

**NOTICE OF MEETING**

There will be a meeting of the Senate  
**on, Friday, October 11, 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 May 24, 2019** SM190524
- 3 **Business arising from the minutes**
- 4 **Outstanding Business/Action Items**
  - 4.1 **Candidates for Degrees, Diplomas and Certificates** Robert Gordon-Approval  
To be distributed
- 5 **Reports/New Business**
  - 5.1 **Report from the Student Presidents** UWSA-Information  
GSS-Information  
OPUS-Information  
(UWSA, GSS, OPUS)
  - 5.2 **Report of the President** Robert Gordon
    - The Year Ahead
  - 5.3 **Report of the Academic Colleague** Philip Dutton-Information  
Sa191011-5.3
  - 5.4 **Senate Student Caucus** Katherine Quinsey
  - 5.5 **Program Development Committee**
    - \*5.5.1 **Program/Course Changes** Greg Chung-Yan-Approval  
Sa191011-5.5.1a-e
      - \*a) Nursing – New Course Proposal
      - \*b) Education – New Course Proposal
      - \*c) Concurrent General Bachelor of Arts (Psychology)/  
Bachelor of Education/Diploma in Early Childhood  
Education – Minor Program Changes
      - \*d) English – Minor Program Changes
      - \*e) Law – New Course Proposal
  - 5.6 **Academic Policy Committee**
    - \*5.6.1 **Revision to Policy on Undergraduate English Language  
Proficiency Requirement (TOEFL)** Antonio Rossini-Approval  
Sa191011-5.6.1
    - 5.6.2 **Revision to Policy on Advanced Standing and Credit Transfer  
(Undergraduate) Dual Credit Proposal** Antonio Rossini-Approval  
Sa191011-5.6.2

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|---|---|
| <p><b>5.7 Senate Governance Committee</b><br/> <b>5.7.1 Gender Requirements in the Bylaws</b></p>     | <p><b>Robert Gordon-Discussion</b></p>                    |
| <p><b>5.8 Update on WE SPARK Health Institute</b><br/> <i>(formerly Windsor Health Institute)</i></p> | <p><b>Robert Gordon-Information</b><br/> Sa191011-5.8</p> |
| <p><b>5.9 Search Committee for Associate Vice-President, Student Experience<br/> – Election</b></p>   | <p><b>Robert Gordon-Approval</b><br/> Sa191011-5.9</p>    |
| <p><b>5.10 Report of the Provost</b></p>  | <p><b>Douglas Kneale</b></p>                              |
| <p><b>5.11 Report of Vice-President, Research and Innovation</b></p>                                  | <p><b>K W Michael Siu</b></p>                             |
| <p><b>6 Question Period/Other Business</b></p>  |   |
| <p><b>7 Adjournment</b></p>   |   |

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**

**5.3: Report of the Academic Colleague**

Item for: **Information**

Academic Colleagues met in Toronto on September 25, 2019 as a group in the morning, and in the afternoon as members of the Council of Ontario Universities.

**Background**

**The Council of Ontario Universities.**

As described in the constitution of the COU: “The objects of the Council are to promote cooperation among the provincially assisted universities of Ontario, and between them and the Government of the Province, and, generally, to work for the improvement of higher education for the people of Ontario.”

The Council itself is composed of an Executive Head (president) and an Academic Colleague (colleague) from each of the 20 Universities in Ontario and one affiliate institution (Royal Military College). The Council is supported by 44 staff in areas of Public Affairs, Policy and Sector Collaboration, Health Sciences, Corporate Services, Quality Assurance, and the Office of the President and CEO.

The meetings of Council provide an opportunity for the Executive Heads and Academic Colleagues to discuss issues of importance to the University sector. They also provide the opportunity for members to share their perspectives on postsecondary education issues. The Academic Colleagues bring a faculty perspective to the COU.

There are many affiliate groups associated with the COU, about 36, that report to the Executive Committee of Council. These affiliates fall into two major divisions of Academics and of Administration and Finance, and have a variety of subcommittees. Other affiliates also contribute. Information about the COU, its mission, and its affiliates may be found on the COU web pages.

The colleagues meet with the presidents twice a year; once in the fall, and once in the spring. They also meet on three or four other occasions to work on the annual topic(s). We hear reports from COU staff, and COU staff also take our contributions back to other affiliates where appropriate. During meetings when we will not meet directly with the presidents, we often invite guest speakers who can assist us in perspectives on the topic(s) under review.

**Meeting of the Academic Colleagues.**

The topics identified for this year’s Council were to provide an opportunity to engage in discussions about the long-term future of Ontario’s universities. These topics provide guidance to the colleagues in their meetings and focus to the meetings of the Council.

The specific topics for consideration this year revolved around the role of universities in society today. What is the role, and how can universities maintain their traditional mission while responding to increasing demands from all stakeholders? Looking forward, what does Ontario’s postsecondary education landscape look like in 2030 and where do universities fit in? Finally, how do we ensure that the contributions of research and discovery are recognized in a society that values immediate gain?

The advice of the colleagues was sought on eight themes that were to be discussed the following day in the first Universities Summit. The goal of the discussion was to identify strategies for the “thought leadership” of the COU in its influence on both the communities and the government of Ontario.

#### *Eight Themes*

1. The Value of the University in Today’s Changing World
2. The Role of Government in the Postsecondary Sector
3. The Future of Postsecondary Education
4. Meeting the Needs of a Changing Student Body
5. Deepening University-Business Collaboration
6. Mitigating Risks and Increasing Efficiencies through System-wide Initiatives
7. International Strategies
8. The Future of Work

Although all areas were given consideration colleagues prepared themselves to discuss the value of the university, the future of postsecondary education, and the necessity of meeting the needs of the student body. Some of the other topics were clearly more administrative in nature and were given cursory review. The ones of most interest to colleagues provided opportunities to discuss the importance of research, teaching, and student supports in addition to the future of our institutions.

One of the best analogies that colleagues decided to bring forward to the presidents was the example of the remaking of both academic and community libraries which, when faced with changing economics and trends, remade themselves into thriving cultural and academic institutions, while still maintaining their traditional goals.

#### **Meeting of the Council of Ontario Universities.**

The meeting of the Council followed a different format from previous years due to the Universities Summit 2019 that was to be held the following day. It was later in the afternoon which gave the interaction between the Council members a very different, and more positive, feel from meetings over lunch.

As is normal, a few colleagues made brief presentations on aspects of the topics we identified as important to us, and then engaged the presidents in a conversation. As colleagues, we often have concerns about not just our messaging, but also the reception. Specifically, are we providing valuable contributions to the presidents’ thinking? We were very happy to find the presidents thoroughly engaged in the conversation. Our contributions helped the presidents to frame their thoughts for the summit the following day.

#### **Summary and Conclusion**

Over the past few years, we have discussed the SMA process and quality indicators, indigenous issues, communication strategy, the highly skilled workforce report, and experiential learning, to name a few. This year seems to be an opportunity to meld together many topics under previous discussion and bring them together to assist the executive heads and COU in formulating strategy for the next decade and the messaging that will be shared with government(s).

Respectfully Submitted,

P.J. Dutton, Academic Colleague.

University of Windsor  
Senate

\*5.5.1a:       **Nursing – New Course Proposal**

Item for:       **Approval**

Forwarded by: **Program Development Committee**

**MOTION:**       **That the following course addition be approved: ^**  
                          **NURS-1310. Pharmacology and Medication Management I**

*^Subject to approval of expenditures required.*

**Rationale/Approvals**

- The new course has been approved by the Faculty of Nursing Council and the Program Development Committee.
- Supporting documentation for the new course proposal can be accessed by contacting the University Secretariat at ext. 3325, or through the September 23, 2019 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item go to 5.4.

University of Windsor  
Senate

\*5.5.1b: **Education – New Course Proposal**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course addition be approved:^  
EDUC-5211. Mental Health in the Classroom**

*^Subject to approval of expenditures required.*

**Rationale/Approvals**

- The new course has been approved by the Faculty of Education Council and the Program Development Committee.
- Supporting documentation for the new course proposal can be accessed by contacting the University Secretariat at ext. 3325, or through the September 23, 2019 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item go to 5.5.

University of Windsor  
Senate

\*5.5.1c: **Concurrent General Bachelor of Arts (Psychology)/Bachelor of Education/Diploma in Early Childhood Education - Minor Program Change (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the Concurrent General Bachelor of Arts (Psychology)/Bachelor of Education/Diploma in Early Childhood Education program be changed according to the program/course change forms.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposed changes have been approved by the Department of Psychology, the Faculty of Arts, Humanities and Social Sciences Council, the Faculty of Education, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the September 23, 2019 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item go to 5.6.

**University of Windsor  
Senate**

\*5.5.1d: **English – Minor Program Change (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION:** That the General English, Honours English, Honours English and Creative Writing, Combined Honours English, and Combined Honours English and Creative Writing programs be changed in accordance with the program/course change forms, and that the changes be applied retroactively to September 1, 2019.^

*^Subject to approval of the expenditures required.*

**Rationale/Approvals**

- The proposal has been approved by the Department of English, the Faculty of Arts, Humanities and Social Sciences Coordinating Council, and the Program Development Committee.
- The changes are minor, provide more options to students, and should be implemented at the same time as the launch of the new curriculum to avoid confusion for students or the need to have them change calendars.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the September 23, 2019 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item go to 5.8.

University of Windsor  
Senate

\*5.5.1e: **Law – New Course Proposal**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following courses addition be approved:<sup>^</sup>  
LAWG-5987. Entertainment Law**

*<sup>^</sup>Subject to approval of expenditures required.*

**Rationale/Approvals**

- The new course proposal has been approved by the Faculty of Law and the Program Development Committee.
- Supporting documentation for the new course proposal can be accessed by contacting the University Secretariat at ext. 3325, or through the September 23, 2019 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item go to 5.9.

**University of Windsor  
Senate**

\*5.6.1: **Revision to Policy on Undergraduate English Language Proficiency Requirement (TOEFL)**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

**MOTION: That the Policy on Undergraduate English Language Proficiency Requirement be revised as follows:**

[...]

**B. Undergraduate English Language Proficiency Requirement**

All applicants, not covered by section A, must demonstrate proficiency in English to be considered for admission.

This can be demonstrated in the following ways:

[...]

7) A minimum score of ~~220 with a T.W.E. 4.5 on the Computer-based Test~~, 83 with an essay score of 20 on the Internet-based Test (**IBT**) of English as a Foreign Language (TOEFL). **Prospective students completing the Paper-Delivered Test (PDT)** of English as a Foreign Language (TOEFL) (**as offered from October 2017**) will have their results assessed on an individual basis; or

[...]

**Rationale:**

- It is recommended that the policy on Undergraduate English Language Proficiency Requirement be updated for the Test of English as a Foreign Language (TOEFL) to reflect revisions in the testing standard, which includes removal of the Computer-Based Test (CBT) and a recent introduction of a new Paper-Delivered Test (PDT) for countries or regions with accessibility issues to the most commonly used Internet-Based Test (IBT).
- The Paper-Delivered Test, which allows for all students to have access to TOEFL testing, was revised in October 2017 to more closely align it with the IBT. This newly revised PDT:
  - measures 3 skills, reading, listening, and writing, using the same types of questions as on the TOEFL IBT test
  - has section scores mirroring those reported on the TOEFL IBT test scale of 0–30
  - does not have a total score
- Several Ontario Universities are following the same guidance. It is noted that PDT is not received often across Ontario universities as it is used infrequently (estimated 3500 test takers worldwide).

**University of Windsor  
Senate**

5.6.2:           **Revisions to Policy on Advanced Standing and Credit Transfer (Undergraduate) – Dual Credit Proposal**

Item for:       **Approval**

Forwarded by: **Academic Policy Committee**

**MOTION: That the proposed revisions to the Policy on Advanced Standing and Credit Transfer (Undergraduate), which provide for dual credit for enriched university preparatory courses, be approved.**

**Rationale:**

- Dual credit courses allow secondary school students to obtain secondary and post-secondary credit for specified courses which have been established through partnership between the secondary school and the university, and vetted by both institutions, in accordance with their respective policies and practices.
- The development of these enriched university preparatory courses (or dual credit courses) is a joint venture between a subject matter expert at the University of Windsor and a secondary school dual credit teacher, to ensure that the courses align with university-level breadth, depth, expectations, and outcomes. Once developed, university equivalencies can be established and maintained following the criteria set out in the Senate Policy on Course Equivalencies (as specified in the Advanced Standing and Transfer Policy).
- Dual credit courses are offered by and at the secondary school and taught by a university instructor and/or a secondary school dual credit teacher, depending on the program delivery approach.
- Benefits include: increased partnership opportunities with high schools; increased satisfaction and transition of high school learners to the University; increased enrolment and retention at the University of Windsor; increased sense of community; and opportunity for students to access more individualized learning. Further, students who are engaged in meaningful high school programming are more likely to complete high school; and students who participate in dual credit programming transition more easily to post-secondary studies.
- Wilfrid Laurier University and the University of Waterloo have established dual credit policies. Other Ontario universities are currently considering establishing such policies.
- As per Ministry of Education guidelines (in Ontario), there will be no University tuition charged for these courses.
- For dual credit pathways developed in Ontario, *dual credit* will appear in parentheses following the course title on the Ontario secondary school transcript making identification easy.
- The Tuition Fee Steering Committee met to review this proposal on September 4, 2019. Understanding that there can be no tuition or other fees charged to these students, the Committee is happy to support the proposal seeing this as another excellent recruitment pathway for exceptional learners.
- The proposal was initiated by the Deans of FAHSS and Science, in consultation with the Registrar. The Provost's Council reviewed the proposal on September 11, 2019. Members were supportive of the initiative.

## Proposed Revisions:

### Policy on Advanced Standing and Credit Transfer (Undergraduate)

[Revisions are in **red and bold** – see paragraph 14]

Throughout the policy the word “Dean” is taken to mean the Deans (or designates) of academic Faculties and the Assistant Provost (or designate) of the Centre for Inter-Faculty Programs.

Deans may grant credit for a University of Windsor course in recognition of academic course work completed at another post-secondary institution, ~~or~~ recognized organization (see #8 below for example), **or secondary school under #14**, provided that the course work completed is deemed to be equivalent, consistent with the Senate approved Course Equivalency Policy. If the work completed is not equivalent to a specific University of Windsor course but constitutes a general body of knowledge in a discipline, a credit may be awarded for an unspecified course at the appropriate level.

Students who feel that their prior academic work is undervalued must appeal their evaluation to the Dean, through the Office of the Registrar, within two terms after admission to their program of study. The decision of the Dean on the appeal is final.

The granting of transfer credit reduces the total number of courses a student must complete for a degree, thereby giving the student advanced standing in a program. The mechanism by which students may obtain advanced standing include:

- By block transfer credit (e.g., transfer by articulation agreement and transfer by degree completion program)
- By an assessment of Advanced Placement (AP) credentials
- By an assessment of International Baccalaureate credentials
- By challenge examination
- By completion of academic work offered through an approved organization (see #8 below)
- By an evaluation of prior academic work on a case-by-case basis
- **By dual credit established with a secondary school (see #14 below)**

### Process

Block transfer by an articulation agreement or a degree completion **program pathway** is completed by the Office of the Registrar upon admission. In all other cases, prior to the completion of the first semester of registration at the University of Windsor, for each course to be considered in the allocation of transfer credit, the applicant will be required to provide to the Dean, through the Office of the Registrar, the following information

- A detailed list of topics covered
- A list of textbook(s) used
- The learning outcomes
- The grading mechanism
- The final grade
- The number of lecture, tutorial and laboratory hours.
- For Visual Arts courses, a portfolio of work completed

In many cases, the course outline together with the transcript is sufficient.

The only courses to be evaluated under this policy are those for which a grade of at least 60% has been achieved, in the case of university courses or, a grade of at least 70% has been achieved, in the case of non-university courses. The Registrar’s Office shall develop and apply grade conversion standards, under the authority of Senate.

1. Transfer credit will be awarded only for those courses that fulfill the degree requirements of the student’s University of Windsor program. If the student changes programs, transfer credit and advanced standing will be re-evaluated by the Dean of the new program. Normally, a student who has a cumulative average of 60% or

greater will be granted transfer credit only for courses completed that apply to the intended program.

2. Transfer credit may be granted on other than a one-for-one basis.
3. Transferable post-secondary-level courses used to meet a high school course requirement for admission will also be considered for transfer credit.
4. In general, courses taken at post-secondary institutions in Canada, if acceptable for credit at one or more of the major residential Canadian universities shall normally be transferred for credit at the University of Windsor. Transferability will be subject to other University policies.
5. Once a transfer credit decision has been made it shall be recorded and shall serve as a guide to the Deans for future decisions.

At the request of the student and where a change will benefit the student, a Dean may, with reasonable grounds, recommend exemption from an approved agreement. This exemption shall not alter the agreement.

6. Deans have the right to deny transfer credit for courses taken far enough in the past that the material could be considered out of date. Students whose course work is identified as out of date may be required to replace or update the course work concerned.
7. Transfer credit on the basis of Challenge Examinations:  
A student may acquire knowledge of the subject matter of a course in a manner that does not provide a basis for credit by transfer. Such a student may request permission from the Dean, through the Office of the Registrar, for a single opportunity to write an examination for advanced standing within two terms after admission to a specific program. A minimum grade of 60% is required for the granting of transfer credit.  
*Visual Arts:* Students who wish to receive art history credit for courses taken at other institutions may be required to take a qualifying examination during the first week of regularly scheduled classes. The examination will cover those Art History courses from which the student wishes to be exempted.
8. Transfer credit for workshop/classes offered by theatre/production professionals:  
Dramatic Art students, who have successfully completed workshop/classes offered by theatre/production professionals such as Off the Wall Theatre Alliance and approved by the School of Dramatic art, may obtain transfer credit by portfolio submission to a maximum of two (2) semester course credits per workshop/class with a minimum of 72 contact hours. Students must submit a portfolio of their own work for evaluation by a faculty member in Dramatic Art with the appropriate expertise by a due date agreed upon in consultation with the faculty member. A minimum grade of 70% is required. Workshop/classes for which transfer credit may be granted is limited to those offered by theatre/production professionals and approved by the school of Dramatic Art prior to commencing. Students will apply in advance and will require approval and permission from appropriate faculty. Normally, such transfer credit would be at the 200 level.
9. Transfer credit for Advanced Placement (AP) credentials:  
Applicants presenting Advanced Placement (AP) credentials have the option at the point of admission of receiving transfer credit for approved courses where they have achieved AP grades of '4' or '5', to a maximum of 10 courses (30.0 credit hours), or of taking the University of Windsor course.
10. Transfer credit for International Baccalaureate (IB) credentials:  
Applicants presenting International Baccalaureate (IB) credentials have the option at the point of admission of receiving transfer credit for approved courses, where they have achieved IB grades of '5' or more, to a maximum of 10 courses (30.0 credit hours). Completion of the diploma is not a prerequisite for receiving transfer credit.
11. Transfer credit for General Certificate of Education (GCE):  
Applicants who receive a "C" grade in final GCE Advanced level examinations will be considered for transfer

credit for those courses that have been assessed as equivalent to specified or unspecified University of Windsor courses and are relevant to the student's academic program. No transfer credit will be granted for Advanced Subsidiary level examinations. (Maximum credit 6 semester courses)

12. Transfer credit for courses from non-accredited institutions:

When a course taught by an unaccredited institution is presented for transfer credit, the recommendation serves as a standard only for students who complete the identical course section in the same term and are pursuing the same program of studies as the student who originally presented the course for transfer credit.

13. Block Transfer:

- (a) Applicants who have graduated from a three-year CAAT program that is academic in nature with a minimum cumulative average of B (3.0 or 70%) at the CAAT will be considered for admission to Second Year of an appropriate program.
- (b) Applicants who have completed selected programs may be eligible for block transfer or admission to a degree completion program. For details see University/College agreements or specific degree completion programs offered by the Department.

**14. Dual Credit:**

**With the approval of the Dean, transfer credit may be granted for enriched university preparatory courses, offered by secondary school boards in partnership with the University of Windsor, enabling students to receive dual credit for these courses. Secondary school students must successfully complete an enriched course with a minimum overall average of 75%, as well as a final exam grade of at least 75% to receive university credit. Dual credit courses must have secondary course expectations aligned to university course learning outcomes and have a standardized final exam. The dual credit is applied toward both the Ontario Secondary School Diploma and an undergraduate certificate, diploma, or degree program at the University of Windsor. The maximum number of courses for which students can obtain dual credit is five 3.0 credit courses.**

**14. 15.** Updates to approved courses equivalencies:

Should changes in course content warrant updates to the course equivalencies, the Office of the Registrar in collaboration with the applicable department will have these reassessments completed and updates applied where applicable.

**University of Windsor  
Senate**

**5.8: Update on WE SPARK Health Institute**  
*(formerly Windsor Health Institute)*

Item for: **Information**

Forwarded by: **Director, WE SPARK HEALTH Institute**

**Milestones**

<b>Y1 (May 1, 2019 – April 30, 2020)</b>	<b>Update</b>
– Signed MOUs and agreements for in-kind and financial contributions	– MOU ready for signing: financial contributions secured for year 1, commitments secured for 5 years. – President UWin coordinating the launch event – mid-Nov
– Board of trustees established and convened	– BofT established – Proposing 2 meetings/year (Nov & March)
– Advisory board established	– 27 members participated in an Advisory member consultation breakfast on June 27 <sup>th</sup> , 2019
– Major strategic directions determined	– Strategic planning session held on July 11, 2019; report produced; Executive approved plan – Request for BofT to approve
– Communications/marketing strategy established	– Marketing/branding group hired (Mindbox) – name and logo underway – Communications coordinator position posted – closes October 4
– Website launched	– NYNDesigns hired for this process – www.wepsparkhealth.com, .ca, .org – On track to be launched mid-November
– Terms of reference for WE SPARK positions	– Drafts prepared, Executive to approve
– Senate approval of institute status	– Approved May, 2019
– Scientific Advisory Committee established and convened	– Translational Research Associate hired (start date October 15, 2019)
– 5 year strategic plan established – to include specific program benchmarks and targets	– Consultation with 215 individuals, 36 institutions/organizations – Plan is established, requires BofT approval – Benchmarks and targets to be developed
– Identify areas of research strengths and create an inventory of research needs	– Translational Research Associate hired (start date October 15, 2019) – Consultations determined cancer, brain/mental health & rehabilitation were priorities. Environmental scans for emerging priorities being collected through 2019 – Moving progress forward for some focal areas: WCRG; Brain Health; Autism; Healthy Cities, Cardiac Consortium moving forward

– Baseline project benchmark data collected	– Partners reviewing current systems
– Working groups established based on strategic plan	– Established Nucleus (Director Dr. Vaccratsis), Hiring committee, Finance committee, chairs for all other committees appointed
– Seed grants program established and initiated	– Revised to a bridging incentive grants program to improve success with National funding agencies – Program has been written and reviewed by ORIS – Collaborative Cancer Research Fund is supporting the first grant
– Plan for academic status for clinicians with targets and benchmarks	– Initiated by Dr. Houser
– Infrastructure needs assessment completed with targets and benchmarks	– Director of Nucleus in place – Working group established, first meeting November 2019 – Data compiled from prior needs assessments; initial COREs organized
– Fundraising plan established with targets and benchmarks	– Agenda item for first BofT meeting in November
– Multi-year community and student engagement plan developed with targets and benchmarks	– First community ‘event’ – LGBTQ+ event
– Plan for development of health education (for credit) programs developed	– CURES program used as a model – Masters in Translational Health ready to launch (projected date – April 2020?)
– Recruitment and engagement of students & trainees in WE SPARK initiatives initiated	– Student lead assigned to Think Tank events – Part of communications coordinator portfolio
– Quarterly newsletter	– Communications coordinator position posted – closes October 4
– Health ‘think tank series’ launched	– First Think Tank held on July 19, 2019 – Next Think Tank scheduled for October 18, 2019
– WE SPARK first annual status report submitted	– Submission date July 1, 2020
<b>Y2 (May 1, 2020 – April 30, 2021)</b>	<b>Update</b>
– Planning and procedures for clinical trials established – with benchmarks and targets	– Translational Research Associated hired (start date October 15, 2019)
– Regional health conference/symposium launched	– Translational Research Associate portfolio
– NUCLEUS program expanded to all relevant health sectors	– Director of Nucleus has all health sectors included on working group
– Infrastructure for sustainable student leadership and program engagement established	
– Identify needs with regard to critical mass of health researchers and establish a strategy to address	– Researcher survey launched in June 2019, data collection to continue into 2020 to inform strategy
– Workshop series with community/clinical partners established	– Launched 3 SPARK Series - Professional Development and Leadership series; Spark: Igniting Research Connections series; and SPARK Speakers (6 dates set)

– Annual status report submitted (to include evaluation of progress against benchmarks and targets)	– Submission date July 1, 2021
<b>Y3 (May 1, 2021 – April 30, 2022)</b>	<b>Update</b>
– 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)	– Submission date July 1, 2022
<b>Y4 (May 1, 2022 – April 30, 2023)</b>	<b>Update</b>
– 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)	– Submission date July 1, 2023
– Next five-year plan initiated, to include sustainability plan	

# W.E. SPARK Health Institute

## OUR MISSION

Enhance the health, well-being and care of people through transformative research and knowledge translation.

## OUR VISION

A thriving and engaged research community driving advancements in health.

## STRATEGIC PRIORITIES

### RESEARCH EXCELLENCE

Create a dynamic research environment that enables, supports and promotes excellence.

### KNOWLEDGE TRANSFER

Translate and transfer research information to inspire and drive change.

### BUILDING CAPACITY

Secure the resources that W.E. SPARK needs to achieve its mission.

### IDENTITY AND COMMUNITY ENGAGEMENT

Enhance understanding and build trust with the community.

### ORGANIZATIONAL EFFECTIVENESS

Build an effective and efficient organization.

*Note: Developed in consultation with over 215 individuals representing 36 organizations/institutions. Approval from Board of Trustees is pending.*



[WESPARKHEALTH.COM](http://WESPARKHEALTH.COM)  
[WESPARKHEALTH@UWINDSOR.CA](mailto:WESPARKHEALTH@UWINDSOR.CA)

**University of Windsor  
Senate**

5.9: **Search Committee for the Associate Vice-President, Student Experience – Election**

Item for: **Approval**

Forwarded by: **University Secretariat**

The attached call for nomination and Senate eligibility list were emailed to Senate members on September 16, 2019. In addition to nominations garnered using the election process outlined below, nominations will also be accepted on the floor at the October 11, 2019 Senate meeting, after which a secret ballot vote will be held.

To: **All Senate Members**

From: Maria Giampuzzi  
Elections Manager,  
University Secretariat

Re: **Call for Nominations for Senate Representatives on the Search Committee for Associate Vice-President, Student Experience**

In accordance with Bylaw 12: Associate Vice-President, Student Experience the process for a search must be initiated at least one calendar year prior to the expected date of appointment The University Secretariat shall conduct the election for the Senate portion of the membership, in accordance with the bylaw.

Excerpt from Bylaw 12:

2.2 Search Committee

2.2.1 There shall be a Search Committee composed of the Provost and Vice-President, Academic, as chair, **six members of the Senate elected by the Senate, two of whom must be students**, one individual who directly reports to the Associate Vice-President, Student Experience, selected by and from individuals directly reporting to the Associate Vice-President, Student Experience, and an Employment Equity/Procedures Assessor (EE/PA) [non-voting].

2.2.2 **Both genders shall be represented among the non-student voting members on the Search Committee.** Where necessary a faculty member from the non-represented gender shall be elected by the Search Committee from a list of eligible faculty members of the Senate provided by the University.

**Please take into account any sabbaticals or leaves that may affect your ability to stand.**

**Nominations are due in the University Secretariat on September 30, 2019 by 10:00 am.**

**Election Process**

Nominations (signed by the nominator and the nominee) are due in the University Secretariat, Room 212 Assumption Hall, **by 10:00 am, September 30, 2019.** Nominations will **also be open to the floor at the October 11, 2019 Senate meeting.** Please keep in mind that if you are nominating someone on the floor of Senate who will not be present at the Friday, October 11, 2019 meeting, but they are on Senate (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 October 11, 2019 Senate meeting.**

# NOMINATION FORM

To: Maria Giampuzzi  
Senate Elections Manager  
Room 212, Assumption Hall.

Re: **Nominations for Senate Representatives on the Search Committee for Associate Vice-President, Student Experience**

I nominate \_\_\_\_\_ to serve on the Search Committee for the  
(Please print the name clearly)

Associate Vice-President, Student Experience.

\_\_\_\_\_  
SIGNATURE – NOMINATOR

\_\_\_\_\_  
(Please print your name under your signature.)

\_\_\_\_\_  
I accept the nomination.  
SIGNATURE - NOMINEE

**Nominations are due no later than 10:00 am, September 30, 2019  
Assumption Hall, Room 212, Attention: Maria Giampuzzi**

# Search Committee for the Associate Vice-President, Student Experience

## NON-STUDENT SENATE ELIGIBILITY LIST

### **Ex officio Members**

Dr. R. Gordon  
Ms. A. Miller  
Mr. R. Flannagan  
Dr. M. Guarini  
Dr. C. Houser  
Dr. P. Weir  
Dr. M. Fields  
Dr. K. Montgomery  
Dr. M. Saif  
Dr. M. Khan  
Dr. C. Waters  
Dr. L. Patrick  
Dr. J. Cappucci  
Dr. N. King  
Dr. G. Drake  
Mr. P. Calarco  
Prof. J. Berryman  
Dr. K. W. M. Siu  
Dr. P. Dutton

### **Faculty of Arts, Humanities and Social Sciences**

Prof. J. Grossi  
Dr. J. Luft  
Prof. K. Nelson  
Dr. K. Quinsey  
Dr. B. Kotowich  
Dr. B. Daly  
Dr. M. Letteri  
Dr. A. Rossini  
Dr. V. Sevellano Canicio  
Dr. L. Walsh  
Dr. V. Georgie  
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. M. Ahmadi  
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

### **Library Representatives**

Ms. J. Soutter  
Mr. S. Cowan

### **Elected representatives-at-large**

Mr. N. Baker  
Dr. G. Chung-Yan  
Dr. S. Jasra  
Dr. M. Muldoon  
Dr. J. Smit

### **Academic Professional**

Ms. K. Benoit

### **Elected representative of the Faculty Association**

Dr. L. Buchanan

### **Elected representative of the Aboriginal Education Council**

Ms. C. Donaldson

### **Board of Governors Representatives**

Ms. T. Piruzza  
Ms. S. Williams

### **Appointed by the Alumni Association**

Mr. G. Orr

**STUDENT SENATE ELIGIBILITY LIST**

**Ex officio Student Members**

- Mr. J. Bowers
- Ms. L. Kivisto
- Mr. C. Baillargeon

**Student Representatives**

- Ms. D. Cober
- Ms. L. Sleiman
- Ms. B. Deghaiche
- Ms. Q. Mugabo
- Mr. L. Crain
- Mr. J. Patel
- Mr. B. Pandya
- Ms. D. Marion
- Dr. E. King
- Mr. E. Haddad
- Mr. M. Hannan Sadar