University of Windsor

NOTICE OF MEETING

There will be a meeting of the Senate
on, Friday, May 10, 2019, 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 meeting of April 12, 2019**   SM190412

3 **Business arising from the minutes**

4 **Outstanding Business/Action Items**

5 **Reports/New Business**

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

    5.2 **Report of the Interim President**   **Douglas Kneale**

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

    5.4 **Senate Student Caucus**   **Katherine Quinsey**

    5.5 **Program Development Committee**
        *5.5.1 **Program Course Changes**   **Greg Chung-Yan**-Approval
            *a) **BASc Mechanical Engineering General Program (with**   Sa190510-5.5.1a-n
                  Co-operative Education) – Minor Program Changes
            *b) **Honours Bachelor of Forensic Science – Minor Program Changes**
            *c) **Sociology, Anthropology and Criminology – Minor Program Changes**
            *d) **Bachelor of Commerce (Honours Business Administration) – Minor Program Changes**
            *e) **Biology – New Course Proposal**
            *f) **Chemistry and Biochemistry – New Course Proposals**
            *g) **Communication, Media and Film – New Course Proposal**
            *h) **Education – New Course Proposal**
            *i) **French – New Course Proposal**
            *j) **Math – New Course Proposal**
            *k) **Science – New Course Proposal**
            *l) **Education – Minor Program Changes**
            *m) **Mechanical Engineering Technology – Articulation Agreement Revision**
            *n) **Law – New Course Proposals**

        *5.5.2 **Learning Outcomes**   **Greg Chung-Yan**-Information
            *a) **Combined BA Forensics – Program Learning Outcomes**   Sa190510-5.5.2a-e
            *b) **Communication, Media and Film – Course Learning Outcomes**
            *c) **Drama – Course Learning Outcomes**
            *d) **French Studies – Course Learning Outcomes**

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

University of Windsor
Senate

*5.5.1a: **BASc Mechanical Engineering - General Program (with Co-operative Education) –
Minor Program Changes**

Item For: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the degree requirements for the BASc Mechanical Engineering - General Program with Co-
operative Education programs be changed according to the program/course change forms*.**

*Subject to approval of the expenditures required.

Rationale/Approvals:
- The proposed changes have been approved by the Deparmental Council, the Faculty of Engineering 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 April 29, 2019 Combined Program Development Committee PDF file posted on the
  PDC website. To access this particular item go to 5.3.

University of Windsor
Senate

*5.5.1b: **Honours Bachelor of Forensic Science – Minor Program Changes**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the degree requirements for Honours Bachelor of Forensic Science program be changed according to the program/course change forms*.**

Subject to approval of the expenditures required.

Rationale/Approvals
▪ The proposal has been approved by 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 April 29, 2019 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: **Sociology, Anthropology and Criminology – Minor Program Changes**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the degree requirements for the Minor in Sociology program be changed according to the program/course change forms*.**

Subject to approval of the expenditures required.

Rationale/Approvals
▪ The proposal has been approved by the AAU 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 April 29, 2019 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: **Bachelor of Commerce (Honours Business Administration) –- Minor Program Changes**

Item For: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the degree requirements for the Bachelor of Commerce (Honours Business Administration)‡ with Specialization in Human Resources (with/without Co-op and with/without Thesis) b**e **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 Odette School of Business 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 April 29, 2019 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: **Biology – New Course Proposal**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following course addition be made:*
                        BIOL 1073: Microbiology for Nursing

Subject to approval of the expenditures required.

Rationale/Approvals:
- The proposed changes have been approved by the AAU Council, Faculty of Science Coordinating Council and the Program Development Committee. The Faculty of Nursing has been consulted and in support of this proposal.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the April 29, 2019 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: **Chemistry and Biochemistry – New Course Proposals**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the following course addition be made:***
                BIOC-3030. Natural Health Products and Their Mechanisms of Actions
                CHEM-4641. Bio- and Sustainable Materials

Subject to approval of the expenditures required.

Rationale/Approvals:
- The proposed changes have been approved by the AAU 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 April 29, 2019 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: **Communication, Media and Film – New Course Proposal**

Item For: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following course addition be made:*
            CMAF-4340. Senior Project: Theory

Subject to approval of the expenditures required.

Rationale/Approvals:
- The proposed changes have been approved by the AAU 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 April 29, 2019 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: Education – New Course Proposal

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following course addition be made:*
                    EDUC-5360. Media Arts Teachable

Subject to approval of the expenditures required.

Rationale/Approvals:
- The proposed changes have been approved by the Faculty Education and the Program Development Committee. CMF was consulted on this proposal and are supportive of the change.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the April 29, 2019 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: **Languages, Literatures and Cultures (French Studies) – New Course Proposal**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following course addition be made:*
                FREN-1240 French for Law Professionals

Subject to approval of the expenditures required.

Rationale/Approvals:
- The proposed changes have been approved by the Department of Languages, Literatures and Cultures 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 April 29, 2019 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.11.

University of Windsor
Senate

*5.5.1j   **Mathematics and Statistics – New Course Proposal**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the following course addition be made:***
                MATH-4300 General Topology.

Subject to approval of the expenditures required.

Rationale/Approvals:
- The proposed changes have been approved by 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 April 29, 2019 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.12.

University of Windsor
Senate

*5.5.1k: **Science – New Course Proposal**

Item For: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following course addition be made:*
            SCIE-4580. Thinking Outside the Cage: Non-Animal Methods in Biomedical Research and Toxicology

*Subject to approval of the expenditures required.

Rationale/Approvals:
- The proposed changes have been approved by 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 March 25, 2019 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.13.

University of Windsor
Senate

*5.5.1l**:**   **Education - Minor Program Changes**

Item For: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the changes to the degree requirements for the Concurrent General Bachelor of Arts Communication, Media and Film and Bachelor of Education program be approved as stated in the program/course change forms.*

Subject to approval of the expenditures required.

- The proposed changes have been approved by the Faculty Education and the Program Development Committee. CMF was consulted on this proposal and are supportive of the change.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the April 29, 2019 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.14.

University of Windsor
Senate

*5.5.1m: **Mechanical Engineering Technology - Articulation Agreement**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Articulation Agreement for the Mechanical Engineering Technology (with Automotive Option) and Students with an Automotive Product Design Advanced Diploma from St. Clair College diploma program be approved. *

Subject to approval of the expenditures required.

Rationale/Approvals:
- The proposal has received approval from the Departmental Council, the Faculty of Engineering Council and the Program Development Committee.
- Should changes in the courses offered or required at either institution necessitate changes to the specific courses mentioned in the agreement, with the agreement of the respective Dean's offices the list of courses included in the agreement can be modified by the Department involved in consultation with the Registrar's office.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the April 29, 2019 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.15.

University of Windsor
Senate

*5.5.1n: **Law – New Course Proposals**

Item For: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the following course addition be made:***
            LAWG-5941. Gale Cup Moot
            LAWG-5942. Winkler Class Action Moot
            LAWG-5948. Banking and Negotiable Instruments
            LAWG-5951. Jewish Law
            LAWG- 5953.Constitutionalism of The Global South: Critical Comparative Perspectives
            LAWG-5954. Robotics Law and Policy

Subject to approval of the expenditures required.

Rationale/Approvals:
- The proposed changes have 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 April 29, 2019 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 4.1.

University of Windsor
Senate

*5.5.2a: **Combined Bachelor of Arts in Forensics – Learning Outcomes**

Item for**: Information**

Forwarded by: **Program Development Committee**

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* At the end of this program, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A UWindsor graduate will have the ability to demonstrate:	COU-approved Undergraduate Degree Level Expectations
A. 1) Identify, integrate and apply key concepts, theories and methods from a range of disciplines relevant to forensic investigation (e.g. Criminology, Sociology, Psychology). 2) Collect, evaluate and present various types of forensic evidence from crime scenes.	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. 1) Retrieve, assess, and interpret information from existing forensic cases. 2) Conduct or evaluate research, including data collection and analysis, in a forensic or related field. 3) Follow research ethics guidelines (also relevant to E).	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. 1) Integrate available information to answer questions regarding the limitation and successes of Forensic cases. 2) Reflect critically on culture, social relations and/or social structures in order to develop a broader and deeper understanding of social life and the role of the criminal justice system within it. 3) Take initiative, organize, plan and judge situations related to forensic criminal investigations.	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. 1) Construct and articulate arguments and present evidence clearly, concisely and coherently.	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge

Program Learning Outcomes (Degree Level Expectations) *This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute.* <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	COU-approved Undergraduate Degree Level Expectations
2) Interpret and assess appropriate numerical and statistical data.		
E. 1) Analyze and reflect on criminal and social behavior within precedent -setting legal cases and judicial enquiries. 2) Investigate, analyze, interpret and present forensic evidence according to relevant professional protocols.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge 6. Autonomy and Professional Capacity
F. 1) Express ideas clearly and persuasively in written and oral form. 2) Appraise their own oral and written communication skills, as well as those of others. 3) Present results of research and answer relevant questions.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
G. 1) Collaborate with peers to build on discussions and debates relating to criminal justice and forensic science issues. 2) Employ and demonstrate interpersonal and leadership skills, including project management and time management, responsibility and reliability.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H. 1) Describe and explain the role of professionals in the various disciplines within Forensic Sciences. 2) Recognize and practice good working relationships through mentorship and group learning experiences.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
I. 1) Investigate areas of personal interest in Forensic Sciences. 2) Link core concepts within the relevant fields to further areas of study and practical experience.	I. the ability and desire for continuous learning	6. Autonomy and Professional Capacity

University of Windsor
Senate

*5.5.2b: **Communication, Media and Film – Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

This package contains the following learning outcomes:
CMAF-2250. Media Literacy
CMAF-4030. Advanced Studies in Media Culture

COURSE NUMBER AND TITLE: CMAF-2250 Media Literacy.

Learning Outcomes	Characteristics of a University of Windsor Graduate
This is a sentence completion exercise. <u>At the end of this course, the successful student will know and be able to:</u>	<u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Explain key concepts and various approaches to media literacy Discuss and debate the relationship between media and democracy/democratic processes (see also I) Describe and discuss the politico-economic structure of mainstream media in Canada Critically analyze and evaluate media coverage of a range of social, cultural, political and economic issues (see also B, C and D) Identify and explain issues related to the politics of representation in mainstream media in relation to gender, racial, ethnic, etc., stereotypes (see also C, D, E and F) Compare the communicative and representational practices of mainstream and alternative media outlets (see also C and D)	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.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: CMAF-4030. Advanced Studies in Media Culture

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Identify, explain and compare the core assumptions of major scholars/schools of thought in the cultural studies tradition (e.g. the Frankfurt School, Birmingham School, etc.) (see also C and D) Apply fundamental disciplinary concepts to the examination of historical and/or contemporary cultural and or subcultural texts and practices	B. the acquisition, application and integration of knowledge
B. Construct a focused research paper that investigates and analyzes a specific topic/issue relevant to the discipline of cultural studies (see also A)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Analyze and appraise extant scholarly literature on a specific topic relevant to the study of cultural/sub-cultural texts, artifacts and/or practices (see also A and B)	C. critical thinking and problem-solving skills
D. Formulate persuasive arguments informed by key disciplinary concepts/themes to support conclusions drawn from research and critical analysis (see also A and C)	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Plan, prepare and deliver a detailed oral presentation based on a reading or set of readings that demonstrates the ability to critically evaluate and synthesize information (see also A, C and D) Communicate complex concepts clearly in written and oral formats	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

**University of Windsor
Senate**

*5.5.2c: **Drama – Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

The following package contains the following learning outcomes:
DRAM-2140.   **Computer Technology for the Theatre**
DRAM 2150.   **Lighting Design I**
DRAM-2230.   **Acting for the Theatre I**
DRAM-2240.   **Acting for the Theatre II**
DRAM-2250.   **Introductory Acting I**
DRAM 2290.   **Dance for the Theatre**
DRAM-2350.   **Introductory Acting II**
DRAM-2440.   **Directing I**
DRAM-2670.   **Drama and Community; Prinicples and Theories**
DRAM 2720.   **The Creative Process**
DRAM-2770.   **Improvisation and Self Development**
DRAM-2780.   **Improvisation: Working with Text**
DRAM-2840.   **Creative Movement and Voice I**
DRAM-3150.   **Stage Management**
DRAM-3190.   **Studies in Design**
DRAM-3250.   **Intermediate Acting III**
DRAM-3440.   **Directing II**
DRAM 3600.   **Drama in the Classroom: Applications II**
DRAM-3780.   **Theatre for Social Action**
DRAM-3840.   **Creative Movement and Voice II**
DRAM-4290.   **Character Study**
DRAM-4710.   **Drama and Community: Applications**

COURSE NUMBER AND TITLE: DRAM-2140 Computer Technology for the Theatre

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A Effectively use a variety of computer software programs based on the needs of a theatrical production	A. the acquisition, application and integration of knowledge
B. Conduct pertinent research and present relevant visual and descriptive examples in a clear and concise manner Demonstrate a high level of problem-solving ability in the practical application of theoretical principles of computer aided theatrical design	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Compare different methods of communicating technical details of a theatrical production using current CAD, projection and multi-media programs	C. critical thinking and problem-solving skills
D. Demonstrate competency in three-dimensional and solid modeling skills as applied to complex computer-aided theatrical design problems	D. literacy and numeracy skills
E. Prepare fast and accurate design schematics with the flexibility to make revisions with minimal effort in negotiation and collaboration with the director and creative team	E. responsible behaviour to self, others and society
F. Use appropriate software to produce drawings and three-dimensional modeling which clearly represent the designer's intentions and present them to colleagues	F. interpersonal and communications skills
G. Produce drawing of various settings using various projection techniques and to explain material usage to the designer and/or the Director	G. teamwork, and personal and group leadership skills
H. Utilize presentation drawings and models in the development of a variety of artistic to theatrical projects	H. creativity and aesthetic appreciation
I. Identify and apply a general understanding of technology—its structure, organization, systems, terminology, career opportunities and related professional organizations and an understanding of the need for further training as technology improves	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: DRAM 2150 Lighting Design I

Learning Outcomes *This is a sentence completion exercise.* <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Analyze a script and create a cue description document Develop and communicate a lighting design by creating a lighting plot and supporting paperwork Program a sequence of lighting cues on a lighting console	A. the acquisition, application and integration of knowledge
B. read a script as research for the creation of a lighting design project	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. recognize the critical role light design plays in the staging of a theatre production	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. recognize and apply safety precautions concerning the hanging of lighting instruments	E. responsible behaviour to self, others and society
F. communicate effectively with other members of a design and production team	F. interpersonal and communications skills
G. Recognize and communicate he demands of the lighting designer throughout the collaborative production process (also applicable to H & I)	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Apply the skills of scene analysis, text interpretation, and character development to a contemporary text. (also applied to H).	A. the acquisition, application and integration of knowledge
B. Demonstrate research skills to develop a character or characters in their societal and cultural context.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply and integrate the fundamental skills of movement and voice to the performance of contemporary text.	C. critical thinking and problem-solving skills
D. Write about the experience of the process of rehearsing and performing a contemporary text in a comprehensive manner.	D. literacy and numeracy skills
E. Conduct themselves in a manner that reflects attentiveness to thorough rehearsal preparation, punctuality, and an awareness of their place as part of a greater whole.	E. responsible behaviour to self, others and society
F. Communicate effectively and respectfully about self, about the work, and about their peers and colleagues.	F. interpersonal and communications skills
G. Work collaboratively to strengthen the ensemble.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: DRAM-2240 ACTING FOR THE THEATRE II

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Apply the skills of scene analysis, text interpretation, and character development to a classical text. (Also applied to H)	A. the acquisition, application and integration of knowledge
Analyze and demonstrate research skills to develop a character or characters in their societal and historical context.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Apply and integrate the fundamental skills of movement and voice to the performance of classical text.	C. critical thinking and problem-solving skills
Write about the experience of the process of rehearsing and performing a classical text in a comprehensive manner.	D. literacy and numeracy skills
Conduct themselves in a manner that reflects attentiveness to thorough rehearsal preparation, punctuality, and an awareness of their place as part of a greater whole.	E. responsible behaviour to self, others and society
Communicate effectively and respectfully about self, about the work, and about their peers and colleagues.	F. interpersonal and communications skills
Work collaboratively to strengthen the ensemble.	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: DRAM-2250. Introductory Acting

Learning Outcomes *This is a sentence completion exercise.* <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify and practice acting exercises and techniques essential to the development of the character and the building of scenes. (also C, F, I, G) Pursue an objective while struggling against an obstacle in improvised and scripted scenes Recognize and respond honestly to creative impulses. (give and receive) (Also E, F) Apply acting tools and elements of scene analysis through the performance of a contemporary scene. (tools such as: actions, pacing, obstacles, beats, relationship, POV, magic if, listening, stakes) (Also B, C, D) Motivate entrances and exits. Physically and vocally embody character choices and actions. (Also F, H) Practice, utilize, and sustain the power of concentration throughout a scene. (Also E) Utilize scene analysis and "on your feet" rehearsal techniques to embody the role. (Also H) Utilize the tools of improvisation to create and explore character and given circumstances. (Also C, E, F, G, H) Employ Chekhov's four brothers (feeling of form, ease, beauty, and feeling of the whole) throughout the work on and off stage.	A. the acquisition, application and integration of knowledge
B. Incorporate research and critical judgment into the creation of a character and the analysis/scoring of a scene, while adhering to the given circumstances of the play and the intentions of the playwright. (also for C, D) Write and speak effectively, clearly, and constructively when discussing the work and its theoretical connections. (also C, D, F) Identify, verbally and in written form, connections between theory and its application to the actor's creative process. (C, D)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Record and perform simple blocking. (also D) Identify skills and class experiences that can be transferred to related professions. (also I)	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Work independently and as a member of an ensemble with generosity, discipline, self-sufficiency, and a sense of professionalism. (also, G, I) Identify acting tools and strategies from class and texts and recognize how they can be applied to future stage work.	E. responsible behaviour to self, others and society
F. Demonstrate an improved confidence in performing.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills

Learning Outcomes *This is a sentence completion exercise.* <u>At the end of this course, the successful student will know and be able to:</u>	**Characteristics of a University of Windsor Graduate** <u>A U of Windsor graduate will have the ability to demonstrate:</u>
H. demonstrate tools that actor's use to bring "LIFE" to the stage. (also I)	H. creativity and aesthetic appreciation
I. identify acting tools and strategies and recognize how they can be applied to future stage work.	I. the ability and desire for continuous learning

Learning Outcomes

This is a sentence completion exercise.

COURSE NUMBER AND TITLE: DRAM 2290 Dance for the Theatre

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Execute dance sequences Apply choreographic skills to create engaging dance studies and justify movement choices	A. the acquisition, application and integration of knowledge
Develop a concept, and create a research based mini production	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Observe and analyze the impact and aesthetic value of various dance styles and technique.	C. critical thinking and problem-solving skills
Explain and illustrate styles of dance using appropriate terminology both orally and in writing.	D. literacy and numeracy skills
Make meaningful artistic and physical contributions as a member of the ensemble. (also applicable to F, G, & I)	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
Create interesting and meaningful choreography	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: DRAM-2350 Introductory Acting II

| Learning Outcomes
This is a sentence completion exercise.

At the end of this course, the successful student will know and be able to: | Characteristics of a University of Windsor Graduate

A U of Windsor graduate will have the ability to demonstrate: |
|---|---|
| A. Identify and practice acting exercises and techniques essential to the development of the character and the building of scenes. (also C, F, I, G)
Pursue an objective while struggling against an obstacle in improvised and scripted scenes
Recognize and respond honestly to creative impulses. (give and receive) (Also E, F)
Apply acting tools and elements of scene analysis through the performance of a contemporary scene. (tools such as: actions, pacing, obstacles, beats, relationship, POV, magic if, listening, stakes) (Also B, C, D)
Motivate entrances and exits.
Physically and vocally embody character choices and actions. (Also F, H)
Practice, utilize, and sustain the power of concentration throughout a scene. (Also E)
Utilize scene analysis and "on your feet" rehearsal techniques to embody the role. (Also H)
Utilize the tools of improvisation to create and explore character and given circumstances. (Also C, E, F, G, H)
Employ Chekhov's four brothers (feeling of form, ease, beauty, and feeling of the whole) throughout the work on and off stage. | A. the acquisition, application and integration of knowledge |
| B. Analyse, interpret and perform contemporary texts for the theatre.(also C, D)
Prepare beat breakdowns for each scene played (includes choosing an actable verb, tactics, a goal for each beat and either being successful or failing to achieve the goals listed) (also C, D)
Write and speak effectively, clearly, and constructively when discussing the work and its theoretical connections. (also C, D, I)
Incorporate research and critical judgment into the creation of a character and the analysis/scoring of a scene, while adhering to the given circumstances of the contemporary play and the intentions of the playwright. (Also E, F, I)
Integrate critical vocabulary into written and verbal forms of expression. (Also D, F) | B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy) |
| C. Collaborate with peers to develop and perform scripted scenes and apply creative problem solving when necessary. (also E, F, I, G)
Work and learn independently and with discipline, self-sufficiency and a sense of professionalism (Also E, F, G I,) | C. critical thinking and problem-solving skills |

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Implement the choices made in a beat breakdown in practice, in the staged space, with energy and intent, with dynamic tensions and builds.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: DRAM-2440 - Directing I

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Apply the fundamental principles of directing a scene to a variety of stage spaces.	A. the acquisition, application and integration of knowledge
Research the play according to period, genre, staging and acting styles. Interpret the play and trouble shoot its strengths and weaknesses. Select aspects of research pertinent to the student's vision.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Analyze the play in terms of central ideas, themes, tropes, theory, character function, dramatic action, and character inter-relationships.	C. critical thinking and problem-solving skills
Develop a detailed prompt book that reflects the details of compelling, informative visual and aural stage presentations.	D. literacy and numeracy skills
Execute appropriate theatre etiquette through punctuality, preparedness and with respect for others. Take responsibility for choices.	E. responsible behaviour to self, others and society
Work effectively with others to stage a scene both as a director and as an actor.	F. interpersonal and communications skills
Work collaboratively and respectfully with others as the student guides the actors through the directing process.	G. teamwork, and personal and group leadership skills
Communicate their understanding of composition, picturization, rhythm and movement.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: DRAM-2670 DRAMA & COMMUNITY: PRINCIPLES & THEORIES

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Outline various approaches in applied theatre and propose the application of these approaches in community settings (also relevant in B and C).	A. the acquisition, application and integration of knowledge
Identify community organizations, articulate their mission and summarize programs and services offered within those organizations (also relevant in D).	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Analyze the needs in various communities and devise theatrical methods in addressing those needs.	C. critical thinking and problem-solving skills
Recognize the diverse communities that exist in Applied Theatre (also relevant in B).	D. literacy and numeracy skills
Interview community members for Applied Theatre practices; maintaining professionalism in honoring stories and respecting privacy (also relevant in F). Lead community activities, which address the learning needs of diverse groups (also relevant in F).	E. responsible behaviour to self, others and society
Report (both written and orally) on research finding and project proposals.	F. interpersonal and communications skills
Work collaboratively towards the execution of community events.	G. teamwork, and personal and group leadership skills
Design exchanges (utilizing song, dance, story and ritual) that foster community bonds and experiences. Collectively devise new work through prompts, improvisations and research	H. creativity and aesthetic appreciation
Employ critique as an opportunity for growth.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: DRAM 2720 The Creative Process

Learning Outcomes *This is a sentence completion exercise.* <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
Recognize the role of creativity in the lives and achievements of selected innovators Practice techniques for developing one's own creative potential	A. the acquisition, application and integration of knowledge
recognize how and when creative thinking can help to solve problems in one's own personal, academic, and professional life evaluate the impact of a variety of solutions and creative approaches	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Identify creative ways to approach tasks in daily living; Make connections between theory and the practical application of creative problem solving	C. critical thinking and problem-solving skills
communicate orally and in writing how the creative process can impact personal and professional aspects of daily living.	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
work collaboratively and creatively within a group setting	F. interpersonal and communications skills
(see F)	G. teamwork, and personal and group leadership skills
demonstrate discipline in the applications of creative exploration	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: DRAM-2770. Improvisation and Self Development

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Employ appropriate forms of improvisation to coincide with educational and/or community projects (also relevant in C)	A. the acquisition, application and integration of knowledge
Respond and reflect (both verbally and in writing) on approaches in improvisation and describe the theories which support these approaches (also relevant in D)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Practice spontaneous storytelling and honoring other perspectives within an ensemble (also relevant in G) Deconstruct their work, as well as their peers, to develop an audience's perspective on the work.	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
Investigate their impulses as transformative actors, fully invested in discovery in the play, while keeping those around them safe Build trust within an ensemble through a variety of exercise and skills which support spontaneous collective creation (also relevant in F & G)	E. responsible behaviour to self, others and society
Carry out both verbal and non-verbal forms of improvised storytelling and teaching	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills.
Construct original character work through mask construction and performance Operate in a variety of roles (scenography, performing, sound, lighting) within an improv ensemble	H. creativity and aesthetic appreciation
Recognize both their strengths and challenges as an improviser and determine their path for continued growth	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: DRAM-2780. Improvisation: Working with Text

Learning Outcomes *This is a sentence completion exercise.* <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Apply improvisation and acting fundamentals, script analysis, and devising tools to the creation of scenes, scripts, or theatrical works. (Various methodologies might be explored i.e. Konstantin Stanislavski, Anne Bogart, Michael Chekhov, Catherine Hughs, Cecily O'Neil, Keith Johnstone, Augusto Boal) (also C, D, F, G, H, I) Demonstrate the ability to deconstruct and construct text in the development of a new script. (also B, C, D) To practice a process-oriented approach and utilize "On your feet rehearsal techniques". (also F, G, H) Utilize the tools of improvisation to investigate questions and create locations, characters, conflicts, stakes, and drafts for scene scripts. (also E, F, G, H, I) Demonstrate an improved ability to take artistic risks without worrying about being "right". (also F) Demonstrate an improved confidence and presence when improvising, playing, and performing. (also F, G, H)	A. the acquisition, application and integration of knowledge
B. Research "pretexts" including text, art, music, imagery, paintings, poetry, and scripts as inspiration for improvised and devised creations. (also C, D) Research a specific topic/theme aimed at a target audience. (also C, D)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C Identify a narrative, an issue, different perspectives, oppressed voices, questions, and "what issues have been buried" in the world. (also E) Interpret and improvise creative performance projects using physical and verbal methods of expression. Identify and select the most applicable type of story structure (cause and effect, circular, epic, etc.) for the material developed and for the audience targeted.(also D)	C. critical thinking and problem-solving skills
D. Communicate thoughts, discoveries, and challenges related to the creative process and personal development in verbal or in written form. (also F)	D. literacy and numeracy skills
E	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G. To work positively, efficiently, and confidently independently, in small groups, and as an ensemble.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I. Students will be able to identify and recognize how acting tools and strategies can be applied to future stage work or other professions.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: DRAM-2840 Creative Movement and Voice I

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Investigate and embody movement styles and educational principles from various sources. (Anne Bogart, Tina Landon, Michael Chekhov, F. Matthias Alexander, Erin Godfrey, Steve Paxton, Thomas Kaltenbrunner, David Alberts, Jacques Lecoq, Various Dance, and Yoga) (also C, D, E, F, G, I) Embody principles of flexibility, strength, and endurance as they apply to the development of the individual, the drama educator, and the performance artist. (also E, F, I) Apply simple tools and approaches to encourage body awareness, vocal freedom, self-esteem, presence, and a healthy mind and body connection. (also E, F, G, I) Develop, practice, and gain confidence in experimenting with a variety of physical and vocal improvising techniques. (also F, G, H) Identify and practice fundamental devising/collective creation approaches for designing new work independently, in pairs, and in small groups. (also C, E, F, G, H, I) Apply concepts related to movement, gestural action, behavioral action, elements of space and time and choral work to the development improvised and composed performances. (also C, E, F, G, H, I) Develop a process of utilizing tools of improvisation to create and explore character, situation, and relationship. ((also E, F, G, H) Observe an improved head-to-toe connection and awareness of body and surroundings. (also I)	B. the acquisition, application and integration of knowledge
B. Incorporate research and critical judgment into the creation of character and devised work. (also C, D)) Analyze and explore imagery, poetry, and personal narratives as points of departures to compose physical and vocal creations. (also C, D, H)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C	C. critical thinking and problem-solving skills
D.Communicate thoughts, discoveries, and challenges related to the creative process and personal development in verbal or in written form. (also F, G)	D. literacy and numeracy skills
E. Identify elements of a safe and inclusive classroom and rehearsal space. (also F, G, H, I)	E. responsible behaviour to self, others and society
F. Communicate clearly, powerfully, and efficiently, while utilizing voice and movement techniques, to bring a character to life in devised and improvised work. (also H,I) Work independently, in pairs, and as a member of an ensemble with generosity, discipline, self-sufficiency, and a sense of professionalism. (also G, H, I)	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: DRAM-3150 Stage Management

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Organize, schedule and manage a rehearsal. Recognize the responsibilities of the stage manager in the preparation, rehearsal and production phases of a live performance event Employ accepted stage management practices and procedures in a production context.	A. the acquisition, application and integration of knowledge
Extract essential information from a theatrical script such as: a basic props list, costume list, lighting list, sound list, and character scene breakdown (also applicable to D). Locate relevant employment and union regulations.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Solve problems that may arise during rehearsals, technical rehearsals and performances.	C. critical thinking and problem-solving skills
Produce a range of documentation for the production team in preparation for and operation of a performance.	D. literacy and numeracy skills
Identify potential safety hazards for the actors and crew Model safe and professional behavior at all times (also applicable to G). Generate and disseminate timely rehearsal and show reports, and production meeting minutes to ensure everyone is well-informed (also applicable to F and G) .	E. responsible behaviour to self, others and society
Communicate effectively orally and in writing with all cast, crew and creative team members.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
(see A, B, C, D, E, F)	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: DRAM-3190. Studies in Design

Learning Outcomes *This is a sentence completion exercise.* <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Realize creative projects for theatre in one or more areas of design: scenic art, scenic design, lighting design, costume design, make up design, scenic construction and prop building.	A. the acquisition, application and integration of knowledge
B. Conduct and present research appropriate to the historical period and project components in a clear, attractive, and professional manner. (also applicable to E and G).	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. . Analyze and formulate the relationship between play-text and performance/design concepts.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Present, in written and oral form, research and project components and develop a portfolio as a communication tool in design for the theatre.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Selectively elect appropriate theatrical design procedures and techniques conducive to the replication of intended final appearances	H. creativity and aesthetic appreciation
I. Present designs using collage, research, drawing, drafting, rendering and model making techniques as a visual communication tool in design for the theatre	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: DRAM-3250. Intermediate Acting III

Learning Outcomes *This is a sentence completion exercise.* <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the</u> ability to demonstrate:
A. Identify and use specific acting exercises and techniques essential to the development of character and the performance of a scene from a chosen historical period. (also C, D, E, F, G, H, I) Communicate clearly, powerfully, and efficiently, while utilizing voice and movement techniques, to bring a character to life in scripted, devised, and improvised scenes across history. (also B,C, D, F, H, I) Identify, analyze, describe and perform beats according to the style studied. (also C and D) Implement and perform dynamic choices made on paper (for the beat breakdown) on the stage, physically and vocally, solo and with others. (Also F, G, H, I) Develop and demonstrate precise and motivated blocking appropriate for character from the period play. Recognize and demonstrate the vocal and language requirements imposed by a style or an author; Apply the elements of space and time to the development of the scene and character. (also F, G, H) Develop different techniques for physical comedy and to apply these techniques in practice. (also F, G, H, I) Perform the language of the play effectively. (also, C, F) Play the dynamic relationships between the actor, the characters and the audience. (also G) Perform pace according to the needs of the scene. Identify and perform dramatic conflict successfully. (also C)	A. the acquisition, application and integration of knowledge
Incorporate research and critical judgment into the creation of a character and the analysis of a scene from a period play (i.e. Shakespeare, "Moliere", Ibsen, Beckett, Wilde etc) (also C, D) Research and develop concepts and ideas required to meet the physical demands of theatre in discovering the world of various historical periods. (also C, D)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Receive, offer, and implement constructive feedback. (also F, G, H, I) Identify acting tools and strategies and recognize how they can be applied to future work and other professions. (also I) Identify and apply analysis tools and textual clues to classical text. i.e. Shakespearean text (tools including: wordplay, antithesis, prose/verse patterns, meter, rhyme, shared verse and sound) (also D, F)	C. critical thinking and problem-solving skills
Create a character's physical profile through embodied, verbal, and written forms. (also F, H) Integrate critical vocabulary into written and verbal forms of expression. (also F)	D. literacy and numeracy skills
Recognize and identify ways to create a supportive and creative community. (also F, G, H, I) Identify elements of a safe and inclusive classroom and rehearsal space. (also F, G, H, I) .	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills

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

COURSE NUMBER AND TITLE: DRAM-3440 DIRECTING II

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A Read and analyze plays to effectively communicate the given circumstances of the play: the social, political, cultural, historical, environmental and character details and context within a play.	A. the acquisition, application and integration of knowledge
B. Create the mise-en-scene: understand the influence of design (LX, set, sound and costume) on the successful interpretation and presentation of a play in performance.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Apply the fundamentals of staging and incorporate staging strategies.	C. critical thinking and problem-solving skills
Prepare and use a director's production book as a tool in the rehearsal process.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Communicate effectively with actors, stage management, designers, tech, and production staff.	F. interpersonal and communications skills
G. Learn to organize a rehearsal process and apply rehearsal strategies.	G. teamwork, and personal and group leadership skills
H. Develop their personal aesthetic; discover how art, sense of beauty, shape, colour & form, and culture, impact the director's aesthetic.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: DRAM 3600 Drama in the Classroom: Applications II

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Create and deliver lesson plans with a sound pedagogical structure that focus on theatre as subject and method as suitable to the secondary school curriculum	A. the acquisition, application and integration of knowledge
Research curriculum topics in preparation for meaningful artistic exploration	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Respond critically to scholarly readings that inform field practice	C. critical thinking and problem-solving skills
Refer to and apply guidelines and expectations outlined in the Ontario Ministry of Arts Curriculum when planning lessons at the secondary level	D. literacy and numeracy skills
Evaluate self and peers in a way that that promotes constructive growth and dialogue	E. responsible behaviour to self, others and society
Communicate respectfully with peers and students (applicable to I)	F. interpersonal and communications skills
Collaborate and communicate effectively with teacher colleagues (applicable to I)	G. teamwork, and personal and group leadership skills
recognize how training in theatre can provide youth with an appreciation for the artistic process and product	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: DRAM-3780

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Identify and employ various forms of theatre conventions as conduits for raising awareness, igniting conversation, or inspiring change on issues related to social justice	A. the acquisition, application and integration of knowledge
Analyze history behind Theatre for Social Action and define its relevance in current theatre practices (also relevant in D)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Assess what practical approaches are most suitable in raising awareness on a specific issue within a specific community (also relevant in B).	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
Produce immersive theatrical experiences, which invite others to share perspectives while keeping them safe (also relevant in F)	E. responsible behaviour to self, others and society
Demonstrate professionalism (reserving judgement and respecting privacy) when interviewing community members as research for dramatic narrative (also relevant in E)	F. interpersonal and communications skills
Synthesize, within a group, a variety of research for dissemination	G. teamwork, and personal and group leadership skills
Employ character, story, and metaphor as vehicles to address issues of social justice	H. creativity and aesthetic appreciation
Identify personal challenges in the work and set goals for growth	I. the ability and desire for continuous learning

Learning Outcomes	Characteristics of a University of Windsor Graduate
This is a sentence completion exercise. At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
Identify, practice, and implement vocal and physical techniques to warm up the performer's "instrument". (Also C, F) Identify and explore how the body language, alignment, behaviour, and gesture tells a story on stage and in the "real world". (Also E, F, I) Investigate and identify how physical and vocal expression can be used to communicate research, story, character, relationships, questions, issues, conflict etc. (also B) Apply movement-based/physical theatre approaches (Viewpoints, Laban, Lecoq, Clown, Commedia Dell'arte, Mask work, Contact Improvisation, other dance forms) to the creation of character and new works of theatre. (also B, C, F, G, H, I) Identify and practice various movement and voice techniques. (including the movement elements of space, time, energy, character mask, stage movement, clown, contact improvisation, dance, breath connection, gestural and behavior action, stage mechanics, form and composition). (also F, G, H) Embody Mask to explore physical and vocal range and freedom. (also F) Identify and explore different movement centres, gestures, shapes, and elements of space, time, and energy for each character or Mask. Devise an original piece of theatre in order to perform publicly. (also F, G, H, I)	A. the acquisition, application and integration of knowledge
B. Research a specific topic/theme aimed at a target audience. (also C, D)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C	C. critical thinking and problem-solving skills
D. Articulate, verbally and in written form, how movement theory and devising fundamentals can be applied to future stage work, the classroom, personal development, and other professions. (also I) Deconstruct and identify the basic vocabulary and syntax of devised performances through verbal and written forms. Communicate thoughts, discoveries, and challenges related to the creative process and personal development in verbal or in written form. (also F)	D. literacy and numeracy skills
E. Articulate and identify the correlation between collaborating as an ensemble and contributing to the development of a better society	E. responsible behaviour to self, others and society
B. Work independently, in pairs, and as a member of an ensemble with generosity, discipline, self-sufficiency, and a sense of professionalism. (also G)	F. interpersonal and communications skills
G. Embrace a process oriented and "failure" based approach to creating and improvising. (also H)	G. teamwork, and personal and group leadership skills

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

COURSE NUMBER AND TITLE: DRAM-4290 Character Study

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Incorporate Voice and Movement Techniques for the creation of (an) original character(s) envisioned and devised by the actor	A. the acquisition, application and integration of knowledge
B. Create, analyse, interpret, rehearse, and perform a character in an original monologue.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Identify and apply new and previously learned acting exercises to the creation of an original character. Utilize the tools of improvisation to develop/create a character in an original monologue.	C. critical thinking and problem-solving skills
D. Communicate analytically about the process of creating a character in an original monologue.	D. literacy and numeracy skills
E. Work independently with discipline, professionalism, and safe practice to develop a character in an original monologue.	E. responsible behaviour to self, others and society
F. see C	F. interpersonal and communications skills
G. research, develop, and embody a character in an original monologue.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: DRAM-4710

Learning Outcomes *This is a sentence completion exercise.* <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
Implement both theatrical devising techniques and organizational research in projects that serve an intended community (also relevant in B and D).	A. the acquisition, application and integration of knowledge
Investigate and question previous works in their area of interests; analysing how they might approach the subject matter with a different/new perspective (also relevant in C & H).	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Determine what venue best supports a project and/or how a project can be adapted to a challenging venue .	C. critical thinking and problem-solving skills
	D. literacy and numeracy skills
Employ professional conduct (industry standard) within an ensemble and in a community. Question how the work may be interpreted from an outside perspective and revise based on collective decisions. Identify when they are emotionally challenged within the work or collective and take responsibility (also relevant in F and G).	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
Strategize plans of actions, creating clear logistics, which break down the carrying out of a performance for a community. Asses and implement personal skills which support the growth of a project and the growth of ensemble members.	G. teamwork, and personal and group leadership skills
Discover their personal artistic voice within a project.	H. creativity and aesthetic appreciation
Evaluate, through feedback and critique, how work was received by intended audience. Identify personal challenges as an artist and an ensemble member, and formulate steps towards growth .	I. the ability and desire for continuous learning

University of Windsor
Senate

*5.5.2d: **French studies – Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

French Studies Course Learning Outcomes:
FREN 1210.   **Language Training I**
FREN 1220   **Language Training II**
FREN 1410.   **Introduction to Literary Studies**
FREN 2150   **Oral Proficiency in French I**
FREN 2210   **French Language Training III**
FREN2220.   **French Language Training IV**
FREN 2300   **Intensive French Language Training II**
FREN 2310   **Introduction to Linguistics II**
FREN-2520   **French Classicism**
FREN 2530   **The French Enlightenment**
FREN 2550   **French Romanticism**
FREN 2570   **Realism and Naturalism**
FREN 2600   **Modern French Culture**
FREN 2700   **Introduction to the Cultural Heritage of French Canada**
FREN-2810   **Introduction to the Culture of Sub-Saharan Francophone Africa**
FREN 2830   **Introduction to Francophone Culture of the Maghreb and the Middle East**
FREN 2840   **The Novel in Quebec and in Other Francophone Regions of Canada**
FREN 3150   **Oral Proficiency in French II**
FREN 3250   **Error Analysis**
FREN 3280   **Aspects of Translation I**
FREN 3290   **Aspects of Translation II**
FREN 3300   **Applied Linguistics**
FREN 3320   **The History of the French Language**
FREN 3330   **Sociolinguistic Aspects of French in Canada**
FREN 3530   **Poetry from Baudelaire to Surrealism**
FREN-3540   **The Modern Novel and Theatre**
FREN-3560   **Contemporary Francophone Literature and thought**
FREN 3570   **Contemporary Critical Theory**
FREN 3580   **Francophone literature of the Maghreb and the Middle East**
FREN 3830   **Drama in Quebec and in other Francophone Regions of Canada**
FREN 3850   **Poetry in Quebec and in other Francophone Regions of Canada**
FREN 4340   **The French Lexicon**
FREN 4000-FREN-4960* (FREN-4000).   Special Topics *(The Grotesque Body in the Modern French Novel)*
FREN 4000-FREN-4960* (FREN 4310).   Special Topics (*Theories of Semantics*)
FREN 4000-FREN-4960* (FREN 4350).   Special Topics (*Individual and Societal Bilingualism*)

* Special topics courses include the 4000-4960 series courses listed in the French Studies program. They cover language, linguistics and literature and may take the form of directed readings.

COURSE NUMBER AND TITLE: FREN 1210 Language Training I

Learning Outcomes *This is a sentence completion exercise.* <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Use grammar rules governing the French language.	A. the acquisition, application and integration of knowledge
B. Find appropriate equivalents for English words or idioms in a French/English dictionary.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Translate sentences from English into French taking into consideration the stylistic differences between both languages.	C. critical thinking and problem-solving skills
D. Read and discuss comprehension texts.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Express themselves clearly in French, using idiomatic and grammatically correct sentences	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 1220 – Language Training II

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Use grammar rules governing the French language.	B. the acquisition, application and integration of knowledge
B. Find appropriate equivalents for English words or idioms in a French/English dictionary.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Translate sentences from English into French taking into consideration the stylistic differences between both languages.	C. critical thinking and problem-solving skills
D. Read and discuss comprehension texts.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Express themselves clearly in French, using idiomatic and grammatically correct sentences	F. interpersonal and communications skills
G. Practice newly learned words and structures with classmates in group discussions	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 1410 INTRODUCTION TO LITERARY STUDIES

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Apply literary terminology in French to the study of poetry, drama and prose fiction.	C. the acquisition, application and integration of knowledge
B. Select and critically cite academically reliable and appropriate secondary resources.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Conduct literary analysis of poetry, drama and prose fiction.	C. critical thinking and problem-solving skills
D. Read and reflect on poetry, drama and prose fiction in French from the literature of France and/or Francophone Canada and/or the Francophone world. Write analytically and critically in French research assignment(s) using the Modern Language Association (MLA) guidelines.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Effectively communicate ideas in French relating to literary works.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 2150– Oral Proficiency in French I

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Recall and use French idiomatic expressions to perform different direct or indirect speech acts (request, advice, promise, permission, warning, etc.)	D. the acquisition, application and integration of knowledge
B. Research a topic and present the findings before the class.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C.	C. critical thinking and problem-solving skills
D. Read or listen to a text and answer questions related to it.	D. literacy and numeracy skills
E. Recognize and appropriately use words and expressions pertaining to Canadian French or international French.	E. responsible behaviour to self, others and society
F. Express themselves in French spontaneously and naturally.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 2210 – Language Training III

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Identify the stylistic and linguistic features of descriptive, narrative and expository French texts and reuse them to write their own texts.	E. the acquisition, application and integration of knowledge
B. Find appropriate equivalents for English words or idioms in a French/English dictionary.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Formulate their position on a controversial issue and write an opinion text to defend their position.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Write descriptive, narrative and expository texts in French using a full range of structures to vary and enrich their expression.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 2220 – Language Training IV

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Identify the stylistic and linguistic features of argumentative, informative and academic French texts and reuse them to write their own texts.	F. the acquisition, application and integration of knowledge
B. Find appropriate equivalents for English words or idioms in a French/English dictionary.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Formulate their position on a controversial issue and write an opinion text to defend it.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Write argumentative, informative and academic texts in French	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 2300 Introduction to Linguistics I

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Identify and define the basic concepts of structural linguistics that apply to the first three levels of linguistic analysis: phonetics, phonology and morphology.	A. the acquisition, application and integration of knowledge
Analyze a small corpus of samples of the French language by applying the techniques that are commonly used in phonetics, phonology and morphology.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Assess the applicability of linguistic concepts using the strategy of the counterexample.	C. critical thinking and problem-solving skills
Interpret introductory texts about the phonetics, phonology and morphology of a language, such as French.	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 2310 Introduction to Linguistics II

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Identify and define the basic concepts of structural linguistics that apply to the last three levels of linguistic analysis: syntax, semantics and pragmatics.	A. the acquisition, application and integration of knowledge
Analyze a small corpus of samples of the French language by applying the techniques that are commonly used in syntax, semantics and pragmatics.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Assess the applicability of concepts using the strategy of the counterexample.	C. critical thinking and problem-solving skills
Interpret the contents of introductory texts about the syntax, semantics and pragmatics of a language, such as French.	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN-2520 French Classicism

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Explain historical, literary and cultural aspects of the 17th century Identify and discuss doctrines of the seventeen century as well as major dramatic genres "en vogue" during this period.	A. the acquisition, application and integration of knowledge
Discuss and interpret poetic and dramatic techniques of the 17th century.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Recall historical and cultural details of the 17th century and apply them appropriately to authors of the 17th century	C. critical thinking and problem-solving skills
Research and analyze works by authors from the 17th century.	D. literacy and numeracy skills
Compare and assess doctrines of the 17th century to present-day culture's values and beliefs.	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
Recognize, appreciate and assess, through literary analysis, aesthetic value of the literary works of the 17th century.	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 2530 THE FRENCH ENLIGHTENMENT

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Apply French literary terminology to the study of the French 18th century literary and philosophical text. Identify the major historical moments and intellectual movements of the 16th-18th centuries which influenced the development of the French "philosophe" movement and the French Enlightenment. Locate literary and philosophical works of the French 18th century within an intellectual, æsthetic, and ideological continuum. explain this in French.	A. the acquisition, application and integration of knowledge
B. Find, assess, and judiciously quote appropriate secondary sources.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Perform coherent literary analysis of the fictional and philosophical texts studied in the course.	C. critical thinking and problem-solving skills
D. Read and critically discuss the French philosophical and fictional texts studied in the course. Compose, in French, written assignments presenting the results of critical and analytical research, following Modern Language Association (MLA) guidelines.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Effectively communicate ideas in French relating to the French Enlightenment.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 2550 FRENCH ROMANTICISM

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Apply French literary terminology to the study of the 19th century French romantic novel, play, and poetry, and distinguish the characteristics of French literary romanticism. Identify the major historical events of the late 18th and early 19th centuries in France, and describe, in French, the role of social changes in the development of the French romantic movement. Locate the French romantic novel, play, and poem within an intellectual, æsthetic, and ideological continuum. explain this in French.	A. the acquisition, application and integration of knowledge
B. Find, assess, and judiciously quote appropriate secondary sources.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Perform coherent literary analysis of the French romantic works studied in the course.	C. critical thinking and problem-solving skills
D. Read and critically discuss the French romantic works studied in the course. Compose, in French, written assignments presenting the results of critical and analytical research, following Modern Language Association (MLA) guidelines.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Effectively communicate ideas in French relating to the French romantic novel, play, and poem.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 2570 REALISM AND NATURALISM

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Apply French literary terminology to the study of the 19th century French novel, and distinguish the respective characteristics of the realist and naturalist forms. Identify the major historical events of the 19th century, and describe, in French, the role of social changes in the development of the realist and naturalist literary movements in France. Locate the realist and naturalist novel within an intellectual, aesthetic, and ideological continuum. explain this in French.	A. the acquisition, application and integration of knowledge
B. Find, assess, and judiciously quote appropriate secondary sources.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Perform coherent literary analysis of the French realist and naturalist novels studied in the course.	C. critical thinking and problem-solving skills
D. Read and critically discuss the French realist and naturalist novels studied in the course. Compose, in French, written assignments presenting the results of critical and analytical research, following Modern Language Association (MLA) guidelines.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Effectively communicate ideas in French relating to the French realist and naturalist novel.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 2600 MODERN FRENCH CULTURE

Learning Outcomes *This is a sentence completion exercise.* <u>At the end of this course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Recognize and describe the cultural, multinational, linguistic, and artistic diversity of modern France. Describe in detail the basics and the development of the French social, political, and educational systems. use and apply relevant terminology.	A. the acquisition, application and integration of knowledge
B. Conduct research, judiciously choosing sources, on an important element of contemporary French culture.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Recognise 21st century France as the product of long-term historical processes. critically analyse the development of aspects of the modern French state within the context of these processes.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Effectively communicate ideas, in French, relating to modern French cultural, social, and political systems.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 2700 INTRODUCTION TO THE CULTURAL HERITAGE OF FRENCH CANADA

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Recognize and describe the diversity of the francophone cultures of Canada. Explain the components of the francophone cultures of Canada as products of long-term historical processes.	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. Recognize and explain critically how the components of the francophone cultures of Canada relate to and inform each other. Identify and analyze critically the components of the francophone cultures of Canada in primary sources excerpts in French.	C. critical thinking and problem-solving skills
D	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Effectively communicate ideas in French relating to the components of the francophone cultures of Canada.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN-2810. Introduction to the Culture of Sub-Saharan Francophone Africa

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Explain the notion of culture in general and be aware of the diversity of cultures in Sub-Saharan Africa	A. the acquisition, application and integration of knowledge
B. Analyse literary, political or societal texts about Sub-Saharan Africa.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Distinguish, compare and recognize the diversity of cultures.	C. critical thinking and problem-solving skills
D Analyse literary, political or societal texts about Sub-Saharan Africa.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Explain appropriate attitude to be used when interacting with people from from Sub-Saharan Africa.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 2830 Introduction to North African Culture

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Recognize and analyze critically the religious, political, and historical contexts in which North African culture is produced.	A. the acquisition, application and integration of knowledge
apply information gained through research to a given aspect of North African culture.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
challenge the validity of Eurocentric perceptions on North African culture.	C. critical thinking and problem-solving skills
identify and evaluate North African cultural perspectives, values, and claims.	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
articulate appropriately and effectively in French distinctive features and examples of North African culture.	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 2840 THE NOVEL IN QUEBEC AND IN OTHER FRANCOPHONE REGIONS OF CANADA

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Apply literary terminology in French to the study of the novel in Francophone Canada. Identify and describe in French major socio-historical landmarks in Francophone Canada. Classify the novel in Francophone Canada within a historical, ideological and aesthetic framework and provide a rationale in French.	A. the acquisition, application and integration of knowledge
B. Select and critically cite academically and appropriate secondary resources.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Conduct literary analysis of the novel in Francophone Canada.	C. critical thinking and problem-solving skills
D. Read and reflect on novels of Francophone Canada in French. Write analytically and critically, in French, research assignment(s) using the Modern Language Association (MLA) guidelines.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Effectively communicate ideas in French relating to the novels of Francophone Canada.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 3150 ORAL PROFICIENCY IN FRENCH II

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A.	A. the acquisition, application and integration of knowledge
B. Select and critically cite academically reliable and appropriate secondary resources.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Present research orally, analytically and critically, in French. Use Modern Language Association (MLA) guidelines when communicating research.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Demonstrate oral expression competency, at an advanced level, in in French. Demonstrate awareness of the subtleties of the French language, at an advanced level, in both oral expression and aural comprehension.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 3250. Error Analysis

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Recall and appropriately use the terminology pertaining to Error Analysis.	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. Identify, classify, describe and correct errors in written texts.	C. critical thinking and problem-solving skills
D. Read and discuss academic papers on Error Analysis in French or English.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Rewrite clumsy texts (job applications, emails, requests, warnings) in comprehensible standard French.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 3280 Aspects of Translation I

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Name, define and use key terms of translation studies and comparative stylistics.	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. Propose translation strategies to solve specific translation problems.	C. critical thinking and problem-solving skills
D. Translate a variety of informational and literary texts (ranging from children's literature to young adult) from English into French using different translation strategies.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Recognize, evaluate and solve obstacles that may arise in situations of intercultural communication.	F. interpersonal and communications skills
G. Critique the translations of others, in a mutually supportive spirit of shared enquiry.	G. teamwork, and personal and group leadership skills
H. Evaluate the overall quality of a translation.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 3290 Aspects of Translation II

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Define and use key terms of translation studies and comparative stylistics.	A. the acquisition, application and integration of knowledge
	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Propose translation strategies to solve specific translation problems. Produce an annotated translation focusing on the translation problems that arose during the translation of the source text.	C. critical thinking and problem-solving skills
D. Translate a variety of specialized texts (in the areas of culture and linguistics) and literary texts (ranging from young adult to adult) from English into French using different translation strategies.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Identify, evaluate and solve obstacles that may arise in situations of intercultural communication.	F. interpersonal and communications skills
G. Critique the translations of others in a mutually supportive spirit of shared enquiry.	G. teamwork, and personal and group leadership skills
H. Evaluate the overall quality of a translation.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 3300 Applied Linguistics

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Identify, describe and link the theoretical concepts introduced by the dominant theoretical frameworks in the areas of first language acquisition and second language learning. Describe and contrast the dominant second-language teaching methods currently used in Canada, such as communicative language teaching (CLT) and French Immersion.	A. the acquisition, application and integration of knowledge
Recognize reliable sources. retrieve, read and discuss academic articles (written in French and English) focusing on first language acquisition and second language learning.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Explain the climate of informed opinion. Develop a well-formed research question.	C. critical thinking and problem-solving skills
Report research findings.	D. literacy and numeracy skills
Assess the needs and challenges of the second language learner, and contrast with the needs and challenges of a child acquiring their first language.	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 3320 The History of the French Language

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Use key concepts of diachronic linguistics. Identify the time periods that diachronic linguists distinguish in the evolution of the French language. Describe the main linguistic changes that occurred in each time period. Describe the sociopolitical events that influenced the evolution of the French language from its early beginnings until today. Describe the sociopolitical events that contributed to the spread of the French language, currently an official language in at least 41 countries.	A. the acquisition, application and integration of knowledge
Recognize reliable sources, retrieve, read and discuss academic books and articles (written in French and English) focusing on diachronic linguistics and, in particular, on the history of the French language.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy
Develop a well-formed research question.	C. critical thinking and problem-solving skills
Report research findings.	D. literacy and numeracy skills
Appraise the impact of language planning and policy practices.	E. responsible behaviour to self, others and society
	F. interpersonal and communications skills
	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 3330- Sociolinguistic Aspects of French in Canada

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Recall and appropriately use sociolinguistic concepts to discuss the situation of French in Canada.	A. the acquisition, application and integration of knowledge
B. Read and discuss academic articles on sociolinguistic issues surrounding French in Canada	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Evaluate linguistic legislations put forth by different levels of governments and explain their impact on the French language.	C. critical thinking and problem-solving skills
D.	D. literacy and numeracy skills
E. Challenge misconceptions about the place, the quality, and the importance of French in the Canadian society	E. responsible behaviour to self, others and society
F. Switch between Canadian French and international French during a communication event.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 3530 POETRY FROM BAUDELAIRE TO SURREALISM

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Apply French poetic terminology to the study of the 19th-20th century French poems, and distinguish the respective characteristics of the Parnassian, symbolist, avant-garde and surrealist forms. Identify major historical events of the latter 19th and early 20th centuries in Europe, and describe, in French, the role of such events and changes in the development of the artistic and poetic forms studied. Locate Parnassian, symbolist, avant-garde and surrealist poetry within an intellectual, aesthetic, and ideological continuum. explain this in French.	A. the acquisition, application and integration of knowledge
B. Find, assess, and judiciously quote appropriate secondary sources.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Perform coherent poetic analysis of the French Parnassian, symbolist, avant-garde and surrealist poems.	C. critical thinking and problem-solving skills
D. Read and critically discuss the French Parnassian, symbolist, avant-garde and surrealist poems Compose, in French, critical and analytical research assignment(s) following Modern Language Association (MLA) guidelines.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Effectively communicate ideas in French relating to French Parnassian, symbolist, avant-garde and surrealist poetry.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN-3540 THE MODERN NOVEL AND THEATRE

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Explain historical events of the first half of the 20th century as well as differences between the traditional and the modern French theatre / the traditional and Modern Novel.	A. the acquisition, application and integration of knowledge
B. Identify and analyze literary genres and new styles of writing developed by French authors of the 20th century	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Depict and analyze historical, philosophical and cultural details of the first half of the 20th century in fiction works written by authors of the first half of the 20th century and after.	C. critical thinking and problem-solving skills
D Analyze and evaluate critically, in French, modern French literature.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Present ideas, in French, relating to the literary work(s).	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Recognize and assess the new writing aesthetic developed by French authors of the first half of the 20th century.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 3560 Contemporary Francophone Literature and thought

Learning Outcomes	Characteristics of a University of Windsor Graduate
This is a sentence completion exercise. At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
A. Explain historical events, postcolonial theories as well as literary movements of Francophone Sub-Saharan Africa and the French West Indies.	A. the acquisition, application and integration of knowledge
B. Identify critical works and apply them critically to own's arguments.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Analyze works of fiction by Francophone writers from Sub-Saharan Africa and the French West Indies.	C. critical thinking and problem-solving skills
D. Analyze works of fiction by Francophone writers from Sub-Saharan Africa and the French West Indies.	D. literacy and numeracy skills
E. Use literary analysis to challenge discourses that minimise the historical and political events from which emanated some of the topics depicted in the fiction works by Francophone writers from Sub-Saharan Africa and the French West Indies.	E. responsible behaviour to self, others and society
F. Communicate effectively, in French, ideas related to the literary work(s) by Francophone writers from Sub-Saharan Africa and the French West Indies.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Recognize, appreciate and assess the aesthetic singularities of Francophone writers from Sub-Saharan Africa and the French West Indies.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 3570 CONTEMPORARY CRITICAL THEORY

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Identify and explain in French key concepts within a variety of major critical approaches. Use specific literary terminology in French within a variety of major critical approaches.	A. the acquisition, application and integration of knowledge
B. Select and critically cite academically reliable and appropriate secondary resources.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Conduct advanced analyses of literary work(s) within a variety of major critical approaches and of secondary resources.	C. critical thinking and problem-solving skills
D. Read and reflect on work(s) in French from the literature of France and/or Francophone Canada and/or the Francophone world. Write analytically and critically, in French, research assignment(s) using the Modern Language Association (MLA) guidelines. Integrate one or more major critical approach(es) in the written analysis or analyses in French of literary work(s).	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Effectively communicate ideas in French relating to the literary work(s) and major critical approaches.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Recognize and assess the aesthetic value of literary work(s) via major critical approaches.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 3580 Introduction to North African Literature in French

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. identify and interpret, how social, political, and historical contexts (colonialism and postcolonialism) impact North African Francophone literature and its authors.	A. the acquisition, application and integration of knowledge
B. use and incorporate effectively and ethically scholarly resources in their writing.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. write analytically and critically, in French, research on topics relating to Francophone North African literature.	C. critical thinking and problem-solving skills
D. Read and reflect in French on Francophone work(s) from the literature of North Africa.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Effectively communicate in oral and written forms original ideas relating to North African Francophone literature.	F. interpersonal and communications skills
H. to appreciate the aesthetic qualities of works of literature, including knowledge of literary forms and genres.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 3830 DRAMA IN QUEBEC AND IN OTHER FRANCOPHONE REGIONS OF CANADA

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Apply literary terminology in French to the study of drama in Francophone Canada. Identify and describe in French major socio-historical landmarks in Francophone Canada. Classify drama in Francophone Canada within a historical, ideological and aesthetic framework and provide a rationale in French.	A. the acquisition, application and integration of knowledge
B. Select and critically cite academically reliable and appropriate secondary resources.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Conduct literary analysis of drama in Francophone Canada.	C. critical thinking and problem-solving skills
D. Read and reflect on dramatic works of Francophone Canada in French. Write analytically and critically, in French, research assignment(s) using the Modern Language Association (MLA) guidelines.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Effectively communicate ideas in French relating to the dramatic works of Francophone Canada.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 3850 POETRY IN QUEBEC AND IN OTHER FRANCOPHONE REGIONS OF CANADA

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Apply literary terminology in French to the study of poetry in Francophone Canada.	A. the acquisition, application and integration of knowledge
B. Select and critically cite academically reliable and appropriate secondary resources.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Conduct literary analysis of poetry in Francophone Canada.	C. critical thinking and problem-solving skills
D. Read and reflect on works of poetry of Francophone Canada in French. Write analytically and critically, in French, research assignment(s) adhering to the Modern Language Association (MLA) guidelines.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Effectively communicate ideas in French relating to the works of poetry of Francophone Canada.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 4310 Theories of Semantics

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Distinguish between lexical and phrasal semantics, and between universalist and relativist approaches to linguistic meaning. Identify and define concepts and methods developed within the main theoretical frameworks in the area of lexical semantics: behaviorist semantics, structural semantics (French and American traditions), atomism, prototype semantics, and frame semantics.	A. the acquisition, application and integration of knowledge
Recognize reliable sources, retrieve, read, discuss and critique academic articles (written in French and English) in the area of lexical semantics.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Develop a well-formed research question. Analyze a corpus of French linguistic data using the concepts and techniques of the aforementioned theoretical frameworks in lexical semantics.	C. critical thinking and problem-solving skills
Report research findings clearly, both orally and in writing. (Also applies to F.)	D. literacy and numeracy skills
	E. responsible behaviour to self, others and society
Prepare and deliver an oral research presentation.	F. interpersonal and communications skills
Critique the ideas of others, in a mutually supportive spirit of shared enquiry.	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 4000 SPECIAL TOPICS: THE GROTESQUE BODY IN THE MODERN FRENCH NOVEL

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Apply French literary terminology to the study of grotesque representations of the body in the 19th and 20th century French novel. identify different (historically/aesthetically specific) characteristics of the artistic and literary grotesque, and distinguish different forms and uses of the grotesque over time. Identify major historical events of the 19th and 20th centuries in Europe, and describe, in French, how such events and developments determine the literary uses of the grotesque body in the works studied. Locate literary uses of the grotesque, in the 19th and 20th centuries, within an intellectual, aesthetic, and ideological continuum. explain this in French.	A. the acquisition, application and integration of knowledge
B. Find, assess, and judiciously quote appropriate secondary sources.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Perform coherent literary analysis of the modern French novels studied in the course.	C. critical thinking and problem-solving skills
D. Read and critically discuss the modern French novels studied in the course. Compose, in French, critical and analytical research assignment(s) following Modern Language Association (MLA) guidelines.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Effectively communicate ideas in French relating to grotesque representations of the body in the modern French novel.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 4340 The French Lexicon

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Use morphological, semantic and sociolinguistic concepts to define the notions of word and word meaning. Identify, explain and apply the different word-formation processes that are common in French, such as derivation, compounding, semantic derivation, and blending. Describe the language attitudes of speakers of French toward loanwords and calques (or loan translations), toward regionalisms, such as lexical Canadianisms, and toward taboo words.	A. the acquisition, application and integration of knowledge
Recognize reliable sources. retrieve, read, discuss and critique academic books and articles (written in French and English) in the area of French lexicology.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Develop a well-formed research question.	C. critical thinking and problem-solving skills
Report research findings clearly, both orally and in writing. (Also applies to F.)	D. literacy and numeracy skills
Identify the complex relationships holding between word meanings and the different belief systems that exist in society. Evaluate the social impact of word meaning using the concept of connotation. Identify and explain the origins and ramifications of political correctness.	E. responsible behaviour to self, others and society
Prepare and deliver an oral research presentation.	F. interpersonal and communications skills
Conduct data analysis as a member of a team. Critique the ideas of others, in a mutually supportive spirit of shared enquiry.	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE: FREN 4350 Individual and Societal Bilingualism

Learning Outcomes *This is a sentence completion exercise.* At the end of this course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
Use key concepts in the areas of individual and societal bilingualism. Contrast the linguistic and cultural profiles of the native and the non-native speaker, and of the monolingual and the bilingual individual. Categorize bilingual societies and communities. Identify factors contributing to language maintenance, shift or loss both at the level of the bilingual individual and society. Describe the causal link between language contact situations and the emergence of new languages, such as pidgins and creoles.	A. the acquisition, application and integration of knowledge
Recognize reliable sources. retrieve, read, discuss and critique academic articles (written in French and English) in the area of individual and societal bilingualism.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
Explain the climate of informed opinion. Develop a well-formed research question.	C. critical thinking and problem-solving skills
Report research findings clearly, both orally and in writing. (Also applies to F.)	D. literacy and numeracy skills
Assess the dynamics of language-contact situations and the challenges these situations pose for the bilingual individual and for society.	E. responsible behaviour to self, others and society
Prepare and deliver an oral research presentation	F. interpersonal and communications skills
Critique the ideas of others, in a mutually supportive spirit of shared enquiry.	G. teamwork, and personal and group leadership skills
	H. creativity and aesthetic appreciation
	I. the ability and desire for continuous learning

University of Windsor
Senate

*5.5.2e: **Sociology, Anthropology and Criminology – Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

Sociology, Anthropology and Criminology Course Learning Outcomes:
SACR-2600. Introduction to Criminology
SACR-2620. Introduction to Criminal Justice
SACR-3080. Intermediate Statistics
SACR-3270. Social Movements
SACR-3540/WGST-3540. Gender, Space, Time
SACR-3560. Cultural Theory
SACR-3610. Youth in Conflict with the Law
SACR-3620. Victimology
SACR-3630. Penology
SACR-3680. Policing and Security
SACR-3730 Contemporary Criminological Theory
SACR-3910. Contemporary Social Theory
SACR-4160. Survey Research Capstone

COURSE NUMBER AND TITLE:	SACR-2600. Introduction to Criminology

Course Learning Outcomes *This is a sentence completion exercise.* <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify, describe, integrate and apply key concepts, theories and methods relevant to criminology	A. the acquisition, application and integration of knowledge
B. Identify, delineate and critically reflect on the extent of crime in contemporary Canadian society. (also relevant to A and C)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Reflect critically on culture, social relations and/or social structures related to crime, criminology and criminal justice in Canada. Reflect critically on policy regarding social behavior, interaction and social problems and propose and/or assess non-criminal and criminal solutions.	C. critical thinking and problem-solving skills
D. Compare measures of crime and criminality between people, groups and societies.	D. literacy and numeracy skills
E. Analyze and determine the effectiveness of different crime prevention strategies and policies. (also relevant to C)	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE:	SACR-2620. Introduction to Criminal Justice

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Identify, describe, integrate and apply key concepts, theories and methods relevant to the development, reform and implementation of criminal justice in Canada.	A. the acquisition, application and integration of knowledge
B. Evaluate ideas and research by scholars in the discipline of criminology and criminal justice. Identify strengths and limitations of selected methodological approaches.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Reflect critically on police practices, court practices, correctional practices, legislative/political practices and *Charter* protections and more broadly the rule of law to develop a broader and deeper understanding of criminal justice in Canada.	C. critical thinking and problem-solving skills
D. Construct and articulate arguments clearly and concisely. Organize and present evidence coherently. (also relevant to F)	D. literacy and numeracy skills
E. Reflect critically on personal choices regarding social behavior and interaction and propose and assess solutions to challenges associated with the development, reform and implementation of criminal justice in Canada.	E. responsible behaviour to self, others and society
F. Express ideas clearly and persuasively Discuss and debate issues of concern in the field of criminal justice, supporting positions with theoretical arguments and empirical evidence, while remaining respectful of other perspectives.	F. interpersonal and communications skills
G. Collaborate with peers to build on discussions and debates relating to challenges and issues in the criminal justice field.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE:	SACR-3080. Intermediate Statistics

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Define and explain central statistical ideas; interpret, apply and justify widely used measures in social statistics.	A. the acquisition, application and integration of knowledge
B. Carry out and report on statistical analyses; describe samples and populations; extrapolate data from samples to populations; test hypotheses related to selected sociological issues.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Assess whether specific statistics and graphs are correctly used; employ statistics to test arguments (also relevant to D).	C. critical thinking and problem-solving skills
D. Create graphs, tables and charts and explain the information presented in them and their accompanying statistics.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE:	SACR-3270. Social Movements

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Identify, describe, integrate and apply key concepts, theories and methods relevant to Social Movements and Transnational Social Movements	A. the acquisition, application and integration of knowledge
B. Evaluate ideas and research by scholars in the discipline of sociology and anthropology. Identify strengths and limitations of selected methodological approaches.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Reflect critically on culture, social relations and/or social structures and explain how these are related to collective actions and various social movements.	C. critical thinking and problem-solving skills
D. Construct and articulate arguments clearly and concisely Organize and present evidence coherently. (also relevant to F)	D. literacy and numeracy skills
E. Reflect critically on personal choices regarding social behavior and interaction and propose and assess solutions to social problems	E. responsible behaviour to self, others and society
F. Express ideas clearly and persuasively in written and oral form. Discuss and debate issues of social concern, supporting positions with theoretical arguments and empirical evidence, while remaining respectful of other perspectives.	F. interpersonal and communications skills
G. Collaborate with peers to build on discussions and debates relating to social problems and issues and design and implement group projects.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE:	SACR-3540/WGST-3540. Gender, Space, Time

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Identify, explain, demonstrate and provide examples of how changing time-spaces impinge on our lives with attention to power and social inequalities	A. the acquisition, application and integration of knowledge
B. Assemble information, concepts and different theoretical perspectives about gender, space and time to evaluate and differentiate among them (also relevant to C)	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Explain a specific social phenomenon, or defend a position or a particular explanation of a problem or issue using concepts such as public and private spaces, mobility, leisure etc.	C. critical thinking and problem-solving skills
D. Summarize and explain central ideas and concepts from a reading.	D. literacy and numeracy skills
E. Propose appropriate interventions based on gendered time-space analysis to intervene in socially inequitable situations.	E. responsible behaviour to self, others and society
F. Demonstrate clear interpersonal communication skills through in-class discussions and written submissions.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H. Create new and original insights by application and evaluation of various perspectives and course concepts.	H. creativity and aesthetic appreciation
I. Incorporate developments and changes in social life or shifting social context in analyzing social phenomena.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE:	SACR-3560. Cultural Theory

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Identify and describe several key approaches to contemporary cultural theory and apply them to specific social contexts.	A. the acquisition, application and integration of knowledge
B. Evaluate ideas and research by scholars in the discipline of sociology, anthropology and related fields to identify strengths and limitations of selected theoretical approaches. Read scholarly arguments closely and critically.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Tackle novel situations and ill-defined problems and undertake independent research in an area of cultural theory applied to our lived experiences using relevant scholarly sources	C. critical thinking and problem-solving skills
D. Present clear, lucid, well-documented arguments, in oral and written form, drawing on both theory and empirical or ethnographic material in a collegial manner and setting.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Interact with students in a collegial manner and setting.	F. interpersonal and communications skills
G. Collaborate with peers in discussions and debates related to the theoretical positions and their everyday application.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE:	SACR-3610. Youth in Conflict with the Law

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Identify, describe, integrate and apply key concepts, theories and methods relevant to youth offending and youth justice.	A. the acquisition, application and integration of knowledge
B. Evaluate ideas and research by scholars in the discipline of criminology and criminal justice. Identify strengths and limitations of selected methodological approaches.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Reflect critically on how institutional structures, professional cultures, social-legal norms, research evidence and political ideologies impact government and societal responses to youth offending and youth justice in Canada – under current and prior youth justice legislation.	C. critical thinking and problem-solving skills
D. Construct and articulate arguments clearly and concisely Organize and present evidence coherently. (also relevant to F).	D. literacy and numeracy skills
E. Reflect critically on personal choices regarding social behavior and interaction and propose and assess solutions to challenges associated with the development, reform and implementation of youth justice in Canada.	E. responsible behaviour to self, others and society
F. Express ideas clearly and persuasively. Discuss and debate issues of concern in the field of youth justice, supporting positions with theoretical arguments and empirical evidence, while remaining respectful of other perspectives.	F. interpersonal and communications skills
G. Collaborate with peers to build on discussions and debates relating to challenges and issues in the youth justice field.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE:	SACR-3620. Victimology

Course Learning Outcomes *This is a sentence completion exercise.* <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Identify, describe, integrate and apply key concepts, theories and methods relevant to the study of victimization patterns and experiences, as well as the treatment of victims in the criminal justice system.	A. the acquisition, application and integration of knowledge
B. Evaluate ideas and research by scholars who focus on victims within the study of crime	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Reflect critically on legal remedies and services available to victims, restorative justice initiatives, and victims' rights.	C. critical thinking and problem-solving skills
D. Construct and articulate arguments clearly and support them by citing evidence	D. literacy and numeracy skills
E. Identify key victim-related resources in the community. (Also relevant to A)	E. responsible behaviour to self, others and society
F. Discuss and debate controversial issues in the field of victimology, while remaining respectful of other perspectives.	F. interpersonal and communications skills
G. Collaborate with peers to build on discussions and debates relating to the study of victims and their experiences.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE:	SACR-3630. Penology

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Identify, describe, integrate and apply key concepts, theories and methods relevant to the study of correctional institutions and their impact on inmates	A. the acquisition, application and integration of knowledge
B. Evaluate ideas and research on correctional institutions	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Reflect critically on culture, social relations and/or social structures related to correctional institutions, prison subcultures, prison agriculture, and prison programs	C. critical thinking and problem-solving skills
D. Construct and articulate arguments clearly and concisely Organize and present evidence coherently (also relevant to F).	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Express ideas clearly and persuasively in written and oral form Discuss and debate issues relating to prisons and their impact on inmates	F. interpersonal and communications skills
G. Collaborate with peers to build on discussions and debates relating to the study of prisons	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE:	SACR-3680. Policing and Security

Course Learning Outcomes	Characteristics of a University of Windsor Graduate
This is a sentence completion exercise. <ins>At the end of the course, the successful student will know and be able to:</ins>	<ins>A U of Windsor graduate will have the ability to demonstrate:</ins>
A. Identify, describe, integrate and apply key concepts, theories and methods relevant to the study of policing in Canada.	A. the acquisition, application and integration of knowledge
B. Evaluate ideas and research by scholars in policing and identify strengths and limitations of selected methodological approaches.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Reflect critically on the organizational culture of police and security agencies, social relations between the public and the police. Explain the impact of current strategies and programs used in policing and security on human rights and democracy	C. critical thinking and problem-solving skills
D. Construct and articulate arguments clearly and concisely. Organize and present evidence coherently in a critical research paper (also relevant to F).	D. literacy and numeracy skills
E. Reflect critically on personal choices regarding social behavior and interactions and propose and assess solutions to social problems in relation to the conduct of policing and security in liberal democracies.	E. responsible behaviour to self, others and society
F. Express ideas clearly and persuasively in written and oral form. Discuss and debate issues of social concern, supporting positions with theoretical arguments and empirical evidence, while remaining respectful of other perspectives.	F. interpersonal and communications skills
G. Collaborate with peers in classroom discussions and debates relating to various ethical issues surrounding policing and security.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE:	SACR-3730 Contemporary Criminological Theory

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Identify, describe, integrate and apply key concepts, theories, questions and methods in criminological theory.	A. the acquisition, application and integration of knowledge
B. Evaluate ideas and research by scholars in contemporary social theory Identify strengths and limitations of theoretical and methodological approaches discussed in the course. Assess the relationships between criminological theories and criminal justice policies.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Critically assess the conceptual and practical possibilities and limits of theory integration.	C. critical thinking and problem-solving skills
D. Construct and articulate arguments clearly and concisely Organize and present material coherently.	D. literacy and numeracy skills
E. Reflect critically on personal choices regarding social behavior and interaction and propose and assess solutions to theoretical and social problems.	E. responsible behaviour to self, others and society
F. Succinctly communicate the fundamental presumptions of major schools of criminological thought.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE:	SACR-3910. Contemporary Social Theory

Course Learning Outcomes *This is a sentence completion exercise.* At the end of the course, the successful student will know and be able to:	Characteristics of a University of Windsor Graduate A U of Windsor graduate will have the ability to demonstrate:
A. Identify, describe, integrate and apply key concepts, theories, questions and methods in contemporary social theory.	A. the acquisition, application and integration of knowledge
B. Evaluate ideas and research by scholars in contemporary social theory Identify strengths and limitations of theoretical and selected methodological approaches.	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Reflect critically on culture, social relations and/or social structures related to the underlying presuppositions in social science theory.	C. critical thinking and problem-solving skills
D. Construct and articulate arguments clearly and concisely. Organize and present material coherently.	D. literacy and numeracy skills
E. Reflect critically on personal choices regarding social behavior and interaction and propose and assess solutions to theoretical and social problems.	E. responsible behaviour to self, others and society
F. Express ideas clearly and persuasively in written and oral form Discuss and debate issues of social concern, supporting positions with theoretical arguments and empirical evidence, while remaining respectful of other perspectives.	F. interpersonal and communications skills
G. Collaborate with peers to build on discussions and debates relating to social problems and issues. Design and implement group projects.	G. teamwork, and personal and group leadership skills
H. Describe the extent to which theoretical work involves creative activity.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

COURSE NUMBER AND TITLE:	SACR-4160 Survey Research Capstone

Course Learning Outcomes *This is a sentence completion exercise.* <u>At the end of the course, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A U of Windsor graduate will have the ability to demonstrate:</u>
A. Describe and integrate key concepts and practices in survey research	A. the acquisition, application and integration of knowledge
B. Define hypotheses, identify or write questions allowing them to be tested, gather data, and write a report on the results (also relevant to F).	B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)
C. Evaluate potential hypotheses and decide which are most worthwhile to test, assess evidence related to hypotheses, and create potential explanations for unexpected results.	C. critical thinking and problem-solving skills
D. Apply statistical software to run multiple regression equations and create data summary tables and graphs.	D. literacy and numeracy skills
E.	E. responsible behaviour to self, others and society
F. Present arguments clearly and convincingly in writing and orally.	F. interpersonal and communications skills
G.	G. teamwork, and personal and group leadership skills
H.	H. creativity and aesthetic appreciation
I.	I. the ability and desire for continuous learning

University of Windsor
Senate

*5.5.3:   **PDC Report on University Program Review - Economics**

Item for: **Information**

Forwarded by: **Program Development Committee**

Background
▪ The attached status reports have been conducted under the Institutional Quality Assurance Process (IQAP) (combining undergraduate and graduate program reviews) which was developed in accordance with the COU's Quality Assurance Framework. As of Fall 2011, the Ontario universities' Quality Council is responsible for reviewing, auditing and approving all new undergraduate and graduate programs and cyclical program reviews.

This package includes the following report:
Economics Summary and Analysis

UNIVERSITY OF WINDSOR
UNIVERSITY PROGRAM REVIEW (UPR)
REPORT ON: Economics
GRADUATE AND UNDERGRADUATE PROGRAMS
April 2019

EXECUTIVE SUMMARY

Review Preparation
In preparing this document, the Program Development Committee reviewed the following: Economics' Self-Study (SS) (2014/2015), the report of the external reviewers (ER) (November 2018), the response from the Head (HR) (February 2019), and the response from the Dean (DR) (March 2019) to the above material. The external reviewers were: Dr. Aggey Semenov, Department of Economics, University of Ottawa; Dr. Miquel Faig, Department of Economics, University of Toronto Mississauga; and Dr. Nancy Ursel, Odette School of Business, University of Windsor.

Undergraduate and Graduate Programs
At the undergraduate level, the Department offers a Bachelor of Arts (General) in Economics, a Bachelor of Arts (Honours) in Economics, a Bachelor of Arts (Combined Honours) in Economics, a Bachelor of Science (Honours) in Economics, and a Bachelor of Science (Combined Honours) in Economics. The Department also collaborates with the Odette School of Business to offer a Bachelor of Commerce (Honours) in Business Administration and Economics.

The Department offers a Minor in Economics, as well as Major and Minor Concentrations in Economics for the Bachelor of Interdisciplinary Arts and Science.

At the graduate level, the Department offers a Master of Arts in Economics and a Master of Applied Economics and Policy.*

Note: The Master of Applied Economics and Policy did not form part of this review, since it was not in place at the time of the Self-Study.

Enrolments

Undergraduate

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Full-Time	69.5	77.5	80.5	83	74.5
Part-Time	13	12	19.5	26.5	14

Graduate

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Full-Time	61	86	111	121	116
Part-Time	3	1	0	0	1

Human Resources*

Faculty/Instructors

Tenure/tenure-track faculty	11 (including the Head and 2 vacancies)
Limited-Term Appointments	4 (including 1 vacancy)
Faculty members involved in graduate program delivery	8 (+1 LTA with affiliate graduate faculty status)

Full/Part-time Staff

Head Secretary	1
Secretary	1

as of Winter 2019

FINAL ASSESSMENT REPORT (with Implementation Plan)

Significant Strengths of the Programs
The Department offers quality undergraduate and graduate programs offered by dedicated and highly qualified faculty. (ER, p. 6, 8, 9) The close relationship between faculty and students, due to smaller class sizes, and the Leddy Library's Academic Data Centre were noted as "distinctive features" and "excellent" resources for students, particularly in a discipline that normally has very low retention rates (with higher attrition from first to second year). (ER, p. 4, 5, 7, 9) The external reviewers also commended and encouraged the Department to continue its practice of "targeting superb teachers to introductory courses" for greater student engagement and retention. (ER, p. 8)

One other notable initiative includes the Department's mentoring program, whereby the performance of honours students is monitored. (SS, p. 87)

During its last curriculum review, the Department made revisions to its undergraduate curriculum which included adding applied courses, bringing it inline with the shift in the discipline. (SS, p. 87; ER, p. 3)

Opportunities for Program Improvement/Enhancements
The external reviewers commended the Department on its coverage of the core economics subjects, noting that as economics "has become a more applied and empirical discipline than it used to be", the Department has not followed the current trend whereby "most programs have increased the number of applied courses and sacrificed the coverage of theory to reflect the evolution of the discipline". (ER, p. 3). However, the external reviewers noted its undergraduate and MA programs are "more concentrated on the core courses of the discipline […] than it is typically the case" and that the inclusion of more applied content or courses (while maintaining appropriate coverage of the core theory courses), particularly in its MA in Economics, is the primary area for program improvement for the Department and best opportunity for increasing enrolments. (ER, p. 3, 8)

The introduction of the Master of Applied Economics and Policy (MAEP) has proven successful and resulted in enrolment growth in the Department, counteracting the stagnant enrolments in the undergraduate programs and the decline in MA enrolments. (ER, p. 6) However, this increase in enrolments in the MAEP needs to be managed carefully to ensure there are no negative impacts on the other programming in the Department. (ER, p. 5)

Growing its mentorship program to include upper-level peer mentors to first and second year students, the introduction of internships at the undergraduate and graduate levels, increasing research collaboration and external research funding, and increasing recruitment, retention and alumni outreach were all identified by the Department as areas for improvements. (SS, p. 87-88)

These and other opportunities for program improvements are captured in the recommendations listed below.

IMPLEMENTATION PLAN

Recommendations (in priority order)
(Final recommendations arrived at by the Program Development Committee, following a review and assessment of the External Reviewers report, the Head's response, and the Dean's response.)

Recommendation 1: That the Department expand the focus of the MA in Economics from preparing students for a PhD program to preparing students for work in non-academic sectors, while ensuring that students interested in a PhD program can still pursue that option.
Agents: Head, faculty members
Completion by: Fall 2022

Recommendation 2: That the Department allow the students in the MA in Economics program to increase their exposure to applied economics, which can be achieved, for example, 1) by replacing some second semester core courses with applied courses, 2) by allowing MA students to take MAEP courses, or 3) by introducing an MA thesis worth 2 courses and a directed reading course.
Agents: Head, faculty members
Completion by: Fall 2022

Recommendation 3: That the Department increase writing and practical assignments in all undergraduate and graduate courses where this is feasible, and build on the practical emphasis that some of the Econometrics courses in the Department already have.
Agents: Head, faculty members, Centre for Teaching and Learning
Completion by: Fall 2022

Recommendation 4:
a) That the Department submit course-level learning outcomes for its undergraduate and graduate courses*; and its combined honours programs*.
b) That the Department engage in curricular planning and mapping for each of its programs, including submitting assessment methods for each of its courses that clearly correspond to the course-level and program-level learning outcomes.
[The Department has submitted learning outcomes to Senate for each of its standalone graduate and undergraduate programs.]
Agents: Department Council, Head, CTL
Completion by: Fall 2022

Recommendation 5: That the Department maintain admission requirements in all the programs and focus on growing enrolments through greater and more sustained undergraduate and graduate recruitment efforts.
Agents: Head, faculty members
Completion by: Fall 2022

Recommendation 6: That the Department:
1) make a case to the Dean of the Faculty for additional tenure-track appointments to reflect the increased number of students enrolled in their programs (including those enrolled in MAEP) and to reduce the reliance on LTA faculty.
2) report on how it might support further increases in enrolment by modifying the curriculum.
Agents: Head, faculty members
Completion by: Fall 2022

Recommendation 7: That the Department increase the data gathered on alumni, their placements and career outcomes, and report on how it is using the data to maintain contact with alumni, increase student recruitment, and improve curriculum. [The Department's plan to hire an RA to collect these data and to establish/grow a platform (*e.g.,* the Department's active LinkedIn account) to register and maintain contact with alumni is a good one.]
Agents: Head
Completion by: Fall 2020

University of Windsor
Senate

5.5.4: **Department of English Language, Literature and Creative Writing - Proposed Name Change**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the Department of English Language, Literature and Creative Writing be renamed to** *Department of English and Creative Writing* *

*Subject to approval of the expenditures required.

Rationale:
- The new name refers to both of our programs and showcases the Creative Writing component of our BA program, which is one of only three in Ontario, the others being Western and York.
- It also refers to and advertises our MA program, which is one of only two in Ontario, the other being Toronto.
- The new name differentiates us from other English Departments: no other English Department in Ontario has this name. There are Departments of: English (Lakehead, Ryerson, Ottawa); English and Writing Studies (Western); English and Film Studies (WLU); English Language and Literature (Waterloo, Carleton, Queen's); English and Cultural Studies (McMaster); English Literature and Rhetoric (Laurentian). There is an English Department (Brock) and an English Studies Department (Nipissing). There are Programs of English (Toronto, York, Trent, Algoma) and a School of English and Theatre Studies (Guelph).
- The terminology "languages and literatures" occurs in another department title in FAHSS at UWindsor (The Department of Languages, Literatures, and Cultures). Removing these words from our new name serves to avoid confusion and differentiate the departments.
- The new name captures the history of the Department, with the Creative Writing program starting in 1968.
- The Creative Writing program is a significant draw to students, so we wanted to retain it in the new name
- The long name sounds outdated.
- The pared-down name reflects the streamlining of our new curriculum, which comes into effect in Fall 2019.
- The new name integrates the creative and academic, which is an accurate reflection of how faculty work is credited in the Department, with each being weighted equally for purposes of Promotion Tenure and Renewal.
- It alludes to the local creative culture of the city of Windsor and the surrounding area.
- The Department of English Language, Literature, and Creative Writing passed a motion on March 8, 2019 to change its name to the Department of English and Creative Writing. The proposal was approved by the FAHSS Coordinating Council on April 4, 2019.

University of Windsor
Senate

5.6.2: **Office of Experiential Learning Annual Report**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

1. Executive Summary

A. Introduction

Experiential education (EE) is a pedagogical approach to facilitate learning through the application of theory to a concrete experience and requires the students to reflect upon their learning. EE provides rich learning opportunities within the classroom, the community, or workplace, advancing the learning outcomes of a course or academic program while fostering a positive student experience and student career development (University Task Force on Experiential Learning, 2017). Learning from experience in educational and practice settings and integrating those experiences for effective professional practice is increasingly viewed as a solution to labour market preparation. The demand for workplace based experiential learning combined with classroom-based cognitive learning continues to increase from all constituents and stakeholders. The Office of the Executive Director - Experiential Learning, reporting to the Provost and Vice-President-Academic exists to facilitate experiential learning opportunities across the institution. In collaboration with Deans, AAU Heads, Program Committees, Student Service providers, and individual faculty members, the respective teams support effective practice related to career education and development, as well as work-integrated, community-service, and experiential learning across all disciplines and faculties.

The Office is comprised of two distinctive units, both reporting to the Executive Director Experiential Learning. **Co-operative Education and Workplace Partnerships**, located in Lambton Tower, is responsible for facilitating work-integrated learning, specifically paid learning opportunities (i.e., co-op and internships which are two types of EL), and employer relations. **Career Development and Experiential Learning,** located in the Joyce Entrepreneurship Centre, stewards the integration of both career and experiential education into curricula along with the delivery of career development services and supports as well as co-curricular experiential learning programs. Since experiential learning contributes to students' career development by giving students networking contacts, opportunities to "try on" a potential career path, develop professional skills, and a broader understanding the labour market and industries of interest, helping students to articulate what they have learned and plan their next career and academic steps in an informed and intentional manner is important for students academic journey.

B. Goals and Objectives of Reporting Year
 1. Provide an exceptional and supportive undergraduate experience that emphasizes independent learning, interdisciplinary opportunities, flexibility in degree completion pathways, and successful year to year transition.

 1.1. Created a new **UWindsor Internship Program** for chemistry/biochemistry enabling students to participate in 8-, 12-, or 16-month internship opportunities after completing their third year. **Completed.**

 1.2. **Launched** our **UWindsor Internship Program** for chemistry/biochemistry and are working with other AAUs to further expand the number of disciplines involved in our internship programs. **Launched and looking to expand.**

1.3. **Launched and expanded our overhauled work-integrated employment preparatory program** (TRANSFORM) to enhance work-term preparation, and increase employability and workplace productivity. The modules include preparation of resumes and effective cover letters, mock interviews, communication skills and enhanced competencies and knowledge of professionalism in the workplace. We have expanded the program and hired permanent staff to help ensure its success and provide an exceptional learning experience for our students**.** Student evaluations post modules provided feedback on the value of the program. In addition, on the employer end, employer feedback during work-term assessments and final evaluations are reviewed.   Anecdotal feedback from employers are also considered. **Launched and continuing to expand.**

1.4. Building off the faculty alignment strategy, collaborate with individual faculties to review programming offered by Career Development and Experiential Learning with the intention to develop new faculty or discipline-specific career development programming. There were multiple discipline-specific initiatives launched in 2018. We launched *Propel XL*: Grad Student Career Academy, a two day PD conference specifically for graduate students in partnership with the Faculty of Graduate Studies. We also worked with the Faculty of Engineering to host a career fair in the CEI lobby specifically for Engineering students and the companies looking to hire. We have also started planning a career fair for Nursing students to take place in March, 2019. We also continued working with the Faculty of Science's USci team on supporting their "Careers in Science" weeks by offering customized workshops. We continue to provide support to eight different courses (7 in FAHSS and one in Faculty of Education) that incorporate a field or community placement. The type and level of support ranges from course to course, but includes things like sourcing placement opportunities, assisting in student preparation prior to the placement, pre-screening candidates, facilitating reflection sessions, and administering the insurance process. **Completed and Ongoing**.

1.5. Continued the work started in 2017 to transition the University of Windsor's work study program into a co-curricular experiential learning program known as Ignite. In 2018, the model was changed to a wage subsidy format in which proposed work study positions were evaluated and awarded funding. This meant that any student that met basic eligibility requirements could attend an Ignite launch session and access the opportunities that were being funded by the program. This is different than in previous years when students had to apply to work study and be assessed for financial need before accessing the opportunities, which had been vetted, but not limited in numbers (i.e. whoever hired first could have a funded student and then once the target number of students were hired, any unfilled positions stayed that way). Under the new program, Ignite, rather than all students being paid directly from the Work Study budget, as was the case with the previous model, campus departments are now paying students out of their own departmental budgets and will be reimbursed for dollars spent in two installments. **Completed and Ongoing.**

Demographics of Ignite Student Participants

Academic Level	% of Participants	% of Hired
Doctoral	0.23%	0.45%
Education (Pre-Service)	1.32%	3.36%
Law	0.63%	2.01%
Masters	58.81%	15.44%
Undergraduate	38.73%	78.08%
Other	0.29%	0.45%

Faculty	% of Participants	% of Hired
FAHSS	18.70%	42.73%
Faculty of Education	2.07%	3.80%
Faculty of Engineering	45.78%	11.19%
Faculty of Human Kinetics	4.42%	13.20%
Faculty of Law	0.69%	2.46%
Faculty of Nursing	0.98%	2.01%
Faculty of Science	18.13%	14.99%
Odette School of Business	9.24%	9.62%

1.6. Continue to strive to maintain our profile on campus and provide students with information to enhance their career development by publishing and distributing a Career Development Activity Guide to showcase the need for students to create a career plan to put their degree to work upon graduation, including assessment services, methods for exploring careers and expanding skills, and marketing to find oneself the perfect job. More than 5000 hard copies of these guides were distributed in 2018 in addition to an ever- available electronic version. Roughly ½ of the guides in each term are delivered to departments and services areas around campus in the Fall and Winter terms. The rest are distributed within our centre or brought to class presentations, info fairs and engagement events. **Ongoing.**

1.7. In collaboration with the Leddy Library, we continue to further expand our "**Career Resource Library**" in the Career Development and Experiential Learning atrium (main floor, Joyce Entrepreneurship Centre), providing a one-stop hub for students to browse, check out, and discuss career development materials directly with a career advisor. In 2018, we had 82 loans, which is an 86% increase over 2017. The library isn't specifically promoted as a reason to visit the centre, but it does have a prominent space within the centre and peer advisors and staff make in person recommendations to students that they meet with. If anyone searches for career related materials in the broader Leddy catalogue, they will also see that the item can be borrowed at the CDEL location. **Ongoing.**

1.8. Coordinated the refresh and update of "**UWindsor Experience Maps**" for approximately 40 majors to outline curricular, co-curricular, extra-curricular, and career-development opportunities students can undertake to maximize their experience at UWindsor. The maps published in 2018 were the second iteration of the maps first developed a year earlier, in 2017. The 2018 maps included several improvements informed by feedback from student focus groups and other campus stakeholders. Improvements included a refreshed design, reduced amount of text, the addition of academic requirements for programs, and the option to include an alumni photo and testimonials. **Completed.**

Uwindsor Experience Maps can be accessed online at: http://www.uwindsor.ca/experiencemaps.

1.9. A website is under development and is soon to be launched that will provide faculty and staff with resources on experiential learning including risk management information, as well as tips and guides for implementation. **In Progress.**

1.10. In collaboration with the Registrar, Senate Secretariat and Centre for Teaching and Learning, a pilot SMA-3 project was undertaken to **identify experiential education elements** within individual courses in Chemistry, Physics, EES and General Science. Following the completion of the SMA-3 pilot, the Office of Experiential Learning has begun expansion of the tagging of experiential education elements within course across campus which includes assessing the opportunities in other departments within the Faculty of Science as well as in the Faculty of Business, Engineering, Human Kinetics and Nursing. **Completed and In Progress.**

1.11. One of the goals for 2018 was to formally submit for adoption to the University's Academic Policy Committee, **terminology on experiential education**, experiential learning, work-integrated learning and associated types of learning as proposed by the Provost's Task Force on Experiential Learning (est. early Spring 2017). However, during the SMA-3 pilot "Tagging Undergraduate Courses for EL Project", which involved multiple universities across Ontario, it became evident that there were various interpretations of the typologies and definitions of experiential education used across the higher education sector. The outcomes of the pilot helped identify the types of EL that are common across post-secondary institutions, as well as to operationalize an understanding of these definitions of EL along with examples of the different categories. While formally submitting for adoption to the University's Academic Policy Committee, **terminology on experiential education**, experiential learning,

work-integrated learning and associated types of learning is a goal of the Office of Experiential Learning. At this point, a revisiting of the definitions will need to occur, particularly if the Ministry defines specific EL categories and requires reporting based on Ministry identified definitions. **Revisiting and Ongoing.**

2. **Create a more research-intensive university with graduate programs that build on academic and professional strengths.**

    a. In collaboration with the Faculty of Graduate Studies, the Career Development and Experiential Learning office continued to develop career and professional development programming specifically for graduate students under the Propel program umbrella. In 2018, we hosted *Propel XL*, a two-day professional development conference attended by 163 graduate students. In addition to *Propel XL*, there is also a Propel workshop series which runs each term. Workshop content is specifically targeted to graduate students and the career development questions they are trying to answer, with a focus on translating the skills they learn in their graduate work to either academia or industry. Example topics included, Being Your Own Boss during and after Grad School, Best Practices in Professional Communication, Marketing Your Skills through a Teaching Dossier, Stress Hardiness: Increase Your Cognitive Capacity and Resilience to Stress, and What Careers Can I Do with a Graduate Degree? **Completed.**
Resources can be accessed online at: http://www.uwindsor.ca/propel

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

    3.1 Invest in the ongoing learning, training, and professional development of all career professional staff, including individuals seeking professional credentials; especially around emerging issues or trends in career development such as certification/professionalization, supporting a diverse student body (i.e., international students, student with disabilities, and aboriginal students), changing job market, and international/global careers. **Ongoing.**

    3.2 Invest in the development of faculty and staff in the area of experiential education. In July of 2018, the Office of Experiential Education hosted and sponsored a three day immersive National Society of Experiential Education (NSEE) Experiential Education Academy for faculty and staff. The University of Windsor is the first Canadian Institution to partner with NSEE and its Experiential Education Academy. NSEE's Experiential Education Academy (EEA) touts itself as the nation's [USA's] "premier certificate program for experiential educators. The Academy provides foundational knowledge in the theory and practice of experiential education". ***Twenty-two faculty and staff from 19 departments across the University of Windsor received certification as a result of the academy***. In addition, the Office of Experiential Education is working to develop a website for faculty and staff interested in experiential learning with contact, resources, legal and liability content and references. **Completed and Ongoing.**

    3.3. Supporting and developing staff in both Cooperative Education and Workplace Partnerships as well as Career Development and Experiential Learning through professional development activities. In December, staff participated in community service-learning at one of three United Way-sponsored organizations: Unemployed Help Centre, Sandwich Teen Action Group, and On Track to Success followed by reflection. The initiative allowed staff to gain insights into the benefits of EL, learn about local community partners and further develop as a team. In addition, the day included an interactive workshop on Gen Z students designed to help staff better understand this population of students with whom they work. **Completed.**

4. **Engage the community in partnerships that will strengthen the economy, quality of life, and well-being of the Windsor-Essex region.**

4.1. Create and launch an institution-wide employer survey to collect information on how employers believe our experiential education programs are benefiting their businesses, identify engagement preferences, and to ask for suggestions on ways to improve certain processes. **In Progress.**

4.2. Establish an "Employer Engagement Team" in both Windsor-Essex region and the Greater Toronto Area with a focus of generating new high-quality partnerships with employers. This Integrated approach will help facilitate new work-integrated learning opportunities across all academic programs, and potential cross-discipline research opportunities to showcase UWindsor's top notch student talent and Faculty research expertise. **Future Initiative.**

4.3. Develop and launch a promotional "Every Employer Needs a..(insert student name here). " print, web, and social media campaign to help connect employers with UWindsor students in support of work-integrated learning or post-graduate employment opportunities. **In Progress.**

4.4. Members of the Office of Experiential Learning are engaging with *Workforce WindsorEssex* (WFWE) and will begin representing the University of Windsor on their Central Planning Table and continue contributing to the Service Provision working group. Collaborating with community partners such as WFWE will help promote Windsor-Essex, its workforce and our local economy. **In Progress.**

5. **Promote international engagement through student recruitment, student and faculty exchanges, and partnerships that complement our teaching and research strengths.**

5.1 Revisions to Career Ready Funding allowed for the addition of two new initiatives. The Experiential Learning Project Fund and the Experience Abroad Fund that will enhance opportunities for student to participate in study/ work abroad exchanges. **Secured funding and developing the initiative.**

C.   Successes:

i. **Investment in Professional Development:** As our enrolment has grown, so has our staff. As part of our commitment to deliver strong programming for students we need to reflect and continuously improve our own internal practices. In 2018, we were able to invest in our human resources and have staff members attend conferences, workshops and webinars where best practices were shared among colleagues as well as knowledge shared by industry experts to help stretch our current beliefs and practices. Some of the conferences and workshops the staff engaged in were through organizations such as Co-op Education and Work Integrated Learning (CEWIL) Canada, Education at Work Ontario (EWO), NACE (National Association of Colleges and Employers), National Society for Experiential Education (NSEE), Canadian Association of Career Educators and Employers (CACEE) and Cannexus, a premier event in the career practitioner industry. We also dedicated a day in December to staff professional development by partnering with the United Way to provide opportunities for our staff to spend the morning at one of three community agency sites. The initiative allowed staff to gain insights into the benefits of EL, learn about local community partners and further develop as a team. In addition, the day included an interactive workshop on Gen Z students designed to help staff better understand this population of students.

ii. Two members of our staff were awarded Service Awards for their work in 2018. Lynna Baran, one of our employer facing frontline staff members was awarded the 'U Make a Difference Award' and Johanna Beneteau, our internship coordinator was nominated by the School of Computer Science for her work with the Master of Applied Computing students and was awarded the 'Service Excellence – First Five Years' award.

iii. Revisited and made significant changes to the Volunteer Internship Program to align with a Community Service Learning (CSL) model to include an updated vetting process to focus on learning outcomes,

competency development, opportunity to apply disciplinary knowledge, and connection to a community need or global issue. In order for this to occur, the program was taken offline for the Summer of 2018 and re-introduced as VIP – Community Service Learning in the Fall of 2018. The name change also addressed the fact that the program does not meet the definition of an internship or of volunteerism, as outlined in the 2017 Provost's Task Force on Experiential Education report. In addition, several improvements were made to enhance the professional development activities that students participate in during their VIP placement, i.e., building a stronger sense of community through on-line discussion boards and enhancing the learning for students without duplicating services.

iv. We collaborated with the Faculty of Graduate Studies to host the inaugural *Propel XL* conference, a professional development event for graduate students. The conference was attended by 163 students in 2018. Of the 163 students, 16 were PhD students. Attendees were from all faculties, other than nursing. The majority were from engineering, accounting for more than half of the attendees. Below is the breakdown of students by faculty:
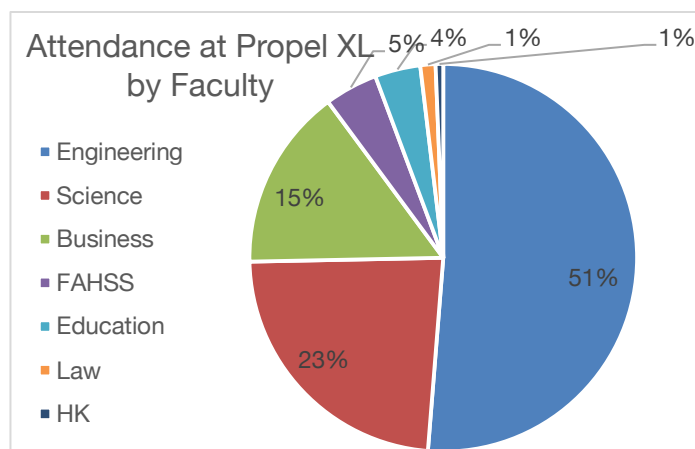
Attendees heard from keynote speakers, had LinkedIn photos taken, participated in breakout sessions, and engaged with alumni and employers in a panel format. A post workshop evaluation survey found 98.4% of the students rating the overall event as good to excellent. Another Propel conference is in the works for 2019.

v. Student engagement with Career Development & Experiential Learning continues to grow year over year. In 2018, the CDEL team delivered 171 workshops (about ¼ targeted to specific groups) and had a total of 1,452 attendances, for an average of 8.49 students per workshop. This represents an approximate 27% increase in overall attendance from 2017 and a 48% increase over 2016 workshops. When it comes to student appointments (scheduled 1:1 or drop-in with a peer advisor), CDEL delivered a total of 2,402 appointments over the year, which is about 9% more than in 2017, during which staffing levels were the same.

On the proceeding page is the a breakdown of workshop attendees, student attendees at appointments and drop-ins. These demographics are broken down by faculty.

Demographics of Workshop and Appointment Attendances

Faculty	% of Workshop Attendances	% of Appointments Attended	% of Drop In Appointments Attended
FAHSS	7.4%	15.7%	15.6%
Faculty of Education	2.6%	0.9%	0.4%
Faculty of Engineering	4.8%	9.0%	11.2%
Faculty of Graduate Studies	76.2%	51.0%	54.5%
Faculty of Human Kinetics	0.5%	1.7%	1.4%
Faculty of Law	0.3%	0.2%	0.1%
Faculty of Nursing	0.3%	1.9%	1.0%
Faculty of Science	6.5%	13.3%	11.1%
Odette School of Business	1.3%	2.3%	3.1%
Other/Null	0.1%	3.9%	1.8%

vi.   Our fair events garnered a lot of interest this year as well. Our annual job fair in partnership with St. Clair College was hosted on our campus in 2018 and attracted approximately 120 employers and over 2,000 UWindsor student and alumni attendees, making this 19th annual fair the largest to date. In 2016, the last time the fair was hosted on the UWindsor campus, there were just over 1,200 attendees so the attendance levels were 75% higher this year. We also introduced two new smaller and more targeted fairs in 2018. One was an Engineering Career Fair in partnership with the Faculty of Engineering, which was attended by 19 employers and 474 Engineering students in June. The other was a Part-time Job Fair, as part of a Fall Fair Week, which also included our annual Graduate and Professional Schools Fair in addition to the Lancers Care Volunteer Fair, the latter in partnership with The Student Centre. Employer fairs allows students to engage in conversations and make important connections with employers which can translate into future positions. There are also efforts made at the faculty-level to provide key employer contacts and faculty support and efforts to place students is always helpful and contributes to the success of our department.

vii. Our Applied Learning Coordinator (ALC) continues to provide a variety of support to multiple field placement and community service learning courses (7 in FAHSS and one in the Faculty of Education). The type and level of support ranges from course to course, but includes things like sourcing placement opportunities, assisting in student preparation prior to the placement, pre-screening candidates, facilitating reflection sessions, and administering the insurance process. In 2018, our ALC worked with the course professors to develop and implement improved practices (e.g. the addition of a mid-point reflection session for students in the CMF Internship Course) and also reached out to community partners to develop 104 placement opportunities at 52 different organizations, 16 more than in 2017.

viii. Successfully launched three new professional development modules of "**Transform**", a revamped job readiness curriculum developed in 2017 where students gain sought after competencies such as 'Effective Communication, Project Management and Design Thinking taught in on-line modules while students are on work term. These modules allow students to put their learning in motion, adding value to their host organization through weekly reflective and project-based assignments. Students who complete these optional modules receive a certificate of completion and have another credential on their resume as they seek further employment in subsequent work terms or post-graduation. When combined with students' academic programs and work-integrated learning experiences, Transform ensures that UWindsor graduates are ready to excel in the workplace, no matter their career path.

Transform Framework

ix. Continued the development of **Ignite: The University of Windsor's Work Study Program** as a co-curricular experiential learning opportunity. In 2018, a new wage subsidy model was introduced. Faculty and staff that wished to hire a Work Study student were able to apply for $2,500 of funding for each two-semester Work Study position ($1,250 for one term). Students did not have to apply and be assessed for financial need to work in an approved work study position. Any student that met basic minimum requirements (registered in at least three courses, good academic standing, not on a co-op work term) could attend an Ignite Launch Session to become eligible to be hired and/or gain access to the approved job postings. Interest in the program was strong among both students and faculty/staff. We received proposals for well over 800 Ignite positions, of which we were able to fund 386. We also had almost 1,700 students attend a launch session in hopes of being hired, which translated into 425 hires (some positions were filled by more than one student).

x. Designed and distributed 5,000+ print copies of University's **Career Development Activity Guide**, which highlights how students can develop a solid career plan, access resources, participate in programming, and build a bridge between the classroom and the world of work.

The current version is available online at: http://www.uwindsor.ca/cdel

xi. A total of $479,289, in one-time funding, delivered over a two year period, was secured as part of the Ministry of Advanced Education and Skills Development's Career Ready Fund to facilitate additional experiential learning opportunities for students on campus, including the hiring of a **Coordinator**.

xii. Secured funding as part of the Ministry of Advanced Education and Skills Development's Career Ready Fund to enhance opportunities for student to participate in study/work abroad experiences. Funding under two new initiatives was secured. The Experiential Learning Project Fund (E.L.P.F.) worth $20,000 of the total $479,289 of funding was secured for 2017-18 year. The E.L.P.F., was designed to support costs associated with creating new for-credit and co-curricular experiential learning opportunities for graduate and undergraduate students. The second initiative was the Experience Abroad Fund (E.A.F.). $30,000 of the $479, 289 was secured for the 2017-18 year. The E.A.F., was designed to support costs associated with student participation in study or work abroad learning opportunities.

xiii. In partnership with the Faculty of Science, a new internship was launched in Fall 2018 allowing undergraduate students in both Chemistry and Biochemistry an opportunity to work for eight to sixteen months in industry between years three and four. The work terms are paid and relevant to the student's academic studies, giving them an advantage in their post graduation career search.

xiv. A new module of our placement platform 'mySuccess' was launched in Fall 2018, allowing students in our internship programs to access job postings and resources. It also allowed us to have a common place for each of their work term records and allows us to draw from our unit's existing contact database. This creates efficiency in program administration and streamlines the job posting process. With the growth of the Master of Applied Computing, one of the internship programs we oversee as well as the future growth we foresee happening in internships throughout the university, we have also expanded our frontline staff, hiring a new Employer facing secretary to post the jobs within this module and help with the scheduling of interviews and processes associated with follow up and offers for students in internships.

xv. As part of our on-going effort to celebrate employers who hire and mentor our internship and co-op students, we have sent each employer who oversees students a 'Thanks a Latte' branded card with a five dollar Starbucks gift card within. We have received many emails from employers who felt it was a nice touch to go out of our way to thank them as individuals for their dedication and time. In 2018, we were also able to present awards to both the Schaeffler Group in Germany for 20 years of dedication to hiring UWindsor students as well as a 10-year award for Blackberry whose head office is in Waterloo. Dr. Peter Frise presented the award to the Schaeffler Group while in Germany conducting site visits with students. We were able to hold a luncheon for Blackberry where Deans, Directors and Senior administration were invited to share in the celebration of Blackberry in-person on our campus.

xvi. During the main round of each term's job competition in the co-op program, students and employers rank their top choices after the application and interview stage. Some tweaks to our mySuccess platform have allowed us to let students see which employer has ranked them as their first choice. Prior to this improvement, students would rank their own top choice of employer blindly. This change has resulted in almost 75% of our employer and students both getting their number one choice for their co-op work term.

xvii. Our peer advising program launched in Fall 2017 continued throughout 2018 with another strong group of student peer advisors. This year, the team completed over 1,000 drop-in appointments with students in our centre. The peer team also plans and executes engagement activities to promote CDEL to students, curates social media content, and facilitates introductory peer-led workshops on topics such as Resume 101 and Job Search 101. Along with meeting the needs of our student population, these peers gain valuable work experience and participate in a robust professional development program.

xviii. We launched a "good news" campaign to highlight successes with employer partners and showcase the exceptional work occurring in the Office of Experiential Learning. "The Power to Educate" in the Windsor Life Magazine featured ENWIN Utilities and University of Windsor Co-op students showcasing the benefit of the partnership for student learning. Regular stories are begin featured in the DailyNews highlighting initiatives and partnerships in our office designed to further enhance the recruitment and reputation of the University of Windsor within the community.

D.   Challenges

Growth and System Changes
- The Office of Experiential Learning has undergone significant growth in the last few years with expansion of cooperative education and internships, experiential learning, career development initiatives, Transform Modules, and ORBIS system changes. Combined with the integration of our UWINsite, there is a need for fine tuning and revisiting some of the newly formed initiatives to enhance the quality of the programs, ensure alignment of learning objectives and stability and functioning of our online platform. In addition, the growth requires further development of work integrated placements and development of such placements outside of Windsor-Essex.

Transform Modules
- We continue to experience significant challenges managing the registration of students into Transform Modules (requires labour intensive and non-student centric manual processes outside of UWinsite Student); however, we continue to work with Registrars on effective ways to allow for this in the new system now that it is up and running.

Transform UWin integration
- As we work with multiple disciplines across campus, when managing the scheduling and registration of students into our job readiness Transform Module, it requires significant manual processes that are labour intensive and leave room for error. The Transform module is a mandatory non-credit course student must pass to compete for co-op positions and to date has not been able to integrate with the UWinsite system to allow for students to register themselves and build it into their schedule. From a student perspective not having it as part of their course timetable also diminishes the importance of it to their overall programming, thus creating more need for our office to remind, push and motivate students into scheduling their co-op programming.

ORBIS
- We faced significant challenges and setbacks with our planned launch of "Outcome", the vendor's brand name for the latest version of what our campus knows as mySuccess. Outcome is positioned as an institutional experiential learning management system (ELMS) and includes added functionality to display an "Experiential Catalogue" to showcase for students and other stakeholders what options exist as well as track and/or manage participation in experiential learning activities and display it in the form of an "Experiential Transcript". Outcome allows for more sophisticated reporting on student participation in EL and integrates competency development. The platform is reported to have the functionality that would allow for a validated record of students' involvement in experiential learning opportunities such as Work-integrated learning, experiential learning classes and co-curricular experiential learning activities. We had planned on

being ready to launch the upgraded features, experiential catalogue, and experiential transcript in 2018, but the project is still a work in progress with a new target launch date of September 2019. The crux of the issue is that the product was still in a pilot phase when we began work on it and the vendor continued to develop the product and make significant changes to the new features throughout 2018. This meant we weren't working with a finished or stable product and that features and functionality kept changing as we were trying to get ready to launch and begin using the new modules on our campus and bring new users on board (e.g. team from Social Work). We also ran into additional delays when the integration between mySuccess needed to be reworked after the launch of UWinsite Student. The challenges with ORBIS has required significant investment of employees time to manage the new system, which has been changed by the vendor and which requires on-going support and training by our office staff.

Engagement of Domestic Undergraduate Students
- As much as our overall engagement data shows that our CDEL operation is growing and reaching more students than ever before, it is still a challenge to engage undergraduate students, especially before year 4. Overall, we have tracked engagements (1:1 appointments, attendance at a workshop or event with registration, participation in an EL program we facilitate) for 4,929 individual students, several of which engaged with us more than once (8,900+ engagements overall). Of these 4,929 individuals, half are from the Faculty of Graduate Studies, largely made up of students in course-based Master's programs.

Student interest in part-time employment and the impact on our office
- In recent years, there has been a spike in the number of students we see that are eagerly seeking part-time work, whereas the number of jobs available does not seem to satisfy that demand. We attempted to respond to this with initiatives such as the part-time job fair and removing the barrier of needing to apply for work study as a financial need program. Interest in the Ignite Work Study program demonstrates this challenge with its ~1,700 students vying for one of 386 approved positions, meaning that ¾ of the students that were optimistic about working part-time on campus during their studies were disappointed. Our employer-facing resources outside of the co-op program are limited and therefore the ability to actively seek out part-time opportunities to post on the job board and promote to students is limited as well.

International Student Prep & Placement
- As our international student enrolment increases, mostly in the area of Graduate co-op and internships, the efforts necessary to educate students as well as screen their marketing documents (resume, cover letter) increase. We have implemented multiple ways for these student groups to be educated on these topics (in-person, lab, manual, webinars that they can pause and rewind) but we still find a lot of extra effort is necessary for these students to be ready to apply to positions, some struggling to take what we have taught and apply it. These extra efforts for graduate students are sometimes at the expense of undergraduate domestic students as we only have so many resources that can be dedicated to this effort. It is unfortunate then when, despite our best efforts, the international students are not selected for a placement due to employers not wanting to invest in students who can only do 4 month work terms and who they aren't sure will want to stay in Canada post-graduation.

Co-op Placements
   The Cooperative Education and Workplace Partnership unit has grown significantly in the last few years both with the number of students enrolled (1700) as well as the number of employer partners. Challenges continue to exist with securing enough placements to provide all registered students with this opportunity. We were successful in having 2300 positions posted by employers but some positions went unfilled either because the employer was looking for a different type of student (i.e. for a summer posting they were looking for a senior level student when junior students are in coop) or they may have found a student to fill the position at a different institution. The office has secured many terrific positions in the Windsor- Essex region but we are limited by the number of employers in the area. Further development of coop positions outside of Windsor, particularly in the GTA where there are many more employers, continues to be a challenge.

Space
- For many of our employer partners, coming to the UWindsor campus to interview co-op students is their first experience engaging at our physical space. In 2018, we installed two new interview rooms at our Lambton location but during our interview period each term (and throughout the term), employers interviewing often have to use staff offices to conduct interviews. We only have a handful of offices that aren't shared or have the capacity to accommodate being used for interviews. During those times, staff and management must work remotely from their office space for multiple days in a row, somewhat decreasing productivity. The first floor of Lambton, as well as our office space, is not the best image of a modern-day campus that is best to portray to our external partners who need to feel assured during their time with us that we have top talent to offer and that this institution is committed to student growth. Additional space with more meeting/interview rooms would allow for greater growth of the program and enhance the image of the University as seen by our employer partners.

2. Report

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

University Strategic Plan

Mission: Enabling people to make a better world through education, scholarship, research and engagement

Vision: The University of Windsor is a progressive student-centred University, where the challenges of communities and of a world in transition inform the education we provide, the research we do, and the creative endeavours we pursue

Values:
- Commitment to the highest intellectual standards
- Commitment to the highest standards of human rights and freedoms
- Commitment to have the student experience be a central consideration in decision-making
- Commitment to civility and respect for others
- Commitment to applying teaching, research, and creative activity to issues of importance to the world
- Commitment to be a responsible steward of people, culture, resources and the environment

Strategic Priorities:

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

- Deepen existing faculty relationships and strengthen collaborations with constituents to support experiential learning and career-development
- Foster excellence in experiential and work-integrated learning practices across the campus
- Develop focused initiatives targeting the career development needs of undergraduate, international, and graduate students
- Strengthen communication with campus constituents in mutually beneficial ways to help students achieve academic and professional goals
- Work closely with faculty and industry partners to inform discipline- specific career development programming and resources
- Integrate technology to improve student service delivery and reporting
- Develop strategies to expand experiential learning opportunities for undergraduate students to explore career options, gain experience, and network professionally
- Provide education, training, and reflection opportunities to students for experiential education initiatives
- Collaborate in the delivery of co-curricular programs and services that empower students to seek out and engage in leadership and career development opportunities

2. **Create a more research-intensive university with graduate programs that build on academic and professional strengths**

- Collaborate on programs that help graduate students build skills beyond those conventionally learned within a disciplinary program
- Increase availability and awareness of graduate student specific career development tools, resources, and programs across all disciplines

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

- Invest in the professional development of career professionals, including identifying assessment and program evaluation training opportunities for staff
- Advocate for the development of programs, policies, and infrastructure to support experiential and work-integrated learning, fostering a culture at UWindsor that values these practices
- In collaboration with the Centre for Teaching and Learning provide expanded programming to support the development of effective practices in experiential and work-integrated learning
- Provide staff support to and facilitate the sharing of resources among faculties and departments in educational development activities, curriculum innovation and renewal, and accreditation related to experiential learning and work-integrated learning.

4. **Engage the community in partnerships that will strengthen the economy, quality of life, and well-being of the Windsor-Essex region**

- Develop and foster a strong connection with community partners to facilitate the creation of learning and employment opportunities for students and alumni
- Partner with St Clair College to co-host the annual Job Fair
- Support employer recruitment efforts, providing resources to facilitate hiring, and promote work-integrated and employment opportunities to campus constituents and alumni
- Continue to identify and evaluate industry trends with employers
- Increase engagement with employers seeking experienced hires, graduate students, and diverse student populations

5. **Promote international engagement through student recruitment, student and faculty exchanges, and partnerships that complement our teaching and research strengths**

- Expand global career, experiential learning, and exposure to all students
- Work closely with the International Student Centre and AVP Enrollment Management to support internationalization activities
- Investigate mechanisms for expanding relationships with international employers

B.   Future Actions/Initiatives

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

1.1   The hiring of an Experiential Education Coordinator provides us with the ability to expand the tagging of experiential education initiatives across the university. Building on the initial work of the SMA-3 pilot tagging project, identification of EL initiatives across courses in Business, Engineering, Human Kinetics, Nursing and completion of the additional departments in Science will begin in 2019

1.2   We have been working with two departments within the Faculty of Science to explore future co-op internships using the 'gap year' model of the Chemistry / Biochemistry internship. Exploratory discussions and research is taking place for a potential Fall 2020 launch of an Economics internship and preliminary work on PDC documents and associated research for an Environmental Science internship for the Fall of 2019.

1.3   Pilot a **job shadowing** program to facilitate career exploration and meaningful professional networking opportunities for students.

1.4   Scale the revised VIP-Community Service Learning program (formerly the **Volunteer Internship Program)** back up to align with a Community Service Learning model to include an updated vetting process to focus on learning outcomes, competency development, opportunity to apply disciplinary knowledge, and connection to community need or global issue.

1.5   Continue to build on the **Ignite** (work study) program with further enhancements to the preparatory program and hiring process.

1.6   Launch the University of Windsor's online **Experiential Catalogue**, enabling students to search out information on work integrated learning projects, co-op and internship opportunities, co-curricular activities, research projects, certificate programs, and more.

1.7   Develop and launch a comprehensive **Student Experience Transcript** to provide a more meaningful way to recognize the wealth and diversity of skills and credentials students developed through their participation in experiential opportunities.

1.8   Continue to support the **broader adoption** of the University's Experiential Learning Management System (a.k.a. "mySuccess") to enable the delivery and tracking across all facets of the experiential spectrum, including practicums (i.e., Nursing, Social Work, and Education).

1.9   Develop and deploy **new resources to support faculty** in the incorporation of experiential and/or career development into curricula, such as dedicated websites, guides, and professional development opportunities.

1.10   Work in collaboration with the Office of Enrolment Management to build on the experiences gained during in the first two iterations of the of the **University of Windsor Experience Maps** to refine and expand these

valuable publications across all academic programs (i.e., version 2.0), including the migration towards an interactive website.

2. Create a more research-intensive university with graduate programs that build on academic and professional strengths.

2.1. In collaboration with the Faculty of Graduate Studies continue to develop **Propel** (Graduate PD) programming, including information sessions, panel discussions, and graduate student resources.

3. Recruit and retain the best faculty and staff.

3.1. Invest in the ongoing learning, training, and professional development of all career professional staff, including individuals seeking professional credentials; especially around emerging issues or trends in career development (i.e., certification/professionalization, supporting a diverse student body (i.e., international students, students with disabilities, and aboriginal students), changing job market, and international/global careers).

4. Engage the community in partnerships that will strengthen the economy, quality of life, and well-being of the Windsor-Essex region.

4.1. Create and launch an institution-wide **employer survey** to collect information on how employers believe our experiential education programs are benefiting their businesses, identify engagement preferences, and to ask for suggestions on ways to improve certain processes.

4.2. Engage with Community Agencies and Employer partners to help promote Windsor-Essex, its workforce and our local economy

5. Promote international engagement through student recruitment, student and faculty exchanges, and partnerships that complement our teaching and research strengths.

5.1 Develop a call and evaluation criteria for the Experience Abroad Fund and provide travel grants for eligible students participating in study and work abroad experiences. Collaborate with faculty through the development of an Experiential Learning Project Fund, to support, enhance, and expand EL activities and projects, recognizing that experiential learning happens in co-curricular and extra-curricular activities as well as for credit academic courses and curricular experiences.

C. Recommendations for Senate consideration (if any) -- N/A

University of Windsor
Senate

5.6.3:   **APC Report on Student Mental Health Strategy (Recommendation 2)**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: That the proposed revisions to Bylaw 51 be approved.*

*See pages 2-3 of the report. The proposed revisions have been vetted and are fully supported by the SGC Bylaw Review Committee.

Mandate:

Recommendation 2 in the Student Mental Health Strategy: Explore current policies and practices as they relate to student mental health, and where deemed appropriate, develop updated policies, practices and make recommendation to ensure that there is a balance between academic fairness and compassion.

Report:

The Subcommittee reviewed Senate bylaws (4 relating to students) and Senate policies (55) to determine whether any changes were needed or appropriate to promote student mental health and better support students with mental health issues. The Subcommittee also discussed academic policies relating to mental health at a few Ontario post-secondary institutions, namely York University, Ryerson University, University of Toronto and George Brown College. All of these appeared to be more restrictive than Windsor's current policies. Finally, with the assistance of the Associate Vice-President Student Experience, a focus group conducted by and for students was held to identify possible areas for policy improvements based on their personal experiences.

The Subcommittee noted that current policies and bylaws appropriately provide the framework and principles within which decision-makers are to operate; noting that policies are flexible enough to allow for accommodations for students with mental health concerns and can be pursued through informal (instructor) or formal (associate dean) avenues as provided in bylaw 51, subject to any specific Faculty policy which stipulates that all requests for consideration based on health, bereavement or other extenuating circumstances are to be directed to the associate dean (as with Engineering and Business). With regard to a specific recommendation from the student focus group that more work needs to be done on bylaws and policies outlining accommodation during exams for student who experience mental health distress while writing, the Subcommittee noted that bylaw 51 allows a student to request consideration due to health circumstances that may have arisen at any time before, during or after the evaluation.

It was agreed that, in general, the issue is not with the bylaws or policies, which provide for the balance between academic fairness and compassion, but rather due to 1) a lack of knowledge of the bylaw or policy on the part of instructors and students; 2) a disregard for the bylaw or policy on the part of some instructors; and 3) the differing documentation requirements (*e.g.,* from a death certificate, to obituaries, to snapshots of social media posts confirming the passing of a close relative or friend) and the differing opinions among decision-makers on an

appropriate resolution. These issues result in inconsistent application/resolution among and between Faculties on matters that may well involve the same, or similar, questions of fact.

It is also apparent that more education and reminders to instructors on the bylaws and policies affecting students are needed. This should be undertaken regularly by heads, possibly as an item on a September Council agenda. Similarly, students on Council should then inform the students they represent about the bylaws and policies affecting them and who to contact (head or associate dean) with any questions or concerns. Students also need to be proactive and inform themselves on existing policies and bylaws and points of contact so that they are equipped with the information should the need arise.

Bylaw 51 – Proposed Changes

The Subcommittee agreed with the student focus group recommendation that bylaw 51 should require that course syllabi include information on the University's mental health resources (which can be found at www.uwindsor.ca/wellness). The Subcommittee also identified an additional revision to bylaw 51 to explicitly establish that mental health issues will be considered under clause 1.18 and 2.6:

1.2   By the first day of each course, the Instructor must provide students with a written course outline which includes precise information concerning the following:

[…]

1.2.7   information regarding the University's mental health resources.

1.2.8̶7̶   and any other matters mandated by University, Senate, or Faculty Policy.

[…]

2.1.1   By the first day of each course, the Instructor must provide students with a written course outline which includes precise information concerning the following:

[…]

2.1.1.7   information regarding the University's mental health resources.

2.1.1.8̶7̶   and any other matters mandated by University, Senate, or Faculty Policy.

[…]

1.18.1   Considerations for Health, Bereavement, or Extenuating Circumstances

Informal Request

1.18.1.1 A student who wishes to receive consideration on matters affecting or shown to affect his/her academic performance **based on medical or compassionate grounds**, such as, **bereavement, or** serious health circumstances **(including mental health issues)** ~~or bereavement based on medical or compassionate grounds~~, or unanticipated extenuating circumstances beyond the control of the student (e.g., jury duty, caring for an ill family member, labour disputes, etc.), should communicate with the Instructor as soon as possible, prior to, during, and subsequent to the examination period, or at the time when a student's performance is evaluated for the purpose of assigning a grade, taking into account the severity of the illness, bereavement, or other extenuating circumstance. The instructor may choose to handle the matter informally. Whether or not informal resolution is obtained, a formal request through the Office of the Registrar is also possible in accordance with paragraph 1.18.1.2.

Formal Request

1.18.1.2 A student who wishes to receive consideration on matters affecting or shown to affect his/her academic performance **based on medical or compassionate grounds**, such as, **bereavement, or** serious health

circumstances **(including mental health issues)** ~~or bereavement based on medical or compassionate grounds~~, or unanticipated extenuating circumstances beyond the control of the student (e.g., jury duty, caring for an ill family member, labour disputes, etc.), should communicate with the Office of the Registrar as soon as possible, prior to, during, and subsequent to the examination period, or at the time when a student's performance is evaluated for the purpose of assigning a grade, taking into account the severity of the illness, bereavement, or other extenuating circumstance. A letter of rationale, requesting alternate evaluation or accommodation, and supporting documents (e.g. the attending physician's letter, the call to jury duty) must be submitted to the Office of the Registrar forthwith and will be forwarded to the Dean of the Faculty in which the course is offered. If the Dean of the Faculty offering the course finds the grounds sufficient, the student's request will be forwarded to the Instructor who shall provide an alternate evaluation or accommodation. The Dean of the Faculty offering the course shall inform the student and the Office of the Registrar of the approved alternate evaluation or accommodation.

2.6.   <u>Considerations for Health, Bereavement, or Extenuating Circumstances</u>

<u>Informal Request</u>

2.6.1.   A student who wishes to receive consideration on matters affecting or shown to affect his/her academic performance **based on medical or compassionate grounds**, such as, **bereavement, or** serious health circumstances **(including mental health issues)** ~~or bereavement based on medical or compassionate grounds~~, or unanticipated extenuating circumstances beyond the control of the student (e.g., jury duty, caring for an ill family member, labour disputes, etc.), should communicate with the Instructor as soon as possible, prior to, during, and subsequent to the examination period, or at the time when a student's performance is evaluated for the purpose of assigning a grade, taking into account the severity of the illness, bereavement, or other extenuating circumstance. The instructor may choose to handle the matter informally. Whether or not informal resolution is obtained, a formal request is also possible in accordance with paragraph 2.6.2.

<u>Formal Request</u>

2.6.2   A student who wishes to receive consideration on matters affecting or shown to affect his/her academic performance **based on medical or compassionate grounds**, such as, **bereavement, or** serious health circumstances **(including mental health issues)** ~~or bereavement based on medical or compassionate grounds~~, or unanticipated extenuating circumstances beyond the control of the student (e.g., jury duty, caring for an ill family member, labour disputes, etc.), should communicate with the Head of the AAU offering the course and the Faculty of Graduate Studies as soon as possible, prior to, during, and subsequent to the examination period, or at the time when a student's performance is evaluated for the purpose of assigning a grade, taking into account the severity of the illness, bereavement, or other extenuating circumstance. A letter of rationale, requesting alternate evaluation or accommodation, and supporting documents (e.g. the attending physician's letter, the call to jury duty) must be submitted to the Faculty of Graduate Studies forthwith and will be forwarded to the Head of the AAU offering the course. The Head of the AAU offering the course shall consult with the instructor and make a recommendation to the Dean of Graduate Studies. If the Dean of Graduate Studies approves the recommendation, the Head of the AAU offering the course shall make appropriate arrangements for the alternate evaluation or accommodation. The Dean of Graduate Studies shall inform the student and the Office of the Registrar of the approved alternate evaluation or accommodation.

Course Syllabus – Suggested Wording

Feeling Overwhelmed?
From time to time, students face obstacles that can affect academic performance. If you experience difficulties and need help, it is important to reach out to someone.
For help addressing mental or physical health concerns on campus, contact (519) 253-3000:
- ❖ Health Services at ext. 7002 (or go to: http://www.uwindsor.ca/studentcounselling/)
- ❖ Student Counselling Centre at ext. 4616
- ❖ Peer Support Centre at ext. 4551

A full list of on- and off-campus resources is available on http://www.uwindsor.ca/wellness
Should you need to request alternative accommodation contact your instructor, head or associate dean.

Other Student Focus Group Recommendations:

In addition to recommendations presented which are addressed above, the student focus group also forwarded four other recommendations and three miscellaneous items:

Student Focus Group: The needs of students during and after mental health crises (e.g., suicide attempts), including the care of mental health providers (e.g., Residence Assistants), must be addressed.

There appeared to be some misunderstanding with how suicide checks are conducted and the follow-up that occurs. There needs to be better communication between Residence, Student Counselling and Campus Police so that Residence Assistants are aware that follow-ups do occur. Suicide checks should be conducted by trained individuals and should not be part of the duties of a Resident Assistant, unless they have received the appropriate training. If this is the case, there should also be a built-in debrief opportunity for Resident Assistants who are involved in suicide checks.

Student Focus Group: The Voluntary Withdrawal date should be moved to last day of classes. If it is not moved, special efforts should be taken to ensure that students have an easier time withdrawing from courses even after the current deadline has passed.

Bylaw 51 requires that instructors provide a minimum 20% feedback on students' in-course performance prior to the VW date. This date is set at ¾ into the semester, which the Subcommittee feels is generous. If the concern is that instructors are not providing the 20% feedback, this needs to be pursued with the head and/or the associate dean. As noted by the student focus group, there is a concern that students may not be as invested in their course work if they feel they can withdraw at any time. The Subcommittee also noted that there is a mechanism in place, under bylaw 51, to obtain a late VW or aegrotat standing. Such requests would fall under the section on considerations for health, bereavement and extenuating circumstances. The Subcommittee was informed that the Associate Deans Group concurred with this assessment at an earlier meeting.

Student Focus Group: Participants supported Satisfactory/Unsatisfactory grade designation, because it would alleviate mental health issues.

The Subcommittee agreed that this would require significantly more discussion and recommends forwarding it to the Provost for further discussion. There was concern expressed with designating some courses as "easy" courses and with the assumption that a Satisfactory/Unsatisfactory would be an easier grade to obtain. It was noted that in many courses currently designated as Satisfactory/Unsatisfactory or Pass/Non-Pass, the equivalent of 50% is not a pass. In such courses, students must demonstrate that they have met the basic competencies which numerically could translate to 70%, for example.

The Subcommittee also noted that having too many S/U courses could impact a students' eligibility for scholarships and bursaries and their applications to graduate school.

Student Focus Group: Consideration of Indigenous peoples and practices need to be taken into account when engaging in dialogue about mental health and wellness on campus.

The Subcommittee noted that this recommendation is similar to recommendations made in the Student Mental Health strategy (*e.g.,* recommendations 11, 19, 25 and 33), and will be addressed by the strategy's implementation team.

Student Focus Group - Miscellaneous items:
a. *Timing of exams and assignments: Participants appreciate having a system in place that allows them to move an exam if they have three taking place within a 24-hour period. They would like this system extended to midterms and assignments without a lengthy or barrier-laden process.*

    Subcommittee: Such a provision for midterms and assignments (in-term evaluations) has been in place since June 2016.

b. *Appeals: Participants would like a more accessible and less lengthy appeals process.*

    Subcommittee: This is often a matter of individual schedules. However, more can be done to try to ensure a quicker process.

c. *Acquisition of doctor's notes: Acquiring doctor's notes may be difficult at times, particularly when mental health issues arise. Doctor's notes may also be acquired when a student is not actually ill. Additionally, there is financial burden placed on students who may require a doctor's note, but cannot afford one.*

    Subcommittee: It was agreed that the need for official documentation is about upholding integrity. Instances of false reports of personal or family illness, or death of a close relative are not uncommon. It was noted that the fee is at least halved at the Student Counselling Centre.

APC Subcommittee Membership
John Antoniw, Peer Support Centre
Fazle Baki, Business (APC)
Sue Fox, Associate Dean Nursing (APC)
Debbie Kane, Associate Dean Graduate Studies
Phebe Lam, Learning Specialist, Academic and Student Success
Siddharth Patel, graduate student (APC)
Rosemary Plastow (Clinical Psychologist, Student Counselling Centre)
Christine Quaglia (Central Advising)
Antonio Rossini, LLC (APC) (Chair)
Danielle Soulliere, Associate Dean FAHSS
Lena Sleiman, undergraduate student (APC)
Jill Urbanic, Engineering (APC)

Approved by APC: April 11, 2019

University of Windsor
Senate

5.7.1:   **Bylaw 51 Revisions: Proposal for New Bylaw 54 (Undergraduate) and New Bylaw 55 (Graduate)**

Item for: **Approval**

Forwarded by: **SGC Bylaw Review Committee**

MOTION: **That proposed revisions to Bylaw 51 be approved, including dividing the bylaw into two bylaws: Bylaw 54, Undergraduate Academic Evaluation Procedures, and Bylaw 55, Graduate Academic Evaluation Procedures, and that the proposed revisions be approved.**

Rationale:
- Revisions to the academic evaluation procedures for graduate programs were made following discussion at Senate and direction from the Senate Governance Committee, that graduate students should have the same rights, responsibilities and protections as undergraduate students. The new bylaw 55 mirrors many of the clauses in the undergraduate bylaw (now renumbered 54), with few exceptions, with the possibility of exemptions with the approval of the Dean of Graduate Studies.
- The Bylaw Review Committee met with the Graduate Studies Executive to obtain feedback on possible changes to the bylaw. The Graduate Studies Executive supported the proposed changes with minor revisions.
- Revisions to the undergraduate academic evaluation procedures are minor and are intended as clarification.
- If approved by Senate, the changes proposed in the *APC Report on Student Mental Health Strategy (Recommendation 2)* will be incorporated into the new bylaws 54 and 55.

SENATE BYLAW

<mark>**Bylaw 55: Graduate Academic Evaluation Procedures**</mark>
ADOPTED by Senate: 11 Feb 1974
AMENDED by Senate: 16 Jan 1976, 21 Sep 1977, 14 Dec 1978, 14 May 1981, 15 Oct 1981, 17 Mar 1983, 15 Dec 1983, 27 Sep 1984, 13 Dec 1984, 19 Sep 1985, 14 Nov 1985, 18 Jun 1986, 10 Jun 1987, 1 Dec 1987, 20 Oct 1988, 22 Sep 1989, 2 Nov 1989, 27 Jun 1990, 21 Apr 1994, 12 May 2004, 9 June 2005, 12 April 2006, 7 June 2006, 10 May 2007, 9 Dec 2009, 8 Feb 2013, 12 Apr 2013, 10 Apr 2015, 10 June 2016, 26 May 2017, 14 Dec 2018, 8 Feb 2019.

Date Issued: May 1994

AMENDED Due To Administrative/Organizational/Name Changes: 6 June 2014, 09 October 2015.

Definitions
In this Bylaw,

"Dean" shall mean "Dean or Designate"
"Academic Administrative Unit (AAU) Head" shall mean the Head of a Department, the Director of a School, the Dean of an undepartmentalized Faculty.
"Instructor" shall mean the course instructor.
"Day" shall mean a normal business day for the University, **unless specified as "calendar day".**
"Final examination(s)" shall mean "any final testing procedure (written test, oral interview, essay, take home test, etc.) that takes place or falls due during the examination period.

1 ~~Students registered in the Faculty of Graduate Studies~~

2.1 **The following regulations apply to all graduate programs** ~~the Faculty of Graduate Studies.~~

2.1.1 By the first day of each course, the Instructor must provide students with a ~~written~~ course outline **(hard copy or electronic)** which includes precise information concerning the following:

   2.1.1.1 all procedures for determining the final grade in a course, including:
   - conversion of raw scores into **the final** grade~~s~~;
   - "curving";
   - procedures in which students are evaluated by observers or supervisors rather than by written examinations or submitted assignments; and
   - types and formats of evaluations.

   2.1.1.2 the approximate dates for tests, handing in assignments, and all other activities (except unannounced quizzes), which will affect the final course grade.

   2.1.1.3 a statement that the Student Evaluation of Teaching forms will be administered, in accordance with Senate policy, in:
   - the last two weeks of classes **for courses 12-24 weeks in duration**
   - **the last week of classes for courses 6-11 weeks in duration**
   - **the last two days of classes for courses of 5 or fewer weeks in duration**

~~2.~~1.1.4 the regulations concerning supplemental examination privileges which are in force in that Faculty.

~~2.~~1.1.5 information regarding the use of plagiarism prevention software, in accordance with Senate policy.

~~2.~~1.6 information regarding the University's **grading scale** ~~standardized percentage conversion scale~~, in accordance with Senate policy.

1.2.7 information on the last date to voluntarily withdraw from the course

~~2.~~1.1.**8**.~~7~~ and any other matters mandated by University, Senate, or Faculty Policy.

~~2.~~1.2 Alterations in the announced procedure, under ~~2.~~1.1 above, may be made by the instructor with the consent of the majority of the registered class.

1.3 No forms of assessment shall be scheduled or made due on days identified as break days such as reading weeks, holidays, or days that the University is officially closed.

~~2.2~~1.4Other Evaluative Procedures

~~2.2~~1.4.1 A student who has three or more final examinations scheduled or due in consecutive time slots over a 24-hour period or three or more final examinations scheduled or due in one calendar day may apply to have one of their examinations rescheduled on a supplemental examination day. The determination of which examination shall be rescheduled and the date of the supplemental examination (normally the last possible day of the examination period) shall be made by the Associate Dean, Faculty of Graduate Studies. Where permission has been granted, instructors shall provide an alternate examination at the rescheduled time. Where other arrangements cannot be made, invigilation and administration of final examinations held on the supplemental examination day will be managed by the Office of the Registrar. Applications and notification of decisions shall made in accordance with the deadlines listed in Appendix A.

~~2.2~~1.4.2 A student who has three or more major in-term evaluations scheduled or due within a 24-hour period may apply, no later than end of the first quarter of classes, to seek an appropriate accommodation (such as a due date modification, alternative assignment, or rescheduled test). Such a request shall not be unreasonably denied. In the case where the matter cannot be resolved between the instructor and the student, the final determination will rest with the Head of the Department offering the course, in consultation with the faculty member(s).

1.5 Instructors must provide meaningful feedback to students on their in-course performance, constituting a minimum 20% of the final grade, at least two (2) days prior to the voluntary withdrawal deadline (see 1.7 below), with the exception of thesis, major paper, dissertation, internship, and practicum courses. Further exemptions may be approved by the Dean of Graduate Studies, upon recommendation from the AAU Head, in which case the instructor shall provide a statement in the course syllabus explaining why the specific course is excluded.

1.6 Courses or situations in which students are evaluated by observers or supervisors rather than by written examinations or submitted assignments would include, among others, field trips, field placements, internships, course participation, practica, internship and individual or group laboratory or performances. While the student may receive advice about progress in an assignment, a written evaluation of some kind shall be provided at an appropriate time or times during the semester. In courses that demand evaluation of a practica, internship or a major performance by a student and where a student's progress is measured by such an evaluation, an appropriate record should be made and preserved in the manner in which written examinations are preserved by the Instructor or AAU (See 1.7.2 below).

2.3.**1.7** Unofficial final grades for a course shall be submitted to the Dean of Graduate Studies no later than seven calendar days after the final examination of the course has been written. In cases where there is no examination slot, unofficial final grades shall be submitted to the Dean of Graduate Studies no later than seven calendar days after the close of the examination period. In the instance of December final examinations scheduled within the last seven calendar days before the University closes for December recess, unofficial grades shall be submitted no later than the second working day following the December recess.

> 2.3.**1.7.**1 Under no circumstances shall examinations, essays, lab exercises and other assignments be left in a public place.

> 2.3.**1.7.**2 Students have the right to review the instructor's marking/answer guide, when available, and to examine their final examination answer papers; such papers shall be kept available in the Instructor's office or, where more appropriate, in the AAU office(s), for a period of not less than twelve months. (It is understood that availability implies the student's right of access to the answer paper, and may even include, in cases where it is obvious or the student confirms in writing that no appeal is contemplated, return of the paper to the student before the expiration of the twelve-month holding period.)

2.4**1.8** In order to become official, all final grades shall be submitted by the instructor, through the AAU Head, to the Dean of Graduate Studies for authorization. The Dean of Graduate Studies shall review and assign official final grades and shall submit the grades to the Office of the Registrar.

2.5**1.9** Correction of grades may be initiated only by the Instructor, and requires the signature of the AAU Head and the Dean of Graduate Studies.

2.6**1.10** Students must withdraw from a course or courses within the withdrawal periods as indicated below. ~~The last opportunity for withdrawal from a course or courses is the end of the ninth week of class in a regular fall or winter session. Withdrawal periods for courses in other sessions are set at approximately two-thirds of the course length.~~ The withdrawal will be entered on the student's transcript as VW (Voluntary Withdrawal), which is defined as "Withdrawal in good standing. No academic credit".

> ~~One-term course offered during Fall or Winter Term~~ **Twelve-week course** - within nine weeks of beginning of term. (Not including ~~Study~~ **Reading** Week)

> ~~Two-term course~~ **Twenty-four week course** - within four weeks of beginning of the second term.

> ~~Summer Term (Intersession/Summer Session)~~
> Three-week course - within two weeks of beginning of session.
> Six-week course - within four weeks of beginning of session.
> Eight-week course - within five weeks of beginning of session.
> ~~Twelve-week course - within nine weeks of beginning of session.~~
> **For all other course lengths – two-thirds into the beginning of the session.**

> Students are not permitted to withdraw from a course or courses after the appropriate designated withdrawal period. After the voluntary withdrawal period for a course, students remain registered and will be assigned grades as appropriate.

> A student who wishes to drop a course or courses after the relevant withdrawal period based on medical or compassionate grounds shall follow the procedure outlined below. (paragraph 2.7**1.11**)

> The status of a student who withdraws from full-time studies is left to the decision of the Dean of Graduate Studies and will be reported to the student through the Office of the Registrar.

2.7**1.11**.   Considerations for Health, Bereavement, or Extenuating Circumstances

2.7**1.11**.1.   Informal Request: A student who wishes to receive consideration on matters affecting or shown to affect his/her academic performance, such as, serious health circumstances or bereavement based on medical or compassionate grounds, or unanticipated extenuating circumstances beyond the control of the student (e.g., jury duty, caring for an ill family member, labour disputes, etc.), should communicate with the Instructor as soon as possible, prior to, during, and subsequent to the examination period, or at the time when a student's performance is evaluated for the purpose of assigning a grade, taking into account the severity of the illness, bereavement, or other extenuating circumstance. The instructor may choose to handle the matter informally. Whether or not informal resolution is obtained, a formal request is also possible in accordance with paragraph 2.7**1.11**.2.

2.7**1.11**.2   Formal Request: A student who wishes to receive consideration on matters affecting or shown to affect his/her academic performance, such as, serious health circumstances or bereavement based on medical or compassionate grounds, or unanticipated extenuating circumstances beyond the control of the student (e.g., jury duty, caring for an ill family member, labour disputes, etc.), should communicate with the Head of the AAU offering the course and the Faculty of Graduate Studies as soon as possible, prior to, during, and subsequent to the examination period, or at the time when a student's performance is evaluated for the purpose of assigning a grade, taking into account the severity of the illness, bereavement, or other extenuating circumstance. A letter of rationale, requesting alternate evaluation or accommodation, and supporting documents (e.g. the attending physician's letter, the call to jury duty) must be submitted to the Faculty of Graduate Studies forthwith and will be forwarded to the Head of the AAU offering the course. The Head of the AAU offering the course shall consult with the instructor and make a recommendation to the Dean of Graduate Studies. If the Dean of Graduate Studies approves the recommendation, the Head of the AAU offering the course shall make appropriate arrangements for the alternate evaluation or accommodation. The Dean of Graduate Studies shall inform the student and the Office of the Registrar of the approved alternate evaluation or accommodation.

2.7**1.11.2.1.**4 Stays: Following receipt of the letter of rationale and supporting documents, and until the Dean of Graduate Studies has communicated his/her decision to the Office of the Registrar, a stay on all decisions affecting a student's standing in a program or eligibility to proceed with a course of study, shall be in effect until a final decision has been reached. The Dean of Graduate Studies shall communicate his/her decision to the Office of the Registrar within four weeks of receipt of the letter of rationale and supporting documents.

2.7**1.11**.3   In the cases outlined in 2.7**1.11**.1 2.7**1.11**.2 above, the Instructor may grant an "aegrotat" grade on the basis of term work or assign an "incomplete" grade indicating what further work is required and the deadline by which such work must be completed. The instructor's response will be forwarded by the Head of the AAU offering the course to the Dean of Graduate Studies for final approval. The Dean of Graduate Studies shall inform the Office of the Registrar using the procedure followed for submitting final grades.

2.8**1.9**12Graduate Appeals

To provide for the variety of appeals characteristic of the Graduate program, a distinction has been made between grade appeals and those involving decisions regarding other aspects of graduate education. In order to ensure an expeditious treatment of appeals, students are encouraged to file complaints as soon after decisions have been made as possible, but no later than three weeks after the grade or decision is released by the Office of the Registrar.

2.8**1.12**.1   Informal Review of Grades

When a student wishes to review a grade awarded for assigned work at any time during the term in which the course is being taught, and up to the time the marks are officially submitted to the Office of the Registrar, an informal inquiry can be made to the Instructor. Assigned work includes mid-terms, tests, seminars, essays, final examination, and all other academic exercises that will be used in calculating a final grade. The purpose of the inquiry is to review the work submitted, and to allow for adjustment of the grade in question where that change is found to be appropriate by the Instructor. This may be done within a time limit established by the Instructor, but not later than ten working days after the release or publication of the grade. This review does not preclude the student from appealing the final grade to the Dean of Graduate Studies.

Where the purpose of reviewing work for which a grade has been assigned is not to request a grade change, requests may be made to review the graded work up to six months after the close of the term in which the course was taught, upon reasonable notice to the instructor.

2.8**1.12**.2   Formal Grade Appeals

      2.8**1.12**.2.1   Any formal grade appeal must be accompanied by $20.00 fee which will be refunded to the student if his/her grade is raised.

      2.8**1.12**.2.2   Where the student is contemplating a formal appeal, s/he shall have the right to review his/her work for which a grade has been assigned, upon reasonable notice to the instructor.

      2.8**1.12**.2.3   Where an individual Instructor's grade is in question, a formal letter of appeal, including reasons for the appeal and any factual information bearing on the appeal, shall be addressed to the Dean of Graduate Studies. Appeals must be received no later than three weeks after the final mark has been released by the Office of the Registrar. The Dean of Graduate Studies will then contact the AAU Head of the academic unit offering the course and request an academic investigation into the appeal. The AAU Head concerned will consult the Instructor involved and at least one other faculty member of the AAU in evaluating the appeal; if the AAU Head is the Instructor, a designate of the Dean of Graduate Studies will act in his/her place. After the AAU Head submits a report to the Dean of Graduate Studies, the appeal will be submitted to the Graduate Executive Committee for a decision.

      2.8**1.12**.2.4   Where a committee's grade (e.g., a major paper, thesis or dissertation committee) is in question, a formal letter of appeal, including reasons for the appeal and any factual information bearing on the appeal, shall be addressed to the Dean of Graduate Studies who will convoke the Graduate Executive Committee. The Graduate Executive Committee shall invite a submission from the committee involved in the case. If the Graduate Executive Committee finds serious grounds, such as procedural irregularities, for believing the grade has not been fairly assessed, it may then order a reassessment. The re-assessment may be by the original committee or by a restructured committee as determined by the Graduate Executive Committee.

1.12.2.5 Stays

During the course of any appeal procedure described throughout paragraph 1.12.2, a stay on all lower decisions affecting a student's standing in a program or eligibility to proceed with a course of study shall be in effect until a final decision has been reached.

The stay shall also be in effect if the matter is being considered by the Committee on Procedures and Discrimination, under Bylaw 32. In the event that a decision adverse to the

student is reached by the Committee on Procedures and Discrimination, the student will receive the original grade assigned or the grade assigned on appeal, as the case may be.

1.12.2.6 In cases where the assigned grade prevents the student from achieving the requirements for promotion, the requirements as defined by the Faculty will be applied.

2.8**1.12**.3   Other Appeals

2.8**1.12**.3.1   Appeals, under 2.8**1.12**.3.2-2.8**1.12**.3.3 below, must be filed with the Office of Graduate Studies no later than two weeks after the official communication of an academic decision made by an Instructor, Research Advisor, or committee, concerning matters other than a grade.

2.8**1.12**.3.2   Where an academic decision made by an Instructor or Research Advisor concerning matters other than a grade is contested, the appeal must be made informally to the individual responsible for the initial decision. If this informal review is unsuccessful, the appellant may then file a formal appeal to the Dean of Graduate Studies who will convoke the Graduate Executive Committee. All such appeals are to be made in writing with full explanation of the pertinent circumstances and should include relevant documentary evidence. The Graduate Executive Committee shall invite a submission from the Instructor or Research Advisor involved in the case.

2.8**1.12**.3.3   Where an academic decision made by a committee concerning matters other than a grade is contested, there shall be no informal review stage, but the appellant may file a formal appeal to the Dean of Graduate Studies who will convoke the Graduate Executive Committee. All such appeals are to be made in writing with full explanation of the pertinent circumstances and should include relevant documentary evidence. The Graduate Executive Committee shall invite a submission from the committee involved in the case.

2.8**1.12**.3.4   Where an academic appeal, under sections 2.8**1.12**.3.1-2.8**1.12**.3.3 above, is denied by the Graduate Executive Committee, the appellant may petition the Graduate Executive Committee for reconsideration on the grounds of exceptional circumstances when there is substantive new information which was not available to the Graduate Executive Committee (e.g., procedural irregularity relating to the review conducted prior to the review by the Graduate Executive Committee). The Graduate Executive Committee shall determine whether to reconsider the matter.

2.8**1.12**.4   Petitions to the Subcommittee on Procedures and Discrimination

Where a student alleges discrimination, bias, sexual or other forms of harassment, or procedural irregularities with respect to academic instruction, evaluation or appeals, a petition may be filed by the student in accordance with Senate Bylaw 32. **In such cases, a stay on all lower decisions affecting a student's standing in a program or eligibility to proceed with a course of study shall be in effect until a final decision has been reached by the Committee on Procedures and Discrimination.**

1.13 Alternative Examinations

Students who are unable to write a final examination during the regularly scheduled time slot due to a conflict arising from a religious observance shall be given the opportunity to write an alternative examination during another time slot within the regularly scheduled examination period.

Students must submit an application for an alternative examination to the Office of the Registrar in accordance with the deadlines listed in Appendix A.

The Office of the Registrar is required to contact the instructors involved for the preparation of an alternative examination, to reschedule the examination in another time slot within the regularly scheduled examination period, and to notify students of their new examination schedule in accordance with the deadlines listed in Appendix A.

Appendix A

Deadlines for Alternative Examinations Pursuant to Bylaw 55: 1.4.1 and 1.13

TERM	Posted Exam Schedule	Application Deadline	Notification of Decision Deadline
Fall Semester (12 weeks)	October 15	October 31	November 15
Winter Semester (12 weeks)	February 15	February 28	March 15
Summer Semester (12 weeks)	June 15	June 30	July 15
Fall-Winter Semesters (24 weeks) (2 term course)	February 15	February 28	March 15
Winter-Summer Semesters (24 weeks) (2 term course)	June 15	June 30	July 15
Summer-Fall Semesters (24 weeks) (2 term course)	October 15	October 31	November 15
Inter-Session (3 weeks)	May 8	May 12	May 16
Inter-Session (6 weeks)	May 15	May 30	June 5
Inter-Session (8 weeks)	May 15	May 30	June 5
Summer Session (3 weeks)	June 28	July 2	July 6
Summer Session (6 weeks)	July 5	July 20	July 26
Summer Session (8 Weeks)	July 5	July 20	July 26
For all other courses	By the end of the first quarter of the course	By the end of the second quarter (halfway through the course)	By the end of the third quarter of the course

SENATE BYLAW

Bylaw 54: <mark>Undergraduate</mark> Academic Evaluation Procedures
ADOPTED by Senate: 11 Feb 1974
AMENDED by Senate: 16 Jan 1976, 21 Sep 1977, 14 Dec 1978, 14 May 1981, 15 Oct 1981, 17 Mar 1983, 15 Dec 1983, 27 Sep 1984, 13 Dec 1984, 19 Sep 1985, 14 Nov 1985, 18 Jun 1986, 10 Jun 1987, 1 Dec 1987, 20 Oct 1988, 22 Sep 1989, 2 Nov 1989, 27 Jun 1990, 21 Apr 1994, 12 May 2004, 9 June 2005, 12 April 2006, 7 June 2006, 10 May 2007, 9 Dec 2009, 8 Feb 2013, 12 Apr 2013, 10 Apr 2015, 10 June 2016, 26 May 2017, 14 Dec 2018, 8 Feb 2019.

Date Issued: May 1994

AMENDED Due To Administrative/Organizational/Name Changes: 6 June 2014, 09 October 2015.

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"Instructor" shall mean the course instructor.
"Day" shall mean a normal business day for the University, **unless specified as "calendar day".**
"Final examination(s)" shall mean "any final testing procedure (written test, oral interview, essay, take home test, etc.) that takes place or falls due during the examination period.
"First-entry undergraduate programs" shall mean all undergraduate programs with the exception of undergraduate programs in Education and Law.

1   **The following regulations apply to** ~~Students Registered in Undergraduate Faculties~~ **first-entry undergraduate programs**

~~1.1~~   ~~The following regulations 1.1.1 to 1.1.4 inclusive, apply to all undergraduate Faculties except the Faculty of Law and the Faculty of Education:~~

~~1.~~1.1   All courses shall have some type of non-optional, meaningful, **final examination** ~~final testing procedure (written test, oral interview, essay, take home test, etc.)~~ during the examination period.

~~1.~~1.2   Two to three-hour examination slots will normally be scheduled in the formal final examination periods in each semester for all courses which terminate in that semester. All final **examinations** ~~final testing procedures (written test, oral interview, essay, take home test, etc.)~~ shall take place (or fall due, as the case may be) during the two to three-hour final examination slot so scheduled. The actual duration of testing procedures during the scheduled final examination slot may be less than the scheduled time, at the discretion of the individual instructor.

If oral or other special types of examinations cannot be accommodated in the two to three-hour final examination slot, and satisfactory arrangements cannot be made with the course instructor, notice will be given to the Registrar by the AAU Head and special arrangements will be made.

~~1.~~1.3   The last seven calendar days prior to, and including, the last day of classes in each period of instruction of twelve (or greater) weeks in duration must be free from any procedures for which a mark will be assigned,

including the submission of assignments such as essays, term papers, and take home examinations. Courses that are presented by a specialized teaching method, where the testing procedures are an integral part of the instructional process, shall be exempt from this regulation subject to approval of the Dean of the Faculty in which the course is given.

> 1.1.3.1 In the case of periods of instruction of eight-**eleven** weeks in duration, clause 1.1.3 shall apply to the last four calendar days before the start of the examination period;

> 1.1.3.2 In the case of periods of instruction of six-**seven** weeks in duration, clause 1.1.3 shall apply to the last three calendar days before the start of the examination period;

> 1.1.3.3 In the case of periods of instruction of three-**five** weeks in duration, clause 1.1.3 shall apply to the last two calendar days before the start of the examination period.

1.1.4 It is left to each AAU to set the range of the weights of the final testing procedures.

2.   The following regulations apply to all undergraduate programs

2.1.2 By the first day of each course, the Instructor must provide students with a ~~written~~ course outline **(hard copy or electronic)** which includes precise information concerning the following:

> **2.**1.2.1 all procedures for determining the final grade in a course, including:
> - conversion of raw scores into **the final** grade~~s~~;
> - "curving";
> - procedures in which students are evaluated by observers or supervisors rather than by written examinations or submitted assignments; and
> - types and formats of evaluations.

> **2.**1.2.2 the approximate dates for tests, handing in assignments, and all other activities (except unannounced quizzes), which will affect the final course grade.

> **2.**1.2.3 a statement that the Student Evaluation of Teaching forms will be administered, in accordance with Senate policy, in:
> - the last two weeks of classes **for courses 12-24 weeks in duration**
> - **the last week of classes for courses 6-11 weeks in duration**
> - **the last two days of classes for courses of 5 or fewer weeks in duration**

> **2.**1.2.4 the regulations concerning supplemental examination privileges which are in force in that Faculty.

> **2.**1.2.5 information regarding the use of plagiarism prevention software, in accordance with Senate policy.

> **2.**1.2.6 information regarding the University's **percentage marking and grading scale** ~~standardized percentage conversion scale,~~ in accordance with Senate policy.

> **2.1.7   information on the last date to voluntarily withdraw from the course**

> 2.1.2.78   and any other matters mandated by University, Senate, or Faculty Policy.

2.1.3 Instructors may not alter the date of final examinations if scheduled and announced by the Registrar. All other final examinations may be scheduled only during the University's official examination period.

2.4   No forms of assessment shall be scheduled or made due on days identified as break days such as reading weeks, holidays, or days that the University is officially closed.

2.5~~1.4~~The procedures for the grading of class participation should be clearly stated to students in the written information specifying the procedures for the determination of final grades. When class participation is included in the final grade, the proportion of the marks awarded for class participation must be reasonable in all circumstances, and in all but exceptional instances, shall not amount to more than 20% of the final grade. In the case of courses where students are placed in field settings (such as practica, co-op placements, internships, clinical and field placements), where the basics of professional behaviour form a core component of the learning outcomes, attendance requirements may be imposed by the program area.

2.6~~1.5~~Other Evaluation Procedures

~~1.5~~**2.6**.1   No student enrolled in a first-entry undergraduate program at the University of Windsor shall be required to complete a single evaluation procedure worth more than one half of their final course grade (50%) in any undergraduate course (with the exception of independent study/seminar/research/directed reading/capstone courses, and performance courses). Further, no final course mark should be based entirely on a single piece of work. However, if a student is unable to complete an evaluation procedure based on medical or compassionate grounds, the instructor shall have the option to add the portion of the evaluation procedure not completed to the value of the final evaluation procedure even if the result is that the final evaluation procedure is worth more than 50 percent.

Exemptions may be granted by the Dean of the Faculty in which the course is offered upon the presentation of significant evidence of the necessity of an evaluation procedure worth more than 50%.

With the exception of distance education courses, grading policies that effectively allow a single evaluation procedure to be worth the entire course (i.e., a student who fails this assignment fails the course, regardless of the total grade received for other assignments), are not permitted.

~~1.5~~**2.6**.2   A student who has three or more final examinations scheduled or due in consecutive time slots over a 24-hour period or three or more final examinations scheduled or due in one calendar day may apply to have one of their examinations rescheduled on a supplemental examination day. The determination of which examination shall be rescheduled and the date of the supplemental examination (normally the last possible day of the examination period) shall be made by the Associate Vice-President, Student Experience. Where permission has been granted, instructors shall provide an alternate examination at the rescheduled time. Where other arrangements cannot be made, invigilation and administration of final examinations held on the supplemental examination day will be managed by the Office of the Registrar. Applications and notification of decisions shall be made in accordance with the deadlines listed in Appendix A.

~~1.5~~**2.6**.3   A student who has three or more major in-term evaluations scheduled or due within a 24-hour period may apply, no later than the end of the first quarter of classes, to seek an appropriate accommodation (such as a due date modification, alternative assignment, or rescheduled test). Such a request shall not be unreasonably denied. In the case where the matter cannot be resolved between the instructor and the student, the final determination will rest with the Head of the Department offering the course, in consultation with the faculty member(s).

~~1.5~~**2.6**.4   Unannounced or "spot" quizzes shall not individually count more than 2% and shall not in total contribute more than 5% to the final grade. Instructors must inform the class in writing at the beginning of the semester as to the number of spot quizzes which will occur during the semester and the value of each.

~~1.6~~**2.7**For first-entry undergraduate programs, instructors must provide meaningful feedback to students on their in-course performance, constituting a minimum 20% of the final grade, at least two (2) days prior to the voluntary

withdrawal deadline. (see ~~1.15~~ **2.16** below) Exemptions may be approved by the Dean of the Faculty offering the course, in which case the instructor shall provide a statement in the course syllabus explaining why the specific course is excluded.

~~1.7~~**2.8** Changes may be made to the course outline up until the end of the first two weeks of classes. A hard copy of the final version of the course outline must be submitted to the AAU Head by the end of the second week of classes. After the initial first two weeks of the course, the dates referred to in ~~1.2.2~~ **2.1.2** may be altered only for a compelling pedagogical or administrative reason. In the event of such a change, students will receive advance notice of at least two calendar weeks. Notification of the precise dates for tests, handing in assignments, and all other activities (except unannounced quizzes), which will affect the final course grade, must be provided to students at least two calendar weeks prior to that date. The procedures for determining the final grade in a course may not be altered in any circumstance after the first two weeks of the course.

~~1.8~~**2.9** If a test or other evaluation procedure cannot be held at the scheduled time because of an emergency, the activity will automatically be rescheduled for the next regular class meeting.

~~1.9~~**2.10** In exceptional circumstances, where it is necessary for an Instructor to schedule a test outside of the regularly scheduled class time, s/he shall make appropriate alternative arrangements to accommodate students who have a class schedule conflict at that time or for whom the scheduled tests cause extraordinary hardship.

~~1.10~~**2.11** Courses or situations in which students are evaluated by observers or supervisors rather than by written examinations or submitted assignments would include, among others, field trips, field placements, internships, course participation, practica, and individual or group laboratory or performances. While the student may receive advice about progress in an assignment, a written evaluation of some kind shall be provided at an appropriate time or times during the semester. In courses that demand a major performance by a student and where a student's progress is measured by such a performance, an appropriate record should be made and preserved in the manner in which written examinations are preserved by the Instructor or AAU (See **2.13.2** ~~1.12.2~~ below).

~~1.11~~**2.12** A student who believes that a provision of paragraphs ~~1.~~2**.1** through **2.11** ~~1.10~~ is being violated is encouraged to resolve the matter informally with the Instructor and/or the AAU Head. If the complaint is not resolved, the student may appeal to the Dean of the Faculty in which the course is offered. The Dean will investigate the complaint and, if a violation has occurred, the Instructor will take appropriate remedial action as determined by the Dean. Other matters regarding procedural irregularity are outlined in the sections on "Formal Appeal" in this Bylaw 54 and in Bylaw 32, Procedural Irregularities and Discrimination Regarding Academic Instruction, Evaluation and Appeals.

~~1.12~~**2.13** Unofficial final grades for a course shall be submitted to the Dean no later than seven calendar days after the final examination of the course has been written, except in the Faculty of Law. In cases where there is no examination slot, unofficial final grades shall be submitted to the Dean no later than seven calendar days after the close of the examination period. In the instance of December final examinations scheduled within the last seven calendar days before the University closes for December recess, unofficial grades shall be submitted no later than the second working day following the December recess.

> ~~1.12~~**2.13**.1   Under no circumstances shall examinations, essays, lab exercises and other assignments be left in a public place.

> ~~1.12~~**2.13**.2   Students have the right to review the instructor's marking/answer guide, when available, and to examine their final examination answer papers; such papers shall be made available in the Instructor's office or, where more appropriate, in the AAU office(s) or other university office(s), for a period of not less than twelve months. (It is understood that availability implies the student's right of access to the answer paper, and may even include, in cases where it is obvious or the student confirms

in writing that no appeal is contemplated and that s/he does not desire that the paper be retained, return of the paper to the student before the expiration of the twelve-month holding period.)

1.132.14 In order to become official, all final grades shall be submitted by the instructor, through the AAU Head, to the Dean for authorization. The Dean shall review and assign official final grades and shall submit the grades to the Office of the Registrar.

1.142.15 Correction of grades may be initiated only by the Instructor, and requires the signature of the AAU Head and the Dean.

1.152.16 Students must withdraw from a course or courses within the withdrawal periods as indicated below. ~~The last opportunity for withdrawal from a course or courses is the end of the ninth week of class in a regular fall or winter session. Withdrawal periods for courses in other sessions are set at approximately two-thirds of the course length.~~ The withdrawal will be entered on the student's transcript as VW (Voluntary Withdrawal), which is defined as "Withdrawal in good standing. No academic credit".

~~One-term course offered during Fall or Winter Term~~ **Twelve-week course** - within nine weeks of beginning of term. (Not including ~~Study~~ **Reading** Week)

~~Two-term course~~ **Twenty-four week course** - within four weeks of beginning of the second term.

~~Summer Term (Intersession/Summer Session)~~
Three-week course - within two weeks of beginning of session.
Six-week course - within four weeks of beginning of session.
Eight-week course - within five weeks of beginning of session.
~~Twelve-week course - within nine weeks of beginning of session.~~
For all other course lengths – two-thirds into the beginning of the session.

Students are not permitted to withdraw from a course or courses after the appropriate designated withdrawal period. After the voluntary withdrawal period for a course, students remain registered and will be assigned grades as appropriate.

The student who wishes to drop a course or courses after the relevant withdrawal period based on medical or compassionate grounds shall follow the procedure outlined below (paragraph **2.19.2**~~1.18.1.~~2). An interview may be required.

The status of a student who withdraws from full-time studies is left to the decision of the Faculty and will be reported to the student through the Office of the Registrar.

1.162.17 All appeals (see section 1.17**2.18**) must be made in writing to the appropriate Faculty through the Office of the Registrar, no later than three weeks after the final mark has been released by the Registrar; the AAU will be given a four-week limit from the end of the appeal period in which to respond to the appeal. The Dean of the Faculty in which the course is offered may, however, owing to extenuating circumstances, grant the right of appeal after the three-week deadline.

For students registered in the JD program, the three-week appeal period commences on the date students are notified of their marks by the Faculty of Law.

1.17**2.18**   Grade Appeals

1.17**2.18**.1   Informal Review

Where a student wishes to review a grade awarded for assigned work at any time during the term the course is being taught, and up to the time the marks are officially submitted to the Office of the Registrar, an informal inquiry can be made to the Instructor responsible for the course. Assigned work includes mid-terms, tests, seminars, essays, final examination and all other academic exercises that will be used in calculating a final grade. The purpose of the inquiry is to review the work submitted and to allow for any adjustment of the grade in question where that change is found to be appropriate by the Instructor. This must be done within the time limit as established by the Instructor, but not later than ten working days after the release or publication of the grade. This review does not preclude the student from appealing the final grade.

Where the purpose of reviewing work for which a grade has been assigned is not to request a grade change, requests may be made to review the graded work up to six months after the close of the term in which the course was taught, upon reasonable notice to the instructor.

1.17**2.18**.2   <u>Formal Appeal</u>

When a student believes his/her final grade does not accurately represent his/her academic accomplishments because of incorrect evaluation of work or because of procedural irregularity, the following procedure shall be made available.

Students appealing on the grounds of serious health circumstances or bereavement should follow the procedures indicated in paragraphs 1.18**2.19**.1-1.18**2.19**.3. Matters dealing with bias are covered in Bylaw 32. Similarly, appeals claiming procedural errors in the application of this Bylaw are also covered in Bylaw 32.

1.17**2.18**.2.1   The student may formally appeal through the Office of the Registrar at a fee of $20.00;

1.17**2.18**.2.2   The Dean of the Faculty offering the course shall inform the Registrar of the result of the appeal. The student will be informed of the outcome, with reasons (if reasons for the appeal were submitted) in writing by the Registrar, and if successful, the $20.00 fee will be refunded.

1.17**2.18**.2.3   All money collected for appeals and not returned to the student shall be deposited in the general University scholarship fund.

1.17**2.18**.2.4   Where the student is contemplating a formal appeal, s/he shall have the right to review his/her work for which a grade has been assigned, upon reasonable notice to the instructor.

1.17**2.18**.2.5   <u>Incorrect Evaluation</u>

     1.17**2.18**.2.5.1   A student is encouraged to submit a letter of rationale including relevant supporting documents (i.e., class assignments, tests).

     1.17**2.18**.2.5.2   The appeal will be referred to the Dean of the Faculty offering the course, who, in consultation with the AAU Head, will be required to instruct the Instructor responsible for assigning that final grade in dispute where possible, or an alternate where not possible, to review all assigned work for the purposes of re-evaluation. The Dean, in consultation with the AAU Head, shall confer with a second faculty member with the appropriate expertise who was not involved in the instruction or evaluation of the course. The identity of the second faculty

member consulted by the Dean shall not be divulged to either the student or to the original instructor.

1.17**2.18**.2.6   Procedural Irregularity

1.17**2.18**.2.6.1   The student shall submit a letter of rationale explaining the effect of the procedural irregularity on the grade and include relevant supporting documentation (e.g., course outline)

1.17**2.18**.2.6.2   The appeal will be referred to the Dean of the Faculty offering the course who in consultation with the AAU Head will investigate the appeal. If procedural irregularity has occurred and has adversely affected the student's grade, the Dean of the Faculty offering the course will adjust the grade or make alternative appropriate arrangements.

1.17**2.18**.3 Stays

1.17**2.18**.3.1   During the course of any appeal procedure described throughout paragraph 1.17**2.18**.2, a stay on all lower decisions affecting a student's standing in a program or eligibility to proceed with a course of study shall be in effect until a final decision has been reached.

1.17**2.18**.3.1 **2**   The stay shall also be in effect if the matter is being considered by the Committee on Procedures and Discrimination, under Bylaw 32. In the event that a decision adverse to the student is reached by the Committee on Procedures and Discrimination, the student will receive the original grade assigned or the grade assigned on appeal, as the case may be.

1.17**2.18**.4   In cases where the assigned grade prevents the student from achieving the requirements for promotion, the requirements as defined by the Faculty will be applied.

1.18.1 **2.19**   Considerations for Health, Bereavement, or Extenuating Circumstances

1.18.1 **2.19**.1   Informal Request: A student who wishes to receive consideration on matters affecting or shown to affect his/her academic performance, such as, serious health circumstances or bereavement based on medical or compassionate grounds, or unanticipated extenuating circumstances beyond the control of the student (e.g., jury duty, caring for an ill family member, labour disputes, etc.), should communicate with the Instructor as soon as possible, prior to, during, and subsequent to the examination period, or at the time when a student's performance is evaluated for the purpose of assigning a grade, taking into account the severity of the illness, bereavement, or other extenuating circumstance. The instructor may choose to handle the matter informally. Whether or not informal resolution is obtained, a formal request through the Office of the Registrar is also possible in accordance with paragraph 1.18.1 **2.19.**2.

1.18.1 **2.19**.2   Formal Request: A student who wishes to receive consideration on matters affecting or shown to affect his/her academic performance, such as, serious health circumstances or bereavement based on medical or compassionate grounds, or unanticipated extenuating circumstances beyond the control of the student (e.g., jury duty, caring for an ill family member, labour disputes, etc.), should communicate with the Office of the Registrar as soon as possible, prior to, during, and subsequent to the examination period, or at the time when a student's performance is evaluated for the purpose of assigning a grade, taking into account the severity of the illness, bereavement, or other extenuating circumstance. A letter of rationale, requesting alternate evaluation or accommodation, and supporting

documents (e.g. the attending physician's letter, the call to jury duty) must be submitted to the Office of the Registrar forthwith and will be forwarded to the Dean of the Faculty in which the course is offered. If the Dean of the Faculty offering the course finds the grounds sufficient, the student's request will be forwarded to the Instructor who shall provide an alternate evaluation or accommodation. The Dean of the Faculty offering the course shall inform the student and the Office of the Registrar of the approved alternate evaluation or accommodation.

> 1.18~~2.19.2~~**.1**   Following receipt of the letter of rationale and supporting documents by the Office of the Registrar, and until the Dean of the Faculty offering the course has communicated his/her decision to the Office of the Registrar, a stay on all decisions affecting a student's standing in a program or eligibility to proceed with a course of study, shall be in effect until a final decision has been reached. The Dean of the Faculty offering the course shall communicate his/her decision in writing or electronically to the Office of the Registrar within four weeks of receipt of the letter of rationale and supporting documents by the Office of the Registrar.

~~1.18.1~~ **2.19**.3   In the cases outlined in ~~1.18.1~~**2.19**.1-~~1.18.1~~**2.19**.2 above, the Instructor may grant an "aegrotat" grade on the basis of term work or assign an "incomplete" grade indicating what further work is required and the deadline by which such work must be completed. The instructor's response will be forwarded to the Registrar using the procedure followed for submitting final grades.

In the Faculty of Law, the procedures related to academic status appeals as developed by that Faculty, will apply.

~~1.19~~**2.20** Incomplete Grades

~~1.19~~**2.20**.1   Subject to regulations laid down by the Faculty, an "Incomplete" grade may be assigned to a student who so requests and at the discretion of the Instructor and AAU Head. Such a grade will be granted to a student who has not been able to complete all course requirements by the date of the final evaluations. The "Incomplete" grade could be used in situations such as:

~~1.19~~**2.20**.1.1   the missing of an examination or test for a valid reason;

~~1.19~~**2.20**.1.2   the failure to complete required projects or assignments in the allotted time owing to circumstances beyond the student's control.

~~1.19~~**2.20**.2 The average of a student who receives an "Incomplete" grade will not be calculated until the final mark is assigned. An "Incomplete" grade must be changed to a numeric grade no later than six weeks after the last date of the examination period, at which time, if no grade has been assigned, a final failing grade will automatically be entered in the student's record by the Office of the Registrar, except in exceptional circumstances in which case the Dean of the Faculty offering the course shall specify a period of time greater than six weeks.

~~1.20~~**2.21**   The Faculty will advise the Registrar within one month of the beginning of the semester or session, as to which courses have the privilege of a supplementary evaluation process, and when these processes will take place.

~~1.21~~**2.22**   If an appeal made under Clauses ~~1.2~~**2.1**, ~~1.17~~**2.18**.1, ~~1.17~~**2.18**.2, or ~~1.18.1~~**2.19** involves a course taught by a Dean, the Registrar will ask the Dean of a different Faculty to administer the appeal in accordance with this Bylaw. If such an appeal involves a course taught by an AAU Head who is not a Dean, the Dean of the Faculty offering the course will administer the appeal in accordance with this Bylaw.

2.23 Alternative Examinations

Students who are unable to write a final examination during the regularly scheduled time slot due to a conflict arising from a religious observance shall be given the opportunity to write an alternative examination during another time slot within the regularly scheduled examination period.

Students must submit an application for an alternative examination to the Office of the Registrar in accordance with the deadlines listed in Appendix A.

The Office of the Registrar is required to contact the instructors involved for the preparation of an alternative examination, to reschedule the examination in another time slot within the regularly scheduled examination period, and to notify students of their new examination schedule in accordance with the deadlines listed in Appendix A.

Appendix A

Deadlines for Alternative Examinations Pursuant to Bylaw 54: 2.6.2 and 2.23

TERM	Posted Exam Schedule	Application Deadline	Notification of Decision Deadline
Fall Semester (12 weeks)	October 15	October 31	November 15
Winter Semester (12 weeks)	February 15	February 28	March 15
Summer Semester (12 weeks)	June 15	June 30	July 15
Fall-Winter Semesters (24 weeks) (2 term course)	February 15	February 28	March 15
Winter-Summer Semesters (24 weeks) (2 term course)	June 15	June 30	July 15
Summer-Fall Semesters (24 weeks) (2 term course)	October 15	October 31	November 15
Inter-Session (3 weeks)	May 8	May 12	May 16
Inter-Session (6 weeks)	May 15	May 30	June 5
Inter-Session (8 weeks)	May 15	May 30	June 5
Summer Session (3 weeks)	June 28	July 2	July 6
Summer Session (6 weeks)	July 5	July 20	July 26
Summer Session (8 Weeks)	July 5	July 20	July 26
For all other courses	By the end of the first quarter of the course	By the end of the second quarter (halfway through the course)	By the end of the third quarter of the course

University of Windsor
Senate

5.7.1: **Bylaw 51 Revisions: Proposal for New Bylaw 54 (Undergraduate) and New Bylaw 55 (Graduate)**

Item for: **Approval**

Forwarded by: **SGC Bylaw Review Committee**

MOTION: That proposed revisions to Bylaw 51 be approved, including dividing the bylaw into two bylaws: Bylaw 54, Undergraduate Academic Evaluation Procedures, and Bylaw 55, Graduate Academic Evaluation Procedures, and that the proposed revisions be approved.

Rationale:
- Revisions to the academic evaluation procedures for graduate programs were made following discussion at Senate and direction from the Senate Governance Committee, that graduate students should have the same rights, responsibilities and protections as undergraduate students. The new bylaw 55 mirrors many of the clauses in the undergraduate bylaw (now renumbered 54), with few exceptions, with the possibility of exemptions with the approval of the Dean of Graduate Studies.
- The Bylaw Review Committee met with the Graduate Studies Executive to obtain feedback on possible changes to the bylaw. The Graduate Studies Executive supported the proposed changes with minor revisions.
- Revisions to the undergraduate academic evaluation procedures are minor and are intended as clarification.
- If approved by Senate, the changes proposed in the *APC Report on Student Mental Health Strategy (Recommendation 2)* will be incorporated into the new bylaws 54 and 55.

SENATE BYLAW

<mark>**Bylaw 55: Graduate Academic Evaluation Procedures**</mark>
ADOPTED by Senate: 11 Feb 1974
AMENDED by Senate: 16 Jan 1976, 21 Sep 1977, 14 Dec 1978, 14 May 1981, 15 Oct 1981, 17 Mar 1983, 15 Dec 1983, 27 Sep 1984, 13 Dec 1984, 19 Sep 1985, 14 Nov 1985, 18 Jun 1986, 10 Jun 1987, 1 Dec 1987, 20 Oct 1988, 22 Sep 1989, 2 Nov 1989, 27 Jun 1990, 21 Apr 1994, 12 May 2004, 9 June 2005, 12 April 2006, 7 June 2006, 10 May 2007, 9 Dec 2009, 8 Feb 2013, 12 Apr 2013, 10 Apr 2015, 10 June 2016, 26 May 2017, 14 Dec 2018, 8 Feb 2019.

Date Issued: May 1994

AMENDED Due To Administrative/Organizational/Name Changes: 6 June 2014, 09 October 2015.

Definitions
In this Bylaw,

"Dean" shall mean "Dean or Designate"
"Academic Administrative Unit (AAU) Head" shall mean the Head of a Department, the Director of a School, the Dean of an undepartmentalized Faculty.
"Instructor" shall mean the course instructor.
"Day" shall mean a normal business day for the University, **unless specified as "calendar day".**
"Final examination(s)" shall mean "any final testing procedure (written test, oral interview, essay, take home test, etc.) that takes place or falls due during the examination period.

1   ~~Students registered in the Faculty of Graduate Studies~~

2.1   **The following regulations apply to all graduate programs ~~the Faculty of Graduate Studies.~~**

2.1.1   By the first day of each course, the Instructor must provide students with a ~~written~~ course outline **(hard copy or electronic)** which includes precise information concerning the following:

   2.1.1.1 all procedures for determining the final grade in a course, including:
   - conversion of raw scores into **the final** grade~~s~~;
   - "curving";
   - procedures in which students are evaluated by observers or supervisors rather than by written examinations or submitted assignments; and
   - types and formats of evaluations.

   2.1.1.2 the approximate dates for tests, handing in assignments, and all other activities (except unannounced quizzes), which will affect the final course grade.

   2.1.1.3 a statement that the Student Evaluation of Teaching forms will be administered, in accordance with Senate policy, in:
   - the last two weeks of classes **for courses 12-24 weeks in duration**
   - **the last week of classes for courses 6-11 weeks in duration**
   - **the last two days of classes for courses of 5 or fewer weeks in duration**

~~2.~~1.1.4   the regulations concerning supplemental examination privileges which are in force in that Faculty.

~~2.~~1.1.5   information regarding the use of plagiarism prevention software, in accordance with Senate policy.

~~2.~~1.6   information regarding the University's **grading scale** ~~standardized percentage conversion scale~~, in accordance with Senate policy.

1.2.7   information on the last date to voluntarily withdraw from the course

~~2.~~1.1.**8**.~~7~~   and any other matters mandated by University, Senate, or Faculty Policy.

~~2.~~1.2   Alterations in the announced procedure, under ~~2.~~1.1 above, may be made by the instructor with the consent of the majority of the registered class.

1.3   No forms of assessment shall be scheduled or made due on days identified as break days such as reading weeks, holidays, or days that the University is closed.

~~2.2~~**1.4**Other Evaluative Procedures

~~2.2~~**1.4**.1   A student who has three or more final examinations scheduled or due in consecutive time slots over a 24-hour period or three or more final examinations scheduled or due in one calendar day may apply to have one of their examinations rescheduled on a supplemental examination day. The determination of which examination shall be rescheduled and the date of the supplemental examination (normally the last possible day of the examination period) shall be made by the Associate Dean, Faculty of Graduate Studies. Where permission has been granted, instructors shall provide an alternate examination at the rescheduled time. Where other arrangements cannot be made, invigilation and administration of final examinations held on the supplemental examination day will be managed by the Office of the Registrar. Applications and notification of decisions shall made in accordance with the deadlines listed in Appendix A.

~~2.2~~**1.4**.2   A student who has three or more major in-term evaluations scheduled or due within a 24-hour period may apply, no later than end of the first quarter of classes, to seek an appropriate accommodation (such as a due date modification, alternative assignment, or rescheduled test). Such a request shall not be unreasonably denied. In the case where the matter cannot be resolved between the instructor and the student, the final determination will rest with the Head of the Department offering the course, in consultation with the faculty member(s).

1.5   Instructors must provide meaningful feedback to students on their in-course performance, constituting a minimum 20% of the final grade, at least two (2) days prior to the voluntary withdrawal deadline (see 1.7 below), with the exception of thesis, major paper, dissertation, internship, and practicum courses. Further exemptions may be approved by the Dean of Graduate Studies, upon recommendation from the AAU Head, in which case the instructor shall provide a statement in the course syllabus explaining why the specific course is excluded.

1.6   Courses or situations in which students are evaluated by observers or supervisors rather than by written examinations or submitted assignments would include, among others, field trips, field placements, internships, course participation, practica, internship and individual or group laboratory or performances. While the student may receive advice about progress in an assignment, a written evaluation of some kind shall be provided at an appropriate time or times during the semester. In courses that demand evaluation of a practica, internship or a major performance by a student and where a student's progress is measured by such an evaluation, an appropriate record should be made and preserved in the manner in which written examinations are preserved by the Instructor or AAU (See 1.7.2 below).

2.3.1.7 ~~2.3.~~**1.7** Unofficial final grades for a course shall be submitted to the Dean of Graduate Studies no later than seven calendar days after the final examination of the course has been written. In cases where there is no examination slot, unofficial final grades shall be submitted to the Dean of Graduate Studies no later than seven calendar days after the close of the examination period. In the instance of December final examinations scheduled within the last seven calendar days before the University closes for December recess, unofficial grades shall be submitted no later than the second working day following the December recess.

> ~~2.3.~~**1.7.**1 Under no circumstances shall examinations, essays, lab exercises and other assignments be left in a public place.

> ~~2.3.~~**1.7.**2 Students have the right to review the instructor's marking/answer guide, when available, and to examine their final examination answer papers; such papers shall be kept available in the Instructor's office or, where more appropriate, in the AAU office(s), for a period of not less than twelve months. (It is understood that availability implies the student's right of access to the answer paper, and may even include, in cases where it is obvious or the student confirms in writing that no appeal is contemplated, return of the paper to the student before the expiration of the twelve-month holding period.)

~~2.4~~**1.8** In order to become official, all final grades shall be submitted by the instructor, through the AAU Head, to the Dean of Graduate Studies for authorization. The Dean of Graduate Studies shall review and assign official final grades and shall submit the grades to the Office of the Registrar.

~~2.5~~**1.9** Correction of grades may be initiated only by the Instructor, and requires the signature of the AAU Head and the Dean of Graduate Studies.

~~2.6~~**1.10** Students must withdraw from a course or courses within the withdrawal periods as indicated below. ~~The last opportunity for withdrawal from a course or courses is the end of the ninth week of class in a regular fall or winter session. Withdrawal periods for courses in other sessions are set at approximately two thirds of the course length.~~ The withdrawal will be entered on the student's transcript as VW (Voluntary Withdrawal), which is defined as "Withdrawal in good standing. No academic credit".

~~One-term course offered during Fall or Winter Term~~ **Twelve-week course** - within nine weeks of beginning of term. (Not including ~~Study~~ **Reading** Week)

~~Two-term course~~ **Twenty-four week course** - within four weeks of beginning of the second term.

~~Summer Term (Intersession/Summer Session)~~
Three-week course - within two weeks of beginning of session.
Six-week course - within four weeks of beginning of session.
Eight-week course - within five weeks of beginning of session.
~~Twelve-week course - within nine weeks of beginning of session.~~
For all other course lengths – two-thirds into the beginning of the session.

Students are not permitted to withdraw from a course or courses after the appropriate designated withdrawal period. After the voluntary withdrawal period for a course, students remain registered and will be assigned grades as appropriate.

A student who wishes to drop a course or courses after the relevant withdrawal period based on medical or compassionate grounds shall follow the procedure outlined below. (paragraph ~~2.7~~**1.11**)

The status of a student who withdraws from full-time studies is left to the decision of the Dean of Graduate Studies and will be reported to the student through the Office of the Registrar.

2.7~~1.11~~.   Considerations for Health, Bereavement, or Extenuating Circumstances

2.7~~1.11~~.1.   Informal Request: A student who wishes to receive consideration on matters affecting or shown to affect his/her academic performance, such as, serious health circumstances or bereavement based on medical or compassionate grounds, or unanticipated extenuating circumstances beyond the control of the student (e.g., jury duty, caring for an ill family member, labour disputes, etc.), should communicate with the Instructor as soon as possible, prior to, during, and subsequent to the examination period, or at the time when a student's performance is evaluated for the purpose of assigning a grade, taking into account the severity of the illness, bereavement, or other extenuating circumstance. The instructor may choose to handle the matter informally. Whether or not informal resolution is obtained, a formal request is also possible in accordance with paragraph 2.7~~1.11~~.2.

2.7~~1.11~~.2   Formal Request: A student who wishes to receive consideration on matters affecting or shown to affect his/her academic performance, such as, serious health circumstances or bereavement based on medical or compassionate grounds, or unanticipated extenuating circumstances beyond the control of the student (e.g., jury duty, caring for an ill family member, labour disputes, etc.), should communicate with the Head of the AAU offering the course and the Faculty of Graduate Studies as soon as possible, prior to, during, and subsequent to the examination period, or at the time when a student's performance is evaluated for the purpose of assigning a grade, taking into account the severity of the illness, bereavement, or other extenuating circumstance. A letter of rationale, requesting alternate evaluation or accommodation, and supporting documents (e.g. the attending physician's letter, the call to jury duty) must be submitted to the Faculty of Graduate Studies forthwith and will be forwarded to the Head of the AAU offering the course. The Head of the AAU offering the course shall consult with the instructor and make a recommendation to the Dean of Graduate Studies. If the Dean of Graduate Studies approves the recommendation, the Head of the AAU offering the course shall make appropriate arrangements for the alternate evaluation or accommodation. The Dean of Graduate Studies shall inform the student and the Office of the Registrar of the approved alternate evaluation or accommodation.

2.7~~1.11.2.1~~.~~4~~ Stays: Following receipt of the letter of rationale and supporting documents, and until the Dean of Graduate Studies has communicated his/her decision to the Office of the Registrar, a stay on all decisions affecting a student's standing in a program or eligibility to proceed with a course of study, shall be in effect until a final decision has been reached. The Dean of Graduate Studies shall communicate his/her decision to the Office of the Registrar within four weeks of receipt of the letter of rationale and supporting documents.

2.7~~1.11~~.3   In the cases outlined in 2.7~~1.11~~.1-2.7~~1.11~~.2 above, the Instructor may grant an "aegrotat" grade on the basis of term work or assign an "incomplete" grade indicating what further work is required and the deadline by which such work must be completed. The instructor's response will be forwarded by the Head of the AAU offering the course to the Dean of Graduate Studies for final approval. The Dean of Graduate Studies shall inform the Office of the Registrar using the procedure followed for submitting final grades.

2.8~~1.9~~12Graduate Appeals

To provide for the variety of appeals characteristic of the Graduate program, a distinction has been made between grade appeals and those involving decisions regarding other aspects of graduate education. In order to ensure an expeditious treatment of appeals, students are encouraged to file complaints as soon after decisions have been made as possible, but no later than three weeks after the grade or decision is released by the Office of the Registrar.

2.8~~1.12~~.1   Informal Review of Grades

When a student wishes to review a grade awarded for assigned work at any time during the term in which the course is being taught, and up to the time the marks are officially submitted to the Office of the Registrar, an informal inquiry can be made to the Instructor. Assigned work includes mid-terms, tests, seminars, essays, final examination, and all other academic exercises that will be used in calculating a final grade. The purpose of the inquiry is to review the work submitted, and to allow for adjustment of the grade in question where that change is found to be appropriate by the Instructor. This may be done within a time limit established by the Instructor, but not later than ten working days after the release or publication of the grade. This review does not preclude the student from appealing the final grade to the Dean of Graduate Studies.

Where the purpose of reviewing work for which a grade has been assigned is not to request a grade change, requests may be made to review the graded work up to six months after the close of the term in which the course was taught, upon reasonable notice to the instructor.

2.8~~2.8~~**1.12**.2   Formal Grade Appeals

    1.12.2.1   Any formal grade appeal must be accompanied by $20.00 fee which will be refunded to the student if his/her grade is raised.

    1.12.2.2   Where the student is contemplating a formal appeal, s/he shall have the right to review his/her work for which a grade has been assigned, upon reasonable notice to the instructor.

    1.12.2.3   Where an individual Instructor's grade is in question, a formal letter of appeal, including reasons for the appeal and any factual information bearing on the appeal, shall be addressed to the Dean of Graduate Studies. Appeals must be received no later than three weeks after the final mark has been released by the Office of the Registrar. The Dean of Graduate Studies will then contact the AAU Head of the academic unit offering the course and request an academic investigation into the appeal. The AAU Head concerned will consult the Instructor involved and at least one other faculty member of the AAU in evaluating the appeal; if the AAU Head is the Instructor, a designate of the Dean of Graduate Studies will act in his/her place. After the AAU Head submits a report to the Dean of Graduate Studies, the appeal will be submitted to the Graduate Executive Committee for a decision.

    1.12.2.4   Where a committee's grade (e.g., a major paper, thesis or dissertation committee) is in question, a formal letter of appeal, including reasons for the appeal and any factual information bearing on the appeal, shall be addressed to the Dean of Graduate Studies who will convoke the Graduate Executive Committee. The Graduate Executive Committee shall invite a submission from the committee involved in the case. If the Graduate Executive Committee finds serious grounds, such as procedural irregularities, for believing the grade has not been fairly assessed, it may then order a reassessment. The re-assessment may be by the original committee or by a restructured committee as determined by the Graduate Executive Committee.

1.12.2.5 Stays

During the course of any appeal procedure described throughout paragraph 1.12.2, a stay on all lower decisions affecting a student's standing in a program or eligibility to proceed with a course of study shall be in effect until a final decision has been reached.

The stay shall also be in effect if the matter is being considered by the Committee on Procedures and Discrimination, under Bylaw 32. In the event that a decision adverse to the

student is reached by the Committee on Procedures and Discrimination, the student will receive the original grade assigned or the grade assigned on appeal, as the case may be.

1.12.2.6 In cases where the assigned grade prevents the student from achieving the requirements for promotion, the requirements as defined by the Faculty will be applied.

2.8**1.12**.3 <u>Other Appeals</u>

2.8**1.12**.3.1 Appeals, under 2.8**1.12**.3.2-2.8**1.12**.3.3 below, must be filed with the Office of Graduate Studies no later than two weeks after the official communication of an academic decision made by an Instructor, Research Advisor, or committee, concerning matters other than a grade.

2.8**1.12**.3.2 Where an academic decision made by an Instructor or Research Advisor concerning matters other than a grade is contested, the appeal must be made informally to the individual responsible for the initial decision. If this informal review is unsuccessful, the appellant may then file a formal appeal to the Dean of Graduate Studies who will convoke the Graduate Executive Committee. All such appeals are to be made in writing with full explanation of the pertinent circumstances and should include relevant documentary evidence. The Graduate Executive Committee shall invite a submission from the Instructor or Research Advisor involved in the case.

2.8**1.12**.3.3 Where an academic decision made by a committee concerning matters other than a grade is contested, there shall be no informal review stage, but the appellant may file a formal appeal to the Dean of Graduate Studies who will convoke the Graduate Executive Committee. All such appeals are to be made in writing with full explanation of the pertinent circumstances and should include relevant documentary evidence. The Graduate Executive Committee shall invite a submission from the committee involved in the case.

2.8**1.12**.3.4 Where an academic appeal, under sections 2.8**1.12**.3.1-2.8**1.12**.3.3 above, is denied by the Graduate Executive Committee, the appellant may petition the Graduate Executive Committee for reconsideration on the grounds of exceptional circumstances when there is substantive new information which was not available to the Graduate Executive Committee (e.g., procedural irregularity relating to the review conducted prior to the review by the Graduate Executive Committee). The Graduate Executive Committee shall determine whether to reconsider the matter.

2.8**1.12**.4 <u>Petitions to the Subcommittee on Procedures and Discrimination</u>

Where a student alleges discrimination, bias, sexual or other forms of harassment, or procedural irregularities with respect to academic instruction, evaluation or appeals, a petition may be filed by the student in accordance with Senate Bylaw 32. **In such cases, a stay on all lower decisions affecting a student's standing in a program or eligibility to proceed with a course of study shall be in effect until a final decision has been reached by the Committee on Procedures and Discrimination.**

1.13 Alternative Examinations

Students who are unable to write a final examination during the regularly scheduled time slot due to a conflict arising from a religious observance shall be given the opportunity to write an alternative examination during another time slot within the regularly scheduled examination period.

Students must submit an application for an alternative examination to the Office of the Registrar in accordance with the deadlines listed in Appendix A.

The Office of the Registrar is required to contact the instructors involved for the preparation of an alternative examination, to reschedule the examination in another time slot within the regularly scheduled examination period, and to notify students of their new examination schedule in accordance with the deadlines listed in Appendix A.

Appendix A

Deadlines for Alternative Examinations Pursuant to Bylaw 55: 1.4.1 and 1.13

TERM	Posted Exam Schedule	Application Deadline	Notification of Decision Deadline
Fall Semester (12 weeks)	October 15	October 31	November 15
Winter Semester (12 weeks)	February 15	February 28	March 15
Summer Semester (12 weeks)	June 15	June 30	July 15
Fall-Winter Semesters (24 weeks) (2 term course)	February 15	February 28	March 15
Winter-Summer Semesters (24 weeks) (2 term course)	June 15	June 30	July 15
Summer-Fall Semesters (24 weeks) (2 term course)	October 15	October 31	November 15
Inter-Session (3 weeks)	May 8	May 12	May 16
Inter-Session (6 weeks)	May 15	May 30	June 5
Inter-Session (8 weeks)	May 15	May 30	June 5
Summer Session (3 weeks)	June 28	July 2	July 6
Summer Session (6 weeks)	July 5	July 20	July 26
Summer Session (8 Weeks)	July 5	July 20	July 26
For all other courses	By the end of the first quarter of the course	By the end of the second quarter (halfway through the course)	By the end of the third quarter of the course

SENATE BYLAW

Bylaw 54: <mark>Undergraduate</mark> Academic Evaluation Procedures
ADOPTED by Senate: 11 Feb 1974
AMENDED by Senate: 16 Jan 1976, 21 Sep 1977, 14 Dec 1978, 14 May 1981, 15 Oct 1981, 17 Mar 1983, 15 Dec 1983, 27 Sep 1984, 13 Dec 1984, 19 Sep 1985, 14 Nov 1985, 18 Jun 1986, 10 Jun 1987, 1 Dec 1987, 20 Oct 1988, 22 Sep 1989, 2 Nov 1989, 27 Jun 1990, 21 Apr 1994, 12 May 2004, 9 June 2005, 12 April 2006, 7 June 2006, 10 May 2007, 9 Dec 2009, 8 Feb 2013, 12 Apr 2013, 10 Apr 2015, 10 June 2016, 26 May 2017, 14 Dec 2018, 8 Feb 2019.

Date Issued: May 1994

AMENDED Due To Administrative/Organizational/Name Changes: 6 June 2014, 09 October 2015.

Definitions
In this Bylaw,

"Dean" shall mean "Dean or Designate" (with the exception of 1.21)
"Academic Administrative Unit (AAU) Head" shall mean the Head of a Department, the Director of a School, the Dean of an undepartmentalized Faculty.
"Instructor" shall mean the course instructor.
"Day" shall mean a normal business day for the University, **unless specified as "calendar day".**
"Final examination(s)" shall mean "any final testing procedure (written test, oral interview, essay, take home test, etc.) that takes place or falls due during the examination period.
"First-entry undergraduate programs" **shall mean all undergraduate programs with the exception of undergraduate programs in Education and Law.**

1   The following regulations apply to ~~Students Registered in Undergraduate Faculties~~ first-entry undergraduate programs

~~1.1   The following regulations 1.1.1 to 1.1.4 inclusive, apply to all undergraduate Faculties except the Faculty of Law and the Faculty of Education:~~

~~1.~~1.1   All courses shall have some type of non-optional, meaningful, **final examination** ~~final testing procedure (written test, oral interview, essay, take home test, etc.)~~ during the examination period.

~~1.~~1.2   Two to three-hour examination slots will normally be scheduled in the formal final examination periods in each semester for all courses which terminate in that semester. All final **examinations** ~~final testing procedures (written test, oral interview, essay, take home test, etc.)~~ shall take place (or fall due, as the case may be) during the two to three-hour final examination slot so scheduled. The actual duration of testing procedures during the scheduled final examination slot may be less than the scheduled time, at the discretion of the individual instructor.

If oral or other special types of examinations cannot be accommodated in the two to three-hour final examination slot, and satisfactory arrangements cannot be made with the course instructor, notice will be given to the Registrar by the AAU Head and special arrangements will be made.

~~1.~~1.3   The last seven calendar days prior to, and including, the last day of classes in each period of instruction of twelve (or greater) weeks in duration must be free from any procedures for which a mark will be assigned,

including the submission of assignments such as essays, term papers, and take home examinations. Courses that are presented by a specialized teaching method, where the testing procedures are an integral part of the instructional process, shall be exempt from this regulation subject to approval of the Dean of the Faculty in which the course is given.

1.1.3.1 In the case of periods of instruction of eight-**eleven** weeks in duration, clause 1.1.3 shall apply to the last four calendar days before the start of the examination period;

1.1.3.2 In the case of periods of instruction of six-**seven** weeks in duration, clause 1.1.3 shall apply to the last three calendar days before the start of the examination period;

1.1.3.3 In the case of periods of instruction of three-**five** weeks in duration, clause 1.1.3 shall apply to the last two calendar days before the start of the examination period.

1.1.4 It is left to each AAU to set the range of the weights of the final testing procedures.

2. The following regulations apply to all undergraduate programs

2.1.2 By the first day of each course, the Instructor must provide students with a ~~written~~ course outline **(hard copy or electronic)** which includes precise information concerning the following:

2.1.2.1 all procedures for determining the final grade in a course, including:
- conversion of raw scores into **the final** grade~~s~~;
- "curving";
- procedures in which students are evaluated by observers or supervisors rather than by written examinations or submitted assignments; and
- types and formats of evaluations.

2.1.2.2 the approximate dates for tests, handing in assignments, and all other activities (except unannounced quizzes), which will affect the final course grade.

2.1.2.3 a statement that the Student Evaluation of Teaching forms will be administered, in accordance with Senate policy, in:
- the last two weeks of classes **for courses 12-24 weeks in duration**
- **the last week of classes for courses 6-11 weeks in duration**
- **the last two days of classes for courses of 5 or fewer weeks in duration**

2.1.2.4 the regulations concerning supplemental examination privileges which are in force in that Faculty.

2.1.2.5 information regarding the use of plagiarism prevention software, in accordance with Senate policy.

2.1.2.6 information regarding the University's **percentage marking and grading scale** ~~standardized percentage conversion scale,~~ in accordance with Senate policy.

2.1.7 information on the last date to voluntarily withdraw from the course

2.1.2.78 and any other matters mandated by University, Senate, or Faculty Policy.

2.1.3 Instructors may not alter the date of final examinations if scheduled and announced by the Registrar. All other final examinations may be scheduled only during the University's official examination period.

2.4 No forms of assessment shall be scheduled or made due on days identified as break days such as reading weeks, holidays, or days that the University is closed.

2.5~~1.4~~The procedures for the grading of class participation should be clearly stated to students in the written information specifying the procedures for the determination of final grades. When class participation is included in the final grade, the proportion of the marks awarded for class participation must be reasonable in all circumstances, and in all but exceptional instances, shall not amount to more than 20% of the final grade. In the case of courses where students are placed in field settings (such as practica, co-op placements, internships, clinical and field placements), where the basics of professional behaviour form a core component of the learning outcomes, attendance requirements may be imposed by the program area.

2.6~~1.5~~Other Evaluation Procedures

~~1.5~~**2.6**.1 No student enrolled in a first-entry undergraduate program at the University of Windsor shall be required to complete a single evaluation procedure worth more than one half of their final course grade (50%) in any undergraduate course (with the exception of independent study/seminar/research/directed reading/capstone courses, and performance courses). Further, no final course mark should be based entirely on a single piece of work. However, if a student is unable to complete an evaluation procedure based on medical or compassionate grounds, the instructor shall have the option to add the portion of the evaluation procedure not completed to the value of the final evaluation procedure even if the result is that the final evaluation procedure is worth more than 50 percent.

Exemptions may be granted by the Dean of the Faculty in which the course is offered upon the presentation of significant evidence of the necessity of an evaluation procedure worth more than 50%.

With the exception of distance education courses, grading policies that effectively allow a single evaluation procedure to be worth the entire course (i.e., a student who fails this assignment fails the course, regardless of the total grade received for other assignments), are not permitted.

~~1.5~~**2.6**.2 A student who has three or more final examinations scheduled or due in consecutive time slots over a 24-hour period or three or more final examinations scheduled or due in one calendar day may apply to have one of their examinations rescheduled on a supplemental examination day. The determination of which examination shall be rescheduled and the date of the supplemental examination (normally the last possible day of the examination period) shall be made by the Associate Vice-President, Student Experience. Where permission has been granted, instructors shall provide an alternate examination at the rescheduled time. Where other arrangements cannot be made, invigilation and administration of final examinations held on the supplemental examination day will be managed by the Office of the Registrar. Applications and notification of decisions shall be made in accordance with the deadlines listed in Appendix A.

~~1.5~~**2.6**.3 A student who has three or more major in-term evaluations scheduled or due within a 24-hour period may apply, no later than the end of the first quarter of classes, to seek an appropriate accommodation (such as a due date modification, alternative assignment, or rescheduled test). Such a request shall not be unreasonably denied. In the case where the matter cannot be resolved between the instructor and the student, the final determination will rest with the Head of the Department offering the course, in consultation with the faculty member(s).

~~1.5~~**2.6**.4 Unannounced or "spot" quizzes shall not individually count more than 2% and shall not in total contribute more than 5% to the final grade. Instructors must inform the class in writing at the beginning of the semester as to the number of spot quizzes which will occur during the semester and the value of each.

~~1.6~~**2.7**For first-entry undergraduate programs, instructors must provide meaningful feedback to students on their in-course performance, constituting a minimum 20% of the final grade, at least two (2) days prior to the voluntary

withdrawal deadline. (see ~~1.15~~ **2.16** below) Exemptions may be approved by the Dean of the Faculty offering the course, in which case the instructor shall provide a statement in the course syllabus explaining why the specific course is excluded.

~~1.7~~**2.8** Changes may be made to the course outline up until the end of the first two weeks of classes. A hard copy of the final version of the course outline must be submitted to the AAU Head by the end of the second week of classes. After the initial first two weeks of the course, the dates referred to in ~~1.2.2~~ **2.1.2** may be altered only for a compelling pedagogical or administrative reason. In the event of such a change, students will receive advance notice of at least two calendar weeks. Notification of the precise dates for tests, handing in assignments, and all other activities (except unannounced quizzes), which will affect the final course grade, must be provided to students at least two calendar weeks prior to that date. The procedures for determining the final grade in a course may not be altered in any circumstance after the first two weeks of the course.

~~1.8~~**2.9** If a test or other evaluation procedure cannot be held at the scheduled time because of an emergency, the activity will automatically be rescheduled for the next regular class meeting.

~~1.9~~**2.10** In exceptional circumstances, where it is necessary for an Instructor to schedule a test outside of the regularly scheduled class time, s/he shall make appropriate alternative arrangements to accommodate students who have a class schedule conflict at that time or for whom the scheduled tests cause extraordinary hardship.

~~1.10~~**2.11** Courses or situations in which students are evaluated by observers or supervisors rather than by written examinations or submitted assignments would include, among others, field trips, field placements, internships, course participation, practica, and individual or group laboratory or performances. While the student may receive advice about progress in an assignment, a written evaluation of some kind shall be provided at an appropriate time or times during the semester. In courses that demand a major performance by a student and where a student's progress is measured by such a performance, an appropriate record should be made and preserved in the manner in which written examinations are preserved by the Instructor or AAU (See **2.13.2** ~~1.12.2~~ below).

~~1.11~~**2.12** A student who believes that a provision of paragraphs ~~1.~~2.**1** through **2.11** ~~1.10~~ is being violated is encouraged to resolve the matter informally with the Instructor and/or the AAU Head. If the complaint is not resolved, the student may appeal to the Dean of the Faculty in which the course is offered. The Dean will investigate the complaint and, if a violation has occurred, the Instructor will take appropriate remedial action as determined by the Dean. Other matters regarding procedural irregularity are outlined in the sections on "Formal Appeal" in this Bylaw 54 and in Bylaw 32, Procedural Irregularities and Discrimination Regarding Academic Instruction, Evaluation and Appeals.

~~1.12~~**2.13** Unofficial final grades for a course shall be submitted to the Dean no later than seven calendar days after the final examination of the course has been written, except in the Faculty of Law. In cases where there is no examination slot, unofficial final grades shall be submitted to the Dean no later than seven calendar days after the close of the examination period. In the instance of December final examinations scheduled within the last seven calendar days before the University closes for December recess, unofficial grades shall be submitted no later than the second working day following the December recess.

~~1.12~~**2.13**.1 Under no circumstances shall examinations, essays, lab exercises and other assignments be left in a public place.

~~1.12~~**2.13**.2 Students have the right to review the instructor's marking/answer guide, when available, and to examine their final examination answer papers; such papers shall be made available in the Instructor's office or, where more appropriate, in the AAU office(s) or other university office(s), for a period of not less than twelve months. (It is understood that availability implies the student's right of access to the answer paper, and may even include, in cases where it is obvious or the student confirms

in writing that no appeal is contemplated and that s/he does not desire that the paper be retained, return of the paper to the student before the expiration of the twelve-month holding period.)

~~1.13~~**2.14** In order to become official, all final grades shall be submitted by the instructor, through the AAU Head, to the Dean for authorization. The Dean shall review and assign official final grades and shall submit the grades to the Office of the Registrar.

~~1.14~~**2.15** Correction of grades may be initiated only by the Instructor, and requires the signature of the AAU Head and the Dean.

~~1.15~~**2.16** Students must withdraw from a course or courses within the withdrawal periods as indicated below. ~~The last opportunity for withdrawal from a course or courses is the end of the ninth week of class in a regular fall or winter session. Withdrawal periods for courses in other sessions are set at approximately two-thirds of the course length.~~ The withdrawal will be entered on the student's transcript as VW (Voluntary Withdrawal), which is defined as "Withdrawal in good standing. No academic credit".

~~One-term course offered during Fall or Winter Term~~ **Twelve-week course** - within nine weeks of beginning of term. (Not including ~~Study~~ **Reading** Week)

~~Two-term course~~ **Twenty-four week course** - within four weeks of beginning of the second term.

~~Summer Term (Intersession/Summer Session)~~
Three-week course - within two weeks of beginning of session.
Six-week course - within four weeks of beginning of session.
Eight-week course - within five weeks of beginning of session.
~~Twelve-week course - within nine weeks of beginning of session.~~
For all other course lengths – two-thirds into the beginning of the session.

Students are not permitted to withdraw from a course or courses after the appropriate designated withdrawal period. After the voluntary withdrawal period for a course, students remain registered and will be assigned grades as appropriate.

The student who wishes to drop a course or courses after the relevant withdrawal period based on medical or compassionate grounds shall follow the procedure outlined below (paragraph **2.19.2**~~1.18.1.~~2). An interview may be required.

The status of a student who withdraws from full-time studies is left to the decision of the Faculty and will be reported to the student through the Office of the Registrar.

~~1.16~~**2.17** All appeals (see section ~~1.17~~**2.18**) must be made in writing to the appropriate Faculty through the Office of the Registrar, no later than three weeks after the final mark has been released by the Registrar; the AAU will be given a four-week limit from the end of the appeal period in which to respond to the appeal. The Dean of the Faculty in which the course is offered may, however, owing to extenuating circumstances, grant the right of appeal after the three-week deadline.

For students registered in the JD program, the three-week appeal period commences on the date students are notified of their marks by the Faculty of Law.

~~1.17~~**2.18** Grade Appeals

~~1.17~~**2.18**.1 Informal Review

Where a student wishes to review a grade awarded for assigned work at any time during the term the course is being taught, and up to the time the marks are officially submitted to the Office of the Registrar, an informal inquiry can be made to the Instructor responsible for the course. Assigned work includes mid-terms, tests, seminars, essays, final examination and all other academic exercises that will be used in calculating a final grade. The purpose of the inquiry is to review the work submitted and to allow for any adjustment of the grade in question where that change is found to be appropriate by the Instructor. This must be done within the time limit as established by the Instructor, but not later than ten working days after the release or publication of the grade. This review does not preclude the student from appealing the final grade.

Where the purpose of reviewing work for which a grade has been assigned is not to request a grade change, requests may be made to review the graded work up to six months after the close of the term in which the course was taught, upon reasonable notice to the instructor.

1.17**2.18**.2   Formal Appeal

When a student believes his/her final grade does not accurately represent his/her academic accomplishments because of incorrect evaluation of work or because of procedural irregularity, the following procedure shall be made available.

Students appealing on the grounds of serious health circumstances or bereavement should follow the procedures indicated in paragraphs 1.18**2.19**.1-1.18**2.19**.3. Matters dealing with bias are covered in Bylaw 32. Similarly, appeals claiming procedural errors in the application of this Bylaw are also covered in Bylaw 32.

1.17**2.18**.2.1   The student may formally appeal through the Office of the Registrar at a fee of $20.00;

1.17**2.18**.2.2   The Dean of the Faculty offering the course shall inform the Registrar of the result of the appeal. The student will be informed of the outcome, with reasons (if reasons for the appeal were submitted) in writing by the Registrar, and if successful, the $20.00 fee will be refunded.

1.17**2.18**.2.3   All money collected for appeals and not returned to the student shall be deposited in the general University scholarship fund.

1.17**2.18**.2.4   Where the student is contemplating a formal appeal, s/he shall have the right to review his/her work for which a grade has been assigned, upon reasonable notice to the instructor.

1.17**2.18**.2.5   Incorrect Evaluation

1.17**2.18**.2.5.1   A student is encouraged to submit a letter of rationale including relevant supporting documents (i.e., class assignments, tests).

1.17**2.18**.2.5.2   The appeal will be referred to the Dean of the Faculty offering the course, who, in consultation with the AAU Head, will be required to instruct the Instructor responsible for assigning that final grade in dispute where possible, or an alternate where not possible, to review all assigned work for the purposes of re-evaluation. The Dean, in consultation with the AAU Head, shall confer with a second faculty member with the appropriate expertise who was not involved in the instruction or evaluation of the course. The identity of the second faculty

member consulted by the Dean shall not be divulged to either the student or to the original instructor.

1.17**2.18**.2.6   Procedural Irregularity

1.17**2.18**.2.6.1   The student shall submit a letter of rationale explaining the effect of the procedural irregularity on the grade and include relevant supporting documentation (e.g., course outline)

1.17**2.18**.2.6.2   The appeal will be referred to the Dean of the Faculty offering the course who in consultation with the AAU Head will investigate the appeal. If procedural irregularity has occurred and has adversely affected the student's grade, the Dean of the Faculty offering the course will adjust the grade or make alternative appropriate arrangements.

1.17**2.18**.3 Stays

1.17**2.18**.3.1   During the course of any appeal procedure described throughout paragraph 1.17**2.18**.2, a stay on all lower decisions affecting a student's standing in a program or eligibility to proceed with a course of study shall be in effect until a final decision has been reached.

1.17**2.18**.3.1 **2**   The stay shall also be in effect if the matter is being considered by the Committee on Procedures and Discrimination, under Bylaw 32. In the event that a decision adverse to the student is reached by the Committee on Procedures and Discrimination, the student will receive the original grade assigned or the grade assigned on appeal, as the case may be.

1.17**2.18**.4   In cases where the assigned grade prevents the student from achieving the requirements for promotion, the requirements as defined by the Faculty will be applied.

1.18.1 **2.19**   Considerations for Health, Bereavement, or Extenuating Circumstances

1.18.1 **2.19**.1   Informal Request: A student who wishes to receive consideration on matters affecting or shown to affect his/her academic performance, such as, serious health circumstances or bereavement based on medical or compassionate grounds, or unanticipated extenuating circumstances beyond the control of the student (e.g., jury duty, caring for an ill family member, labour disputes, etc.), should communicate with the Instructor as soon as possible, prior to, during, and subsequent to the examination period, or at the time when a student's performance is evaluated for the purpose of assigning a grade, taking into account the severity of the illness, bereavement, or other extenuating circumstance. The instructor may choose to handle the matter informally. Whether or not informal resolution is obtained, a formal request through the Office of the Registrar is also possible in accordance with paragraph 1.18.1 **2.19**.2.

1.18.1 **2.19**.2   Formal Request: A student who wishes to receive consideration on matters affecting or shown to affect his/her academic performance, such as, serious health circumstances or bereavement based on medical or compassionate grounds, or unanticipated extenuating circumstances beyond the control of the student (e.g., jury duty, caring for an ill family member, labour disputes, etc.), should communicate with the Office of the Registrar as soon as possible, prior to, during, and subsequent to the examination period, or at the time when a student's performance is evaluated for the purpose of assigning a grade, taking into account the severity of the illness, bereavement, or other extenuating circumstance. A letter of rationale, requesting alternate evaluation or accommodation, and supporting

documents (e.g. the attending physician's letter, the call to jury duty) must be submitted to the Office of the Registrar forthwith and will be forwarded to the Dean of the Faculty in which the course is offered. If the Dean of the Faculty offering the course finds the grounds sufficient, the student's request will be forwarded to the Instructor who shall provide an alternate evaluation or accommodation. The Dean of the Faculty offering the course shall inform the student and the Office of the Registrar of the approved alternate evaluation or accommodation.

> 1.18~~2.19~~.2**.1** Following receipt of the letter of rationale and supporting documents by the Office of the Registrar, and until the Dean of the Faculty offering the course has communicated his/her decision to the Office of the Registrar, a stay on all decisions affecting a student's standing in a program or eligibility to proceed with a course of study, shall be in effect until a final decision has been reached. The Dean of the Faculty offering the course shall communicate his/her decision in writing or electronically to the Office of the Registrar within four weeks of receipt of the letter of rationale and supporting documents by the Office of the Registrar.

> ~~1.18.1~~ **2.19**.3 In the cases outlined in ~~1.18.1~~**2.19**.1-~~1.18.1~~**2.19**.2 above, the Instructor may grant an "aegrotat" grade on the basis of term work or assign an "incomplete" grade indicating what further work is required and the deadline by which such work must be completed. The instructor's response will be forwarded to the Registrar using the procedure followed for submitting final grades.

> In the Faculty of Law, the procedures related to academic status appeals as developed by that Faculty, will apply.

~~1.19~~**2.20** Incomplete Grades

> ~~1.19~~**2.20**.1 Subject to regulations laid down by the Faculty, an "Incomplete" grade may be assigned to a student who so requests and at the discretion of the Instructor and AAU Head. Such a grade will be granted to a student who has not been able to complete all course requirements by the date of the final evaluations. The "Incomplete" grade could be used in situations such as:

> > ~~1.19~~**2.20**.1.1 the missing of an examination or test for a valid reason;

> > ~~1.19~~**2.20**.1.2 the failure to complete required projects or assignments in the allotted time owing to circumstances beyond the student's control.

> ~~1.19~~**2.20**.2 The average of a student who receives an "Incomplete" grade will not be calculated until the final mark is assigned. An "Incomplete" grade must be changed to a numeric grade no later than six weeks after the last date of the examination period, at which time, if no grade has been assigned, a final failing grade will automatically be entered in the student's record by the Office of the Registrar, except in exceptional circumstances in which case the Dean of the Faculty offering the course shall specify a period of time greater than six weeks.

~~1.20~~**2.21** The Faculty will advise the Registrar within one month of the beginning of the semester or session, as to which courses have the privilege of a supplementary evaluation process, and when these processes will take place.

~~1.21~~**2.22** If an appeal made under Clauses ~~1.2~~**2.1**, ~~1.17~~**2.18**.1, ~~1.17~~**2.18**.2, or ~~1.18.1~~**2.19** involves a course taught by a Dean, the Registrar will ask the Dean of a different Faculty to administer the appeal in accordance with this Bylaw. If such an appeal involves a course taught by an AAU Head who is not a Dean, the Dean of the Faculty offering the course will administer the appeal in accordance with this Bylaw.

2.23   Alternative Examinations

Students who are unable to write a final examination during the regularly scheduled time slot due to a conflict arising from a religious observance shall be given the opportunity to write an alternative examination during another time slot within the regularly scheduled examination period.

Students must submit an application for an alternative examination to the Office of the Registrar in accordance with the deadlines listed in Appendix A.

The Office of the Registrar is required to contact the instructors involved for the preparation of an alternative examination, to reschedule the examination in another time slot within the regularly scheduled examination period, and to notify students of their new examination schedule in accordance with the deadlines listed in Appendix A.

Appendix A

Deadlines for Alternative Examinations Pursuant to Bylaw 54: 2.6.2 and 2.23

TERM	Posted Exam Schedule	Application Deadline	Notification of Decision Deadline
Fall Semester (12 weeks)	October 15	October 31	November 15
Winter Semester (12 weeks)	February 15	February 28	March 15
Summer Semester (12 weeks)	June 15	June 30	July 15
Fall-Winter Semesters (24 weeks) (2 term course)	February 15	February 28	March 15
Winter-Summer Semesters (24 weeks) (2 term course)	June 15	June 30	July 15
Summer-Fall Semesters (24 weeks) (2 term course)	October 15	October 31	November 15
Inter-Session (3 weeks)	May 8	May 12	May 16
Inter-Session (6 weeks)	May 15	May 30	June 5
Inter-Session (8 weeks)	May 15	May 30	June 5
Summer Session (3 weeks)	June 28	July 2	July 6
Summer Session (6 weeks)	July 5	July 20	July 26
Summer Session (8 Weeks)	July 5	July 20	July 26
For all other courses	By the end of the first quarter of the course	By the end of the second quarter (halfway through the course)	By the end of the third quarter of the course

University of Windsor
Senate

5.7.2:   **Biomedical Sciences – New AAU Proposal**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: **That the Department of Biomedical Sciences be created.***

*Subject to the approval of expenditures required.

Rationale:
See attached.

OVERVIEW

1. Background

Biomedical sciences is a growing and evolving field of science requiring training that is adapted to incorporate the latest discoveries and innovations. Along with a high demand for cutting edge infrastructure, there is also a growing need in applications of large-scale genomics, epigenomics and metabolomics. Data from the Canadian Occupations Projection System (2017-2026)[1] shows that over the next decade the health and biomedical related careers will be among the most sought out fields in science and one of the areas with the lowest unemployment rate. Although the majority of students entering this field aspire to attend medical school following their undergraduate training, the reality is less than 20% of applicants will be accepted into a Canadian Faculty of Medicine[2]. Hence, there is a need to train students to be more widely marketable in the biomedical field by developing and strengthening both their technical and transferrable skills.

At the University of Windsor, the Department of Biological Sciences encompasses a wide range of academic disciplines spanning the spectrum of the life sciences. Faculty research interests are centred on 3 major areas: Ecology/Evolution (EE), Cell/Molecular Biology (CM), and Behaviour/Cognition/Neuroscience (BCN). Although some faculty perform research that traverses all three of these disciplines, in general they are represented as follows: ~50% EE, ~35% CM and ~15% BCN. The departmental faculty also includes permanent and limited-term Ancillary Academic Staff (AAS)-Learning Specialists and a permanent Sessional Lecturer all focused on science education, curriculum development and pedagogical research.

In addition to research and graduate training, faculty also teach undergraduate and graduate students, who on average make up ~37% of the undergraduate majors and 6% of graduate students within the Faculty of Science. There are currently four undergraduate programs in Biological Sciences: Honours Biology with and without Thesis, Molecular Biology and Biotechnology, BCN, and Health and Biomedical Sciences. Although the department as a whole has seen a modest increase student numbers over the last five years, there has been a dramatic rise in the percentage of students enrolled in the Health and Biomedical program[3] (Appendix A, Figure 1). In 2018, total students enrolled in the Health and Biomedical stream made up ~30% of student body in Biological Sciences (Table 1). In 2018, the combined number of incoming first-year students in Health and Biomedical and Molecular Biology and Biotechnology made up almost half of the students in the Department of Biological Sciences (Appendix A, Figure 2).

Table 1: Full-time Head count for all students within Biology degree programs and streams (2015-2018) (Not all Biology programs are shown)

Program	2015	2016	2017	2018
Health & Biomedical sciences	98	154	218	240
Molecular Biology & Biotechnology	30	16	13	23
BCN	52	51	50	56
Biology (without thesis)	364	336	337	315

2. Objective

To expand the health and biomedical stream by creating a new and cohesive department that focuses on growing and strengthening research, training and education in the Biomedical Sciences.

3. Rationale

Over the past year the Faculty of Science has commissioned two large scale surveys to determine: **a)** the level of student satisfaction with their education and training, and **b)** faculty job satisfaction and safety. With respect to Biological Sciences, there were two main points of interest that were reflected in the survey results:

1. *Students reported that the current scope of training in the biomedical sciences is an area of dissatisfaction that needs to be addressed, mainly due to a lack of adequate number of upper year courses offered in the field of cell, molecular and biomedical areas.*
2. *Faculty reported that there exist challenges associated with merging very diverse academic disciplines and interests within Biological Sciences that has prevented a coherent focus on health and biomedical training and growth of its research programs.*

In an effort to address the needs and concerns of both students and faculty, we propose to create a Department of Biomedical Sciences that provides a comprehensive research and training approach to grow, support and strengthen the area of health and biomedical sciences. A dedicated department would also ensure increased student success in the field, and provide avenues that extend beyond traditional pathways by expanding the types of academic programs that we currently offer.

4. Research and Teaching Needs of a Biomedical Sciences Department

Through several discussions among current faculty members in the Faculty of Science, 10 faculty have expressed interest in joining a new Department of Biomedical Sciences (with additional cross-appointments from expressed interested faculty in other Science departments). These faculty have expertise in both research and teaching in the area of biomedical sciences that would support both the training and education of students in the current Health and Biomedical and Molecular and Biotechnology streams.

Proposed undergraduate and graduate programs for consideration in a Department of Biomedical Sciences:

1. **Health and Biomedical Sciences Program** – We propose renaming and transferring this currently existing program to the new Biomedical Department <u>while maintaining its joint association with the Department of Chemistry and Biochemistry.</u> This program will serve as a major undergraduate program in the Biomedical Department, with students graduating with a joint <u>BSc in Biomedical Sciences and Biochemistry.</u>

2. **Molecular Biology and Biotechnology** – We propose transferring this currently existing program to the new Biomedical Sciences Department. This would serve as a second standard "stream" within the Biomedical Sciences Department, with students graduating with a BSc in Molecular Biology and Biotechnology.

3. **MSc in Translational Health Research** – This program is currently being developed and would naturally fit in a Department of Biomedical Sciences. This course-based program connects graduate students with local medical physicians and health care professionals, thus strengthening our community and industry relationships.

4. **MSc/PhD in Biomedical Sciences** – The creation of this new graduate program will take time to develop and certify. In the interim, we propose connecting with the existing graduate program in the Department of

Biological Sciences, where our current students are now registered, and/or registering future students in the Department of Chemistry & Biochemistry. This can be achieved through cross-appointments of Biomedical Sciences faculty with these Science departments.

5. **Certificates** – We propose developing certificate programs (8-10 currently existing and new courses) in collaboration with other AAUs within and outside the Faculty of Science. Through conversations with various department heads we have identified four possible certificate programs that warrant further exploration. These include, 1) Bioinformatics, 2) Health and the Environment, 3) Health Care Economics, and 4) Regenerative Medicine. These certificate programs may also serve as pilot studies that may further support the creation of new joint programs between Biomedical Sciences and other departments.

Required and optional courses for Biomedical Sciences/Biochemistry and Molecular Biology and Biotechnology programs

With a transfer of both the current Health and Biomedical Sciences and the Molecular Biology and Biotechnology programs, we propose initially maintaining current degree requirements for both these programs. Courses could be taught by faculty who have expressed interest in joining the proposed Biomedical Sciences Department and/or by faculty in other Science departments (Table 2).

Current biology courses may either be transferred to Biomedical Sciences, cross listed, or maintained with the Department of Biological Sciences. We propose that these decisions would be made in collaboration with the Departments of Biological Sciences and Chemistry & Biochemistry during the first year of department structuring. Initially the majority of Biology courses which are required or optional for the biomedical sciences/biochemistry and biotechnology programs will be cross-listed. Eventually, movement and/or cross-listing of courses will be based on faculty areas of expertise and degree requirements. Thoughtful planning for courses during this time period will also assure that there are clear retention pathways for students who chose to transfer to other Science programs.

Table 2: BSc Honours in Biomedical Sciences and Biochemistry required courses and upper year optional courses.

First Year	Second Year	Third Year	Optional Science courses
BIOL/M 1101 and BIOM/L 1111 CHEM 1100 and CHEM 1110 PHYS 1400 and PHYS 1410 MATH 1720 and MATH 1730	BIOL/M 2040, BIOL/M 2050 and BIOL/M 2480 BIOL/M 2111, BIOL/M 2131, BIOL/M 2071, BIOL/M 2021 BIOC 2010 CHEM 2200 and CHEM 2300 STAT 2910	BIOL/M 3142 BIOL/M 3500, BIOL/M 3530, BIOL/M 3581 (2) BIOC 3100 and BIOC 3130	BIOL/M 3550, BIOL/M 3560, BIOL/M 3070, BIOL/M 3571, BIOL/M 4008, BIOL/M 4510, BIOL/M 4530, BIOL/M 4540, BIOL/M 4550, BIOL/M 4560, BIOL/M 4590 BIOL/M 4440 BIOL/M 4450, BIOL/M 4481, SCIE/BIOM 3750 BIOL 4252 BIOC 3110, BIOC 3310, BIOC 4010, BIOC 4020, BIOC 4030 and BIOC 4050 CHEM 2400, CHEM 3210, CHEM 4900 PHYS 3700

List of <u>required</u> Biomedical Sciences courses (BIOM) to become cross listed with Biology (BIOL):

BIOL/BIOM 1101 (Cell Biology)
BIOL/BIOM 1111 (Biological Diversity)
BIOL/BIOM 2021 (Human Anatomy)
BIOL/BIOM 2040 (Human Physiology I)
BIOL/BIOM 2050 (Human Physiology II)
BIOL/BIOM 2071 (Introductory Microbiology and techniques)
BIOL/BIOM 2111 (Genetics)
BIOL/BIOM 2131 (Introductory Molecular Biology)
BIOL/BIOM 2480 (Principles of Neuroscience)
BIOL/BIOM 3142 (Evolution)
BIOL/BIOM 3500 (Advanced Molecular Biology
BIOL/BIOM 3530 (Advanced Cell Biology)
BIOL/BIOM 3581 (Biotechnology Laboratory)

List of <u>optional</u> Biomedical Sciences courses (BIOM) to become cross listed with Biology (BIOL):

BIOL/BIOM 3070/3071 (Medical Microbiology)
BIOL/BIOM 3550 (Embryology)
BIOL/BIOM 3560 (Homeostasis and Cell Physiology)
BIOL/BIOM 3571 (Animal Cells and Tissues)
+BIOL/BIOM 4008 (Special Topics: Neurobiology of the Synapse)
BIOL/BIOM 4440 (Neurophysiology)
BIOL/BIOM 4450 (Behavioural Neurobiology)
BIOL/BIOM 4481 (Excitable Cells)
BIOL/BIOM 4510 (Stem Cell Biology)
BIOL/BIOM 4530 (Biology of Cell Transformation)
BIOL/BIOM 4540 (Regenerative Biology and Disease)
BIOL/BIOM 4550 (Developmental Signaling and Genetics)
BIOL/BIOM 4590 (Epigenetics)
BIOL/BIOM 4904 (Undergraduate Thesis)

SCIE/BIOM 3750 (Cancer Undergraduate Education (CURE)

*BIOL/BIOM 4560 (Molecular Biotechnology)
*BIOL/BIOM 4570 (Plant Molecular Biology and Physiology)

+There are several section numbers and related courses with the BIOL/BIOM 4008 course number.
* Required for Molecular Biology and Biotechnology majors

Retention Pathways – Programs and courses listed above would still allow students in Biomedical Science to have retention pathways to other programs in the Faculty of Science. Within the Biomedical Sciences department, transfers between the two undergraduate programs will be a streamlined process. Outside the department, the most direct retention pathway would be to the current Honours Biological Sciences program (with and without thesis). In addition, there are additional retention pathways identified, including those to Biochemistry and General Sciences that would also be available to students.

5. Space and Resources

There are no proposed changes to any existing faculty laboratory or office spaces for the initial restructuring. A new central Department of Biomedical Sciences office will be created in Essex Hall that will house the Head and clerical staff. In addition, undergraduate advising and counselling space will be made available. The Biomedical Sciences faculty, staff and students will continue to require access to core lab space in Biology, biotechnology laboratory space and infrastructure, stockroom with autoclaves and glassware preparation, microbiology materials preparation infrastructure, at least 1 cold room (4°C) and 1 walk in freezer (-20°C), access to animal quarters and seminar room. As new facility needs are addressed in the Faculty of Science, we propose bringing forward new space and resource needs as a unit.

6. Financial Budget

The core salary budget of the new Biomedical Sciences AAU will be proportioned off from the current Biological Sciences budget dependent on the number of faculty/staff who decide to join the new AAU. Any non-salaried items will be distributed to the appropriate AAU which controls those specific funds. This would be agreed upon during a negotiation process between Biology and the new Biomedical Sciences AAU.

7. Faculty and staff positions of the new Biomedical Sciences AAU

Total of twelve faculty members:

10 current Biology faculty members

1 three year LTA (MSc Translational Health - currently vacant and confirmed by Dean)

1 tenure track faculty position in an existing budget line (currently vacant and confirmed by Dean)

Staff:

1 new undergraduate CUPE 1393 lab demonstrator (BIOL/M 2111 and BIOL/M 2131) -confirmed by the Dean

2 current undergraduate CUPE 1393 staff lab demonstrators (BIOL/M 2021 and BIOL/M 3581-which is currently shared 50/50 with Chemistry and Biochemistry)

Clerical staff (Unifor- to be distributed by Dean of Science once approved)

8. Proposed Timeline

We propose structuring a new Biomedical Sciences Department over the next 12 months and an interim Department Head be assigned by July 1, 2019 to oversee the development of the new department until the completion of a formal search for Department Head. We anticipate the inaugural class of Biomedical Sciences students commencing Sept. 2020.

Proposed 5 Year Timeline for the Department of Biomedical Sciences

2019
- Science council and Senate approvals
- Commence July 1 with assignment of Interim Dept. Head
- Structure/review of Biomedical programs - discussions with Biological Sciences and Biochemistry
- Plan the branding and marketing of the new department

2020
- Inaugural Biomedical Sciences undergraduate class
- Inaugural MSc. in Translational Health Research Program
- Planning for new Biomedical graduate program
- Planning with other departments to explore and create new Biomedical Certificate programs
- Build branding profile

2021
- Launch of new Biomedical Certificate programs
- Proposal for new graduate program in Biomedical Sciences
- Continued curriculum development of undergraduate programs
- Commence search for new Department Head and potential new faculty hires

2022
- Hire new Department Head and potential new faculty hire
- Assess Biomedical Certificate programs
- Offering of new courses based on curriculum review
- Continued planning for new graduate programs

2023
- Assessment and planning of new Biomedical programs (based on certificates)
- Launch of new graduate programs
- Offering of new courses based on curriculum development
- Potential new faculty hire

9. Teaching assignments

All teaching assignments currently employed in Biology will be maintained as status quo until new curriculum development has been completed and approved through PDC and Senate. As all required/optional courses will be cross listed between Biological Sciences and Biomedical Sciences, no issues in regards to assigning teaching courses in 2020 should occur. Teaching is assigned by the Dean in consultation with the Department Head, which will ensure that all courses are appropriately covered and that students will not be affected.

BENEFITS

Benefits to Student Recruitment

- Biomedical Sciences is an area of study that attracts students considering a career in health-related professional areas. Over the years, the Faculty of Science has struggled to attract these students (e.g., pre-medical and other health related disciplines) from other Ontario Universities (e.g., Western, Toronto, Guelph) due to the misconception that there is not an appropriate path of training in the health and biomedical fields at the University of Windsor. Although the recent implementation of a Health and Biomedical stream within the Department of Biological Sciences has helped to partially alleviate this challenge, many students still do not recognize this stream as being equivalent to a stand-alone program within a dedicated Biomedical

Sciences department. Creating a Department of Biomedical Sciences allows for new focused rebranding and marketing opportunities to recruit more students, in particular those of high caliber, interested in this field of study. Marketing will be focused experiential learning through research opportunities and community and industry partnerships.

- By recruiting students who may not have originally come to the University of Windsor, we have the capacity of also increasing student numbers in other cognate disciplines such as Biochemistry, Biological Sciences and General Sciences as a retention pathway if they decide to no longer continue in Biomedical Sciences.

- Focusing on the existing health and biomedical sciences allows us to build and strengthen partnerships with other programs across campus. This will allow us to brand the Department of Biomedical Sciences as a collaborative program that offers unique cross-disciplinary and marketable opportunities for students

Opportunities for Growth

- Having a devoted department with a governance structure that is focused on Biomedical Sciences will allow strategic growth (i.e., student enrollment and faculty hires), and structuring of curriculum and degree offerings that better suits student needs and demands both at the undergraduate and graduate level. In addition, it also allows for enhanced professional development and career growth (i.e., promotion and tenure) of cell and molecular faculty who share a common set of values and focus.

- A Department of Biomedical Sciences can serve as a home for novel cross disciplinary courses/streams with other faculties/institutions and industry (see impacts on other AAUs below)

- Recent investment by the Government of Ontario into the Windsor-Essex health care system makes this a timely and attractive area for training and research expansion and building collaborations with community partners.

- A Department of Biomedical Sciences will connect extremely well into the Windsor Health Research Institute initiative, of which hiring will be one area of focus upon senate approval.

- Student experience – strengthening connections to local hospitals and the Erie-St. Clair Local Health Integration Network offers unique opportunities for students to obtain regional co-op, internships, research experience, service learning and volunteer positions within areas of health and biomedical sciences.

IMPLICATIONS TO OTHER AAUs

A stated concern with the creation of a Biomedical department is the dilution of existing programs and resources. We want to emphasize that it is **not** our intention to adversely affect other AAUs in Science, but instead our objective is to grow and strength already existing programs (i.e., Health and Biomedical Sciences and Molecular Biology and Biotechnology) in a manner that will also create new opportunities for growth in education and research in other Science AAUs. As a collective, these advancements will in turn enhance recruitment strategies, increase enrollment, better support research, and improve the reputation of the Faculty of Science both provincially and nationally.

The following points were derived from various discussions with the Department Heads from other AAUs within the Faculty of Science. Some of the initial steps for collaboration may be directed towards creating certificate programs in four main areas that are cross-disciplinary as pilot studies that may support the creation of new joint programs in Science.

- **Bioinformatics** - There are opportunities to create a Bioinformatics program, which over the years has periodically been discussed between Computer Sciences and Biological Sciences. In current discussions, a Bioinformatics program in collaboration with a Biomedical Sciences Department was identified as a more natural fit. Moreover, there are perceived opportunities for a Health Informatics and Biomedical Data Sciences with Computer Science and Mathematics and Statistics.

- **Health and the Environment** - Connecting health and the environment is an untapped area of strength to grow at the University of Windsor. Joint programs with the School of the Environment in this area, along with epidemiology, would support training of students interested in this area.

- **Health Care Economics** – There are potential opportunities to collaborate with Economics and Mathematics and Statistics, along with the School of Business, in areas of health care economics, supply chains and deliveries, and bioethics. This collaboration would also connect with community partners to create regional health care efficiencies.

- **Regenerative Medicine** - There are opportunities to strengthen connections and collaborations with Chemistry and Biochemistry and Medical Physics, and in particular the areas of regenerative medicine, drug design, pharmacology and biomedical devices. These collaborations would also include partnerships with Human Kinetics and Engineering.

- **Health Care Science initiatives**: Other health care related faculties on campus may participate in future health care endeavors that present themselves and further collaborations within these units is greatly anticipated.

- There are multiple faculty from other AAUs who have identified an interest in being cross-appointed or obtain adjunct status in a new Biomedical Sciences department. This would

  strengthen both their independent research program and benefit research in Biomedical Sciences. Potential Future Certificate Programs between Biomedical Sciences and other AAUs
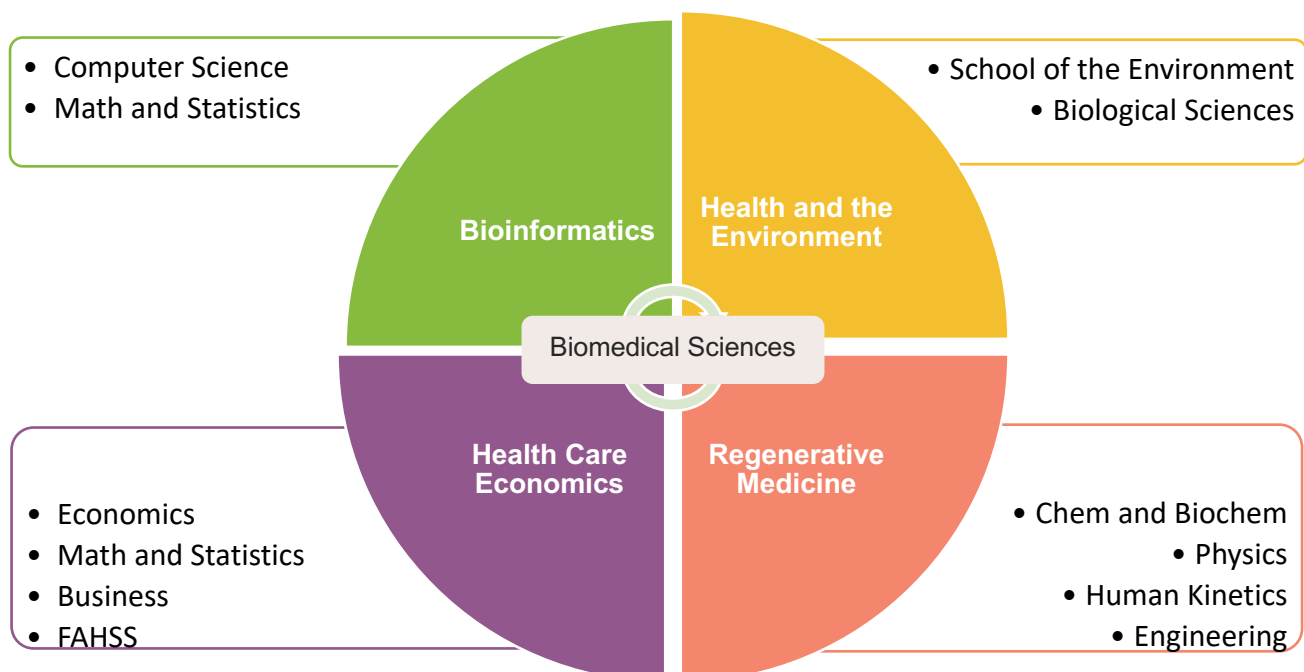
CONCLUSIONS

In summary, we are confident that the creation of a Biomedical Department in the Faculty of Science will build upon our existing strengths in the area of health and biomedical sciences. With this focus, we can continue to expand both the research capacity that advance our faculty and their research programs, and educational pathways for our students as a mechanism to address their growing needs and interests as well as future market demands. While aligning with many of the University of Windsor's Strategic Mandate Agreement, this proposed Department of Biomedical Sciences will also aim to enhance the reputation of the Faculty of Science, attract high quality researchers and students, build and strengthen relationships with community partners and strategically position ourselves for both current and upcoming regional opportunities.

REFERENCES

1. Canadian Occupation Projection System (2017-2026). Employment and Social Development Canada. Government of Canada
2. Canadian Medical Education Statistics (2017). The Association of Faculties of Medicine of Canada. Volume No. 39
3. Enrolment Summary (2014-2017). Office of Institutional Analysis, University of Windsor

APPENDIX A
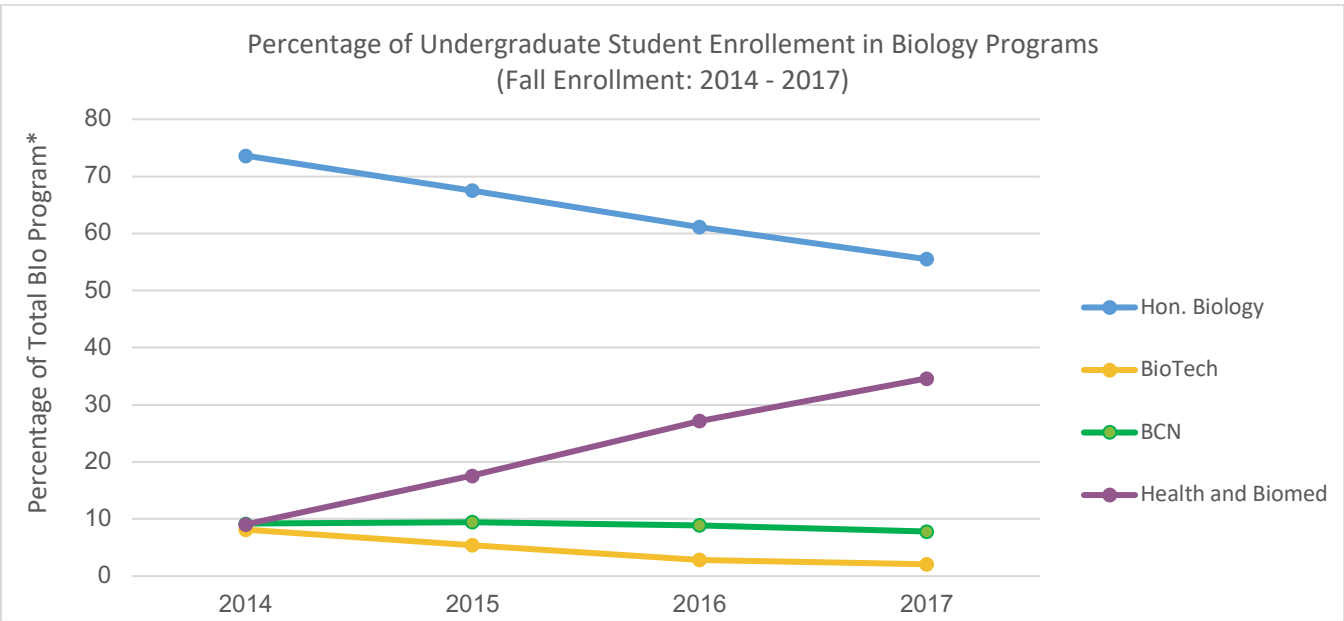
Figure 1. Percentage of Total Undergraduate Biology Students Enrolled in the Biological Sciences programs from 2014-2017.
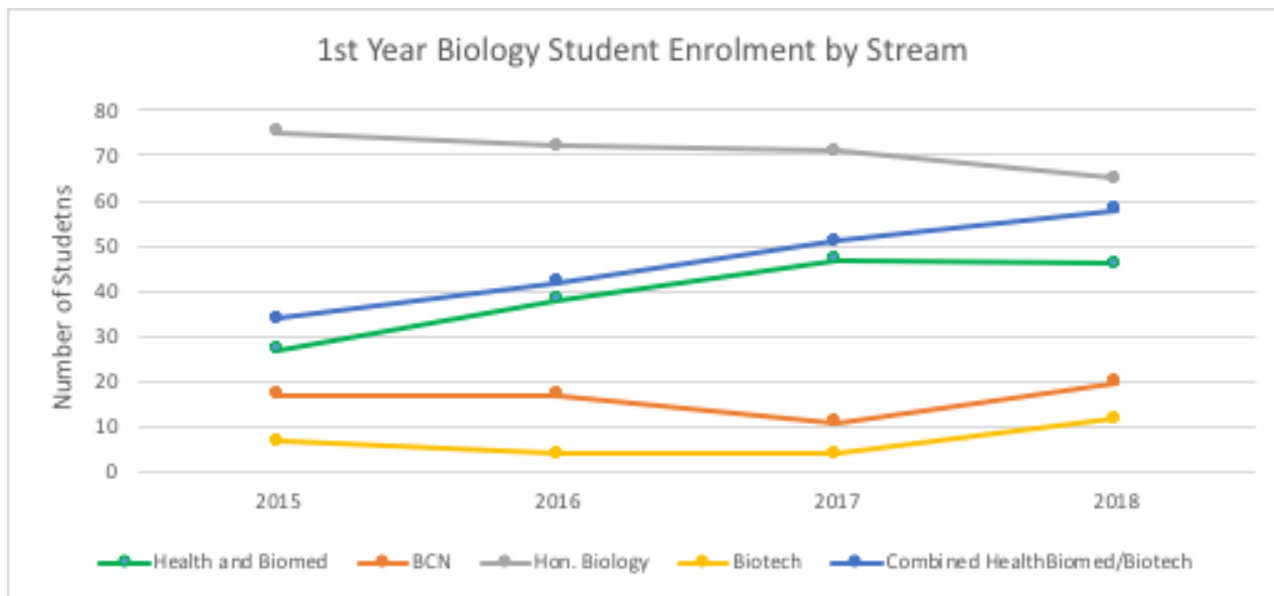
Figure 2. Number of 1st year Biology Students Enrolled in the Biological Sciences programs from 2015-2017.

University of Windsor
Senate

5.7.3 **Windsor Health Institute (WHI) Proposal**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: **That the proposal to establish the Windsor Health Institute be approved.**

Rationale:
- The proposed institute will further enhance the University's research profile in one of five research areas of strategic priority identified in the University of Windsor's Strategic Research Plan, namely health and wellness. The latter was also identified as a program area of strength *and* a program area of expansion in the Strategic Mandate Agreement. The institute also responds to one of the four grand challenges identified in the Strategic Research Plan Implementation: Viable, Healthy and Safe Communities.

- This multi-disciplinary and multi-institutional proposal will enhance health research and patient care in the Windsor-Essex-Erie-St.Clair region; establishing the region in the longer-term as a centre of healthcare excellence and innovation.

- The initiatives of the WHI touch on each of the five "Shared Objectives and Priorities for Differentiation" to which the University has committed in its Strategic Mandate Agreement with the province: Student Experience, Innovation in Teaching and Learning Excellence, Access and Equity, Research Excellence and Impact, and Innovation, Economic Development and Community Engagement.

- For internal University purposes, the WHI Director will report to the Vice-President, Research and Innovation and the Provost; the University will have a seat on the Board of Trustees, which will have governance oversight over the WHI. The VPRI will initiate the review of the institute within five years of its operation.

- See attached for details.

Windsor Health Institute
Wellness Through Research

Opportunities for a Health Research Enterprise in Windsor-Essex Region

The geography of the Windsor-Essex-Erie-St.Clair region offer many treasures, being the most Southern point in Canada and budding up to a revitalizing economic giant across the international border, are no longer our best kept secret. Retirees are flocking to the Windsor-Essex-St.Clair region to enjoy the temperate climate, wine country, surrounding lakes and quick day trips to big city shopping and entertainment in Detroit. This region has one of the most rapidly growing aging populations in the province, which also puts tremendous demand on the healthcare system. The province has invested in a new regional Hospital System in our area that will provide desperately needed infrastructure to help meet this demand; this has created **major impetus for change** and a **renewed focus on health** in the region. Building on this momentum, *Windsor Regional Hospital (WRH), Hôtel-Dieu Grace Healthcare (HDGH), St Clair College and the University of Windsor* have joined forces to establish a collaborative research enterprise: the **Windsor Health Institute (WHI)**.

> **WHI aims to create a united community bridging cutting edge health research with world-class care**

This research enterprise will provide a platform to support and grow existing pockets of strength and planned investments in health research. WHI will promote economic diversification by harnessing Windsor's industrial base, capitalizing on innovative research discoveries and providing jobs across the training sector. Importantly, WHI will transform the culture of academics within the region – impacting attraction and retention of high-quality medical professionals, researchers and trainees and will address the needs of the Windsor-Essex region to enhance patient care.

> **A successful health research institute has the potential to transform the culture of academic medicine propel the reputation of the Windsor region as a centre of healthcare excellence and innovation. An appropriately resourced WHI will be a transformative driver of the knowledge-based economy for the region.**

The Windsor Health Institute: Enabling Excellence

Background consultation: The key regional advantages and strengths in health research, the research capacity, and requirements for expansion and growth were collected from a feasibility study conducted in 2009, a city-wide visioning day (2016) and a Faculty of Science visioning day (2017). The data gathered represents the visions of over 120 researchers and 25 different stakeholders.

WHI governance: WHI oversight will be provided by a Board of Trustees consisting of leaders from each of the partnering institutions. Recommendations and strategic vision will be directed from an Executive committee with appointed representatives from each of the partnering institutions and major health groups/institutes within these organizations. The executive will receive direction from ad hoc advisory members, including representation from key regional partners.

Driven by excellence, WHI will mobilize existing areas of strength and identify upcoming priorities central to regional patient and trainee needs. Paramount to success, WHI will build an integrated network of

multidisciplinary health researchers to create a rich academic culture designed to seed novel innovative ideas to address our region's most pressing health problems.

WHI will provide leadership and the coordination required to grow these areas by:

➢ Fostering health **research advancement,** providing **grant opportunities,** increasing **funding success** and supporting **team building/networking**.

➢ Invigorating and empowering **research training and education**.

➢ Promoting the successes and excellence of the organization through numerous **community engagement initiatives,** thereby elevating reputation, nurturing regional pride and aiding in recruitment and retention of leading health care professionals to our region.

Building WHI

To flourish, health research requires strategic investment in operating and physical infrastructure. This requires a phased investment plan including:

➢ **Administrative support:** Support for the Office of Directors is critical for this initiative to move to a stage of strategic planning.

➢ **Physical infrastructure:** Commitment toward city wide planning and investment in health research infrastructure.

➢ **Critical mass of health research expertise:** Commitment for the strategic investment in health positions across campus to grow centres of research foci.

To fulfill these objectives and achieve long-term sustainability, WHI will require investment over the next five years through cash and in-kind contributions from our partners.

We are committed to finding grant opportunities to allow the WHI to realize its full potential.

Transformative Impact

A regional health initiative of this scale will accelerate the transition of our region to a knowledge-based economy, providing a platform for economic diversification and transformation. The WHI will provide the necessary infrastructure, resources, and strategic co-ordination to support the expansion and growth of the Windsor-Essex region to solve complex challenges across the continuum of care. These resources will also drive the development and growth of health education programs and will provide hands on experience for Windsor students. WHI will succeed in the attraction/retention of health professionals and trainees in a region in need of primary care physicians and specialists; and provide a world-class training environment for highly-skilled knowledge workers in the health arena.

WHI will open new opportunities for cutting edge care for our community, and will provide a rich training and work environment for our students/trainees and health care professionals. Patients treated at institutions with active health research have improved outcomes.

Our region deserves nothing less.

Windsor Health Institute

Wellness Through Research

University of Windsor

WINDSOR REGIONAL HOSPITAL
OUTSTANDING CARE – NO EXCEPTIONS!

ST. CLAIR COLLEGE

HÔTEL·DIEU GRACE EST² HEALTHCARE 1888

DRAFT Date: March 8, 2019
SUBMITTED By: Lisa A. Porter

Windsor-Essex is an Ideal Location to Develop a Health Research Institute

Collaborative, interdisciplinary health research has a strong foundation in Windsor-Essex. Relationships between health researchers from across our region has begun as grassroots efforts to address pressing research questions and translate data to better serve our patient population. Windsor has identified areas of health research expertise including; translation of research from fundamental to clinical, technology & innovation and risk factors, prevention and outcomes. Each of our partners has dedicated space for research and select areas of health have momentum and represent opportunities for early successes including: cancer research, neuroscience and behavior, mental health and wellness, sexual health, prevention and regeneration and community/population health. There is a great deal of excitement and good will from researchers to build on existing strengths to establish an enterprise that takes these efforts to the next level.

Training in the area of health is in high demand and represents a valuable opportunity. Across our academic institutions we have very successful programs in health, and pride ourselves on offering hands-on, experiential learning. Similarly, healthcare professionals in Windsor-Essex work one on one with medical students, residents and fellows, providing the richest of training experiences. There is a great deal of opportunity to grow programs across faculties/institutions and to bring awareness to the great training experiences being offered at our institutions. Canadian Occupational Projection Survey (COPS) data demonstrates that employment in healthcare will have the highest growth over the next decade (Figure 1) and among the lowest unemployment rates.

Figure 1: Industries Projected to Have the Strongest Employment Growth, 2017-2026 (average annual growth, in percentage)
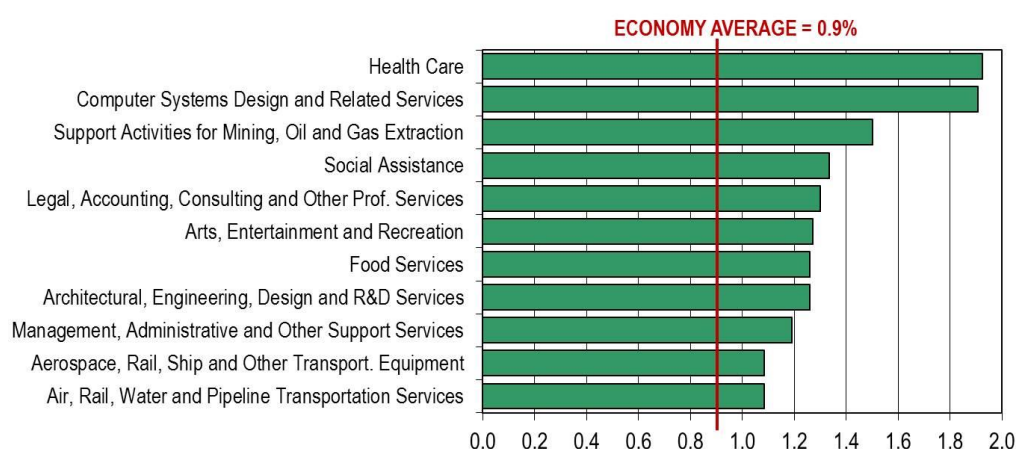
Source: ESDC, 2017 COPS industrial scenario (projections)

Erie St. Clair region is the most rapidly growing population for retirees in the province of Ontario. As our ability to treat patients continues to improve, life expectancy is climbing. Across Canada the number of dependents (under 19 or over 65) now exceeds the working population, and population demographics are shifting to favour a more senior population (Figure 2). Statistics Canada 2016 report demonstrated that the percent of the population over 65 in the Erie St. Clair LHIN is above the provincial average, and the dependency ratio (people under 19 or over 65 – as compared to the working population) is growing more rapidly than anywhere else in the province.
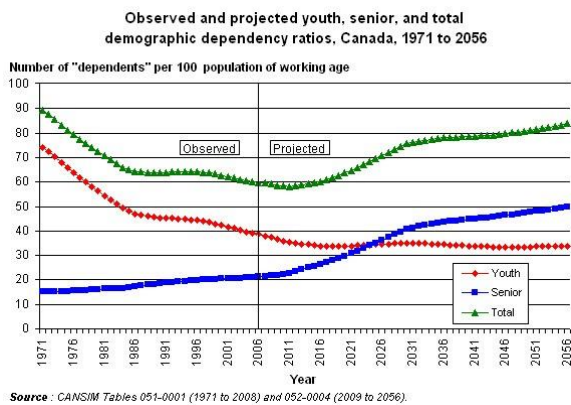
2

Observed and projected youth, senior, and total
demographic dependency ratios, Canada, 1971 to 2056

Number of "dependents" per 100 population of working age

Source : CANSIM Tables 051-0001 (1971 to 2008) and 052-0004 (2009 to 2056).

Figure 2: Changing population demographics in Canada puts pressure on Windsor-Essex as home to increasingly large numbers of retirees.

Geographic proximity to and established relationships with leading research institutions. Close proximity to London, ON (Western University/Lawson Research Institute), Detroit, MI (Wayne State University/Karmanos Cancer Institute/Henry Ford), Ann Arbor, MI (University of Michigan) and Lansing, MI (Michigan State University) provides access to world class researchers, resources, state-of-the art facilities and a large patient population (Figure 3). Many Windsor stakeholders already have established or emerging collaborations with both London and Michigan-based institutions. These types of relationships provide a unique opportunity for comparative studies on health outcomes research, particularly between Windsor and Detroit, two cities that have similar industrialized environments yet different health care systems. These also open up opportunities for unique international consortiums and network development.
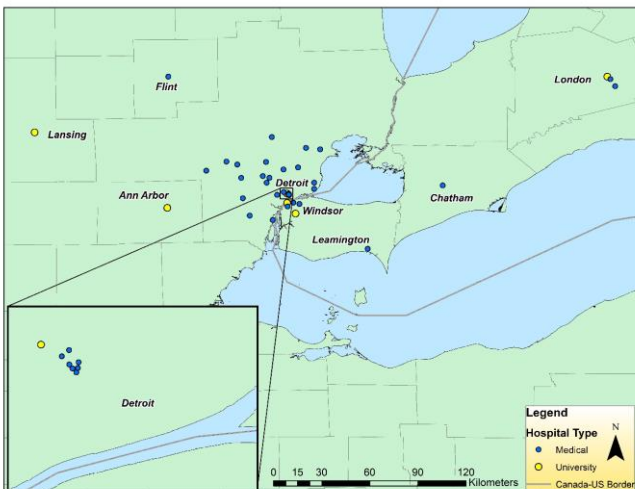
Figure 3: Map depicting Hospitals (blue dots) and Universities (yellow dots) in Windsor-Essex and surrounding areas
Credit. Karen Metcalfe and Cross Border Institute

Local investment. Recent investment by the Provincial Government in revitalizing the Windsor Hospital System has created a **major impetus for change and renewed focus on health in the region**. The potential of construction of new infrastructure to support our hospital system in Windsor-Essex is a timely opportunity and one that requires urgency in our actions moving forward. Integration of health education, healthcare across the region to introduce efficiencies and support front line workers is a Provincial priority, the WHI proposal will strengthen this for our region. The Windsor-Essex community is strong, vocal and very enthusiastic to get behind building research strengths to facilitate better healthcare in our region.

> *Windsor-Essex is in a unique position to consider a regional approach to health research, one that supports shared infrastructure and expertise to reduce redundancy and build capacity.*

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Need for WHI

Economic vitality. The Windsor community is in need of economic diversification beyond the traditional focus on the automotive and manufacturing sectors. The Canada 2016 Census demonstrated that Windsor had a higher prevalence of families with low-income and a lower employment rate than the provincial average[3]. While Windsor enjoyed an economic growth of 3.0% each year between 2014-2017, the slow in U.S. light vehicle sales is predicted to slow this trend in 2018[4]. Research enables commercialization opportunities, supports innovation and creates jobs. Groups driving economic growth such as Windsor Essex Economic Development Corporation (WEEDC) and WEtech Alliance have shown an appetite for health enterprise and have supported the growth of the health research sector as a mechanism to ensure greater inclusion of Windsor-Essex in the global knowledge-based economy.

Elevating reputation in the area of health. Windsor-Essex has much strength in the area of health. Out of necessity, efforts to date have been very focused on moving individual groups/projects/areas of health forward and while individuals have had success, this has failed to set Windsor-Essex apart from other cities and has yet to establish a reputation among the community as a leader in any area of health. Bringing groups together, building critical mass and branding our strengths will elevate awareness and pride for what is already being accomplished and will evoke excitement for what is possible in the future.

Recruitment and retention of health care professionals and academics. Researchers thrive to discover, contribute to their fields and share new knowledge with the community. Health research fosters the discovery of novel and alternatives pathways for patient care, thus providing hope to patients and their health care providers. This stimulating environment is the foundation for recruitment and retention of the best and the brightest in Windsor-Essex.

Cutting edge care. Research drives the acquisition of new equipment, supporting infrastructure, and access to the latest technologies to enhance disease prevention, detection, diagnostics, treatment and recovery.

Improved health outcomes. Windsor has many needs clinically; among these we currently have a higher mortality rate for the most prevalent cancers and we are dubbed an Area of Concern (AOC) by the federal government for water and air quality. With a 20% increase in addictions and crime in the Windsor region this also places priority on innovative solutions for mental health in our region. The 2011 Canadian Cancer Research Alliance (CCRA) commissioned report on the "*State of Cancer Clinical Trials in Canada*" presented clear data that patients treated in academic centres with active research lived longer.

<div align="center">

The Windsor-Essex community deserves this.

</div>

4

Background

Feasibility study: Windsor-Essex health research initiative report

In March 2009, stakeholders from the Windsor-Essex region, including Windsor Regional Hospital (WRH), Hôtel-Dieu Grace Hospital (HDGH), Schulich School of Medicine & Dentistry - Windsor Program, and University of Windsor formed a steering committee to begin exploring the opportunities for enhancing regional health research capacity. The multi-stakeholder steering committee engaged SHI Consulting (SHI), a strategy firm specializing in the health and life sciences, to assess the feasibility of establishing a health research initiative. As part of this study, SHI interviewed over twenty-five stakeholders across the healthcare and academic communities of Windsor-Essex. This study defined Windsor's key advantages and strengths in health research, and assessed existing research capacity and needs to support growth and expansion. The report concluded with a detailed report outlining the key findings and strategy for moving a health research initiative forward.

> *The feasibility study concluded that there is significant appetite and unexploited opportunity for a truly collaborative and integrative health research enterprise in Windsor-Essex.*

The report recommended:

- Expanding health research with translational components that bring the latest, most cutting edge clinical research, health care devices, diagnostics and treatments to patients in Windsor-Essex
- Enhancing linkages and interaction among university and clinical researchers, locally and regionally
- A world-class research space that supports integration, collaboration and translation of research and dissemination of knowledge
- Increasing access to state-of-the-art resources dedicated to research, including facilities, equipment and personnel.
- Managing research processes/platforms to support local research initiatives
- Establishing a critical research mass to attract large funding envelopes from government to support the recruitment of high quality researchers, high impact research projects and competitive research infrastructure
- Strengthening the local economy through diversification by establishing a research knowledge base in Windsor-Essex

City of Windsor Health Visioning Day

On December 13, 2016, WRH commissioned a one day regional Health Visioning Day (Appendix B). Participants discussed the current demands for Health research in Windsor-Essex, and outlined the following recommendations:

- Break down research silos/boundaries between institutions and disciplines to bring together expertise and stimulate collaboration
- Facilitate research in all settings including hospitals
- Support interdisciplinary research through local, regional and cross border partnerships
- Apply research findings to improve patient outcomes and experience
- Increase coordination and communication between research institutions

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- Leverage technology to create virtual research and learning communities
- Establish a health research institute that is appropriately resourced and sustainable
- Develop linkages between health care and industry
- Encourage a culture of research
- Develop a shared vision for research across the region.

The following items were agreed to be collaborative steps forward:

- Develop a regional structure to oversee research activities supported by all stakeholders
- Develop a strategic plan for research
- Develop a research funding plan
- Explore LHIN-wide/cross border REB structure to streamline process

> *Participants agreed that the time is now for collaborative health research across Windsor-Essex. There was hope and excitement to move forward as a cohesive, collaborative unit to empower and motivate research to better our community.*

Faculty of Science Health Visioning Day

On Thursday May 4, 2017 the University of Windsor, Faculty of Science hosted a Health Institute Visioning Day. The goals were to:

- Identify clear strengths, weaknesses, opportunities and threats in health
- Establish a common vision of a health institute
- Develop strategic directions and initial set of objectives
- Produce actionable steps forward to create a regional health research institute

In preparation for the visioning day, representatives from across the seven Departments in the Faculty of Science and our adjunct clinical partners were asked to complete an anonymous, online survey. Researchers were asked to identify key strengths and weaknesses in the health research area and to identify opportunities and threats toward establishing a Health Research Institute locally. Responses from the survey were then used by the organizing committee to create a SWOT analysis that served as the working framework for the visioning day.

The day was organized by Dr. Chris Houser, the Dean of Science and Dr. Lisa Porter, Ms. Alice Grgicak-Mannion, Dr. Otis Vacratsis and Ms. Karen Metcalfe. Representatives from each of the Departments within the Faculty of Science as well as the Windsor Regional Hospital participated in the visioning day (Appendix C).

> *There was a cohesive vision and passion to move health research forward within the Faculty of Science. The vision included building on existing strengths in cancer and bringing in cross cutting strengths in innovation, big data and the environment. Success depends on support from the University and collaboration and support from the Hospital system.*

The group recommended moving forward with a working group to plan for the creation of a Windsor Health Institute (WHI), with the following immediate action items:

- Appointing of an interim director with course release, administrative support and stipend/discretionary funds.

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- Creating an operating budget of ~$200,000 including administrative support, branding, marketing, liaison/website costs.
- Establishing a formal Memorandum of Understanding (MOU) with the hospital system.

Selection of the WHI Steering Committee

In July 2017, a working group was formed within the Faculty of Science to continue to move the recommendations of the Health Institute Visioning Day forward. This group was led by Dr. Lisa Porter, supported by Ms. Karen Metcalfe and included Ms. Alice Grgicak-Mannion, Drs. Otis Vacratsis, Dora Cavallo-Medved and John Trant and included the WCRG Executive; Dr. Caroline Hamm, Dr. Ken Schneider and Ms. Krista Naccarato. This committee reviewed all documents and agreed that best next steps would be to meet with all partners, beginning with Dr. Michael Siu from the University of Windsor and to establish an Executive committee with members from all partners and facilities of research strength to work on the larger strategic vision across all areas of health.

From May – August 2018 Dr. Lisa Porter and Karen Metcalfe met with all partners to convey the vision and the work conducted to date. They also met with Directors of health institutes (Centre for Human Health and Performance, World Health Integration Network, Advanced Health Institute (HDGH)) and several industrial and community partners. Representatives were elected to sit on the founding WHI executive and to advise the directions of this document.

> *Hence, the* **Windsor Health Institute (WHI) Executive** *was established as a recommendation from all partners. This report reflects the work conducted by this group, building on the efforts of the past.*

WHI Executive Visioning Day

On Wednesday October 3, 2018 the Windsor Health Institute Founding Executive met for an initial visioning exercise. The expected goals were to:
- Agree on a unified draft vision
- Identify key areas of focus
- Identify preliminary milestones
- Produce a draft budget – what we need and how we are organized

Discussions through the day included the points below and are summarized in Appendix D:
- Who we are, research strengths, research needs
- Value Proposition – what makes WHI unique
- Key Milestones
- What we need
- Next Steps
- Revised SWOT

> **This WHI proposal has** *been established from these collective efforts, with a heavy emphasis on the concluding visioning day as this was a capstone meeting that considered all historical recommendations. This proposal is a living document, with the intent that the focus of the WHI will continue to evolve in response to the health research environment and the needs of our community.*

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Description of WHI

WHI vision

A united community bridging cutting edge health research with world-class care

WHI will serve as a central vehicle to enhance health research in the Windsor-Essex region. WHI will be established as an institute approved by the University of Windsor Senate under the University of Windsor but will be jointly administered by four organizations: The University of Windsor, Hôtel-Dieu Grace Healthcare, Windsor Regional Hospital, St. Clair College (see Figure 5 & letters). This relationship will be formalized through a MOU. It is recognized that the role of community health is an important component in WHI. This priority will continue to be addressed as the Local Health Integration Networks (LHINs) are restructured in 2019. The potential involvement of Erie Shores HealthCare is also of interest.

WHI value proposition

WHI will bring together and elevate health research strengths from across our region to establish research pipelines that address regional health issues, advance innovation and technology and drive outcomes that support a healthier community.

WHI priorities

1. Advance a research scope and focus defining competitive research niches rooted in excellence;
2. Form globally recognized, multi-disciplinary networks of scientists, clinicians and educators;
3. Provide health research resources, including infrastructure, equipment, seed funding and personnel, to accelerate research progress;
4. Incorporate program planning and evaluation to ensure that outcomes are producing efficiencies in the healthcare system;
5. Support novel training opportunities and programs;
6. Develop a platform that will attract high quality academics and health care professionals;
7. Engage and empower the Windsor–Essex community though public education and outreach activities; and
8. Ensure WHI's long term sustainability

WHI partners

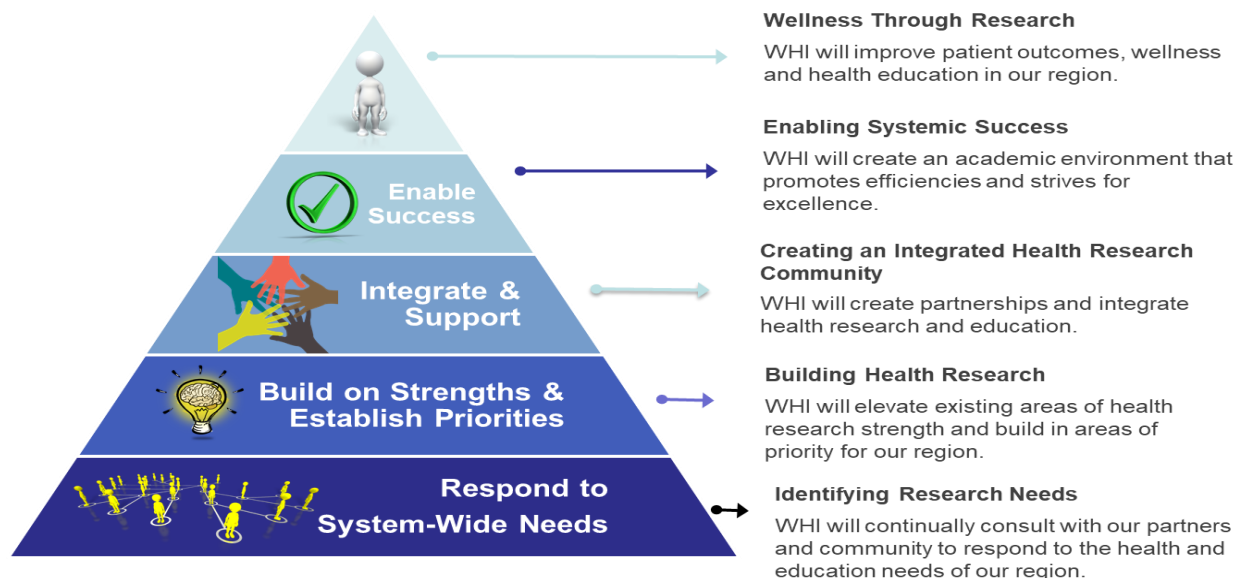**Figure 4: WHI founding partners and key regional partners.**

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Figure 5: Schema of the WHI model. The health and training needs of our region dictate strategic priorities and the metrics collected. WHI will build an integrated network of health researchers to address these pressing demands by strengthening existing areas of focus and expanding areas of priority; this network will also include community care and front line workers from all of our partnering institutions. We will enable success by creating processes and tools to elevate the quality of research, accelerate the pace and efficiency of research and by supporting the growth of a healthcare environment rooted in academia and excellence.

WHI will support several existing areas of strength

WHI will mobilize existing expertise resident in local institutions and effectively leverage available resources from areas of strength, examples of these are listed below:

Windsor Cancer Research Group (WCRG). Building on the momentum of the WCRG (Appendix E), WHI will immediately be comprised of over 300 members (core, advisory, students, national, international, affiliate members). WCRG reports to the Faculty of Science at the University of Windsor and is a multidisciplinary group spanning membership from across the WHI. The 23 core members of this group collectively brought in $613K cancer research funding in 2016, they published 34 publications, recruited 89 patients to 14 clinical trials and supported at least 133 trainees.

WCRG will continue to build and support collaborative research through a biennial cancer research conference, quarterly cancer research Think Tanks, bi-monthly members newsletters and the genesis of Nucleus, an infrastructure support program established with support of Caesars Windsor. In partnership with the Windsor Cancer Centre Foundation (WCCF), we will support the growth of the revolutionary funding program 'Seeds4Hope', which has mobilized more than $3M in community donations to date.

A community education program will be fostered in collaboration with the WCCF as part of "Cancer SMART" – an education program that translates and connects cancer research within the Windsor-Essex Community.

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St. Clair College. The college hosts 10,000 full time students with programs focused in Health, Technology & Trades, Business & I.T., Media Arts and Social Services. St. Clair College has established research programs in engineering and is moving into research in the centre of Applied Health Sciences – Nursing, Ultrasound, Respiratory, Cardiovascular, Paramedic, PSW, Pharmacy, Dental, Biomedical and Medical Laboratory.

Hotel-Dieu Grace Healthcare. HDGH is a unique community hospital offering services in Mental Health & Addictions; Rehabilitative Care; Complex Medical and Palliative Care; and Children and Youth Mental Health. HDGH has designated 2.5 full-time employees to advance research efforts, and has an established MOU with the University of Windsor in this area. Research is a strategic priority of HDGH focused on Centres of Excellence in Mental Health and Rehabilitative Care Evaluation research, and will be a key driver of clinical translational research in the region. This area will also have strong ties to the field of social justice, of which Windsor has much strength.

Windsor Regional Hospital. WRH is one of the largest community hospitals in Ontario and the regional provider of advanced care in: regional cancer services, complex trauma, renal dialysis, cardiac care, stroke & neurosurgery, intensive care, acute mental health, family birthing centre, neonatal intensive care, paediatric services. WRH has research strengths in clinical trials with 5 full-time Clinical Research Associates. Cancer and respiratory research are the current strengths with the potential to expand into nephrology, cardiovascular and sexual health in the near future.

Centre for Human Performance and Health (CHPH). CHPH is housed under the Faculty of Human Kinetics and has 3 mandates: Active & healthy living; Sport performance; Ergonomic design & workplace living and encompasses a diverse group of research interests including e.g., eating, mental health, developmental disabilities, exercise programs, cancer rehab, ergonomics, health & safety, patient transfers, healthy aging, leadership in sport. The CHPH has brought together exciting partnerships such as engaging the Windsor Fire and Police to look at the impact of startling alarms alerting them to fires - response rates, heart rates etc.

University of Windsor. The University of Windsor has a large number of health focused faculty with funding from local, provincial and national agencies with decades of research experience and an Office of Research and Innovation Services (ORIS) which provides research support to faculty and liaisons between faculty and funding organizations. There are several existing and emerging areas of strength including the understanding of neurosciences, psychology, nursing, ergonomics, and human kinetics that impact the health of society. There are opportunities to expand in the understanding of how our daily environments (occupational, indoor and outdoor, sensory, etc.) impact human health and the socio-economic determinants of health (including income, ethnicity, religion, gender). These areas will serve as a launching point for many exciting research questions related to the overall epidemiology of the region and the social and environmental impacts related to local and regional health outcomes.

The University of Windsor supports several institutes which will provide rich partnerships with WHI including: Cross Border Institute (CBI), Great Lakes Institute for Environmental Research (GLIER), World Health Innovation Network (WIN) and the Institute for Diagnostic Imaging Research (IDIR). The University also has expertise in materials science and engineering, law, education and innovation/business development that offer novel opportunities for new areas of health to be developed.

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Erie St Clair LHIN. While the 14 LHINs in Ontario are being restructured, we have developed some of the vision of WHI in collaboration with the Erie St Clair LHIN and their leaders. The ESC LHIN was focused on managing the planning, integration, performance, and funding of the health care system. It is largely realized that an important area of focus for WHI will be the study of social and material deprivation and how that impacts utilization; quality improvement and expertise in the health care system. How these needs are presented in WHI will be an area of development over the next year.

By integrating health research strengths, expertise, infrastructure and support capacity through the Windsor-Essex-Erie-St. Clair we can build and support existing areas of strength and move into currently underserved areas to better support the needs of our region.

Enabling Research and Training

WHI will have several working committees focused on:

1) Research Advancement

To enable and advance research potential the research committee will be focused both on increasing competitiveness in major granting competitions and on building an academic healthcare culture for our region.

Some example projects led by this committee are:

Think Tanks – Regular networking opportunities with the goal of launching and moving forward new ideas.

Members newsletters – To inform the community of opportunities for funding and collaboration/networking and to celebrate and share the successes of the group.

Seed grant program – The WHI innovation grants program will work to establish thematic grants to support training, new investigators and the launch of new ideas or bridge grants to support success in tri-council.

Research process maps – WHI will work with the University of Windsor Office of Research Services to establish accessible process maps to help in guiding researchers through specific grant applications and in navigating cross-institutional collaborations (including cross border relationships).

Translational research coordination – WHI will establish a support system for translational research – in particular clinical trials work between partners. This would involve dedicated personnel with clinical research skills to help direct researchers keen to work with different partners through the network.

2) Infrastructure Utilization and Sustainability

To increase the acquisition and maintenance of critical research infrastructure and to plan for long-term capital needs we have established an infrastructure project entitled: NUCLEUS (Network of Core Labs Enabling Solutions). This infrastructure program spearheaded by Caesars Windsor and WCRG creates a real-time inventory of equipment available to researchers and presents opportunities to the community for supporting infrastructure needs that will provide the greatest impact. Large cores will be evaluated for sustainability and utilization across the network.

3) Community Engagement

This committee will be focused on creative ways to engage, inform and educate the community about health research events and successes at WHI. This will include a community newsletter and community marketing materials, a suite of community events and a yearly public health research forum.

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4) Education and Training

The WHI will not be a separate academic unit, rather it will be committed to enhancing the research capabilities and training of undergraduate, graduate and professional programs that support the WHI mission as well as faculty, medical professionals and the Windsor/Essex community.

Existing programs/courses/training opportunities that benefit from WHI

- Cancer SMART
- Undergraduate fourth year thesis projects from various disciplines across campus.
- Multidisciplinary research projects for graduate students from a number of Faculties/Departments
- SWORP medical student training
- Continued education of faculty and local and partnering health care professionals
- Community education/outreach groups (ex. RIOT; stem cell club)
- CURE course
- Service learning/experiential learning/coop opportunities
- Professional MSc programs in health (Translational health research MSc program in Science, MSc Medical Biosciences)

Opportunities for new program development

- MD/PhD stream at the University of Windsor in conjunction with Schulich School of Medicine and Dentistry
- Cross border training programs
- Novel cross-disciplinary programs in health (ie. medical physics; medical devices/regenerative medicine; nutrition; mental health, health economics, health business)
- St. Clair – PSW, RPN – combining hands-on

5) Administration and Management

This committee will work with membership and governance of the group. They will engage with fundraising, budget and sustainability of the institute.

Management Structure

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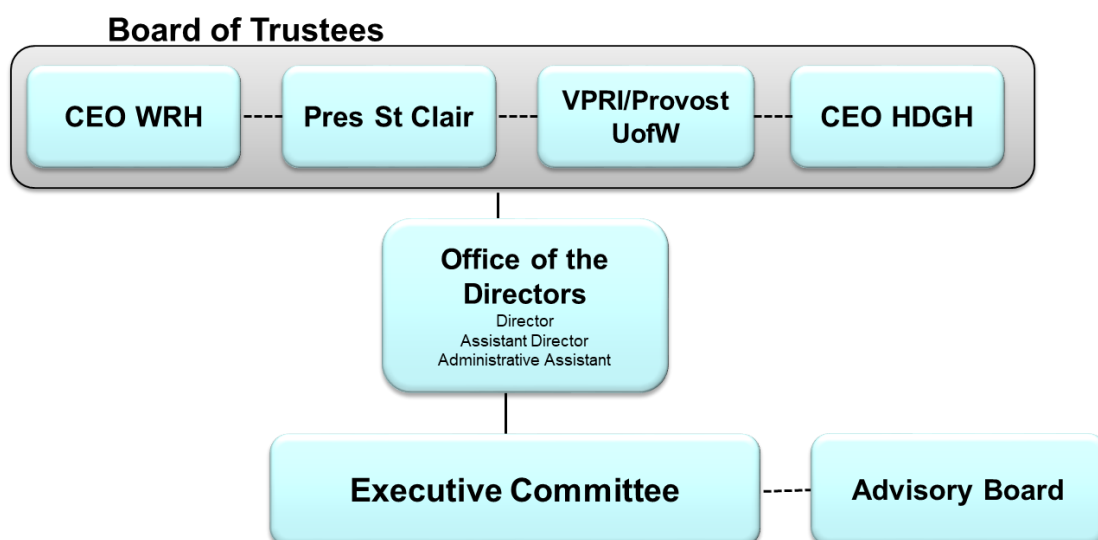
Terms of reference
Appendix F lists terms of reference for the Executive Committee and Advisory Members.

Founding board of trustees
- Jeff Berryman, Acting Provost and Vice-President Academic, University of Windsor
- K.W. Michael Siu, VP, Research and Innovation, University of Windsor
- Janice Kaffer, CEO, Hôtel Dieu Grace Healthcare (pending)
- Patricia France, President, St. Clair College
- David Musyj, CEO, Windsor Regional Hospital

Advisory members
See Appendix G for current Advisory Members.

Founding Office of Directors
- Director, Lisa A. Porter
- Assistant Director, Karen Metcalfe
- Administrative/Research Assistant, TBD

Founding executive committee
- Lisa Porter (Founding Director)
- Karen Metcalfe (Founding Assistant Director)
- Caroline Hamm (Windsor Cancer Research Group)
- Panayiotis Vacratsis (UofW; Faculty of Science)
- Chris Abeare (UofW; FAHSS)
- Chad Sutherland (UofW; Human Kinetics)
- Jody Ralph (UofW; Nursing)
- Pete Crvenkovski (LHIN: role contingent on future of LHINs)
- Terra Cadeau (HDGH)
- Peter Wawrow (St Clair College)
- Helen Catauro (WRH)
- Heather Pratt (UofW;ORIS)

List of proposed members

General membership will be inclusive and will be extended to partner organization researchers as part of an informative email delivered from the Office of the Directors after approval from the BOT.

Core membership is defined as researchers who have evidence of health research productivity (hold an active health research grant, have published health research papers in the past 5 years and/or run health research clinical trials). Membership is evaluated yearly by Dec. 31.

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Institute Needs (details remaining for discussion with partners)

Budget and needs will be approached in phases depending on the construction timelines for infrastructure builds at HDGH and WRH new acute-care hospital.

Immediate needs (first 5 years)

Administrative Office

WHI administration offices will exist at each of the partnering sites.
University of Windsor - Essex Hall Room 138A-B
WRH – ROOM TO BE DETERMINED
HDGH – TBD
St Clair - TBD

Research Space Needs

WHI research space will be identified at each of the partnering sites.
University of Windsor – Research space is already held by all UWindsor WHI researchers. A space to showcase multidisciplinary health research to the community and trainees will be discussed.
WRH - Space will be identified within WRH for expanding translational clinical trials and regulatory needs.
HDGH – TBD (potential ARC site)
St Clair – TBD

Office of Research and Innovation Services (ORIS)

ORIS will provide support to facilitate securing of research funding and will administer grants for WHI. The WHI research office will coordinate directly with ORIS at the University of Windsor to help support researchers at hospital locations.

Library

One of the priorities of WHI is to leverage resources at individual institutions. For example Faculty and WHI adjunct faculty will have access to UWindsor library and data, a similar model can be expanded to other institutions. One mandate of the WHI will be to survey the needs of the collective and determine ways to expand library resources in the area of health.

Information Technology Services (ITS) Support Requirements

The WHI office will require conventional electrical and ethernet connections at each site and will be provided by the partner at the affiliated institution.

Future needs
In the first 5 year strategic plan WHI will identify future infrastructure and support requirements.

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Budget

Research Funding

Most of the operating funds for research projects will be sourced from peer-reviewed granting agencies (e.g. Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, Ontario Institute for Cancer Research, Canadian Cancer Society, National Institutes of Health). The type of research fostered by the WHI and its potential to galvanize a critical mass of interdisciplinary expertise and talent will increase the region's ability to access large funding envelopes for larger-scale research projects and infrastructure (e.g. Canada Foundation for Innovation).

WHI will attract seed funding to support locally based and innovative health research studies in a wide range of disciplines (e.g. basic, clinical and psychosocial). To be selected through a rigorous international peer review process, projects must be predicated on excellence and advance scientific and clinical understanding of specifically identified areas of focus. To this end, WHI will partner with local health fundraising organizations. For example one existing partner is the Windsor Cancer Centre Foundation (WCCF) and its innovative Seeds4Hope program—a cancer research funding program committed to local researchers—to provide funds of up to $25,000/year per project up to a total of $100,000/year. Through this partnership, WHI and WCCF will enhance the region's ability to support truly innovative cancer research. WHI will also look to partner with other non-profit agencies to support seed funding and operating funding for a wide arena of health research.

Fundraising

WHI will identify a major gifts officer who will work with the fundraising personnel from the University, College, Hospital and charitable partners to establish a strategy for engaging philanthropy within the community and securing endowments and training award support.

Personnel

WHI will pay for the salaries of administrative and technical personnel to manage and operate WHI facilities through revenues generated from partner contributions, philanthropic donations, grants and endowments. In the longer-term, endowments will be established for WHI Research Chairs to provide salary support for the recruitment of scientists and protected time for clinicians interested in conducting research. As WHI scales up, the clinical trials coordinator will be added to the administrative team and funded through WHI's operating budget. Additional funds or in-kind contributions will be sought to manage core services/platforms/data analysis. At full operation, the WHI will aim to hire positions such as a dedicated grant writer to aid in the output of large multi-disciplinary translational research applications.

Operating Expenses

Appendix H.

Annual Project Benchmarks:

1. Milestones have been met in a timely fashion.
2. Increased resources for interdisciplinary health research, including physical space, equipment, funding, and personnel.
   - Successful acquisition of matching funds as outlined in proposal within 2 years.
3. New training programs created that fill a gap in knowledge in healthcare delivery, and that expand experiential learning for Windsor-Essex students and trainees.
4. Expand collaborations and research partnerships to support a globally recognized, multi-disciplinary network of scientists, clinicians and educators.

Milestones (to be revised in conjunction with strategic plan development)

Y1 (May 1, 2019 – April 30, 2020)
☐ Signed MOUs and agreements for in-kind and financial contributions
☐ Board of trustees established and convened
☐ Advisory board established
☐ Major strategic directions determined
☐ Communications/marketing strategy established
☐ Website launched
☐ Terms of reference for WHI positions
☐ Senate approval of institute status
☐ Scientific Advisory Committee established and convened
☐ 5 year strategic plan established – to include specific program benchmarks and targets
☐ Plan for priority projects/pipelines that span WHI
☐ Baseline project benchmark data collected
☐ Working groups established based on strategic plan
☐ Seed grants program established and initiated
☐ Plan for academic status for clinicians with targets and benchmarks
☐ Infrastructure needs assessment completed with targets and benchmarks
☐ Fundraising plan established with targets and benchmarks
☐ Multi-year community and student engagement plan developed with targets and benchmarks
☐ Plan for development of health education (for credit) programs developed
☐ Recruitment and engagement of students & trainees in WHI initiatives initiated
☐ Quarterly newsletter
☐ Health 'think tank series' launched
☐ WHI first annual status report submitted

Y2 (May 1, 2020 –April 30, 2021)
☐ Planning and procedures for clinical trials established – with benchmarks and targets
☐ Regional health conference/symposium launched
☐ NUCLEUS program expanded to all relevant health sectors
☐ Infrastructure for sustainable student leadership and program engagement established
☐ Workshop series with community/clinical partners established
☐ Annual status report submitted (to include evaluation of progress against benchmarks and targets)

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☐ Multi-year community and student engagement and programming plans developed
☐ Student co-curricular training programs launched
☐ Public education and outreach programming launched (including K12))
☐ Development of for-credit student programming underway
☐ Initiation of multi-centre clinical trials
☐ Capital plan initiated – needs assessment completed and potential funding mechanisms identified
☐ Annual status report submitted (to include evaluation of progress against benchmarks and targets)

Y4 (May 1, 2022 – April 30, 2023)
☐ Seed grant funding program fully established
☐ Community outreach program fully established
☐ Unified research processes including clinical trial unit established
☐ Annual status report submitted (to include evaluation of progress against benchmarks and targets)
☐ Next five-year plan initiated, to include sustainability plan

Impact and metrics of success (Years 1-5: to be reported on yearly):
*will evolve following discussions with all partners and with the development of strategic plan

Impact/Outcomes	Potential indicators of success:
Establish research resources for interdisciplinary health research. This includes physical space, equipment, funding, and personnel.	• Successfully acquire matching funds as outlined in proposal within 2 years. • Amount of funding acquired from various sources (government and foundation grants, regional stakeholders, philanthropy) to support the development of research space, core process/platforms and equipment • Improvements to infrastructure as a result of WHI activities • Establish Clinical Trial ecosystem to support WHI and stakeholders • New spaces developed or in development in response to local researcher demand • Utilization of shared infrastructure • Increased attraction of industry and securing of Tri-Council (NSERC, SSHRC and CIHR) research funding for collaborative research projects
Form globally recognized, multi-disciplinary networks of scientists, clinicians and educators.	• Increased grant submissions based on WHI collaborations and initiatives, and improved success rates compared to current • Increased Publication record • Increased numbers of patients participating in clinical trials • Increased number of clinical trials underway in Windsor-Essex Region • Development of new community support programs for health
• **Evaluate the impacts of research success on health care**	• Support development of a value chain of research that concludes with knowledge utilization to improve health care

efficiencies, program delivery and operating budget.	• Integrate evaluation of program delivery, impacts on health care efficiencies are embedded into the pipelines created within WHI • Improved local health policies • Improved patient outcomes (ie. increased survival, decreased disease incidence or progression, increased quality of life)
Create new training programs. Programs will fill a gap in knowledge in healthcare delivery and will elevate experiential learning for students/trainees.	• Growth in number of students undertaking experiential learning activities through WHI • Growth in number of leadership opportunities for students established • Growth in research opportunities for students & trainees • Growth in publications and grants involving students • Number of WHI integrated courses or academic programs • Positive participant and student feedback on learning experiences • Number of training programs for health professionals created, and number of health professionals trained • Number of UWindsor students hired after graduation at one of the WHI stakeholders

Longer-term impact and metrics of success (Beyond 2020):

Impact/Outcomes	Metrics of Success:
• **Develop a Critical Mass of Health Research.** Increases in critical mass of health researchers across the spectrum of excellence.	• Increased number of Windsor-based joint grant submissions, research projects/networks, publications, patents • Enhanced attraction/retention of health researchers in Windsor at the partner organizations • Endowed chair positions in the area of health
• **Strengthening Windsor's Knowledge-based Economy.** Supporting economic diversification and job creation.	• Growth and/or expansion of biotech/life sciences businesses • Creation of high-skilled jobs • Number of spin-off companies created
• **Building a Centre of Healthcare Excellence in Windsor.** Moving toward the establishment of an academic health sciences centre.	• Greater physician/clinical participation in research and recruitment of specialists with a research interest • Enhance attraction/retention of medical professionals to the region (specialists and primary care givers), scientists (at the university) and trainees (UW graduate program and Windsor Medical Program)
• **Development of health technologies/innovation.** Enhanced development and translation of innovative health technologies/innovations towards	• Number of clinical trials and recruitment rates • Number of patents filed • Number of products that are being commercialized and/or further developed for application (e.g. clinical studies, product development and optimization).

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application.	
Hands on experiential learning in unique areas of health. Enrich the quality of existing training programs and launch new/unique programs that attract students with a keen interest in health sciences.	• To establish Windsor-Essex as a training ground for novel, cutting edge training programs that fill a need in society in the area of health. • Develop programs across disciplines/institutions that offer very unique, hands on experiences for students that go beyond the traditional avenues of training.

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Letters of Approval and Support (Appendix I)

- University of Windsor
- Windsor Regional Hospital
- St. Clair College
- Hôtel-Dieu Grace Healthcare
- Cross Border Institute
- Dr. Chris Houser – Dean, Faculty of Science, University of Windsor
- Dr. Linda Patrick – Dean, Faculty of Nursing, University of Windsor
- Dr. Marcello Guarini – Dean, Faculty of Arts, Humanities, and Social Science, University of Windsor
- Dr. Michael Khan – Dean, Faculty of Human Kinetics, University of Windsor
- Dr. Mehrdad Saif – Dean, Faculty of Engineering, University of Windsor
- Dr. Christopher Waters – Dean, Faculty of Law, University of Windsor
- Dr. Mitchell Fields – Dean, Faculty of Business, University of Windsor
- Dr. Ken Montgomery – Dean, Faculty of Education

List of Appendices

A. SWOT from 2009 feasibility study
B. City of Windsor Visioning Day Report
C. Faculty of Science Health Visioning Day Report
D. WHI Executive committee Visioning Day Report
E. WCRG impact report 2017
F. Terms of reference
G. Advisory members
H. Budget
I. Letters of support

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Appendix A: SWOT From 2009 Feasibility Study

CONFIDENTIAL: NOT FOR DISTRIBUTION

Appendix B: City of Windsor Visioning Day Report

Creating the Vision for Research in Windsor/Erie-St. Clair
Research Visioning Summit Key Findings (December 13, 2016)

Attendees were asked to think creatively about the future of research in Windsor/Erie-St. Clair with the goal of creating a shared vision and principles that will guide regional research planning into the future.

Wouldn't it be great if…

Future State of Research Directions

- Break down silos/boundaries to bring research expertise together
- Facilitate research in all feasible settings, including hospitals, academic institutions, community, etc.
- Support interdisciplinary research initiatives through local, regional and cross-border collaboration/partnerships
- Apply research findings to improve patient outcomes and experience
- Increase coordination and communication between institutions conducting research
- Leverage technology to create virtual research communities
- Establish a health research institute/centre of excellence that is appropriately resourced and sustainable
- Develop linkages between health care and industry research
- Encourage a culture of research
- Develop shared vision for research across the region

Key Factors to Facilitate Research

Enablers

- Clear mission, vision and plan
- Realignment of Hospital privileges
- Funding plan
- Communication among partners
- Central structure/administration
- Cross-border collaboration
- Streamlined Research Ethics Board (REB) and legal processes
- Research space
- Linkages among health care, academics, industry and government
- Dedicated resources
- Common voice and direction
- Community and patient engagement

Partners

- Hospitals
- Academic institutions
- Clinicians
- Researchers
- Patients
- Community
- Industry
- Philanthropists

Governments

What are you taking away from the session?

Next Steps

Collaborative Strategy to Move Forward

- Develop a regional structure to oversee research activities supported by all stakeholders (e.g., hospital, academic institutions, industry, US partners, etc.)
  - Inter-organizational Research Steering Committee
  - Clear structures and processes
  - "One voice, one direction"
- Develop a strategic plan for research
  - Vision, mission, values
  - Strategic directions
  - Clear targets, timelines and metrics
- Develop research funding plan
  - Explore self-funding opportunities
  - Leverage provincial and federal funding
- Explore LHIN-wide/cross-border REB structure to streamline process

Priority	
Develop a structure that brings leaders from different stakeholders/silos - Point people/decision makers - Enable a strategic plan - Thinking broadly like WSU principle based approach From that structure, other structure/work/activities will evolve	**Enablers** Administrators Tap into previous experience and prior research Investment and supporting resources Commitment and Money
	Barriers none
	Who Should Be Involved Don't limit participants Use people with expertise and interest - Researchers - Clinicians/HCPs - Stakeholders (Admin) - Community
	Comments none
Priority	
Formalize a plan - Strategic Plan - Funding - Time Commitment - Steering Committee	**Enablers** People Institutions Leadership Collaborative attitudes Location Multicultural
	Barriers History/Reputation Funding Time Commitment (No) central meeting place Experience IREB
	Who Should Be Involved All players including institutions and regions, including St. Clair College, Hospitals, Schulich, University of Windsor, Sarnia/Chatham, LHIN, Wayne State

	Comments
	- Steering Committee with Dedicated Coordinator
	- Communication
	Existing Structures
	University of Windsor: Students/researchers, Research Office, REB
	WRCP: Clinical Trials Dept., REB, Research Council, Trainers/Researchers

Priority	
Vision: resonates with stakeholders and creates buy-in Mission: Identify + Organization/Governance/Steering Committee: Needs dedicated people and resources Outcomes: define (and then build on) Metrics of Success – define up front and as it progresses	**Enablers** Cross border (work force, designated zone) Mindset – collaborative Financial Resources Structure (effective) and Linkages – to industry, colleges, universities, etc., branches of Government
	Barriers none
	Who Should Be Involved Dedicated (time/energy) Industry – developing Community Education/hospitals, etc (traditional stakeholders)
	Comments none

Priority	

1. Dedicated research and education officer and admin support for this effort
2. Strategic plan to develop an academic health centre/health research vision
  - realign hospital privileges and medical school faculty appointments
  - funding plan – bring in philanthropy
  - clarify relationships/synergies
  - plan to breakdown barriers
3. REB alignment/tools to support research between institutions
	Enablers
	- engaged community and motivated individuals
	- common ground/benefit and opportunity
	- institution support
	- unique strengths: cross border; multidisciplinary
	
	Involved (organized by Coordinator and Steering Committee)
	- champions
	
	Philanthropist
	- researchers
	- administrators
	- teachers
	- students
	- industry partners
	- community members
	- partnering institutions (cross border)

	Barriers
	none
	Who Should Be Involved
	none
	Comments
	none

Priority	
1. Mechanism…Clear Process…Structure	**Enablers**
2. Research Steering Committee for LHIN	none
- for all areas of research	**Barriers**
- stand alone but feeding into New Hospital	"Health 202" the Auto 21 of Health
Steering Committee - for common Legal	- helps to keep focus having target dates
Services and REB/IRB functions for research	- attract funding/philanthropy with branding
3. Dedicated time and funding for stakeholders	- clear targets and timelines, provide metrics to ensure outcomes
- research program positions supported by	- having achievable, short term and long term outcomes
institutions	
4. PRIORITY = FUNDING	Ideas to Enable and Engage
5. Leverage Federal/Provincial $$ to jumpstart a	- signature annual event to bring together the best and brightest
research infrastructure	- promote networking opportunities
	- Conference
	- include community to enhance education and buy-in; will lead to local investments from community
	Patient-Public Engagement and Involvement
	- facilitates change
	- take advantage of these existing networks and resources
	Industry partners together with the same message as us; this is when government listens
	One Voice, One Direction together (Tool and Dye Industry), e.g., Green Shield, Chrysler/GM/Ford, Cypher Systems, WFCU, Casino, College and University, Hospitals
	Who Should Be Involved
	none
	Comments
	none

Appendix C: Faculty of Science Health Visioning Day Report

Report on the Faculty of Science
Health Visioning Day

May, 2017

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

We would like to thank Dr. Chris Houser, Dean of Science, for his vision and financial support that has guided the production of this report. Special thanks to Karen Metcalfe for her expertise and hours of time that she committed toward putting together the Visioning Day and the final report. Finally we would like to thank the representatives from across the Faculty of Science that worked with open minds to provide the results outlined in this report.

Leading up to the Visioning day representatives from across the Departments in the Faculty of Science and our adjunct clinical partners were asked to fill out a survey which set the stage for this day to occur. As an organizing committee we worked with the anonymous information to create a SWOT (**S**trengths, **W**eaknesses, **O**pportunities, **T**hreats) to use as a framework for the day. This report is available to all upon request.

We were pleased with the outcome of the day and look forward to the next steps that will certainly take health research to the next level in Windsor-Essex.

The organizing committee,
Lisa Porter, Alice Grgicak-Mannion and Panayiotis Vacratsis

SUMMARY

On Thursday May 4, 2017 the University of Windsor, Faculty of Science hosted a Health Institute Visioning Day. The goals were to:

- Have a clear picture of strengths, weaknesses, opportunities and threats in the health arena
- Have a common vision of what we would like to become
- Develop strategic directions and initial goals
- Produce actionable steps forward to make this a reality

To open the day, Chris Houser, the Dean of Science provided his impressions during his first ten months as Dean, highlighting the need to take the pockets of great research and bring them together under a health umbrella. He acknowledged that many have been "down this road before" but stressed that the stars have aligned – WCRG has made important connections, the recent hospital announcement means a new hospital is in Windsor's future, the development of the Canadian Centre for Alternative Methods brings new funding opportunities, and 25% of faculty are retiring leading to targeted health hires. We now need to look at ourselves as "a fleet of ships working towards a common vision." He ended with a clear message of what he expects, "today, I want you to provide a proposal that I will fund. I want to move forward as a health institution. That's what I want. I want to make it a reality."

Dean Houser passed the agenda over to Lisa Porter, who provided an overview of the session planning process and the agenda. She focused the group on recognizing that they are stronger as a group than they are as individuals, "if each person succeeds we all succeed." She urged the group to set their sights on something big, "our task today is to focus on a vision that will set the Faculty of Science apart from other institutions. Our vision will build our reputation, recruit new faculty, and bring in donor dollars."

Dr. Porter reminded everyone that the session participants are representatives and are tasked with setting up an initial framework, "we aren't the only players, but we are going to get things moving." She drew everyone's attention to the pre-session survey that provided valuable information for planning the day and helped set the agenda. The survey results showed that people are already focused and positive about moving a health institute forward. Just before launching into the planning activities, she stressed that this is a first attempt, "keep in mind that the words are not carved in stone today. What we say is going to evolve and change. This is the first attempt, the first time we are coming together. The goal is to keep the ideas moving forward."

The agenda was then handed over to Alice Grgicak-Mannion who invited a representative from each department to introduce their faculty, highlight what people are doing and demonstrate what they have to contribute to a health institute.

Otis Vacratsis led the discussion activities throughout the day. The rest of the report provides an overview of these discussions and the outcomes of the session, including:

- An overview and feedback into the SWOT analysis
- A vision for a health institute
- Key strategic directions that we need to take
- Action items that need to occur within each direction over the next 2 years
- What we need to begin this process

- Appendices

The day ended with a discussion of what would be needed to successfully move forward. This came together in the form of an official "ask" to the Dean of Science, a communication from the day and next steps.

The Summary of Feedback indicates that all participants thought the goals of the planning session were achieved. They appreciated the cohesive, collaborative atmosphere and thanked the committee for organizing such a productive day (see Appendix for full results).

REPRESENTATIVES ENGAGED IN PROCESS

Name	Affiliation
Sirinart Anavoranich	Chem/Biochem
Richard Caron	Math/Stats
Dora Cavallo-Medved	Biology
Charu Chandrasekera	CCAAM
Michael Crawford	Biology
Joel Gagnon	Earth/Environmental Sciences
Gemma Grey-Hall	Major Gifts Officer, Faculty of Science
Caroline Hamm	WRH – adjunct Biology
John Hudson	Biology
Phillip Karpowicz	Biology
Ziad Kobti	Computer Sciences
Roman Maev	Physics
Bulent Mutus	Chem/Biochem
Siyaram Pandey	Chem/Biochem
Chitra Rangan	Physics
Steve Rehse	Physics
Luis Rueda	Computer Sciences
Ken Schneider	WRH – adjunct Physics
Andrew Swan	Biology
John Trant	Chem/Biochem
Nurlan Turdaliev	Economics
Otis Vacratsis	Chem/Biochem
Huiming Zhang	Biology
Barb Zielinski	Biology

HEALTH INSTITUTE VISION – INITIAL DISCUSSION

Participants began the day working in small groups to discuss their vision of the health institute. The following four ideas emerged.

1. Windsor Institute for Cancer Research, Health Education and Management
   - 50-100$ million institute attached to the new hospital (connected shuttle between campuses)
   - Medical school connects to this
   - Education is key – no institute without education
   - We need to be attached to the new hospital - helps a lot of our weaknesses

2. Institute for Translational Health Research and Education
   - Cancer is the model

3. Research and Education institute for Diseases of Aging Population
   - Did not want to restrict to cancer
   - Brings in neuroscience, cancer and other areas

4. Great Lakes Institute of Health Research
   - Focused on local health concerns; open
   - Builds on strengths and opportunities
   - Translatable across the spectrum
   - Increased local support

Additional Group Discussion:
- Can we partner with the hospital and new hospital plans
- Great universities don't' have one research centre
- Limited space – we would have to partner.
- Direction from Dean Houser – keep it away from too specific a population or disease. Balance so it can be branded but not out dated eventually
- Removes so many people if it is just cancer; limiting capacity to grow
- Regional Institute for Health Research, Education and Management
- Work on pillars or 'a layered cake' underneath Health
- Moving the campus out to the community
- Potential for moving to the new hospital and then build on the current campus
- Start with science

STRATEGIC DIRECTIONS – BRAINSTORMING

Participants worked in small groups to discuss strategic directions for the health institute. The larger group came back together to share their ideas and common themes emerged.

A. Education
- Demonstrate strength in collaborative activities
- Be educational designers driving research to practice
- Fully develop educational programs, e.g., HQP training
- Training the next generation of health researchers

B. Partnership
- Building strategic partnerships and collaborations
- Diversity economy with health-related industries
- Develop solutions that build health communities
- Develop community support – outreach
- Develop internal and external partnerships
- Provide a bridge between local health concerns and researchers
- Strengthen connections with the hospital

C. Organizational structure
- Set up an advisory board and identify and lobby key stakeholders (building political sway – UW political ties)
- Branding, profile, exposure
- Build "health" as part of departmental vision
- Develop the research institute plan

D. Enhancing research capacity
- Demonstrate strength in research
- Identify and address research environmental impact on human health
- Support for current and future health research initiatives

INITIAL DRAFT PLAN

VISION
(stakeholders' experience in the future because of the institute's work; a bit of a stretch)
*Wording focus of follow-up working group

MISSION
(what the institute does to achieve the vision, your purpose/function)
*Wording focus of follow-up working group

STRATEGIC PRIORITIES
(major areas of focus)

A. Education	B. Partnerships	C. Organizational Structure	D. Enhancing Research Capacity

Goals (major actions to move strategic priorities forward)

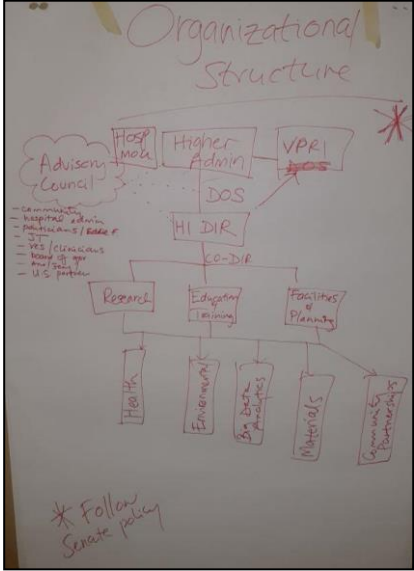| A. Education	B. Partnerships	C. Organizational Structure	D. Enhancing Research Capacity
• Identify expertise gaps in health • Financial support for trainees • Review and assess UG program	• Create a pitch for specific audiences • Strengthen partnerships with Windsor Regional Hospital • Strengthen internal/external research partnerships	• Finalize an organizational structure	• Strategic stimulus fund for health related collaborative research • Infrastructure/administrative support (centralized facilities, directors, technical staff) • Strategic hiring

DRAFT FACULTY OF SCIENCE ACTION PLAN

Strategic Direction A: Education		
Goal (Advance the strategic direction)	**Actions for 2017-18** *to be specified by task force	**Lead ***
1. Identify expertise gaps in health – strategic hires or collaborations, e.g., epidemiology, cardio vascular, age related health, health economics	•	
	•	
	•	
2. Financial support for trainees – undergraduate, graduate, post docs. GAships. Build undergraduate research teams in health (project with all departments represented; with industrial partners that give a program for the team to address. Community based learning	•	
	•	
	•	
3. Review and assess UG program - New and/or revamped, repackage programs to give them a path to health research (MSc in translational research).Emphasize that this will be a great recruitment tool for bringing in students. Increase enrolment	•	
	•	
	•	

Key: Take competition away from departments, e.g., count at centre, allocate and share the count, e.g., concurrent health

Strategic Direction B: Partnerships		
Goal (Advance the strategic direction)	**Actions for 2017-18**	**Lead**

1. Work with mission/vision- create a pitch specific to:
  − Community health groups
  − Government (liaison)
  − Industry (WE-Tech, epi-centre, pharma)
	•	

	•	
	•	

2. Strengthen partnerships with hospital
  − MOU between hospital and UWindsor
  − Hospital should be partner at the table
	•	

	•	
	•	

3. Strengthen internal/external research partnerships
  − Think tanks
  − Newsletters
  − Communication plan to engage multi-disciplinary groups
	•	

	•	
	•	

Note: Strong communication plan needed

Strategic Direction: Organizational Structure		
Goal (Advance the strategic direction)	**Actions for 2017-18**	**Lead**
1. Finalize an organizational structure	•	
	•	
	•	

Additional discussion points:

− Hospital needs to be added to the structure
− A political connection is necessary, a champion, people who know about the funding opportunities
− Director structure is a great idea, it clearly breaks responsibilities and focus
− GLIER had an advisory board and they got rid of it but shouldn't have
− Good timing – money being put towards new program development

Strategic Direction: Enhancing Research Capacity		
Goal (Advance the strategic direction)	**Actions for 2017-18**	**Lead**
1. Funding – strategic stimulus fund for health related research that is collaborative; bridge/seed funding - individual and starting; larger group funding, CREATE, CFI. Industrial partners	•	
	•	
	•	
2. Infrastructure/administration support (centralized facilities, directors, technical staff)	•	
	•	
	•	
3. Strategic hiring – Collaborative undergrad research appointments	•	
	•	
	•	

NEXT STEPS

Participants discussed what steps need to be taken after the day.

1. **Finalize the session report:**

2. **Communicate key messages:**

   All participants agreed to share the following information about the day:
   - Researchers from the Faculty of Science met on May 4th to discuss a plan for a new health research institute
   - The day was very productive, the timing is right and there is full support for the initiative
   - We developed an action plan that is multi-disciplinary and includes all departments across the Faculty of Science
   - Key to our success will be a partnership with WRH and other strategic partners
   - It is an opportunity to grow our research, education and partnerships
   - In terms of next steps, we will be developing a report from the day to share the details of the plan and will be forming a task force to move this initiative forward

3. **Present "ask" to Dean of Science**

   Immediate Ask - Unanimous
   - 2-3 year commitment for:
     – Financial support for an interim director and administrative personnel (appropriate support and course release)
     – Begin with a virtual institute – website with vision, mission and all faculty profiles.
     – Form a task force
       ▪ Develop/clarify governance structure
       ▪ Mission/vision
       ▪ Communications plan
       ▪ Solidify 2017-2018 action items for each goal identified
     – Operating funds $200,000/year + admin support
     – Facilitate MOU with hospital
     – Strong statement from Dean of Science to individual departments for support- top down, this is happening, you need to participate. Come together

   Other Asks
   - Support for stakeholder consultation/assessment – focused on external stakeholders (community, industry, politicians) with marketing plan (what do we need to be aligned with?)
   - Internal program review –working group (education/research) (with marketing plan)
   - Funding for a branding exercise
   - Funding for internal collaborative research – must be multidisciplinary (3 or more disciplines)
   - Start a campaign for a new building

- Funding for a collaborative UG research – high impact class
- Need a guarantee that UG students put into this stream/institute will not penalize departments (agree that this is important but not prevent the development of the institute) Commitment to the principle

4. **Create Task Force to move the plan forward**
   - Laura is collecting names of people interested in being part of a group.

5. **Once branding is complete, bring to council for a vote**

FORMAL REQUEST AND RATIONALE

In the University of Windsor's upcoming 2017-2020 Strategic Mandate Agreement (SMA) there is a focus on 1) student experience, 2) research excellence and impact and 3) innovation, economic development and community engagement. A health research institute will serve each of these priorities.

1) Student experience will be enriched by this institute in that it will bring in translational research with community health care partners and physicians and will allow us to develop new programs that promote hands on experience in these exciting areas that students are highly attracted to. It will also provide a new mechanism by which to enhance our infrastructure and continue to transform our campus.

2) Research excellence and impact – Building viable, healthy, safe communities is one of the strategic mandates of the University. Bringing together health researchers within Science will build on the momentum of the WCRG, BCN and will promote expertise in big data, environment and materials/imaging and will move science from the bench to the bedside in collaboration with our hospital partners.

3) Innovation, economic development and community engagement – The institute will bring together multi-disciplinary research that fosters innovation. It will be focused around building partnerships with local industry and hospital to create and sustain jobs and diversify our economy. The health institute will make community engagement a priority and will fill a much needed gap in the Windsor-Essex community – education and research in areas of health that are a tremendous concern to our population.

Item (in order of priority)	Description/Detail	Rationale
1. Interim Director	• Course release and stipend/discretionary funds equivalent to GLIER, CBI, WIN	A leader with a percentage of workload dedicated to this project will ensure that progress continues. This is a critical time for health research and momentum is building – now is the time for us to capitalize on opportunities.
2. Strong statement from Dean of Science to departments regarding support for the initiative	• When an interim Director is announced by the Dean of Science, include a strong statement in support of the initiative. State – Representatives from across Departments were in support of this initiative. This will be a multi-disciplinary initiative from across Faculty of Sciences	It is critical for Departments to understand the process that took place and to know that the Dean of Science is in support of this initiative. This will ensure transparency and will facilitate buy-in by members throughout the faculty.
3. Operating funds	• $200,000/year	• Assistant and administrative support • Branding/marketing/liaison/website costs • Costs of proposal for the initiative – putting together proposal and the

			• marketing and distribution of proposal • Meetings with all stakeholders
4.	Virtual institute	• On-line presence with vision, mission and faculty profiles	This allows us to start building the functioning components – and to bring together existing groups (ie WCRG) while planning for a physical space dedicated to health research.
5.	MOU with the Hospital	• Facilitate an MOU with the hospital aligning a vision of a health institute attached to the new hospital	It is essential that the hospital is a partner in this project. Outlining how the hospital and University will partner in this institute is a priority to ensure clarity as we move forward
6.	Task force/working group	• Form a representative group in the Faculty of Science to work with the interim director to move forward the vision	• People want the process to continue and to be consultative • Promotes buy-in • Ensures representation from across all Departments; includes hospital partners

APPENDIX: SWOT REVISED

In small groups, participants discussed the strengths, weaknesses, opportunities and threats that came out of their responses to the pre-session survey and decided on changes that need to be made. The results of that discussion are captured in the revised SWOT below.

STRENGTHS	WEAKNESSES

• Expertise in the following areas:
  – Cancer
  – Computational Health Methodology
  – Neuroscience
  – Environmental health
  – Materials science/medical devices
• Strong Faculty and research excellence, eager and willing to participate
• Some key infrastructure – new science research building, geospatial facilities, software for health based analysis, core facilities, etc.
• WCRG
• Masters and research based programs; BCN program
• Quality students
• Multidisciplinary approaches to health questions
• Cancer as a model to build on
• Demographics, e.g., environmental (pilot projects), ethnic diversity, aging community
• Size – move faster than bigger competitors
• Windsor pride
	• Commitment from administration for long term support, personnel and a plan for sustainability, including strategic hiring, infrastructure, etc.
	• Lack of a common vision and commitment – buy in from all
	• Self- interest, personal agendas
	• Siloed approach, e.g., no centralized facilities, equipment not shared
	• People are stretched too thin
	• Inadequate institutional support, e.g., reactive not proactive; Pushing costs down to individual researchers drains grant funding
	• Critical mass of researchers
	• People are stretched too thin - lack of time for research due to lack of research infrastructure/ admin support
	• Physical separation makes communication more difficult
	• Buildings; facility services; aging infrastructure
	• Reputation – we know what it should be but parents and students are reading Maclean's
	• Sticking to and relaying on traditional funding

OPPORTUNITIES	THREATS
• Unique Location – border city; CBI • Address areas of concern for the Windsor-Essex population – cancer, respiratory disease, cardio-vascular, environmental exposures, e.g., chemical valley, ground water exposures • Position as a credible leader for health research in our community; set ourselves up to be the research arm of the new hospital system • Demonstrate that the University is committed to the health of our community • Collaborative relationships/partnerships, e.g., clinicians at WRH • Economic impact; industry at the table • Build reputation of UWindsor with tri-council and within the region ('go to resource') –	• Competition - already established institutes with access to funds • Dependent on UWin funding and directions within the Faculty of Science and University • Tier based funding • Low success rate % of external funding • Western University/Medical school • Retiring faculty • Changing provincial strategic mandate

impact on recruitment of students and faculty; donors	
• Becomes a UWindsor strategic priority • Outreach and engagement, e.g., Citizen science – ownership • Make multi-disciplinary team efforts /grants a strength • Medical School on campus • Collective metrics to gain support from upper administration • Position for strategic hires • Sharing of equipment • Time is right to create a culture change of collaboration and inclusion • Private donors want to re-invest in the area • Chasing after non-traditional funding • Joint academic programs, cross supervision – unique opportunity	

APPENDIX: AGENDA

Goals:
- Faculty picture of strengths/weaknesses/opportunities and threats in health research area
- Have a common vision of what we would like to become
- Develop strategic directions and initial goals
- Produce actionable steps forward to make this a reality

9:00	**Welcome and Opening Remarks** – Chris Houser, Dean of Science **Overview of Agenda, What to Expect for the Day, Survey Results and SWOT** – Lisa Porter **Departmental Capabilities** – Alice Grgicak-Mannion • Discipline Presentations
10:10	**Break**
10:30	**Beginning to Plan for a Health Institute** – Otis Vacratsis and Karen Metcalfe • Discuss Survey/SWOT/concept idea Task: 1) Does the SWOT summary adequately capture our strengths/opportunities/weaknesses/threats? Comments/edits/suggestions for improvement? (30 min discussion; 10 min recap) • Visioning exercise – Using the SWOT and concept idea what do you think the institute should focus on? (30 min discussion; 10 min recap) *see visioning handout
12:00	**Lunch**
1:00	Otis Vacratsis and Karen Metcalfe **Strategic Directions:** • With our vision in mind what should our 5 priorities be (30 min discussion: 10 min recap: select 4 to focus on) **Action Items:** • Task: Each table is given a different priority – select top 3 actions that need to occur in the next 1-2 years (30 min discussion; 20 min recap)
2:30	**Break**
2:50	Lisa Porter **Next Steps:** • What are our top/immediate asks/needs to get this project moving? What is our group message that we deliver back about the day? (30 min discussion; 10 min recap) **Closing remarks**
3:45	**Adjourn and Celebrate – Wine and Cheese**

APPENDIX: SUMMARY OF VISIONING DAY FEEDBACK

Seventeen participants completed the evaluations. Numbers in brackets, e.g., (4), indicate the number of times a similar response was noted. Responses to the same question may represent different points of view.

1. **The extent to which participants thought the goals of the day were addressed:**

	1 Poor	2	3	4	5 Excellent	Did not respond	Average
Have a clear picture of our strengths, weaknesses, opportunities, threats in health arena	1	0	1	10	5	0	**4.1**
Have a clear vision of what we would like to become	0	0	0	10	7	0	**4.4**
Have some strategic directions identified to overcome challenges	0	0	3	9	5	0	**4.1**
Have some directions planned that will support and strengthen our strengths	0	0	0	10	7	0	**4.4**
Have actionable steps forward to make this a reality	0	0	3	6	7	0	**4.0**

2. **What participants found most useful about the session:**

- Cohesive, collaborative atmosphere; all departments were on board (8), e.g.,
    - A good understanding of commitment to health research
    - Collective thinking stimulates thinking, this leads to superior meeting
    - This is the first time we came together in one rooms as a faculty working together in planning part of our future. Very useful to get this diversity
    - Excellent buy-in from all groups
    - The fact that we have the Dean on board
    - We have a large core of agreement across the faculty on the vision, I think this may happen

- Learning about research expertise in room/departments (4), e.g.,
    - Find out who is doing health work in other areas – potential collaborators

- Set up of the session (3), e.g.,
    - Working in groups first and then sharing ideas
    - Reps from all departments present. Good timeline! 4 shorter working sessions worked very well

- Individual comments:
    - Good action plan
    - Discussion of vision and possibilities

3. **What participants would change:**

- Nothing, good job! (4)
  - It was excellent

- Logistics (4), e.g.,
  - Perhaps include/invite a non U of Windsor stakeholder into the discussion
  - Paper flip charts didn't really work. Large white boards/glass wall would be better?
  - Survey could have been better
  - Venue and more people from departments

- Refreshments, e.g., dessert; better coffee; breakfast; wine earlier (4)

- Other individual comments
  - I am still unclear about how to best proceed regarding the division of students who I represent

4. **Advice for the working group:**

- Excellent work, keep going; stay focused (8), e.g.,
  - Remain consultative
  - Keep on truckin
  - Push, keep pushing, keep regular meetings going with faculty stakeholders
  - Keep up the enthusiasm

- Individual comments:
  - Stay focused on actionable items, which I felt weren't concrete enough. Identify short concrete things and short-ish deadlines to be met with positive outcomes
  - Less emphasis on undergrad courses etc. Keep it just as a research institute that has no effect on courses etc. Avoid department conflict
  - Collate opinions from as many people in science as possible. Don't leave anyone out
  - Branding and upper admin support is key

5. **Other comments:**

- Thank you! Great and productive! (6), e.g.,
  - Keep going, don't stop!
  - Good job!

- Individual comments:
  - Don't take no for an answer!
  - Report needs to come out and think about next meetings to keep momentum going
  - Important to recruit external "power players

Appendix D: WHI Executive committee Visioning Day Report

SUMMARY OF OUTCOMES

Windsor Health Institute Executive Visioning Day

In attendance:

- Lisa Porter (Founding Director)
- Karen Metcalfe (Founding Assistant Director)
- Chris Abeare (UofW; FAHSS)
- Terra Cadeau (HDGH)
- Helen Catauro (WRH)
- Pete Crvenkovski (ESC LHIN)
- Heather Pratt (UofW; ORIS)
- Jody Ralph (UofW; Nursing)
- Chad Sutherland (UofW; Human Kinetics)
- Otis Vacratsis (UofW; Faculty of Science)
- Peter Wawrow (St Clair)

Regrets: Caroline Hamm (Windsor Cancer Research Group)

Meeting Overview

On Wednesday October 3, 2018 the Windsor Health Institute Founding Executive met for an initial visioning exercise. The expected goals were to:

- Agree on a unified draft vision
- Identify key areas of focus
- Identify preliminary milestones
- Produce a draft budget – what we need and how we are organized

Lisa Porter began the day by providing an update since the last meeting:

- UWindsor VPRI and Provost meetings
  - UofW are in support of moving WHI forward, request for budget
  - Will discuss with partner CEOs and Presidents individually
- CEO, WRH meeting
  - WRH are in support of moving WHI forward
  - Discussed that WHI could help to prepare us for dealing with any regional initiatives from the Provincial government
  - We need to move quickly so we are prepared and unified
- Updates were provided to Pete Crvenkovski and Chris Abeare regarding outcomes of first Executive meeting

This summary provides an overview of the discussions from throughout the day, including:

- Who we are, research strengths, research needs
- Value Proposition – what makes WHI unique
- Key Milestones
- What we need
- Next Steps
- Revised SWOT (see separate document)

Who We Are, Research Strengths and Needs

Each member provided an overview of the organization/group they are representing, the research strengths they bring to the table and the research needs they have for the future.

Member	Who We Are	Research Strengths	Research Needs
WCRG (Caroline Hamm)	• A collaborative research group with over 300 members • Grew directly out of the 2009 regional report - designated as the best place to start for building local research • Model has 2 directors that represent WRH & UWindsor • Housed under the Faculty of Science	• Bringing researchers together from across institutions • Building multidisciplinary teams • Clinical trials • Inventories and databases • SWORP • Development of new programs (CURE and MSci in Translational Health) that bridge gap between UWindsor and WRH	• Growing partnerships between LHIN, HDGH and between Faculties • Focused support for research at WRH including a dedicated person to support researchers and translational research projects
St. Clair College (Pete Wawrow)	• 10,000 full time students with programs focused in Health, Technology & Trades, Business & I.T., Media Arts and Social Services	• Engineering • Centre of Applied Health Sciences – Nursing, Ultrasound, Respiratory, Cardiovascular, Paramedic, PSW, Pharmacy, Dental, Biomedical, Medical Laboratory	• Applied health research capabilities that we are ready to tap into • New training programs that prepare for the future needs of our communities
HDGH (Terra Cadeau)	• A unique community hospital offering services in Mental Health & Addictions; Rehabilitative Care; Complex Medical and Palliative Care; and Children and Youth Mental Health • Concentrated effort in research with 2.5 FTEs • Existing MOU with UWindsor	• Research is a strategic priority with resources being invested • Primarily focused on Centres of Excellence in Mental Health and Rehabilitative Care • Evaluation research (with UWindsor Business students)	• Grow our research footprint • A cultural shift - we are not an academic hospital so research is not seen as a priority • Find the right projects and the right teams to move research forward • Expand program evaluation (collaborate with students that could support this)

Member	Who We Are	Research Strengths	Research Needs
UWindsor, Centre for Human Performance and Health (Chad Sutherland)	• Housed under the Faculty of Human Kinetics • 3 mandates: Active & healthy living; Sport performance; Ergonomic design & workplace living • Establishing a research hub that connects our faculty with the community	• Diverse group, e.g., eating, mental health, developmental disabilities, exercise programs, cancer rehab, ergonomics, health & safety, patient transfers, healthy aging, leadership in sport • Example of exciting partnership – Windsor Fire and Police to look at the impact of startling alarms alerting them to fires - response rates, heart rates etc.	• Additional ways to make connections between researchers and community organizations • Connect people in a large scale way • Experiential learning and student recruitment • Shared resources, increased efficiencies • Multidisciplinary team development, e.g., match makers • Effective knowledge transfer
UWindsor, Faculty of Nursing (Jody Ralph)	• Provide undergraduate and graduate programming • Special diplomas: Primary Health Care Nurse Practitioner; Advanced Practice Oncology/Palliative Care; Competency-Based Courses for Internationally-Educated Nurses	• Faculty interest in diverse research areas • Collaboration in palliative care and oncology	• Bringing together people with diverse interests
UWindsor, ORIS (Heather Pratt)	• Provide research support to faculty • Liaison between faculty and funding organizations • MOU with HDGH & St Clair	• Administering and supporting research	• Increase collaboration with all partners • Demonstrate to our community the value research brings to improving the health of our community • Demonstrate to Provincial and National Leaders that Windsor works well together • Expand our CIHR success – a small group has been successful but we have tremendous potential to move this forward with our partners

Member	Who We Are	Research Strengths	Research Needs
Windsor Regional Hospital (Helen Catauro)	• One of the largest community hospitals in Ontario • Regional provider of advanced care in: regional cancer services, complex trauma, renal dialysis, cardiac care, stroke & neurosurgery, intensive care, acute mental health, family birthing centre, neonatal intensive care, paediatric services	• Cancer research is a focus • Some respirology	• Increased opportunities for student involvement - we definitely benefit from students coming in
Erie St. Clair Local Health Integration Network (ESC LHIN) (Pete Crvenkovski)	• One of 14 LHINs in Ontario - community-based, non-profit organizations funded by the Ministry of Health and Long-Term Care • Manage the planning, integration, performance, and funding of the health care system	• Current research relationships with Faculty of Nursing on utilization questions, social and material deprivation and how that impacts utilization; quality improvement expertise	• Keen interest in multi-disciplinary projects to drive improvement, evaluation and decision making • Working with public health to determine how we get upstream to slow down progression of disease • Cross sector solutions to lower morbidity and mortality, provide better patient and provider experiences • Reduce the pressure on workers in our system will lead to better outcomes for patients • Developing partnerships with Faculty of Engineering and School of Business
UWindsor, Faculty of Arts, Humanities and Social Science (Chris Abeare)	• A huge area with 13 departments • Most directly relevant for health: psychology; women and gender; sociology, anthropology & criminology; social work	• Mental health, brain health, sexual health, HIV, health systems • New faculty that have health research interests • Possible new hire focused on substance abuse • Community health issues	• Elevate research profile • Connecting with health care professionals

Member	Who We Are	Research Strengths	Research Needs
UWindsor, Faculty of Science (Otis Vacratsis)	• Large number of health focused faculty with funding from local, provincial and national agencies • Biology, Chemistry & Biochemistry, Physics and Computer Science are quite health focused • Economics and math has some health projects • Medical physics program is growing	• Decades of research experience • Bring next generation techniques – hundreds of valuable students to work at all levels of collaboration • Well funded through CHIR and NSERC – valuable experience to build on • Good infrastructure with grants through CFI, NSERC • Ready to take this to the next level	• An institute would make us a priority for internal decisions; external funders would take us more seriously • Staying competitive • Growing seed grant programs that helps teams come together and keep us competitive. These are essential to success • Strategic hires that bring in great people, not just more people. We need critical mass of experts • Focus on bigger grants • Increase new research opportunities. Basic scientists would love to move to the translational level and human opportunities

Value Proposition - what makes us unique

- Making a healthier community
- Develop a research pipeline
  - Coming together as a network – connecting all the pieces, players and processes
  - Value chain, building a hub. You might not know how to do the research or who to talk to but you come to us
- A new, regional approach – no one else is doing it this way
- Research that addresses regional health issues
  - Solve problems we actually have – the LHIN would be particularly invested in this
  - Identify pressure points in the hospitals that WHI could alleviate
  - Program evaluation is key to LHIN and HDGH (psychology is focusing on program evaluation). Effective program planning from the beginning has been a problem in the past. Producing outcomes in a cost effective manner. Demonstrating value to the tax payer
  - Digitally first
  - Population health, systems health
  - Advancing innovation and technology key to diagnostics and testing in our region
  - Research can support growing critical mass of health care professionals in area of most pressing demand
- Bringing together very different types of research and players together; multidisciplinary
- Best opportunities for students, e.g., ARC, expanding coop programs
- Marketing and communicating the value of research to the community

Key milestones – First 3 Years

- Create a Strategic Plan (identify community needs)
- Organize a Town Hall – share vision and goals; identify members
- Develop Terms of Reference
- Develop the processes and procedures for facilitating collaborative research projects
- Create a communications/marketing strategy
  - Design and launch a WHI webpage
- Identify community driven, collaborative research initiatives
  - Create a rolling list of projects that would embrace all the partners and departments
- Designate dedicated person from each partner to be the interacting personnel
- Identify Infrastructure needs assessment (equipment and personnel) including capital plan with new hospital; think about research space/presence throughout the city
- Identify unique funding opportunities
- Develop a system for collecting metrics necessary to demonstrate success
- Build a clear, established pipeline for working together

Key milestones –Years 3-5

- Establish a seed grant program, including: review process (external peer review); way to distribute funds; established administrative unit (3-4 people); establish multiple funding bodies;
  - Develop a question pipeline, e.g., every time we bring in a questions we say "here is $20,000 to complete that project"; e.g., funding a new stroke patient project $20,000 dedicated to rigorous evaluation (match making mechanism)
- Bring in Infrastructure
- Increase research capacity – ensure community focus
- Increase training capacity, develop unique training programs
- Initiate plans for elevating academic status for hospitals

- Unified research processes including clinical trial unit
- Create a regional health conference/symposium that highlights what we are doing (develop additional targeted symposiums)

What We Need – Implications for Governance

General Comments:
- Show provincial tables that VPRI sits at – OCCUR
- Leverage what each partner can bring to the table
- Create stipends for students to take on roles in the areas needed, e.g., practical communications experience, Mitacs, cap stone programs
- Need a realistic budget to support success

Position/Need	Budget request
Office of Directors (Asst Dir + Admin)	2 FTE
Office of Directors (Dir stipend $20K + lab/clinic discretionary support $40K + teaching release)	$80,000
Research and evaluation, statistical analysis, project manager/coordinator	3 FTE
Administration of Seed Grants (could be partner contributions)	1 FTE
Clinical Trials Translational Research Coordinator	1 FTE
Training and education coordination	1 FTE
Grant writers focused on specific calls	Contract
Benefits realization, program evaluation – Epidemiology/statistics role - market as grant money, 3 projects in the first year	$50,000
Discretionary funds – IT, meetings, supplies	$20,000
Dissemination funds – conferences, AGM, marketing, website	$20,000

Marketing/branding
  – 1 time cost
  – Students included, e.g., St Clair College programs could be leveraged – in-kind
	$50,000

Next steps

Dates	Task	Who
Oct. 10	Circulate results from retreat including draft senate document format	Lisa and Karen
Oct. 15	Feedback provided about senate document (for provost council)	All
Oct. 17	Provost council	Lisa and Karen
TBD	Meetings with each of the partners and the University	
TBD	Schedule next Executive meeting	

Appendix E: WCRG Impact Report 2017

Windsor
Cancer
Research
Group

www.**windsor**cancer**research**.ca

2017

IMPACT REPORT

Bridging Research and Hope

TABLE OF CONTENT

OUR VISION

A united community bridging cutting edge research with world class cancer care.
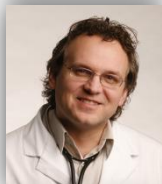
MESSAGE FROM THE EXECUTIVE COMMITTEE

Lisa Porter
University of Windsor

Dora Cavallo-Medved
University of Windsor

Ken Schneider
Windsor Regional Hospital

Michael Naccarato
Royal Bank of Canada

Alice Grgicak-Mannion
University of Windsor

Caroline Hamm
Windsor Regional Hospital

Krista Naccarato
Windsor Regional Hospital

John Trant
University of Windsor

Karen Metcalfe
WCRG

Otis Vacratsis
University of Windsor

Over 40% of the population will be diagnosed with cancer in their lifetime. Thankfully, because of research, we now better understand the actions of cancer and ways to protect ourselves from the disease. We also have enhanced diagnostics that can detect the disease earlier and more accurately. Year after year we see improvements in the treatments available, and as a result, mortality rates for all cancers combined continue to decline. Today 60% of people diagnosed with cancer will survive 5 years or longer. But for the other 40%, we need to do better.

Research outcomes have a global benefit, but there are additional impacts felt when research is funded locally. Research brings cutting-edge infrastructure to the community, delivers the latest innovative treatments to local patients, elevates knowledge of all healthcare providers, and attracts and retains the brightest professionals. Data shows that patients treated in institutions with active research programs have improved outcomes. Research saves lives.

The Windsor Cancer Research Group (WCRG) strives to enable researchers to advance bright ideas and work together to find new and innovative solutions in the areas of cancer prevention, detection, diagnosis and treatment. We also aim to support our community through their cancer journey by improving survivorship and educating and empowering patients and their families. This Impact Report highlights some of our successes and key initiatives of 2017.

THE NUMBERS- 2017

WCRG members are involved in building a dynamic cancer research environment in the Windsor-Essex region. Their contributions are important to the continued growth of WCRG and significant to the success of cancer research programs in our community. A general overview of our 2017 progress is illustrated below.

678K $

Trainees
155

Active Collaborators
75

Cancer grants
17

These grants focus on basic sciences, translational, clinical, and quality of life research .

The number of collaborators continues to increase, almost doubling from 2016. Collaborators come from a variety of disciplines, organizations and institutions.

Trainees are affiliated with the University of Windsor and the Schulich School of Medicine and Dentistry and include Post-doctoral Fellows, Residents, Graduate and Undergraduate students.

Grants over $25,000 were awarded from the following funding agencies:

- Canadian Institutes of Health Research
- Canadian Cancer Society Research Institute
- Windsor Cancer Centre Foundation, Seeds4Hope

* *Metrics are the outcomes of the 23 Core Members.* - local researchers who are active in the cancer field (PI/Co-applicant) on cancer grants/clinical trials, publish in the cancer field, hold an academic appointment AND have contributed significantly to WCRG.

PUBLICATIONS

In 2017, core members produced **22** cancer research peer-reviewed publications, proceedings and books.

Highlighted are a small sample of the journals where publications can be found and include collaborators from computer science, biological sciences, psychology, chemistry and biochemistry, physics, diagnostic imaging, medical oncology, radiation oncology, engineering and social work.
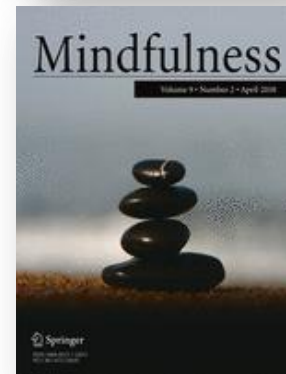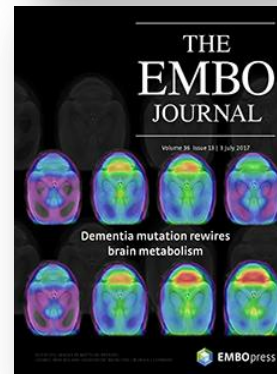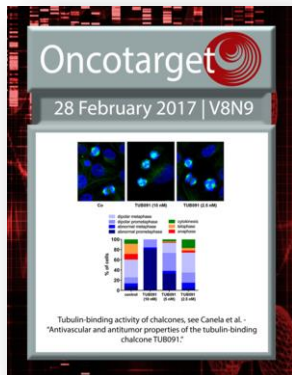
BUILDING COLLABORATIVE RESEARCH

WCRG is focused on activities and events that build collaborative cancer research networks. In 2017, we continued to grow our membership, facilitated UWindsor Adjunct Appointments for our clinical members, established a clinical research portal and continued to grow our Peer Review Panel. Our newsletter, WCRG Matters, is circulated throughout the year to keep our members engaged and informed.

WCRG Membership

- 360 Members
  - 23 Core Members
  - 137 Student Members
  - 35 Institutions/Organizations

Peer Review Committee

- 19 grants reviewed
- Disease sites: colorectal, melanoma, lung, breast, brain, prostate and multiple myeloma

'WCRG Matters' Member Newsletters

- 6 issues
- Shares member successes
- Enhances communication

Select Researcher Recognitions

Dr. Dora Cavallo-Medved, Ontario Confederation of University Faculty Associations (OCUFA) Teaching Award.

Dr. Sindu Kanjeekal honoured by the India-Canada Association for her contribution to the community.

Dr. Lisa Porter, University of Windsor, Faculty of Science 2017 Graduate Student Mentoring Award.

Dr. Junaid Yousuf, Schulich School of Medicine and Dentistry, Department of Oncology's Excellence in Academic and Teaching Award.

IN THE SPOTLIGHT

First Investigator-Driven Clinical Trial

Principal Investigators: Dr. Caroline Hamm and Dr. Lisa Porter

When a community invests in research the impact can be big. A local Seeds4Hope grant from the Windsor Cancer Centre Foundation supported a clinical trial that decreased relapse rates for patients with one of the most aggressive forms of breast cancer. This collaboration between the Windsor Regional Hospital and the University of Windsor also found new proteins that can drive relapse for this disease. The research was further supported with national funding from the Canadian Institutes of Health Research to determine whether targeting these proteins can be a novel method of treatment that will further improve survival for these patients. Translation of research from the lab to the clinic increases survival rates and brings hope to patients with some of the most devastating forms of cancer.

CIHR IRSC
Canadian Institutes of Instituts de recherche
Health Research   en santé du Canada

Seeds4Hope
A program of the
Windsor Essex County Cancer Centre Foundation

$765,203

TITLE: *Novel Cell Cycle Regulation in the Initiation and Therapeutic Intervention of Triple Negative Breast Cancer*

- Brought together a team of local surgeons, pathologists, oncologists, and University professors to tackle new treatment directions
- First study to initiate collection of fresh patient tissues in Windsor
- One protein has emerged as a potential new treatment direction

OUTCOMES

- 90 local patients were treated with the new protocol
- Decreased relapse rates for patients with stage I and stage II disease.
- Results identified potential drivers of relapse.

$70,000

TITLE: *Correlation of Spy-1 Levels in Patients During a Phase II Trial of Patients with Triple Negative Breast Cancer Receiving Dose Dense Adriamycin/ Cyclophosphamide/ Taxol in Combination with Carboplatin.*

2010 - 2012

2013

2015 - 2019

THINK TANK SERIES

Moving Ideas Forward

In 2017, WCRG continued its quarterly Cancer Research Think Tank series. The objective of the Think Tanks is to present and discuss cancer research topics of interest and identify collaborative teams that can work together to bring these projects forward for funding. This series has been a driving force behind the increase in cancer grant submissions and the growing collaborative research network.

4 Cancer Research Think Tanks

130 Participants

21 Disciplinary backgrounds represented

14 Institutions/organizations participating, including hospitals, universities, colleges and industry

In 2017, snapd Windsor continued their commitment to the Cancer Researcher Snapshot. Thanks to their generous sponsorship, 4 more cancer researchers were introduced to our community. They share information about their research, what motivates them to do cancer research and how they spend their free time. The goal of this initiative is to raise awareness about the cancer research being done in Windsor-Essex and stimulate new research collaborations. Thank you snapd Windsor for supporting this community initiative!

MARCH

Dr. Ken Schneider

WCRG RESEARCHER SNAPSHOT

Dr. Ken Schneider
B.Sc., MD., FRCPC
Chief, Department of Oncology, Windsor Regional Hospital

What is your research focus?

As a practicing radiation oncologist treating a broad spectrum of cancers for 25 years, the importance of integrating research into clinical practice cannot be understated. My main focus has been as a clinical investigator in clinical trials for breast, gynecologic, head and neck cancer as well as tumors of the brain. Optimizing radiation treatment dosing schedules in breast cancer, treating with lesser intensive treatment for lower aggressiveness head and neck cancers, and radiation boost trials for highly aggressive brain cancers are examples. Most of these trials are randomized Phase III studies that compare current standard treatment to new treatment approaches and evaluate for improved outcomes. Results in clinical cancer research can take several years, but the benefits can change practice and lead to significant improvements for patients. I am a member of the NCIC and RTOG Clinical Trials Institutes who oversee large scale clinical trials within cancer treatment programs across Canada.

What do you do in your spare time?

The scope of professional life as a physician leaves the word 'spare time' out of your vocabulary. However, one must make time for the things that are just as important... family, friends, personal well-being and maybe even a hobby. Music and being a life long musician has enriched my life in ways not meant to be captured in words. It's more a feeling that remains part of one's essence.

What do you hope the impact of your work will be?

Cancer prevention will remain crucial, understanding the biology of cancer will lead us forward and refining treatment through translational and clinical research will shape our futures. To be a small part of that would rock!

Windsor Cancer Research Group
wcrg@uwindsor.ca
519-996-6105
windsorcancerresearch.ca

MAY

Dr. John Trant

WCRG RESEARCHER SNAPSHOT

John F. Trant
Ph.D.

What is your research focus?

My research focuses on making new, very stable, versions of natural molecules like sugars and amino acids for developing new therapies for cancer and autoimmune diseases. Our work combines molecular architecture with cancer biology and advanced computing methods, and could help us develop whole new ways of treating prostate cancer and multiple sclerosis.

Tell us something about you that might surprise us?

I have my Sommelier certification, and am very happy to be here in the heart of the Erie North Shore wine region; chemistry and wine make a wonderful combination.

When do you get your best research ideas?

Normally at a conference. I have a short attention span, but during the less engaging talks my mind starts to wander in odd directions and makes new connections I had never previously considered. I can't seem to reproduce the effects anywhere else, maybe it is just something about the environment with all the 'sciencey' talk flowing around.

What motivates you to do what you do?

A combination of curiosity and rage. Both cancer and autoimmune diseases happen mostly because our own cells misbehave rather than because we are being invaded by a virus or bacterium. How this happens, and how we can design and make the molecules we need, is very complicated. It's fascinating and inspires creativity. But I also am really angry at these diseases, and anger is an excellent fuel to get you up in the morning and to motivate you to push through the research challenges.

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AUGUST

Ms. Krista Naccarato

WCRG RESEARCHER SNAPSHOT

Krista Naccarato
B.Sc., B.Ed., CCRP
Coordinator, Cancer Program Clinical Trials
Windsor Regional Hospital

What is your role in research in our community?

All of my work takes place at the Windsor Regional Hospital Cancer Program. I am currently the Business Program Coordinator for the Clinical Trials Department. The main part of my job is focused on ensuring that our department is successful in offering patients access to clinical trials as treatment options. There is a lot of behind-the-scenes regulatory work that is involved as well as ensuring all of our staff are compliant with regulations set out by Health Canada and Good Clinical Practice. I started in this field as a student in the Clinical Research office, then I became a study coordinator which I really enjoyed; I did that for 13 years before moving into my current role in July of 2015.

What advice would you give to students who are interested in cancer research?

For students specifically interested in Clinical Research, I would suggest that they investigate what part of the spectrum of this field they are interested in most – it covers a wide range of possibilities. They may have an idea of what Clinical Research means but will discover that it encompasses everything from bench science, to drug development, to creating study protocols and managing them, to applying the clinical trial protocol at the patient level while ensuring safety and good data collection (that is what we do here).

What do you do in your spare time?

I love to travel and spend time with family and my two dogs. I like to challenge myself. I've been sky diving, scuba diving, and ran two Marathons.

Windsor Cancer Research Group
wcrg@uwindsor.ca
519-996-6105
windsorcancerresearch.ca

NOVEMBER

Dr. Josée Jarry

WCRG RESEARCHER SNAPSHOT

Josée L. Jarry
Ph.D., C.Psych.
Associate Professor, Department of Psychology, University of Windsor

What is your research focus?

I study the psychological benefits of Ashtanga yoga which is an integrated spiritual and physical practice. Its spirituality is cultivated through its physical practice on the mat. It also is an ethical system that guides our conduct in the world. It has profoundly transformed my life, how I relate to myself and to others. I study how Ashtanga yoga can help others.

When do you get your best research ideas?

On the mat, when my practice is especially beneficial, I reflect on what might have made it so, and then I want to find the answers!

What do you hope the impact of your work will be?

I find myself surprisingly ambitious with this new line of research, something I never truly experienced before. I am passionate about it. I hope to bring this simple, non-chemical and completely accessible practice to as many people as possible to improve their wellbeing, both psychological and physical. I want to study the benefits of Ashtanga yoga in as many populations as possible: people with different forms of cancer, with depression and anxiety, with chronic pain, with addiction, etc. We know very little about the power of "brain management" practices. We have forgotten them in favour of synthetic chemistry. But our behaviour has the power to modify our chemistry.

What motivates you to do what you do?

My wish to "do good". We all are part of a community, living together. We either can be an asset to each other or a hindrance. We can do so much more when we help each other. I hope that my work can be experienced by others as an asset, that it can contribute to their happiness and can help give life meaning.

Windsor Cancer Research Group
wcrg@uwindsor.ca
519-996-6105
windsorcancerresearch.ca

CLINICAL TRIALS

Clinical trials are an important part of any successful cancer research network. WCRG is fortunate to work in partnership with the Clinical Trials Department at Windsor Regional Hospital to facilitate and improve connections, communications and collaborations for our members. The Clinical Trials Business Coordinator, Krista Naccarato, provides financial tracking and budgeting considerations for each trial. In 2017, she also oversaw the development of the Quality Assurance Process that has led to an improvement in data quality as noted at site audits. Krista also serves on the WCRG Executive Committee.

5

Staff

The Clinical Trials Department at Windsor Regional Hospital is comprised of 4 Study Coordinators who recruit patients and conduct local clinical trials, and 1 Business Coordinator who directs daily outputs and manages the administrative logistics, including study contracts, budgets, training requirements and study startup.

13

Open & Recruiting Clinical Trials

Clinical trials at Windsor Regional Hospital Cancer Centre open and close throughout the year. Of the 13 trials in 2017, two were initiated by local clinical investigators.

68

Recruited Participants

Our local cancer patient recruitment rate matches the national average of approximately 3%. WCRG is committed to support efforts that increase the number of clinical trials operating in Windsor-Essex and their accessibility to our local cancer patient population.

NUCLEUS

Network of Core Labs Enabling Solutions

Thanks to the support of Caesars Windsor and UWindsor Faculty of Science, **Nucleus** provides a virtual inventory of cancer research facilities and equipment in Windsor-Essex. As Nucleus grows, it will facilitate collaboration within our research community and maximize efficiencies and use of valuable resources. Caesars supported the *Nucleus Drug Development and Screening Platform* with the purchase of a critical piece of equipment.

BENEFITS

Elevates Research Impact

- Supports growth of multi-disciplinary teams
- Accelerates access to infrastructure
- Drives innovation

Consolidates Resources

- Builds efficiencies
- Prevents redundancy
- Increases use of equipment
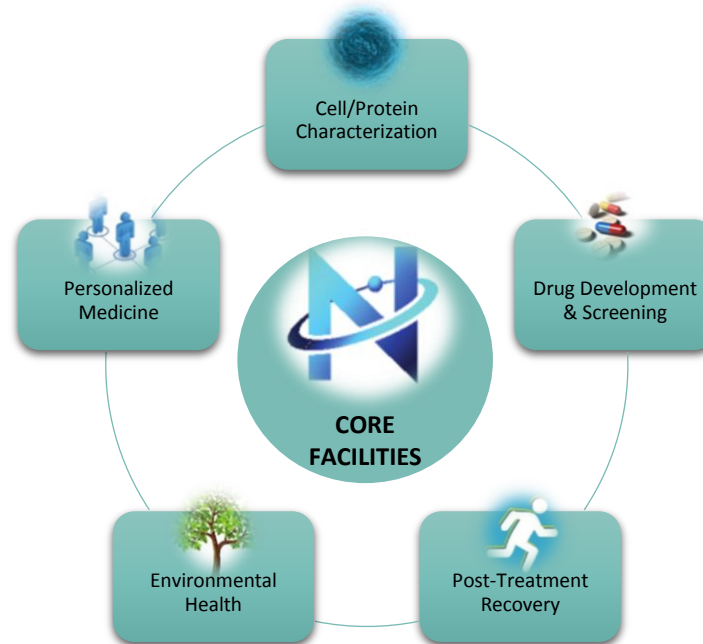
Informs Our Community

- Promotes research capabilities that we have in our community
- Provides direction regarding infrastructure needs

Supports Education

- Facilitates technical skills training
- Provides access to a variety of equipment
- Builds collaboration

Cell/Protein Characterization — Drug Development & Screening — Post-Treatment Recovery — Environmental Health — Personalized Medicine — CORE FACILITIES

windsorcancerresearch.com/campaigns/nucleus/

CANCER SMART COMMUNITY

An important goal for WCRG is to make cancer research more accessible to the public. In 2016, WCRG partnered with the Windsor Cancer Centre Foundation (WCCF) to establish an education program "Cancer Smart" that translates and connects cancer research within our community. We host a community newsletter, Facebook page, twitter, outreach events, educational workshops and public seminars. This 3 year commitment from WCCF is helping WCRG extend it's reach and become an important resource for cancer research in our community.

2 Community Newsletters circulated with a readership of over 650 people

18 Community events WCRG participated in

34 Times WCRG was featured in the media. A few of the top headlines:
- *Research experience seeking to empower children survivors of cancer*
- *False internet claims about cancer cure trouble local oncologist*
- *Cancer symposium invites students to join the fight*
- *WCRG Think Tanks initiate unique research relationships*

15 Education tools developed

CURES TEAM

Cancer Undergraduate Research and Education Students

WCRG has **50** undergraduate student volunteers who are vital to our success. In 2017, volunteers played key roles in the following initiatives: Science Rendezvous, Research Showcase, Cancer Researcher for a Day, Think Tank Series, WRH Cancer Education Days, Faculty of Science PASS program, Brain Tumour Foundation of Canada Windsor Walk, Halloween Open House, and Let's Talk Cancer.
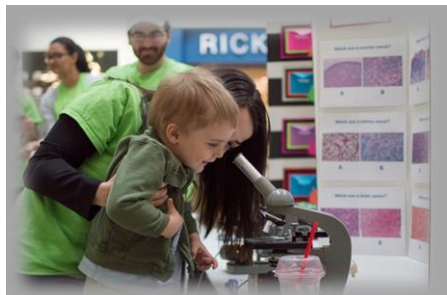
Public Health Advocates

Effective Communicators

Professional

WCRG volunteers develop public education tools, answer questions at events and workshop, and promote awareness of local cancer research projects and resources.

WCRG volunteers convey information about WCRG, cancer research and treatment initiatives in Windsor-Essex to the public in a clear and enthusiastic manner. They are approachable and target information to the needs of the audience.

WCRG volunteers have the opportunity to interact with researchers, peers and the public, which assists them in their own professional development.

TESTIMONIALS

"Since I began at the University of Windsor in 2016, the WCRG has been a formidable ally and a great source of support. Being from outside the Windsor-Essex area, my network was very limited. Through various networking events and think tanks organized by the WCRG, and by the tremendous support from the members, I was able to meet and connect with partners, at the clinical and academic levels. Those new connections allowed solid partnerships to develop, resulting in innovative collaborative research, and with the ultimate objective achieve important impacts for patients."

Simon Rondeau-Gagne, PhD

Assistant Professor, University of Windsor

When I received my cancer diagnosis, I was flooded with emotions - disbelief, confusion, anger and mainly fear. Fear of the unknown and the fear of 'what if treatment doesn't work'? Being offered a place in a clinical trial solidified a feeling of 'hope'! It can make all the difference in the struggle to help yourself get through treatment and hopefully will help someone else down the road. I'm so very thankful for the opportunity and the incredible work being done in our community.

Diane Marley

WCRG Advisory Member, Cancer Survivor

"WCRG has allowed me the opportunity to raise awareness about cancer prevention and treatments and work alongside a great team. This experience is rewarding and life-changing. To be able to work with faculty, students and the healthcare community to promote the importance of research is remarkable. Thank you WCRG for your outstanding work and support!"

Anthony Pisciuneri

Undergraduate Student, Biological Sciences
CURES Lead Volunteer

"Think about a better future by promoting new ideas…..or about your present lives where advances in cancer have been attained. Think about those around us who have achieved a cure or improved quality of life through better medical therapies. Now…… think of a world without cancer research. Our lives would not be the same. The WCRG has made remarkable strides right here in our home community where researchers share ideas and collaborate to bring the highest quality research to its ultimate goal…understanding the nature of cancer and improving outcomes in the treatment of this disease."

Ken Schneider, MD

Radiation Oncologist, Windsor Regional Hospital

THE HEART OF RESEARCH

Cancer Researcher for a Day launched in November 2017 and invites child cancer survivors and their siblings to participate in a hands-on research experience in laboratories across the University of Windsor campus, followed by a clinical trials "rotation" at Windsor Regional Hospital Cancer Centre. This initiative uses research as a tool to empower children/youth and their families through their cancer journey and encourage them to be informed research ambassadors. Research is often the main component behind a cancer patient's hope, and it is because of research that treatments and outcomes have improved. The impact of the program is not one-sided. Paediatric survivors inspire our researchers, and their innovative ideas and honest feedback informs the future – patients ARE the heart of research.

" *I have a better understanding of the need for continuous funding that is required for research, as many variations of the same test are needed to find a favourable outcome.*"

Dereck Lau

"*As a sibling and daughter of cancer survivors, it was cool to see all the effort and dedication that is put into saving people's lives.*

Morgyn Lau

THANK YOU TO OUR SUPPORTERS

Today, cancer patients live longer because of advancements stemming from research. WCRG is excited to build and strengthen our current local cancer research program to better serve the patients of the Lake Erie-St. Clair region. The devotion, energy and enthusiasm of our members, our volunteers and all those in the community that have supported us is key to our continued growth and our ability to make a difference in the fight against cancer.

Thank you, we couldn't do it without you!

Personal Donors

Heather Metcalfe

Marilyn Ursulak

Donors who wish to remain anonymous

"Without research, hope is just a word."

Dr. Michael Dufresne

WCRG Ambassador of Hope, former cancer researcher & Seeds4Hope Program Administrator

windsorcancerresearchgroup

@WindsorCRG

www.windsorcancerresearch.com

401 Sunset Ave.   Essex Hall 148, Windsor, ON | 519.996.6105 | wcrg@uwindsor.ca

Appendix F: Terms of Reference

WHI Terms of Reference
Executive Committee

Purpose	• To oversee all WHI activities and decisions relating to formulation, review, communication and management of the delivery of WHI's mission and vision as agreed on by the Board of Trustees. • To ensure the MOUs between partner organizations are upheld • To support the Director in setting direction for and managing the WHI • To develop and implement a strategic plan focused on achieving the milestones agreed on by all partners
Membership	• WHI Director (Chair) and Assistant Director • 1 representative from each partner organization • 1 Faculty member representing: Nursing, HK, FAHSS, Science • 1 representative from health research groups/centres that support the strategic directions of WHI *Additional members may be invited to join following a committee decision based on consensus.* *Ad hoc Working Groups/Committees may be established at the call of the Chair. Specific terms of references will be written as needed*
Terms of Appointment	Director: Five year appointment renewable for one additional term Members: Three year appointment, renewable for an additional term
Decision Making and Reporting	Decisions will be made based on consensus reached by a majority consisting of 2/3 of those members present either in person or by teleconference/telecommunication. If a majority consensus cannot be reached, the decision will be made by simple majority vote.
Meetings and Communication	Meetings to be held 6-8 times per fiscal year. Special meetings of the Executive Committee may be called at the discretion of the Chair A quorum for each meeting shall consist of at least 50% of members present, in person or by teleconference/telecommunication. Regular attendance at meetings is expected. Members who are not in attendance for 50% of scheduled meetings per year may be retired. Except for scheduled meetings, the majority of communication will take place electronically. Administrative support including notetaking will be provided by WHI administrative support.

Terms of Reference – WHI Advisory Members

Purpose	To assist in decision making, by providing advice and making recommendations to the WHI Executive Committee.
Responsibilities	Advise WHI Executive Committee on a full range of WHI activities with particular focus on: • Development and implementation of WHI's Strategic Plan • Support of multi-disciplinary, translational research, including development and maintenance of partnerships, community links, and engagement of relevant stakeholders • Communication of WHI's activities to the community • Specific issues referred by the Executive Committee *Advisory members will not have legal or contractual responsibility.*
Compensation	Service as a WHI Advisory Member is voluntary.
Terms of Appointment	Two years, with an option for renewal.
Meetings and Communication	Individual meetings with advisory members will be called on an ad hoc basis and may take place in person, by teleconference or electronically. The time commitment is not expected to exceed 10 hours/year.

Appendix G: Advisory Members

WHI Advisory Members – 2019

Organization/Affiliation	Name and/or Position
Accepted	
1. World Health Innovation Network	Anne Snowdon
2. Cross Border Institute	Marta Leardi Anderson
3. Lunenfeld Tanenbaum Research Institute	Jim Woodgett
4. WRH, Chief of Staff	Gary Ing
5. Health Researcher	Eleanor Maticka-Tyndale
6. WE-tech, Director of Partnerships	Irek Kusmierczyk
7. Business Owner, Patient Advocate	Jeff Casey
In Process	
8. Hospice of Windsor	Colleen Reaume
9. WEEDC	Representative
10. Capital Assist Inc	Federica Nazzani, President
To be added at a later date	
11. Wayne State University	Research Office representative
12. Henry Ford Health System	VP Research Office representative
13. CMHA Windsor Essex	Claudia den Boer, CEO
14. City of Windsor	Representative
15. Family Services Windsor Essex	Joyce Zuk, Executive Director
16. John McGivney Children's Centre	Elaine Whitmore, CEO
17. WE Public Health Unit, Medical Officer of Health	Wajid Ahmed
18. Ontario Brain Institute	Tom Mikkelsen
19. Bluewater Health	Representative
20. EMS Essex-Windsor (Research Wing)	Representative
21. Manufacturing Sector	Representative
22. Greenhouse Sector	Representative
23. ProsperUs	Representative
24. Politicians (to be identified)	Representative
25. Schulich School of Medicine, Windsor Campus	Representative
26. SWAHN (South Western Academic Health Network)	Representative

*Additional members to be identified after formal strategic planning

Appendix H: Budget

Budget

*Changes may occur during formal strategic planning

	2019	2020	2021	2022	2023	
ADMINISTRATION						
Research Director Support (salary stipend $20K + teaching release)	$40,000	$40,000	$40,000	$40,000	$40,000	
Operating Expenses (Lab or clinical trial support)	$40,000	$40,000	$40,000	$40,000	$40,000	
Assistant Director Salary (FT W/Annual Increases)	$90,000	$92,700	$95,481	$98,345	$101,296	
Administrative Support Salary (FT w/Annual Increases of 3%)	$54,000	$55,620	$57,289	$59,007	$60,777	
Discretionary (exec meetings, travel, supplies)	$20,000	$20,000	$20,000	$20,000	$20,000	
Branding and Marketing	$50,000	$5,000	$5,000	$5,000	$5,000	
Dissemination (yearly impact report, presentations/public meetings, website and maintenance)	$30,000	$25,000	$25,000	$25,000	$25,000	
Benefits realization/statistics support - select projects	$50,000	$50,000	$50,000	$50,000	$50,000	
Resesarch coordination						
Innovation Grant Management/Health Sciences Research Coordinator (FT Position co-funded with ORIS, annual increases of 3%)	$55,000	$56,650	$58,350	$60,100	$61,903	
Cross Institutional Clinical Research Coordinator (FT, , annual increases of 3%)	$53,000	$54,590	$56,228	$57,915	$59,652	
Cross Institution Education Program Development						
Coordinator (FT, annual 3% increase)	$15,000	$15,000	$15,000	$65,000	$66,950	*yrs 1-3 course/duty release for WHI member
Infrastructure and Operating Grant Supports						
Nucleus manager (admin, website maintenance)(FT position co-funded with Faculty, annual increases of 3 %)	$20,000	$20,600	$21,218	$21,855	$22,510	*contract position - could be a faculty/staff release from other duties
Repair/maintenance budget		$50,000	$50,000	$50,000	$50,000	
New equipment acquistion			$45,000	$50,000	$50,000	*will vary based on donations - Caesars Windsor is one existing partner that has given to this program
WHI Innovation Competition	$183,000	$174,000	$121,000	$157,000	$146,000	*will vary dependent on donations
						WCCF donation is directed to this fund
TOTAL	$700,000	$699,160	$699,565	$799,222	$799,088	
Operating Revenue (Partner Contributions)						
University of Windsor	200,000	200,000	200,000	200,000	200,000	
Windsor Regional Hospital	100,000	100,000	100,000	100,000	100,000	
Hotel-Dieu Grace	100,000	100,000	100,000	100,000	100,000	
St Clair	100,000	100,000	100,000	100,000	100,000	
TOTAL	500,000	500,000	500,000	500,000	500,000	
Operating Revenue (Pillars and Donations)						
WCCF	200,000	100,000	100,000	100,000	100,000	Committed funds
Donations-WHI		100,000	100,000	200,000	200,000	modest projection
TOTAL	200,000	200,000	200,000	300,000	300,000	
BALANCE	-	840	435	778	912	

Appendix I: Letters of Support

February 08, 2019

Lisa Porter, PhD   lporter@uwindsor.ca
Translational Research Director WCRG
Professor, University of Windsor

Dr. K.W. Micahel Siu   Michael.siu@uwindsor.ca
Vice-President, Research and Innovation

Heather Pratt   hpratt@uwindsor.ca
E.D., Research & Development

Karen Metcalfe   karenmet@uwindsor.ca
WCRG Co-ordinator

Dear Dr. Porter and team:

This is to confirm that the Board of Directors of Windsor Regional Hospital ("WRH") supported the payment of $100,000 per year for 5 years to the Windsor Health Institute at its meeting of February 7, 2019.

The payment is conditional on the other partners agreeing to the same payment; those being St. Clair College and Hotel Dieu Grace Hospital. WRH understands it may be difficult to get the Erie St Clair LHIN to commit and will not make their commitment conditional to WRH's payment.

The first payment will be made April 1 2019 or once the last "partner" commits.

We look forward to any formal documentation regarding the Windsor Health Institute.

Thank you for your leadership in this regard and our ongoing partnership with you.

Sincerely,

Dan Wilson   David Musyj
Chair, Board of Directors   President & CEO

April 22, 2019

Dr. Lisa Porter
Windsor Health Institute

Via Email
lporter@uwindsor.ca

Dear Dr. Porter:

RE: Windsor Health Institute – Research Collaboration

On behalf of Hôtel-Dieu Grace Healthcare and the entire Board of Directors, I would like to take this opportunity to thank you and Dr. Michael Siu for attending our March Board meeting, and presenting this extremely important initiative. The Board agreed that as leaders in research, your passion, dedication and commitment to working in partnership was energizing.

HDGH is thrilled to participate and I am happy to advise you that the Board of Directors authorized a commitment for the full 5 years, with $100,000 for the first year and a review of this allocation by the Finance and Audit Committee of the Board, on an annual basis, for the subsequent years (2-5).

Our organization is driven by a mission of serving the needs of the most vulnerable in our community, and finding new ways of delivering those services with improved outcomes. We appreciate the efforts and impact that research can have on this, and look forward to the success through a collaborative approach.

Sincerely,

Janice Kaffer,
President and CEO

cc. Mr. Mike Horrobin, HDGH Board Chair

ST. CLAIR
COLLEGE

March 8, 2019

Dr. Lisa Porter
Translational Research Director
Windsor Cancer Research Group
c/o University of Windsor
401 Sunset Avenue
Windsor, Ontario
N9B 3P4

RE: Windsor Health Institute

Dear Dr. Porter: Lisa

This letter is to confirm that St. Clair College supports the annual contribution to the Windsor Health Institute of $100,000 for five years.

The first installment will be made by March 30, 2019.

We look forward to any formal documentation regarding the Windsor Health Institute.

Thank you for your leadership in this regard and our ongoing partnership.

Sincerely,

Patti France, M.Ad.Ed.
President

cc: W. Habash, Vice President, Academic
        P. Wawrow, Director, Applied Research and Development

START HERE GO ANYWHERE 2000 Talbot Road W. | Windsor, ON. N9A 6S4 | P: 519-972-2701 | F: 519-966-3763 | pfrance@stclaircollege.ca | **stclaircollege.ca**

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Office of the Provost and Vice-President, Academic

401 Sunset Avenue, Windsor
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www.uwindsor.ca/provost

University
of Windsor

March 18, 2019

Dr. Lisa Porter
Department of Biological Sciences
Faculty of Science

Dear Dr. Porter,

I am pleased to write in support of the Windsor Health Institute (WHI). This letter is to confirm the University's commitment to the provision of $200,000 annually for a period of five years to underwrite a portion of the costs of the Windsor Health Institute, subject to the following conditions:

- Letters of agreement form external funding partners have been received prior to funding allocation;
- The Institute receives approval from the University of Windsor Senate;
- The Institute demonstrates completion of year 2 milestones by April 2021 and then annually, based on the milestones and benchmarks identified in the project plan outlined in the WHI Wellness Through Research document (March 8, 2019);
- The Institute operates in compliance with the requirements outlined in all relevant University policies.

Partial funding will be allocated beginning April 1, 2019 for two research assistant positions, with the bulk of annual funding to be allocated with the approval of the Institute by Senate in May. Subsequent funds will be allocated based on the fiscal year for research funding, that is, April 1 – March 30.

The Health Institute is an ambitious and well-conceived project, and the efforts of you and your team have created an impressive basis for the ongoing initiative. Your sustained effort to create new networks for collaboration and innovation, both on and off campus, is an important contribution to health care and health sciences in our region and beyond.

Congratulations!

Sincerely yours,

Jeff Berryman,
Distinguished University Professor
Acting Provost and Vice-President, Academic

March 5th, 2019

We are pleased to write in support of the Windsor Health Institute (WHI). This initiative further demonstrates how the University of Windsor plays a key role in leading innovative ideas and approaches that target issues impacting our region and how the experts at the University of Windsor can lead in developing solutions that have national consequences.

The Cross-Border Institute (CBI) has worked closely with Lisa Porter and her team, looking at the movement of medical researchers across the Windsor-Detroit border and looking at how the critically important work they do can be normalized, aligned with trade agreements and with the expectations of the Canada Border Services Agency and other government departments and agencies. Specifically, the CBI is discussing with relevant government agencies how we can reduce the impediments to travel for medical researchers in our region and easing the flow of legitimate travelers related to medical research and other medically related issues. The CBI works closely with a number of researchers and departments across campus on a variety of projects and we feel that this approach provides for the best outcomes especially if we are looking to provide solutions to problems at the Canada- US border crossing. These are lessons that are not only applicable to the Windsor-Detroit border but also across other border crossings here in Canada but also around the world. The innovative approach that the CBI has taken is allowing us to lead in the arena where borders are discussed. We feel that the approach the WHI wants to take will have the same impact especially since it will bring together the expertise of those in our regional hospitals and St. Clair College.

As we write this we are applying for further funding to continue our work here at the CBI and we are proud to say that we will include the work with Lisa Porter and her team on the movement of medical researchers as part of our ongoing work.

Most sincerely,

Dr. Bill Anderson   Ms. Marta Leardi-Anderson

OFFICE OF THE DEAN

401 Sunset Avenue, Windsor,
Ontario, Canada N9B 3P4
Tel: 519-253-3000 ext. 3010
Fax: 519-973-7068
Email: science@uwindsor.ca

University of Windsor
Faculty of Science

February 22, 2019

I am pleased to write in support of the Windsor Health Institute (WHI) as an exciting opportunity for research, teaching and community engagement for the University of Windsor.

The WHI builds on a visioning day held by the Faculty of Science in Spring 2018 to determine how best to support health-related research, teaching and outreach. The WHI has evolved to be greater than a single Faculty and now involves faculty, staff and students from across campus. In partnership with the Windsor Regional Hospital, Hôtel-Dieu Grace Healthcare and St. Clair College, the WHI is a clear demonstration to the community that the University of Windsor is invested in our region and working towards making Windsor-Essex a healthy and vibrant place to live, work and learn.

The WHI partnership will be a much-needed boost to health-related research across campus and will create new opportunities for our faculty, staff and students to secure funding for translational research and infrastructure. The WHI will also support undergraduate and graduate recruitment by increasing exposure of health-related research and academic programs in the region. Specifically, the partnership at the heart of the WHI will provide undergraduate and graduate students with unique cross-institutional training opportunities that are personal, collaborative and hands-on.

From the vision and collaboration that I have seen on this initiative to date, I am confident that the WHI will support and empower all of our health researchers in the Faculty of Science, across campus and throughout the region. I look forward to the WHI acting as a catalyst for building new opportunities for our faculty, staff and students across campus and across the Windsor-Essex region

Dr. Chris Houser

Dr. Chris Houser
Dean, Faculty of Science
Professor, Department of Earth and Environmental Sciences
Faculty of Science | University of Windsor

University
of Windsor
Faculty of Nursing

March 6, 2019

University of Windsor Senate,

The Faculty of Nursing is pleased to support the application from the Windsor Health Institute.

Promoting the health of individuals, families, populations, and communities is a central focus for the Faculty of Nursing and we welcome the opportunity to connect with other faculties and partnering institutions in an official capacity under a health institute. The formal and informal structures of the Windsor Health Institute would provide unique training opportunities that are more personal, collaborative and hands on – making them cross disciplinary and coordinated.

The Faculty of Nursing has a seat on the WHI Executive Committee and from the discussions and progress I have seen on this initiative to date, I am confident that the Health Institute will be one that will support and empower all of our faculty and student health researchers in the Faculty of Nursing.

The unified approach would optimize our ability to obtain cutting-edge infrastructure and it is a great selling point for recruitment and retention of top faculty. Involvement with this organization provides exciting opportunities and a platform to support and grow existing pockets of strength and planned investments in health research.

We eagerly anticipate mutual benefits for our faculty, university, and community as we engage with the Windsor Health Institute.

Sincerely,

Dr. Linda Patrick, RN, PhD
Dean, Faculty of Nursing
lpatric@uwindsor.ca
519-253-3000, x2259

/si

February 22. 2019

Dear Senators:

I write in support of the formation of the Windsor Health Institute (WHI). It will create opportunities for faculty members and students in several Faculties, including the Faculty of Arts, Humanities, and Social Sciences (FAHSS).

FAHSS has been involved in discussions about the WHI from the very beginning. I am pleased to report that the conception of health at work is broad enough to include the endeavours of many researchers, scholars, and artists in FAHSS. From research in mental and social health to the therapeutic value of artistic interventions, the contributions of a range of FAHSS faculty would be included in the mandate of the WHI. There would be opportunities to develop partnerships with community organizations that would benefit not only our faculty, but our students as well. A number of our programs are interested in developing internship and other experiential learning opportunities, and the networking the WHI will make possible should facilitate the formation of the needed relationships.

The WHI is an exciting initiative that started in Science and includes Nursing, Human Kinetics, and FAHSS. Other Faculties are also examining ways of becoming involved. There are real opportunities for inter-Faculty collaboration. These collaborations would support research that might otherwise not get done. The formation of research teams made up of members of different Faculties and community partners would enable successful grant applications that would be difficult to put together in the absence of an institute. The study of health is seen as an increasingly multidisciplinary and interdisciplinary endeavour. The effective exploration of such an intellectual landscape requires a level of collaboration and co-ordination that a research institute makes possible.

While the WHI is a research institute, teaching and program development in a University often coalesces around shared research interests. While it would be a longer-term benefit of such an institute, inter-Faculty research collaborations could inform course and program development, enriching our health-related curricula with valuable multi- and interdisciplinary perspectives.

Given the research, scholarly, and creative collaborations that will be facilitated; given the enriching effects that these collaborations will have on the theoretical and methodological perspectives at work in our curricula; given the positive community impact that results from partnering with non-campus groups and organizations; and given the impact all of this will have on improving the reputation of the University of Windsor, I very strongly recommend the formation of the WHI.

With many thanks for the time you have taken to consider this proposal.

Yours sincerely,

Marcello Guarini
Dean, Faculty of Arts Humanities, and Social Sciences

Office of the Dean
Faculty of Human Kinetics
401 Sunset Avenue
Windsor, Ontario, Canada N9B 3P4
T 519 253 3000 (2432) F 519 973 7056
makhan@uwindsor.ca

March 7, 2019

University of Windsor Senate

To Whom It May Concern:

The Faculty of Human Kinetics is a proud partner in the development of the Windsor Health Institute.

Research in the Faculty of Human Kinetics advances knowledge and effects change relevant to the areas of community and health through partnerships with local, regional, provincial, national, and international organizations. We generate knowledge that encompasses older adult perspectives to enrich the development of community-based programs, inspire meaningful change through partnership with municipalities, schools, organizations, improve treatment and management of hypertension, increase awareness and consumption of fruit and vegetables in the northern regions of Ontario (geographically remote), and investigate integrative mechanisms of cerebrovascular and musculoskeletal dysfunction. In a nutshell, through psychosocial, physiological, epidemiological, cognitive, and organizational research, we promote individual and population health.

The Centre for Human Performance and Health (CHPH) within the Faculty of Human Kinetics is excited to collaborate with the Windsor Health Institute (WHI) and believes this partnership would benefit the visions and mission of both groups. The CHPH would fit nicely within the WHI in the areas of active and healthy living, sport performance and workplace training and safety. The partnership between the CHPH and WHI would enhance multidisciplinary collaborative research projects (e.g. Cancer and Exercise program), enable the sharing of resources (e.g. diagnostic equipment) and provide an increase in number of student learning experiences. Lastly, having the CHPH and WHI working together would make it easier for community organizations to get connected to the right personnel and programming based on their needs, which would lead to increased community relationships and projects.

We fully endorse this exciting initiative for the Windsor/Essex region.

Sincerely,

Michael A. Khan, Ph.D.
Dean, Faculty of Human Kinetics

MAK:sd

Office of the Dean

February 24, 2019

Distinguished senators:

I am writing this letter in support of the proposed Windsor Health Institute (WHI) initiative proposed by Professor Lisa Porter and her colleagues which is also supported by prominent community partners such as the Windsor Regional Hospital. This initiative is timely, and personally, I see a number of potential benefits to University of Windsor's teaching and research enterprise as well and Windsor-Essex health care community at large. Some of these are:

1. An excellent opportunity to grow interdisciplinary research and education as well as a platform to support and grow existing pockets of strength and planned investments in health research.

2. A great selling point for recruitment and retention of top faculty and students.

3. Would better our chances to obtain cutting-edge infrastructure.

4. This type of partnership will bring new opportunities to our faculty to work with patient populations on the development and testing of medical devices.

5. Will provide the leadership and coordination required to grow our research programs by fostering research advancement and networking.

6. An opportunity to work with St. Clair College, an external partner in this effort, to develop/expand pathways in biomedical engineering and health related fields into the University.

7. Faculty of Engineering is expanding its hiring and program offerings in biomedical engineering. From the discussions and progress I have seen on this initiative to date, I am confident that the Health Institute will be one that will support and empower all of our health researchers in the Faculty of Engineering.

In conclusion, Faculty of Engineering is excited and highly supportive of establishment of Windsor Health Institute (WHI) at the University of Windsor, and once established, we look forward to working with the institute members on health related research and teaching efforts.

Very truly yours,

Mehrdad Saif, DEng, PEng, FIET, FCAE
Dean, Faculty of Engineering
Professor, Electrical and Computer Engineering

Windsor Law

University of Windsor

February 25, 2019

Dr. Lisa Porter
Ms. Lisa Metcalf
University of Windsor

Dear Dr. Porter and Ms. Metcalf,

WINDSOR HEALTH INSTITUTE

I am pleased to write this letter of support for the Windsor Health Institute's (WHI) application to Senate.

This is an exciting initiative that would appeal to individual faculty members who are already working in the area of health across campus. In the Law School for example, we currently teach Health Law and Mental Health Law and have significant scholarly expertise in disability law and Indigenous health; however, it would be great to make further connections across campus as well as with health care community partners. In addition to fostering research advancement and networking, the WHI would assist help us in our focus on unique training opportunities that are collaborative, hands-on and relevant, cross-disciplinary and coordinated. From the discussions and progress I have seen on this initiative to date, I am confident that the Windsor Health Institute will be one that will build our reputation in a way that is inclusive of all faculties.

As dean, I look forward to supporting the Faculty of Law's inclusion in the Windsor Health Institute's work.

Sincerely,

Christopher Waters, DCL
Professor and Dean of Law

cc: Laverne Jacobs
      Associate Dean, Research and Graduate Studies

Odette School of Business
University of Windsor

401 Sunset Ave.
Windsor, Ontario
Canada N9B 3P4
T 519-253-3000

AACSB ACCREDITED

GMAC. — MEMBER SCHOOL — GRADUATE MANAGEMENT ADMISSION COUNCIL

March 8, 2019

Dear Senate Members,

I am pleased to offer this letter in support of the Windsor Health Institute (WHI) Application that has been submitted to senate. The establishment of the WHI offers unique opportunities for local collaborations between health care professionals and researchers. This level of cooperation and activity can only benefit our students, the university and the greater community.

This initiative has my full support.

Sincerely,

Mitchell W. Fields
Dean, Odette School of Business

University
of Windsor

March 22, 2019

Re: Proposed Windsor Health Institute (WHI)

This lettter is in support of the proposal for a new collaborative health research centre, the Windsor Health Initiative.

I have met with Dr. Lisa Porter and Karen Metcalfe to discuss the initiative. My understanding is that it will bring together diverse local health care communities and representatives from interdisciplinary academic communities to elevate research success as it pertains to health and patient care in the region. I see this inititiative as an exceptionally important collaboration for the University of Windsor, St. Clair College, Hôtel-Dieu Grace Healthcare, Windsor Regional Hospital, and other partners in the community with positive outcomes reaching the throughout the Windsor-Essex region and beyond.

In our discussions of the proposal, we also spoke of the potential for synergies with our own educational programming and research, at both pre-service and graduate levels, in relation especially to Physical and Health Education and our increased attention to mental health education.

In short, this is an excellent initiative that has my full support.

Sincerely,

Ken Montgomery, PhD.

Dean, Faculty of Education

University of Windsor
Senate

5.7.4:   **Senate Representatives on the Board of Governors**

Item for: **Approval**

Forwarded by: **University Secretariat**

The memo, nomination form and senate eligibility list below were emailed to current Senate members. Nominations will also be accepted on the floor of the May 10, 2019 Senate meeting.

History - University Act PR 35 states…

"Four members of the teaching staff elected by and from the members of the Senate"

_____
TO: Senate Members

RE: NOMINATION - SENATE REPRESENTATIVES ON THE BOARD OF GOVERNORS

The University of Windsor Act provides for "four members of the *teaching staff* elected by and from the members of the Senate", to sit as members on the Board of Governors of the University of Windsor. Senate members elected to the Board of Governors should be from diverse areas.

> Membership and Vacancies
> **TBA:** **July 1, 2019 – Aug 31, 2022**
> **Dr. Majid Ahmadi: Sept 1, 2017 - Aug 31, 2020 (Confirmed Senate Membership)**
> **Dr. Vincent Georgie: Sept 1, 2018 – Aug 31, 2021 (Confirmed Senate Membership)**
> **Dr. Chris Houser: Sept 1, 2018 – Aug 31, 2021 (Confirmed Senate Membership)**

Therefore, there will be an election to fill the **one** above-mentioned vacancies. As previously stated these terms are subject to membership on Senate and unexpired terms will be filled for the remainder of their terms. As per Senate bylaws you cannot serve more than six consecutive years on Senate or the Board.

Please note: If you are elected to sit as a Senate representative on the Board of Governors you must leave the bargaining unit for your specified term.

Attached is a list of Senate members eligible for nomination and a nomination form.

Election Process

Nominations (signed by the nominator and the nominee) are due in the University Secretariat, Room 212 Assumption Hall, **by 3:00pm, April 15, 2019.** Nominations will **also be open to the floor at the May 10, 2019 Senate meeting.** Please keep in mind that if you are nominating someone on the floor of Senate who will <u>not</u> be present at the Friday, May 10, 2019 meeting, but they are on Senate next year (name appearing on the attached list) you must ensure that you have a signed copy of the nomination form at the meeting, with both the nominee and nominators signatures. The nominations garnered prior to the meeting and the nominations received on the floor of Senate will be placed on a ballot. Once nominations have ceased, **voting will take place by secret ballot at the May 10, 2019 Senate meeting.**

Thanking you in advance,
Maria

NOMINATION FORM

To: Maria Giampuzzi
Elections Manager
Room 212, Assumption Hall

Re: **Nomination - Senate Representative on the Board of Governors**

I nominate _____ to serve as Senate Representative
(Please print name)

on the Board of Governors.

_____
SIGNATURE – NOMINATOR

_____
(Please print your name under your signature.)

_____
I accept the nomination.
SIGNATURE - NOMINEE

**Nominations are due no later than 3:00pm, April 15, 2019
In Room 212 Assumption Hall, Attention: Maria Giampuzzi**

Senate Representatives on the Board of Governors 2019-2020 - Eligibility List

Ex officio Members
Dr. M. Guarini
Dr. P. Weir
Dr. M. Fields
Dr. K. Montgomery
Dr. M. Saif
Dr. M. Khan
Dr. C. Waters
Dr. L. Patrick
Dr. K. W. M. Siu
Dr. P. Dutton

Elected Representatives of Faculties
Faculty of Arts, Humanities and Social Sciences
Prof. J. Grossi
Dr. J. Luft
Prof. K. Nelson
Dr. K. Quinsey
Dr. B. Daly
Dr. M. Letteri
Dr. A. Rossini
Dr. V. Sevillano Canicio
Dr. L. Walsh
Prof. N. Hector
Dr. M. Hamil

Odette School of Business
Dr. F. Baki
Dr. M. Sterling
Dr. N. Ursel
Dr. B. Furneaux

Faculty of Education
Dr. E. Starr
Dr. T. Sefton

Faculty of Engineering
Dr. B. Minaker
Ms. L. Salfi
Dr. O. Jianu
Dr. E. Tam

Faculty of Human Kinetics
Dr. C. McGowan
Dr. S. Woodruff

Faculty of Law
Prof. R. Kuras
Prof. D. Eansor

Faculty of Nursing
Dr. J. Ralph
Dr. S. Boamah

Faculty of Science
Dr. A. Hubberstey
Dr. J. Green
Dr. Z. Kobti
Dr. S. Rehse
Ms. A. Grgicak-Mannion
Dr. N. Turdaliev
Dr. A. Alfakih

Elected Representatives-at-Large
Mr. N. Baker
Dr. G. Chung-Yan
Dr. S. Jasra
Dr. M. Muldoon
Dr. N. Zamani-Kashani

University of Windsor
Senate

*5.7.5:   **Senate Standing Committees - Membership**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: **That the Senate approve the Senate Standing Committees membership for 2019-2020.**

*see attached.

Program Development Committee

Member	Term	Notations
Provost and Vice President, Academic (Acting) (or designate) Prof. Jeffrey Berryman	Ex-officio	
Dean of Graduate Studies (or designate) Dr. Patricia Weir	Ex-officio	
Vice-Provost, Teaching and Learning (or designate) Dr. Erika Kustra (designate)	Ex-officio	
Faculty of Business Administration		
Dr. Maureen Sterling (S-2020)	2019-2021	
Faculty of Education		
Dr. Ken Montgomery (S-Ex-officio)	2019-2021	
Faculty of Engineering		
Dr. Randy Bowers	2019-2021	
Faculty of Human Kinetics		
Dr. Kevin Milne	2019-2020	
Faculty of Law		
TBA	2019-2020	
Faculty of Nursing		
Dr. Jamie Crawley	2018-2020	
Faculty of Science		
Dr. Jeremy Rawson	2019-2021	
Dr. Nurlan Turdaliev (S-2021)	2019-2021	.
Faculty of Arts Humanities & Social Sciences (at least one from Social Science & one from Arts)		
Arts/Humanities – Dr. Jeremy Worth	2019-2021	
Social Sciences – Dr. John Sutcliffe	2018-2020	
Social Sciences – Dr. Greg Chung-Yan (S-2020) **Chair**	2019-2021	
Librarian Representative		
Ms. Karen Pillon	2019-2021	
Student Representation (1 year terms) Five students (including at least one graduate, one part-time undergraduate, two full-time undergraduates) TBA (UWSA), TBA, (UWSA), TBA (GSS), TBA (OPUS), TBA Additional		

*At least three members must be elected members of Senate.

Academic Policy Committee		
Member	**Term**	**Notations**
Associate Vice President Academic (Acting) (or designate) Dr. Cheryl Collier	Ex-officio	
Vice-Provost, Teaching and Learning (or designate) Dr. Erika Kustra (designate)	Ex-officio	
Faculty of Business Administration		
Dr. Fazle Baki (S-2020)	2019-2021	
Faculty of Education		
Dr. Terry Sefton (S-2021)	2018-2020	
Faculty of Graduate Studies		
Dr. Rashid Rashidzadeh	2019-2021	
Faculty of Engineering		
Dr. Jill Urbanic	2018-2020	
Faculty of Law		
Dr. Anneke Smit	2019-2021	
Faculty of Human Kinetics		
Dr. Scott Martyn	2019-2021	
Faculty of Nursing		
Dr. Susan Fox	2018-2020	
Faculty of Science		
Dr. James Gauld	2018-2020	
Faculty of Arts, Humanities & Social Sciences (One from Social Science & one from Arts/Humanities)		
Arts/Humanities – Dr. Antonio Rossini (S-2021) **Chair**	2019-2021	
Social Sciences – Dr. Wansoo Park	2018-2020	
Librarian Representative		
Mr. Scott Cowan (S-2021)	2019-2021	.
Student Representation (1 year terms) Four students (including one graduate, one part-time undergraduate, two full-time undergraduates). TBA (UWSA), TBA (UWSA), TBA (GSS), TBA (OPUS)		

*At least three members must be elected members of Senate.

Senate Student Caucus		
Member	**Term**	**Notations**
Associate Vice-President, Student Experience Mr. Ryan Flannagan	Ex-officio	
Director, Campus Services (Acting) Mr. Dave McEwen	Ex-officio	
Faculty of Business Administration		
Dr. Bharat Maheshwari	2018-2020	
Faculty of Education		
Dr. Geri Salinitri	2019-2021	
Faculty of Engineering		
Dr. Jennifer Johrendt	2018-2020	
Faculty of Law		
Prof. Ruth Kuras (S-2020)	2019-2021	
Faculty of Human Kinetics		
Dr. Sean Horton	2019-2021	
Faculty of Nursing		
Dr. Lorna de Witt	2019-2021	
Faculty of Science		
Dr. Shashi Jasra (S-2020)	2018-2020	
Faculty of Arts, Humanities & Social Sciences		
Arts/Social Sciences/Humanities– Dr. Katherine Quinsey (S-2020) **Chair**	2018-2020	
Librarian Representative		
Ms. Sharon Munro	2018-2020	
Student Representation (1 Year Terms) Eleven Students (2 graduate students, 2 part-time undergraduate, 4 full-time undergraduate, 1 international, 1 residence student, 1 student at large) (1 student from this group would be elected co-chair) TBA (GSS), TBA (GSS), TBA (OPUS), TBA (OPUS), TBA (UWSA), TBA (UWSA), TBA (UWSA), TBA (UWSA), TBA (International), TBA (Residence), TBA (Student At-Large)		

*At least three members must be elected members of Senate.

Senate Governance Committee		
Member	**Term**	**Notations**
President (Chair) (Interim) Dr. Douglas Kneale	Ex-officio	
Provost and Vice President, Academic (Acting) (or designate) Prof. Jeff Berryman	Ex-officio	
Faculty of Business Administration		
Dr. Mitch Fields <mark>(S-Ex-officio)</mark>	2019-2021	
Faculty of Education		
Dr. Bonnie Stewart	2019-2020	
Faculty of Engineering		
Dr. Majid Ahmadi <mark>(S-2020)</mark>	2018-2020	
Faculty of Law		
Dr. Pascale Chapdelaine	2018-2020	
Faculty of Human Kinetics		
Dr. Michael Khan <mark>(S-Ex-officio)</mark>	2019-2021	
Faculty of Nursing		
Dr. Linda Patrick <mark>(S-Ex-officio)</mark>	2018-2020	
Faculty of Science		
Dr. Rick Caron	2018-2020	
Faculty of Graduate Studies		
Dr. Jill Crossman	2018-2020	
Faculty of Arts, Humanities & Social Sciences		
Arts/Humanities – Dr. Miriam Wright	2018-2020	
Social Sciences – Dr. Danielle Soulliere	2018-2020	
Librarian Representative		
Mr. Pascal Calarco <mark>(S-ex-officio)</mark>	2019-2021	
Student Representation (all vacant 1 year terms) Five student Senate members (including at least one graduate, one part-time undergraduate, two full-time undergraduates). TBA (UWSA), TBA (UWSA), TBA (GSS), TBA (OPUS).		

<mark>***At least half must be elected members of Senate.**</mark>