Nominations.
- b. Engagement Strategy Editorial Board:** The Engagement Strategy report has been finalized; the updated version reflects a discussion and suggestions by Editorial Board members. At least two shorter papers will be developed aimed at different audiences.
- c. Quality Council:** The fall meeting of the Quality Council included discussion of proposals with major modifications. There has been a lot of turnover this year, including turnover in the Executive Director position. Plans are being finalized for the Quality Council and Quality Assurance Framework review, which was scheduled for 2017-18 but was delayed by leadership changes. The Quality Council's Annual Report will be available on their website soon.

#### 4. Council Meeting:

- a. Discussion of Government-Mandated Change:** The Academic Colleagues brought the topic of government-mandated change to the Council meeting. Comments that stood out for me focused on the following theme:
  - i. Communication seems to be an overriding issue. We might look to the students' effective use of social media to enhance communication. Many campus colleagues are working hard to enhance student experiences and enact change. It may be important to focus on better articulating what we are doing in this respect.
  - ii. The Role of Academic Colleagues was discussed. The opportunity for Colleagues to report to Senate is important. These reports can help inform the whole community on pressing issues. We may also take the opportunity to think about the role of the Academic Colleague more generally. Colleagues have discussed the fact that their roles differ according to specific cultural and institutional contexts. Academic Colleagues may, at times, act as translators, helping campus constituents understand the pressures that are created by mandated-change. Academic Colleagues may serve as a bridge in translating priorities and helping create a common purpose.
  - iii. It is important to remember that government is only one stakeholder in our context; there are multiple stakeholders to consider.
  - iv. What's most changed in our current context is the frequency of disruptions. In the past, change was infrequent; we could afford to respond slowly. We do not have that luxury now.

Following the Council Meeting, Colleagues met to debrief about the topic and structure of the discussion. Colleagues reported having worthwhile discussions with Executive Heads. Colleagues noted that Executive Heads are committed to the importance of the Academic Colleague role. Colleagues talked about their reports to Senate and ways to improve communication.

- b. David Lindsay provided a report on COU activities.** Most importantly, in my view, over the past year, COU has prioritized the development of the Strategic Engagement Campaign and Report. Short papers will be created derived from the longer Report, and will focus on various audience members, including candidates, political staff, and opposition critics. COU expects to spend a lot of time over the coming months meeting with political candidates.
- c. Academic Colleagues' Report:** Co-Chair Jonathan Newman provided an update to Council members. Colleagues spent the last year focused on the Highly Skilled Workforce and Experiential Learning, as well as Indigenization efforts; these were topics at our Council Meetings last year. This year, Colleagues hope to focus

on bi-cameral governance and how it is influenced by the context. Colleagues hope to host discussions with other leaders and stakeholders, including Executive Heads, union leaders, and Board of Governors members.

- d. Update from Universities Canada:** Paul Davidson provided an update on Universities Canada initiatives, including the following: (i) Universities Canada recognizes that the current climate is challenging—it is anti-elite and anti-intellectual. It is important to think about how to disrupt this climate; (ii) Back to school messaging this year has included reinforcements of the value of higher education, with op-eds in small markets focused on the value of research; (iii) A survey was completed by Universities Canada, and results show that the public does value higher education. Rather than ads in large newspapers to publicize survey results, Universities Canada has used targeted social media, with messages sent to accounts located around Parliament Hill; (iv) Universities Canada facilitated meetings focused on the *Naylor Report*. The Report is a top priority for Universities Canada this year; (v) Canada as a destination for international study is also a focus this year. Countries of focus include China and Mexico; (vi) Equity, Diversity and Inclusion is also a focus this year; and (vii) Many universities hosted Canada 150 events, which helped showcase how universities are contributing to Canada's vibrancy.

**University of Windsor  
Senate**

\*5.5.1a:           **Languages, Literatures and Cultures – Minor Program Changes**

Item for:           **Approval**

Forwarded by: **Program Development Committee**

**MOTION:**   **That the degree requirements for the Major and Minor Concentrations – Interdisciplinary Bachelor of Arts and Science (BAS) - Greek and Roman Studies, and Minor in Jewish Studies 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 Languages, Literatures and Cultures Departmental 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 November 22, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.2.

**University of Windsor  
Senate**

\*5.5.1b: **Mathematics and Statistics - Minor Program Changes**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION:** That the course 62-130 be replaced with 62-140 (or 62-139) in all affected programs.

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

**Rationale/Approvals**

- The proposed changes have been approved by the Faculty of Science and the Program Development Committee. The affected areas have been consulted regarding the proposed deletion of course 62-130.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the November 22, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.4.

**University of Windsor  
Senate**

**\*5.5.1c: Economics – Minor Program Changes**

**Item for: Approval**

**Forwarded by: Program Development Committee**

**MOTION: That the degree requirements for the Bachelor of Arts (Honours Economics), Bachelor of Science (Honours Economics), Bachelor of Science Combined Honours Economics 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 Department of Economics Council, the Faculty of Science 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 November 22, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.5.

**University of Windsor  
Senate**

\*5.5.1d:       **Forensic Sciences – Minor Program Changes**

Item for:       **Approval**

Forwarded by: **Program Development Committee**

**MOTION:**       **That the degree requirements for the Honours Bachelor of Forensic Sciences, including a new Concentration in Information Technology and renaming of the Concentration in Molecular Biology/Biochemistry to *Concentration in Life Sciences*, be changed according to the program/course change forms\*.**

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

**Rationale/Approvals**

- The proposed changes have been approved the Faculty of Science 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 November 22, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.6.

**University of Windsor  
Senate**

\*5.5.1e        **Forensics - New Course Proposal**

Item for:        **Approval**

Forwarded by: **Program Development Committee**

**MOTION:**        **That the following course addition be made\*:  
57-380. Forensic Serology and DNA Applications**

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

**Rationale/Approvals**

- The proposed changes have been approved the Faculty of Science 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 November 22, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.7 .

**University of Windsor  
Senate**

**\*5.5.1f: Human Kinetics (Graduate) – New Course Proposals**

**Item for: Approval**

**Forwarded by: Program Development Committee**

**MOTION: That the following course addition be made\*:**  
**95-521. Exercise Rehabilitation**  
**95-529. The Physiology of Sex Differences in Sport, Exercise and Health**

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

**Rationale/Approvals:**

- The proposal has been approved by the Faculty of Human Kinetics and Graduate Studies Council and the Program Development Committee.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the November 22, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.8.



**University of Windsor  
Senate**

\*5.5.1g      **Law – New Course Proposal**

Item for:      **Approval**

Forwarded by: **Program Development Committee**

**MOTION:**      **That the following course addition be made\*:**  
                    **98-932. Externship Seminar: Learning in Place**  
                    **98-933. Externship Placement**  
                    **98-962. Indigenous Legal Traditions**

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

**Rationale/Approvals:**

- The proposal has been approved by the Faculty of Law 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 November 22, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.9.

**University of Windsor  
Senate**

\*5.5.1h:       **Chemisty and Biochemistry - New Course Proposal**

Item for:       **Approval**

Forwarded by: **Program Development Committee**

**MOTION:**       **That the following course addition be made\*:  
59-476/CHEM-4760/59-576/CHEM-7760. Organic Nanomaterials**

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

**Rationale/Approvals**

- The proposed changes have been approved by the Department of Chemisty and Biochemistry, the Faculty of Science 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 November 22, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.10 .

**University of Windsor  
Senate**

\*5.5.1i:           **Bachelor of Fine Arts in Acting – Minor Program Changes**

Item for:           **Approval**

Forwarded by: **Program Development Committee**

**MOTION:   That the degree requirements for the Bachelor of Fine Arts in Acting 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 School of Dramatic Arts Council, 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 November 22, 2017 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5. 11.

**University of Windsor  
Senate**

\*5.5.2: **Computer Science Course Learning Outcome**

Item for: **Information**

Forwarded by: **Program Development Committee**

**COURSE NUMBER AND TITLE: 60-330: Operating System Fundamentals**

<b>Course Learning Outcomes</b> This is a sentence completion exercise.  <u>At the end of this course, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Describe the basic concepts of operating systems, including development and achievements, functionalities, objectives, structure and components. Analyze the key trade-offs between multiple approaches to operating system design (also relevant to C). Explain how memory, I/O devices, files, processes and threads are managed Demonstrate understanding of concepts related to processes, synchronization, multitasking, deadlock and starvation and resource control (CPU, physical and virtual memory, process scheduling, I/O and files).	A. 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. Analyze concurrency control and deadlock detection/recovery mechanisms in contemporary operating systems (also relevant to A). Evaluate the performance of various scheduling algorithms.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Explain how solutions to problems involving concurrency control are derived.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation

<p><b>Course Learning Outcomes</b></p> <p>This is a sentence completion exercise.</p> <p><u>At the end of this course, the successful student will know and be able to:</u></p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p>
<p>I. Recognize the evolving needs of users and computational environments over a period of time. Combine new design principles with existing approaches.</p>	<p>I. the ability and desire for continuous learning</p>

**Univeristy of Windsor  
Senate**

\*5.5.3                    **Bachelor of Commerce - Honours Business Administration with Co-op Program – Program Learning Outcomes**

Item for:                **Information**

Forwarded by:        **Program Development Committee**

**PROGRAM TITLE: Bachelor of Commerce (Honours Business Administration) with Co-op Program**

**DEPARTMENT/FACULTY: Odette School of Business**

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
A. Evaluate, categorize and explain in-depth relevant relationships of technical knowledge in various business functions to managing business conducted in ambiguous, complex and unpredictable environments. <b>For Co-op:</b> <b>Relate academic theory/background to co-op assignment/experience</b>	the acquisition, application and integration of knowledge	1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge
B. Assess the quality of evidence available in various business contexts and propose ways to reduce the detrimental effects of, or harness legitimate benefits from, ambiguity, complexity and unpredictability in various business contexts. (see also C and H)	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 Synthesize models of thinking with personal experience when making decisions to improve conclusions drawn in various ambiguous, complex, unpredictable business contexts. (see also I)	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. Select and apply an appropriate combination of descriptive, predictive, and prescriptive analytics to calculate and analyze outcomes, then use the results to recommend	literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise.</i> <i>Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
the most appropriate plan of action to attain organizational goals. Use appropriate computing tool to describe the past, predict the future and recommend the most appropriate plan of action.		
E. Recognize the variation in ethical dilemmas posed by business activities within diverse socio-economic and environmental situations. Recognize and propose ways to promote and act on elements of Corporate Social Responsibility in business.	responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. Integrate appropriate forms, styles and techniques of analyses and persuasion with personal experience to enhance communication intended to either reduce consequences arising from ambiguity, complexity and unpredictability in various business contexts or to harness their legitimate benefits.	interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. Synthesize models of managing diversity and conflict in a team with personal experience to propose ways to maximize team effectiveness in business contexts.	teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Assess the quality of evidence available in various business contexts and propose ways to reduce the detrimental effects of, or harness, ambiguity, complexity and unpredictability.	creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Synthesize models of teamwork with personal experience to recognize and harness opportunities to expand development of teamwork competence in business contexts.	the ability and desire for continuous learning	6. Autonomy and Professional Capacity

**University of Windsor  
Senate**

\*5.5.4:           **English - Program Learning Outcomes**

Item for:           **Information**

Forwarded by:   **Program Development Committee**

**English Program Learning Outcomes:**

General English Language and Literature

Honours English Language and Literature

Honours English Literature and Creative Writing

Combined Honours English Language and Literature

Combined Honours English Literature and Creative Writing



**PROGRAM TITLE: General English Language and Literature****DEPARTMENT/FACULTY: English Language, Literature, and Creative Writing**

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
A. Explain how genre and the formal elements of language shape meaning in a text.  Explain major traditions of literature written in English.  Identify and define historical, cultural, aesthetic, rhetorical, or socio-political contexts that inform traditions of literature written in English.	A. the acquisition, application and integration of knowledge	1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge
B. Identify topics and formulate questions for productive inquiry.  Identify appropriate methods and sources for research.  Engage sources adequately.	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. Compare their own ideas, as informed opinions, with a variety of critical approaches.  Develop specific and focused arguments supported with textual evidence.	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. Engage active reading and acknowledge ambiguity and complexity in texts.  Read complex texts actively, which includes recognizing key passages and raising questions about form and content.  Revise for content.  Edit for grammatical and stylistic clarity.	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge
E. Engage writing as a process that incorporates and assesses others' ideas respectfully.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
Produce constructive written and oral peer review.  Remain open to literature as representation of the human condition.  Explore writers from a range of cultural and rhetorical traditions.		
F. Write adequately in a variety of forms and for a variety of audiences.  Listen to others' perspectives and ideas.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. Interact effectively with people from diverse backgrounds and cultural perspectives.  Develop process-driven exercises and self-directed works.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Develop a passion for literature and language.  Foster the imagination and the role of creativity and the arts in society.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Develop awareness of and confidence in their own voice as a writer.  Accurately self-assess their abilities, achievement, and work habits.  Recognize and apply the written word to express ideas and to cultivate imagination.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

**PROGRAM TITLE: B.A. Honours English Language and Literature**

<p><b>Program Learning Outcomes (Degree Level Expectations)</b>  <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i>  <u>At the end of this program, the successful student will know and be able to:</u></p>	<p><b>Characteristics of a University of Windsor Graduate</b>   <u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<p>A. Explain and evaluate how genre and the formal elements of language shape meaning in a text.</p> <p>Explain and assess major traditions of literature written in English by focusing on a historical period, an issue or theme, a critical approach, rhetorical device, or a literary genre.</p> <p>Identify, define, and examine the significance of key historical, cultural, aesthetic, rhetorical, and socio-political contexts that inform traditions of literature written in English.</p> <p>Analyze the diversity of literary and social voices within traditions of literature.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1.Depth and Breadth of Knowledge  2.Knowledge of Methodologies  3. Application of Knowledge  5.Awareness of Limits of Knowledge</p>
<p>B. Identify topics and formulate questions for productive inquiry.</p> <p>Identify and evaluate appropriate methods and sources for research.</p> <p>Examine and adopt a variety of perspectives.</p> <p>Engage sources effectively in their own writing and according to the publication style of the Modern Language Association.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge  2. Knowledge of Methodologies  3. Application of Knowledge  5. Awareness of Limits Knowledge</p>
<p>C. Apply and integrate ideas from literary, rhetorical, and cultural criticism into their own reading and writing experiences.</p> <p>Compare their own ideas, as informed opinions, with a variety of critical and theoretical approaches.</p> <p>Develop specific and focused arguments supported with textual evidence.</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge  2. Knowledge of Methodologies  3. Application of Knowledge  5. Awareness of Limits of Knowledge</p>

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
<p>D. Engage active reading and acknowledge ambiguity and complexity in texts.</p> <p>Read complex texts actively, which includes recognizing key passages and raising questions about form and content.</p> <p>Revise for content</p> <p>Edit for grammatical and stylistic clarity.</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills 5. Awareness of Limits of Knowledge</p>
<p>E. Articulate their own interpretation with an awareness and curiosity for other perspectives.</p> <p>Engage writing as a process that incorporates and assesses others' ideas respectfully.</p> <p>Produce constructive written and oral peer review.</p> <p>Remain open to literature as representation of the human condition.</p> <p>Explore writers from a range of cultural and rhetorical traditions.</p> <p>Demonstrate sensitivity to the poetics and politics of representation, especially the intersectionality of gender, race, class, sexuality, religion, etc.</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity</p>
<p>F. Write effectively in a variety of forms and for a variety of audiences.</p> <p>Listen carefully and respectfully to others' perspectives and ideas.</p> <p>Prepare, organize, and deliver a presentation.</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>G. Participate in conversations that build knowledge collaboratively.</p> <p>Interact effectively with people from diverse backgrounds and cultural perspectives.</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
Plan and manage individual and group projects.  Develop process-driven exercises and self-directed works across multiple genres and topics.		
H. Develop a passion for literature and language.  Foster the imagination and the role of creativity and the arts in society.	H.      creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Develop awareness of and confidence in their own voice as a writer.  Cultivate their ability to assess the ethical value of literary and rhetorical texts.  Accurately self-assess their abilities, achievement, and work habits.  Recognize and apply the written word to express ideas and to cultivate imagination.	I.      the ability and desire for continuous learning	6. Autonomy and Professional Capacity

**PROGRAM TITLE: B.A. Honours English Language and Literature and Creative Writing**

<p><b>Program Learning Outcomes (Degree Level Expectations)</b></p> <p><i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<p>A.</p> <p>Explain and evaluate how genre and the formal elements of language shape meaning in a text.</p> <p>Explain and assess major traditions of literature written in English by focusing on a historical period, an issue or theme, a critical approach, rhetorical device, or a literary genre.</p> <p>Identify, define, and examine the significance of key historical, cultural, aesthetic, rhetorical, and socio-political contexts that inform traditions of literature written in English.</p> <p>Analyze the diversity of literary and social voices within traditions of literature.</p> <p>Examine published texts from the double vantage of literary scholar and creative practitioner, focusing on stylistic influences and compositional strategies.</p> <p>Identify movements, developments, and issues influencing contemporary literary practice, [Also relevant to H,I]</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge</p>
<p>B.</p> <p>Identify topics and formulate questions for productive inquiry.</p> <p>Develop creative output such as process driven exercises and self-directed works across multiple genres and topics.</p> <p>Identify and evaluate appropriate methods and sources for research.</p> <p>Examine and adopt a variety of perspectives.</p> <p>Engage sources effectively in their own writing and according to the publication style of the Modern Language Association.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
<p>C.</p> <p>Apply and integrate ideas from literary, rhetorical, and cultural criticism into their own reading and writing experiences.</p> <p>Compare their own ideas, as informed opinions, with a variety of critical and theoretical approaches.</p> <p>Develop specific and focused arguments supported with textual evidence.</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge</p> <p>2. Knowledge of Methodologies</p> <p>3. Application of Knowledge</p> <p>5. Awareness of Limits of Knowledge</p>
<p>D.</p> <p>Engage active reading and acknowledge ambiguity and complexity in texts.</p> <p>Read complex texts actively, which includes recognizing key passages and raising questions about form and content.</p> <p>Revise for content</p> <p>Edit for grammatical and stylistic clarity.</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills</p> <p>5. Awareness of Limits of Knowledge</p>
<p>E.</p> <p>Articulate their own interpretation with an awareness and curiosity for other perspectives.</p> <p>Engage writing as a process that incorporates and assesses others' ideas respectfully.</p> <p>Produce constructive written and oral peer review.</p> <p>Remain open to literature as representation of the human condition.</p> <p>Explore writers from a range of cultural and rhetorical traditions.</p> <p>Demonstrate sensitivity to the poetics and politics of representation, especially the intersectionality of gender, race, class, sexuality, religion, etc.</p> <p>Examine the purpose of one's own creative output in cultural and socio-political contexts. [Also relevant to F, G, H, I]</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge</p> <p>6. Autonomy and Professional Capacity</p>

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
<b>F.</b> Write effectively in a variety of forms and for a variety of audiences.  Listen carefully and respectfully to others' perspectives and ideas.  Prepare, organize, and deliver a presentation.  Produce constructive written and oral peer review. [Also relevant to E, G, H, I]	<b>F.</b> interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
<b>G.</b> Participate in conversations that build knowledge collaboratively.  Interact effectively with people from diverse backgrounds and cultural perspectives.  Plan and manage individual and group projects.  Develop process-driven exercises and self-directed works across multiple genres and topics.  Collaborate in the editing and publishing of a text featuring work produced in the class. [Also relevant to H, I]	<b>G.</b> teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
<b>H.</b> Develop a passion for literature and language.  Foster the imagination and the role of creativity and the arts in society.	<b>H.</b> creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
<b>I.</b> Develop awareness of and confidence in their own voice as a writer.  Cultivate their ability to assess the ethical value of literary and rhetorical texts.  Accurately self-assess their abilities, achievement, and work habits.  Recognize and apply the written word to express ideas and to cultivate imagination.	<b>I.</b> the ability and desire for continuous learning	6. Autonomy and Professional Capacity



**PROGRAM TITLE: B.A. Combined Honours English Language and Literature**

<p><b>Program Learning Outcomes (Degree Level Expectations)</b></p> <p><i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<p>A.</p> <p>Explain and evaluate how genre and the formal elements of language shape meaning in a text.</p> <p>Explain and assess major traditions of literature written in English by focusing on a historical period, an issue or theme, a critical approach, rhetorical device, or a literary genre.</p> <p>Identify, define, and examine the significance of key historical, cultural, aesthetic, rhetorical, and socio-political contexts that inform traditions of literature written in English.</p> <p>Analyze the diversity of literary and social voices within traditions of literature.</p> <p>Expand exposure to bodies of material and methodologies with another disciplinary scope to enhance the study of literature, rhetoric, and writing, and creative writing.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge</p>
<p>B.</p> <p>Identify topics and formulate questions for productive inquiry.</p> <p>Identify and evaluate appropriate methods and sources for research.</p> <p>Engage the research approaches, skills, and documentary styles of another discipline.</p> <p>Examine and adopt a variety of perspectives.</p> <p>Engage sources effectively in their own writing and according to the publication style of the Modern Language Association.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>
<p>C.</p> <p>Apply and integrate ideas from literary, rhetorical, and cultural criticism into their own reading and writing experiences.</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge</p>

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
<p>Compare their own ideas, as informed opinions, with a variety of critical and theoretical approaches within the study of literature and another discipline.</p> <p>Develop specific and focused arguments supported with textual evidence.</p>		<p>5. Awareness of Limits of Knowledge</p>
<p>D.</p> <p>Engage active reading and acknowledge ambiguity and complexity in texts.</p> <p>Read complex texts actively, which includes recognizing key passages and raising questions about form and content.</p> <p>Revise for content</p> <p>Edit for grammatical and stylistic clarity.</p>	<p>D. literacy and numeracy skills</p>	<p>4. Communication Skills</p> <p>5. Awareness of Limits of Knowledge</p>
<p>E.</p> <p>Articulate their own interpretation with an awareness and curiosity for other perspectives.</p> <p>Engage writing as a process that incorporates and assesses others' ideas respectfully.</p> <p>Produce constructive written and oral peer review.</p> <p>Remain open to literature as representation of the human condition.</p> <p>Explore writers from a range of cultural and rhetorical traditions.</p> <p>Demonstrate sensitivity to the poetics and politics of representation, especially the intersectionality of gender, race, class, sexuality, religion, etc.</p> <p>Develop a complimentary understanding of the ways in which literature presents ethical issues.</p>	<p>E. responsible behaviour to self, others and society</p>	<p>5. Awareness of Limits of Knowledge</p> <p>6. Autonomy and Professional Capacity</p>
<p>F.</p> <p>Write effectively in a variety of forms and for a variety of audiences.</p> <p>Listen carefully and respectfully to others' perspectives and ideas.</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills</p> <p>6. Autonomy and Professional Capacity</p>

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
Prepare, organize, and deliver a presentation.		
G. Participate in conversations that build knowledge collaboratively.  Interact effectively with people from diverse backgrounds and cultural perspectives.  Plan and manage individual and group projects.  Develop process-driven exercises and self-directed works across multiple genres and topics.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. Develop a passion for literature and language.  Foster the imagination and the role of creativity and the arts in society.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. Develop awareness of and confidence in their own voice as a writer.  Cultivate their ability to assess the ethical value of literary and rhetorical texts.  Accurately self-assess their abilities, achievement, and work habits.  Recognize and apply the written word to express ideas and to cultivate imagination.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

**PROGRAM TITLE: B.A. Combined Honours English Literature and Creative Writing**

<p><b>Program Learning Outcomes (Degree Level Expectations)</b></p> <p><i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i></p> <p><u>At the end of this program, the successful student will know and be able to:</u></p>	<p><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A UWindsor graduate will have the ability to demonstrate:</u></p>	<p><b>COU-approved Undergraduate Degree Level Expectations</b></p>
<p>A.</p> <p>Explain and evaluate how genre and the formal elements of language shape meaning in a text.</p> <p>Explain and assess major traditions of literature written in English by focusing on a historical period, an issue or theme, a critical approach, rhetorical device, or a literary genre.</p> <p>Identify, define, and examine the significance of key historical, cultural, aesthetic, rhetorical, and socio-political contexts that inform traditions of literature written in English.</p> <p>Analyze the diversity of literary and social voices within traditions of literature.</p> <p>Expand exposure to bodies of material and methodologies with another disciplinary scope to enhance the study of literature, rhetoric, writing, and creative writing.</p> <p>Examine published texts from the double vantage of literary scholar and creative practitioner, focusing on stylistic influences and compositional strategies.</p> <p>Identify movements, developments, and issues influencing contemporary literary practice, [Also relevant to H,I]</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1.Depth and Breadth of Knowledge 2.Knowledge of Methodologies 3. Application of Knowledge 5.Awareness of Limits of Knowledge</p>
<p>B.</p> <p>Identify topics and formulate questions for productive inquiry.</p> <p>Develop creative output such as process driven exercises and self-directed works across multiple genres and topics.</p> <p>Identify and evaluate appropriate methods and sources for research.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>1. Depth and Breadth of Knowledge 2. Knowledge of Methodologies 3. Application of Knowledge 5. Awareness of Limits Knowledge</p>

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
Engage the research approaches, skills, and documentary styles of another discipline.  Examine and adopt a variety of perspectives.  Engage sources effectively in their own writing and according to the publication style of the Modern Language Association.		
C. Apply and integrate ideas from literary, rhetorical, and cultural criticism into their own reading and writing experiences.  Compare their own ideas, as informed opinions, with a variety of critical and theoretical approaches within the study of literature and another discipline.  Develop specific and focused arguments supported with textual evidence.	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. Engage active reading and acknowledge ambiguity and complexity in texts.  Read complex texts actively, which includes recognizing key passages and raising questions about form and content.  Revise for content  Edit for grammatical and stylistic clarity.	D. literacy and numeracy skills	4. Communication Skills 5. Awareness of Limits of Knowledge
E. Articulate their own interpretation with an awareness and curiosity for other perspectives.  Engage writing as a process that incorporates and assesses others' ideas respectfully.  Produce constructive written and oral peer review.  Remain open to literature as representation of the human condition.  Explore writers from a range of cultural and rhetorical traditions.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
<p>Demonstrate sensitivity to the poetics and politics of representation, especially the intersectionality of gender, race, class, sexuality, religion, etc.</p> <p>Examine the purpose of one's own creative output in cultural and socio-political contexts. [Also relevant to F, H, I]</p> <p>Develop a complimentary understanding of the ways in which literature presents ethical issues.</p>		
<p>F. Write effectively in a variety of forms and for a variety of audiences.</p> <p>Listen carefully and respectfully to others' perspectives and ideas.</p> <p>Prepare, organize, and deliver a presentation.</p> <p>Produce constructive written and oral peer review. [Also relevant to E, G, H, I]</p>	<p>F. interpersonal and communications skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>G. Participate in conversations that build knowledge collaboratively.</p> <p>Interact effectively with people from diverse backgrounds and cultural perspectives.</p> <p>Plan and manage individual and group projects.</p> <p>Develop process-driven exercises and self-directed works across multiple genres and topics.</p> <p>Collaborate in the editing and publishing of a text featuring work produced in the class. [Also relevant to H, I]</p>	<p>G. teamwork, and personal and group leadership skills</p>	<p>4. Communication Skills 6. Autonomy and Professional Capacity</p>
<p>H. Develop a passion for literature and language.</p> <p>Foster the imagination and the role of creativity and the arts in society.</p>	<p>H. creativity and aesthetic appreciation</p>	<p>2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity</p>

<b>Program Learning Outcomes (Degree Level Expectations)</b> <i>This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.</i> <u>At the end of this program, the successful student will know and be able to:</u>	<b>Characteristics of a University of Windsor Graduate</b>  <u>A UWindsor graduate will have the ability to demonstrate:</u>	<b>COU-approved Undergraduate Degree Level Expectations</b>
<p>I. Develop awareness of and confidence in their own voice as a writer.</p> <p>Cultivate their ability to assess the ethical value of literary and rhetorical texts.</p> <p>Accurately self-assess their abilities, achievement, and work habits.</p> <p>Recognize and apply the written word to express ideas and to cultivate imagination.</p>	<p>I.       the ability and desire for continuous learning</p>	<p>6. Autonomy and Professional Capacity</p>

**University of Windsor  
Senate**

**5.6.1 Student Academic Amnesty Day for February 2<sup>nd</sup>, 2018 – National Day of Action**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

**Motion:** That Senate declares Friday, February 2<sup>nd</sup>, 2018 as a day of Academic Amnesty for all Students such that, no student may be given academic penalty for being absent during this day, provided they inform their professor(s) at least forty-eight hours in advance of February 2<sup>nd</sup> 2018 of their participation; and, that instructors be informed of this academic amnesty and encouraged to:

- Refrain from setting deadlines or tests on February 2<sup>nd</sup>, 2018
- Inform their classes of their right for academic amnesty for February 2<sup>nd</sup>, 2018 and the need to notify the professor at least 48 hours in advance of February 2<sup>nd</sup>

**Rationale:**

- All three student unions (OPUS, UWSA and GSS) and their respective membership are members of the Canadian Federation of Students (CFS)
- The CFS is holding a National Day of Action on February 2<sup>nd</sup> 2018 across Canada by member's direction at their most recent AGM
- Senate has supported a similar action for the February 1<sup>st</sup> 2012 National Day of Action by providing academic amnesty to students
- The university recognizes the importance of peaceful dissent as exhibited by the No Force Policy
- This is not an action against the university but is actually a space that all those from the administration are invited to attend as special guest caught in this struggle
- Government funding for postsecondary education continues to decline and costs are increasingly downloaded onto students through rising tuition fees
- Nationally, average student debt has risen to \$26,819
- Approximately 70 percent of new jobs in Canada require some form of postsecondary education
- Average tuition fees for Canadian students have increased 137% over the past 25 years.
- 60% of today's college and university students come from higher-income families
- Outstanding federal student loans have reached \$19 billion
- Canada is the only OECD country without national oversight over postsecondary education - there is no federal minister responsible.
- **Bylaw 51, 1.7 allows for changes to the syllabi and evaluation dates for compelling pedagogical or administrative reasons, provided that, students receive advance notice of at least two calendar weeks of any change.**
- **Instructors need only apply the policies and procedures in place for missed exams for medical reasons.** For example: Instructors may permit students participating in the Day of Action to complete evaluations on a different day, provided the alternative evaluations are similar in type, format and level of difficulty; or have the weight of the evaluation added to the final exam in accordance with Bylaw 51, 1.5.1.
- Faculty and staff are encouraged to join students in the Day of Action.



**University of Windsor  
Senate**

5.6.2: **Centre for Teaching and Learning Annual Report -2016-2017**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

*[Link here to view the full Centre for Teaching and Learning Annual Report](#)*

# Centre for Teaching and Learning Annual Reporting to the Academic Policy Committee 2016-2017

## 1. Executive Summary (Full Report: <http://ctl.uwindsor.ca/annual-reports>)

### A. Introduction

The CTL leads ongoing strategic and intentional development of the teaching and learning culture impacting the University of Windsor campus community and beyond. The CTL is an international leader in educational development, contributing, through research and a scholarly approach, to the design and development of enhanced pedagogical practices.

### B. Goals and Objectives of Reporting Year

#### 1. ***Provide an exceptional undergraduate experience:***

- Foster exceptional teaching and explore methods of enhancing a quality teaching culture on campus, directly impacting student learning across the institution
- Promote student engagement including undergraduate research and high impact practices
- Provide system support for Blackboard (with IT Services [ITS] and the Office of Open Learning [OOL])
- Partner directly with students to engage them in teaching and learning activities

#### 2. ***Pursue strengths in research and graduate education:***

- Encourage and support faculty as they develop a scholarly approach to teaching and evidence-based decision-making, and engage in the scholarship of teaching and learning
- Enhance undergraduate research and learning experiences in collaboration with the Office of Research and Innovation Services (ORIS)
- Engage in scholarship to contribute to the enhancement of teaching and learning in higher education
- Support graduate assistant and teaching assistant (GA/TA) professional development in teaching

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

- Provide new and enhance existing support for early career faculty, including UWindsor's 50 new hires
- Support Faculty-level curriculum development, teaching initiatives, and accreditation processes
- Enhance effective approaches to evaluating teaching integrated with hiring, tenure, and promotion
- Celebrate teaching excellence, and reward and value teaching in hiring, tenure, and promotion
- Build capacity for distributed educational leadership

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

- Support community consultations

#### 5. ***Promote international engagement:***

- Foster international relationships and global perspectives with initiatives such as the International Faculty Development and Visiting Fellows in Educational Development programs

### C. Successes

- 1375 participants (565 unique) attended 93 workshops/courses/events for a total of 4111 contact hours
- Over 50% of faculty participated in CTL courses, workshops, and extended events in the past three years
- Early Career Faculty support welcoming over 80% of 2016's new faculty to at least one CTL event, including a collaboration with Office of the Provost to substantially revise New Faculty Orientation
- Award for LMS Team for successful implementation of Blackboard and ongoing introduction and validation of Learning Outcomes and Learning Analytics in Blackboard
- International forum and conference supported by a SSHRC Connection Grant enhancing effective evaluation of teaching, and promoting a culture that values teaching through distributed leadership
- Inaugural Senior Teaching and Learning Fellow, Veronika Mogyorod, with a particular focus on learning spaces, and mentoring educational leaders
- Disseminating research findings for Centre and University-wide initiatives: 11 articles and book chapters; 18 invited presentations; and 19 peer-reviewed presentations

### D. Challenges

- Finalizing the implementation of Blackboard Learning Analytics; considering issues of data governance collaboratively with colleagues across campus; and maintaining sufficient resources – both human and financial
- Engaging students through high impact practices
- Curriculum mapping effectively so the process is helpful to instructors, provides opportunities for curriculum enhancement, and successful documentation for the Strategic Mandate Agreement
- Effectively assessing the impact of CTL services and support to focus priorities and guide direction of the CTL, and clarifying mandate in working with the Office of Open Learning

## 2. Report

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

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

#### 1. ***Provide an exceptional undergraduate experience:***

- a) Foster exceptional teaching and explore methods of enhancing a quality teaching culture on campus, directly impacting student learning across the institution
  - o More than 2,200 unique participants in CTL Workshops, courses and extended sessions since 2010
  - o 1,375 participants (565 unique) attended 93 workshops/courses/events for a total of 4,111 contact hours
  - o Highest number of Summer Series participants since its inception: 232 participants in seven workshops facilitated by 20 faculty and staff representing 6 Faculties, with 3.7/4 rating
  - o Hundreds of individual consultations on in-class and asynchronous learning technologies, teaching dossiers, teaching practices, assessment, learning outcomes, curriculum mapping and design, teaching awards, teaching and learning research, and more
  - o Maintained strong CTL representation across the campus with staff sitting on 32 campus committees, 13 external committees to support teaching and promote cross-unit partnerships
- b) Promote student engagement including undergraduate research and high impact practices
  - o Team of faculty and staff attended the Teaching and Learning National Institute sponsored by NSSE, presented four sessions, and from the experience, faculty hosted a symposium and learning community on large classes as well as partnered on an eCampus grant with OOL, faculty, and the Provost's Office
  - o Staff began working with members to effectively document and report on high impact practices, and continued promoting undergraduate research opportunities
- c) Provide system support for Blackboard ( with ITS and OOL)
  - o LMS Team received the University of Windsor Impact Award for their work in transitioning the campus from CLEW to Blackboard
  - o Maintained a unique collaboration with ITS and OOL, as three units who bring together expertise in pedagogy and hybrid learning, hardware management, programming, and communications, in consultation with faculty and students
  - o Over 70% of courses had Blackboard sites in the reporting period, most commonly used to share resources, collect and grade assignments, deliver tests, host online discussions, encourage reflection
  - o 99.6% uptime
  - o 18 face-to-face workshops, 86 customized sessions, and 8 online courses
  - o Resolved 460 tickets through TeamDynamix dealing with pedagogical issues, training and system administration
  - o Installed Blackboard Learning Analytics and Blackboard Outcomes modules to access and report on relevant data to inform decisions to enhance teaching and learning and explored ethical and access issues as part of data governance, partnering with IT, OOL, and piloting with Engineering
- d) Partner directly with students to engage them in teaching and learning activities
  - o 612 students participated in formally registered CTL programs
  - o Over 100 students worked directly with the CTL (1000's indirectly) as research assistants, work study students and volunteers
  - o Supervised PhD students and acted as committee members or external readers on doctoral and master's committees, particularly those related to teaching and learning in higher education

#### 2. ***Pursue strengths in research and graduate education:***

- a) Encourage and support faculty as they develop a scholarly approach to teaching and evidence-based decision-making, and engage in the scholarship of teaching and learning
  - o 220 participants from 20 universities and colleges across Canada and US attended the Windsor-Oakland Teaching and Learning conference, exploring enhancement of a culture that values teaching, cross-border initiative supported by the two Universities' Provosts; 141 instructors and students from the University of Windsor participated
  - o An inquiry cohort ran across the entire three-day conference exploring teaching evaluation projects
  - o CLIF grants funded 8 projects from 6 Faculties on the theme of high impact practices
  - o Awarded 11 travel grants to disseminate research and practices and national and international conferences
- b) Enhance undergraduate research and learning experiences in collaboration with the Office of Research and Innovation Services (ORIS)

- Supported Undergraduate Research Experience Grant with ORIS
- Member of UWill Discover organizing committee
- 41 students funded to present at the international Windsor-Oakland Teaching and Learning Conference
- c) Engage in scholarship to contribute to the enhancement of teaching and learning in higher education  
Disseminating research findings for Centre and University-wide initiatives: 11 articles and book chapters; 18 invited presentations; and 19 peer-reviewed presentations
  - Assessment of CTL impact involved a formal self-review with an online survey, focus groups, event data collection and analysis; a formal external review of the Centre; 527 faculty, sessionals, graduate and undergraduate teaching assistants, administrators and staff participated in the survey
  - Collaborators and Co-PI on internal and external grants
  - \$ 307,459 in funding for internal and external grants to support teaching and learning including Principle Investigator (PI) for a multi-institutional SSHRC Insight Development Grant examining teaching culture indicators, examining the perceptions of whether an institution values teaching and a SSHRC Connection Grant disseminating teaching evaluation and teaching culture findings; and Co-PI or Collaborators on e-campus grants related to learning analytics
- d) Support graduate assistant and teaching assistant (GA/TA) professional development in teaching
  - 229 graduate students attended the voluntary Fall Orientation, GATAcademy, with an additional 89 attending Winter GATAcademy
  - GATA Network: supported two graduate students as coordinators in partnership with Graduate Studies to focus on graduate development, including workshops, showcases, online resources, videos and blog, Towards Better Teaching
  - 1092 members are part of the GATA Network
  - GATA Network conducted survey of faculty, GA/TAs to examine perceptions of how GAs and TAs support teaching and student learning at the University of Windsor

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

- a) Provided new and enhance existing support for early career faculty, including UWindsor's 50 new hires
  - Over 80% of new faculty in 2016-2017 participated in an event hosted by the CTL
  - Redesigned the New Faculty Orientation with the Office of the Provost, with 29 new faculty participating
  - Designed and launched mentoring network
- b) Supported Faculty-level curriculum development, teaching initiatives, and accreditation processes
  - Developed online resources and an adaptable excel template
  - Hosted workshops, retreats and consulted with department heads and program committees
  - Reviewed and began design of a curriculum mapping tool with IT Services
- c) Enhance effective approaches to evaluating teaching integrated with hiring, tenure, and promotion
  - Developed a flexible template for faculty to consider as they revise their teaching criteria, with the Office, offering one-on-one consultations and co-facilitated workshops for heads and faculty
  - International Forum on Teaching Evaluation with 120 participants
- d) Celebrate teaching excellence, and reward and value teaching in hiring, tenure, and promotion
  - Coordinated a successful provincial OCUFA Teaching Award, and consulted on national teaching awards
  - Over 300 people gathered at the Celebration of Teaching Excellence to recognize 41 teaching award winners and University Teaching Certificate graduates
  - Teaching Dossier Academy, workshops and consultations to support the recognition of teaching in the hiring and tenure processes
- e) Build capacity for distributed educational leadership
  - Educational Leadership award launched, with the first call in 2016
  - Inaugural Teaching and Learning Senior Fellow – a new fellowship for retired faculty members with a track record of teaching and learning, to continue as mentors and leaders at the University
  - ~26 faculty facilitated workshops and sessions, as leaders for their colleagues in the Summer Series, Teaching and Learning Series and GATAcademy
  - Teaching Leadership Chairs as ongoing partners, invited to collaborate in Centre activities and forums
  - National presentation from CTL and faculty about how to better build leadership capacity

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

- a) Support community consultations
  - Helped to facilitate focus groups with the University of Windsor Community Consultations led by the Office of the Provost

**5. Promote international engagement:**

- a) Foster international relationships and global perspectives with initiatives such as the International Faculty Development and Visiting Fellows in Educational Development programs
  - o Centre staff are involved with 16 national and international societies, an 13 external committees and boards, including Chair of the Educational Developers Caucus, President-Elect of the International History, Philosophy, and Science Teaching
  - o Visiting Scholar and external reviewer at Illinois State University (Kustra)
  - o Welcomed Visiting Fellows from New Zealand and Quebec

**B. Future Actions/Initiatives for 2017-2018**

1. Work towards 50% of programs having curriculum maps and support curriculum development introducing a new curriculum mapping
2. Encourage effective use of technology to enhance learning by integrating Blackboard Learn, Outcomes and Learning Analytics in a cohesive fashion, to enhance student engagement, consistent with enrollment and retention initiatives
3. Embed teaching and learning support for early career faculty, GATAs, sessionals, mid- to late-career instructors, and Heads
4. Engage educational leaders and change agents to enhance the teaching culture on campus, which includes distributed support of formal and informal leaders,
5. Support high impact teaching practices to provide students with experiential learning opportunities, including undergraduate research experiences
6. Update and re-envision the website and online resources within the new Druple format.
7. Pursue funding and sponsorship
8. Support effective evaluation of teaching
9. Build capacity to support marginalized people
10. Continue to evaluate the impact and structure of the CTL

**C. Recommendations for Senate consideration**

N/A

**D. Actions Completed from 2015-2016 Report**

Future Actions Identified in 2015-16 APC Report	Actions Completed in 2016-17 APC Report
1. Enhance support for early career faculty in the context of ongoing support for mid- to late-career instructors	<ul style="list-style-type: none"><li>• Collaborated to offer redesigned New Faculty Orientation (NFO)</li><li>• Hosted a New Faculty Lunch paired with sessions during the CTL Summer Series</li><li>• Gave priority to early career faculty for CTL programs with limited registration</li><li>• Piloted an early career mentoring circle</li></ul>
2. Enhance the teaching culture on campus, which includes distributed support of formal and informal leaders, support for the effective evaluation of teaching, and engaging students as partners in educational development	<ul style="list-style-type: none"><li>• Teaching Culture Survey – leader for 8 other institutions</li><li>• International conference 220 participants from 20 universities and colleges across Canada and US attended the Windsor-Oakland University Teaching and Learning conference, exploring enhancement of a culture that values teaching- 141 instructors and students from the University of Windsor participated, 28 participants engaged in extended conversations in inquiry cohorts, with working teams focused on developing effective evaluation of teaching</li><li>• ~26 faculty formally facilitated CTL sessions, and more were involved as consultants and informal leaders</li><li>• Teaching Evaluation Framework collaboration with Office of the Provost to introduce and consult on the development of AAU contextualized versions</li><li>• Consulted with instructors and heads on developing teaching dossiers, and provided feedback on drafts</li><li>• Facilitated the Annual Teaching Dossier Academy</li><li>• Supported distributed leadership through Teaching Leadership Chairs (TLCs), mentoring faculty to develop and run symposiums on teaching and learning</li><li>• Supported faculty as leaders of projects through the Centred on Learning Innovation Fund</li></ul>

	<ul style="list-style-type: none"> <li>Supported nominations of provincial teaching awards, mentoring faculty in writing their educational leadership statements and compiling evidence of their change initiatives</li> <li>First call for nominations for the Educational Leadership Award</li> <li>Worked with over 100 students as research assistants, work study students and volunteers to support teaching projects across the institution and internationally</li> </ul>
3. Support and enhance curriculum initiatives through workshops, consultations, learning outcomes feedback, and implementing tools such as Blackboard Outcomes	<ul style="list-style-type: none"> <li>Developed a short resource to introduce curriculum mapping and an excel template to support faculty engaging in curriculum mapping <a href="http://ctl.uwindsor.ca/curriculum-mapping">http://ctl.uwindsor.ca/curriculum-mapping</a></li> <li>Facilitated 2 retreats on curriculum and consulted with department heads and program/curriculum committees</li> <li>Organized workshops on curriculum and learning outcomes</li> <li>Consulted on over 50 course/program learning outcomes, with well over 1000 learning outcomes per year</li> <li>Began the integration of Blackboard Outcomes and Learning Analytics</li> <li>Evaluated existing tools for curriculum mapping and began the design of a University of Windsor curriculum mapping tool in collaboration with IT</li> </ul>
4. Support high impact teaching practices to provide students with experiential learning opportunities, including undergraduate research experiences	<ul style="list-style-type: none"> <li>Consultations on high impact teaching</li> <li>Undergraduate Research Experience Grants in collaboration with ORIS</li> <li>Supporting 41 students to attend and present at the International Teaching and Learning Conference</li> <li>Committee member the UWill Discover Undergraduate Research Experience Conference</li> </ul>
5. Continue to assess the impact and structure of the CTL through an external review	<ul style="list-style-type: none"> <li>Collected ongoing program and service data eg. participation and demographic data, participant feedback, self-reports of changes, pre-post tests for the UTC, submitted reflections and portfolios</li> <li>Engaged in a self-review, including <ul style="list-style-type: none"> <li>review of changes over time based on past data collected</li> <li>formal online survey</li> <li>focus groups</li> </ul> </li> <li>External Review conducted</li> </ul>