Senate Agenda, Minutes and Supporting Documentation

Please review all documents prior to the Senate meeting.

**All documents for this meeting are contained in this one PDF
file for easy printing.**

NOTICE OF MEETING

There will be a meeting of the Senate
on, Friday, June 6, 2014, at 2:30 p.m.
Room 203 in the Anthony P. Toldo Health Education Centre

A G E N D A

A CONTINUATION OF THIS MEETING IS SCHEDULED FOR
Monday, June 9, 2014 at 9:00-11:00am, in Room 203.

Memorial - remembering those students, faculty and staff who have contributed to the academic life of the university and who have passed away during the past year

1   Approval of Agenda (Unstarring agenda items)

2   Minutes of the meetings of May 9, 2014   SM140509

3   Business arising from the minutes

4   Outstanding Business/Action Items
    4.1   Candidates for Degrees, Diplomas and Certificates   **Alan Wildeman**-Approval
                                                           To be distributed

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

    5.2   Report of the President   **Alan Wildeman**

    5.3   Report of the Academic Colleague   **Philip Dutton**
                                                            Sa140606-5.3

    5.4   Senate Student Caucus   **Ziad Kobti**

    5.5   Program Development Committee
        5.5.1 Nursing (BScN) Degree Completion Program for Graduates   **Lionel Walsh**-Approval
                of the Lambton College Practical Nursing Program   Sa140606-5.5.1

        *5.5.2 Changes to all FAHSS Combined Honours Programs   **Lionel Walsh**-Approval
                                                               Sa140606-5.5.2

        *5.5.3 Program Course Changes   **Lionel Walsh**-Approval
        *a)   Education-New Course Proposals Masters of Education   Sa140606-5.5.3a-q
               International Cohort - Graduate
        *b)   Sociology, Anthropology and Criminology – New Course Proposals
        *c)   Education – New Course Proposals
        *d)   General Bachelor of Computer Science – Minor Program Changes
        *e)   Certificate in Labour Studies – Minor Program Changes
        *f)   School of Dramatic Art – Minor Program Changes
        *g)   Disability Studies Degree Completion Programs for CAAT Diploma Graduates
        *h)   BA/BSW and Social Services Worker Articulation Agreement – Minor
               Program Change

*i) School of Creative Arts - New Course Proposals
*j) French Studies – Minor Program Change
*k) Civil, Electrical, Environmental, Industrial and Mechanical Engineering
  Co-op Admissions – Minor Program Changes
*l) Civil and Environmental engineering Articulation Agreement with
  St. Clair College Minor Program Change
*m) Concurrent Honours Biological Sciences with/without Thesis – Bachelor
  of Education Minor Program Changes
*n) Sociology, Anthropology and Criminology – New Course Proposal - Graduate
*o) Inter-Faculty Programs – New Course Proposal
*p) Bachelor of Forensic Science – Minor Program Change
*q) Economics – New Course Proposals

*5.5.4 Undergraduate Program Review Annual Status Reports   **Lionel Walsh**-Information
                                                                        Sa140606-5.5.4

5.5.5 Education Name Change   **Lionel Walsh**-Approval
                                                                        Sa140606-5.5.5

*5.5.6 Program Learning Outcomes – Sociology, Anthropology,   **Lionel Walsh**-Information
Criminology, Family and Social Relations   Sa140606-5.5.6

*5.5.7 Program Learning Outcomes – Graduate - Sociology,   **Lionel Walsh**-Information
Anthropology and Criminology   Sa140606-5.5.7

*5.5.8 Admission to the Three-Year General BA in Dramatic Art   **Lionel Walsh**-Information
                                                                        Sa140606-5.5.8

5.6 Academic Policy Committee
5.6.1 Board of Governors In-Course Medals & Calculation of Averages **Rick Caron**-Approval
                                                                        Sa140606-5.6.1

*5.6.2 Standing Required for Graduation for Business Programs   **Rick Caron**-Approval
                                                                        Sa140606-5.6.2

5.7 Committee Membership
5.7.1 Senate Standing Committee Membership   **Alan Wildeman**-Approval
                                                                        Sa140509-5.7.1

5.8 Bylaw Business
5.8.1 Revised Bylaws 20, 22, 23   **Rick Caron**-Approval
                                                                        Sa140606-5.8.1

5.9 Report of the Provost   **Bob Orr**

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

6 Question Period/Other Business

7 Adjournment

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

SENATE
Minutes of Meeting

Date: Friday, May 9, 2014
Time: 2:35 p.m. – 4:25 p.m.
Room: Room 203, Anthony P. Toldo Building

PRESENT: Mr. Hussein Ahmed, Dr. Abdul-Fattah Asfour, Dr. Fazle Baki, Dr. Ram Balachandar, Mr. Iftekhar Ibne Basith, Dr. Camille Cameron, Dr. Allan Conway, Dr. Michael Crawford, Dr. Beth Daly, Dr. Yvette Daniel, Dr. Phil Dutton, Prof. D. Eansor, Ms. Gwen Ebbett, Mr. Mohamad El-Cheikh, Dr. Waguih ElMaraghy, Ms. Marilyn Farough, Dr. Anne Forrest, Dr. Laurie Freeman-Gibb, Dr. Maureen Gowing, Dr. Phil Graniero, Dr. Jill Grant, Dr. Mustapha Hamil, Mr. Mike Houston, Mr. Raed Kadri, Mr. Werner Keller, Dr. Michael Khan, Dr. Marlys Koschinsky, Dr. Joanna Luft, Dr. Charles Macdonald, Dr. Elena Maeva, Dr. Nancy McNevin, Dr. Rosanne Menna, Dr. Kevin Milne, Ms. Alice Miller, Dr. Mitra Mirhassani, Dr. Maureen Muldoon, Ms. Sharon Munro, Dr. Derek Northwood, Dr. Bob Orr, Dr. Linda Patrick, Dr Sudhir Paul, Dr. Katherine Quinsey, Dr. Karen Roland, Dr. Antonio Rossini, Dr. Mehrdad Saif, Dr. Valerie Scatamburlo-D'Annibale, Dr. Alan Scoboria, Dr. Patrick Selmi, Dr. Jang Singh, Dr. Clayton Smith, Mr. Tareq Muhammad Supon, Dr. Marijke Taks, Dr. Kemal Tepe, Dr. Shelagh Towson, Pro. L. Walsh, Dr. Patricia Weir, Dr. Alan Wildeman, (Chair), Dr. Nancy Wright, Mr. Zheng (Neal) Wu, Dr. Xiaobu Yuan, Dr. Shuzhen Zhao.

REGRETS: Dr. Pierre Boulos, Dr. Rick Caron, Dr. Gordon Drake, Mr. Basit Ishtiaq, Dr. Ziad Kobti, Dr. K. W. Michael Siu, Ms. Jennifer Soutter, Dr. Christian Trudeau, Dr. Bruce Tucker, Prof. Larry Wilson.

ABSENT: Dr. Gerald Cradock, Dr. Ed King, Dr. Norman King, Mr. Anthony Meloche, Ms. Erin Plumb, Rev. Thomas Rosica.

IN ATTENDANCE: Ms. Sandra Aversa, Mr. David Butcher, Dr. Jennifer Willet; Ms. Nancy Leavoy and Ms. Renée Wintermute (University Secretariat)

1   Approval of the Agenda

   MOTION: That the agenda be approved.

   Dr. K. Quinsey/Dr. B. Daly
   CARRIED

2   Minutes of the meetings of April 11, 2014

   MOTION: That the minutes of meeting of April 11, 2014 be approved.

   Dr. M. Koschinsky/Dr. P. Dutton
   CARRIED

3   Business arising from the minutes
   Nothing to report.

4   Outstanding Business/Action Items
   Nothing to report.

5   Reports/New Business
   5.1   Report from the Student Presidents
   University of Windsor Students Alliance (UWSA)
   ▪ A complete overhaul of the UWSA's bylaw and constitution is underway.
   ▪ Work is underway to restore the goodwill and faith of the membership and the University community.

   Organization of Part-Time University Students (OPUS)
   ▪ The OPUS promotional video was presented at the 22nd Annual OPUS Awards Reception and Dinner at the Caboto Club on March 20, 2014. The video is part of an overall campaign to increase part-time student enrolment.

Graduate Students Society (GSS)
- There will be a soccer tournament on June 21, 2014 with students and faculty. There will be a team from the Faculty of Graduate Studies. Other Faculty teams are welcome. Mazaar's will be serving lunch (BBQ).
- Mazaar's Restaurant is expected to be offering a full menu by September 2014.

5.2 Report of the President
Acquisition of the Tunnel Bar-B-Q – Downtown Campus
The recently acquired Tunnel Bar-B-Q site will stay open over the summer but the building will be demolished in September. This location is an important link to the Armouries site. It is understood that the University cannot build on the bus depot site as it sits over the Windsor-Detroit Tunnel. The costs would be prohibitive and there may be long-term risks in doing so. It was noted that the City of Windsor understands what the University is trying to achieve long term.

Status of UWSA
Work is underway to ensure that, in the year to come, the UWSA will once again become an effective and strong association. A meeting invitation to the past ten presidents of the UWSA has been issued by the President to get their thoughts on how to proceed in a constructive way. The University will help the UWSA to rebuild in any way that it can.

It was noted that UWSA is also consulting with third party lawyers for advice and direction.

It was also noted that there is still a question of what to do about student representation on the Senate. In response to a statement from student members that they may have new members for the next Senate meeting, Senators were informed that there is still a difference of opinion regarding the legality of any elections/appointments from the Student Council, and this needs to be addressed first.

5.3 Report of the Academic Colleague
Nothing to report.

5.4 Senate Student Caucus
The Student Caucus meeting was rescheduled to Friday, May 16, 2014.

5.5 Program Development Committee
*5.5.1 Program Course Changes
*a) LLC – Classics Name Change and List of Options – Minor Program Changes
(See document Sa140509-5.5.1a for more details.)

MOTION 1: That the Classical Studies programs be renamed "Greek and Roman Studies" in accordance with the submitted program/course change forms.*

MOTION 2: That the list of options be changed, in accordance with the submitted program/course change forms.*

*Subject to approval of expenditures required.

CARRIED*

*b) Women's Studies – Combined Honours - Minor Program Changes
(See document Sa140509-5.5.1b for more details.)

MOTION: That the degree requirements for the Combined Honours in Women's Studies, including specific requirements for combining Women's Studies with Criminology, be changed according to the submitted program/course change forms.*

*Subject to approval of expenditures required.

CARRIED*

*c) Women's Studies – General BA - Minor Program Changes
(See document Sa140509-5.5.1c for more details.)

MOTION: **That the degree requirements for the General BA in Women's Studies programs be changed according to the submitted program/course change forms.***

*Subject to approval of expenditures required.

CARRIED*

*d) Labour Studies – New Course Proposal
(See document Sa140509-5.5.1d for more details.)

MOTION: **That the following course additions be made*:**
54-350. Practicum in Work and Employment

*Subject to approval of expenditures required.

CARRIED*

*e) Computer Science – Minor Program Changes
(See document Sa140509-5.5.1e for more details.)

MOTION: **That the degree requirements for the Bachelor of Computer Science (Honours) (with or without Co-op) and the Bachelor of Science (Honours Computer Science with Software Engineering Specialization) (with or without Co-op) be changed according to the submitted program/course change forms.***

*Subject to approval of expenditures required.

CARRIED*

*f) School for Arts and Creative Innovation – New Course Proposals
(See document Sa140509-5.5.1f for more details.)

MOTION: **That the following course additions be made*:**
27-255. From 2D to 3D - Playing with Space
27-371. Art in Public Spaces

*Subject to approval of expenditures required

CARRIED*

*g) Psychology, Social Work and Disabilities Studies Degree Completion Programs for Child and Youth Worker Diploma Graduates – Minor Program Changes
(See document Sa140509-5.5.1g for more details.)

MOTION: **That Psychology's, Social Work's and Disabilities Studies' Degree Completion Programs for St. Clair College Child and Youth Worker Graduates be extended to all Ontario College Child and Youth Worker graduates and that the degree requirements for these degree completion programs be changed according to the submitted program/course change forms.***

*Subject to approval of expenditures required.

CARRIED*

*h) Sociology, Anthropology and Criminology (Undergraduate) – Minor Program Changes
(See document Sa140509-5.5.1h for more details.)

MOTION: **That the degree requirements for the Honours Sociology, General Sociology, Combined Honours Sociology, BAS Major and Minor Concentrations Sociology, Honours Criminology, Combined Honours**

Criminology, BAS Major Concentration Criminology, and the new Minor in Forensic and Cultural Anthropology, be approved and changed according to the submitted program/course change forms.*

Subject to approval of expenditures required.

CARRIED*

*i)   Co-op Program Regulations Changes
(See document Sa140509-5.5.1j for more details.)

> **MOTION: That the co-op program regulations be changed according to the submitted program/course change forms.***

Subject to approval of expenditures required.

CARRIED*

*5.5.2   Undergraduate Program Review Annual Status Report and Response (Psychology)
(See document Sa140509-5.5.2 for more details.)

This item was received for information*

*5.5.3   Institutional Quality Assurance Process (IQAP) – Revision
(See document Sa140509-5.5.3 for more details)

> **MOTION: That the University's Institutional Quality Assurance Process be revised as follows:**
> If a site visit is required, the two day site visit will begin with orientation meetings with the Dean of the Faculty of Graduate Studies (or designate) in his/her role as coordinator of quality assurance and the University's ~~Chief Planning Officer~~ **Vice-President, Planning and Administration (or designate),** and will include meetings with faculty, staff, administrative officials (including the dean(s) of the relevant Faculty(ies), the provost or the provost's designate), and University Recruitment to discuss questions and issues arising from the program proposal and other documentation. ~~Reviewers of proposed graduate programs will also meet with the Dean of the Faculty of Graduate Studies.~~

CARRIED*

*5.5.4   Suspension of Admissions to the Master of Arts in Social Data Analysis (MASDA)
(See document Sa140509-5.5.4 for more details.)

This item was received for information*

5.5.5   School for Arts and Creative Innovation – Name Change
(See document Sa140509-5.5.5 for more details.)

It was noted that the original name, "School of Arts and Creative Innovation", was intended to be temporary and that the new name, "School of Creative Arts", is seen to be more authentic and sound less like jargon.

> **MOTION: That the name of the School for Arts and Creative Innovation be changed to the School of Creative Arts.**
>
> Dr. L. Walsh/Dr. N. Wright
> **CARRIED**

*5.5.6   Program and Course Learning Outcomes - Communication, Media and Film
(See documents Sa140509-5.5.6 for more details.)

This item was received for information*

5.6 Academic Policy Committee
  5.6.1 University Operating Budget
    5.6.1.1 Report from Academic Policy Committee
    (See documents Sa140509-5.6.1 and 5.6.1.1 for more details.)

    The Operating Budget will be presented to the Board of Governors on May 20, 2014. Highlights of the budget were presented to the Senate.

    Comments from the Academic Policy Committee (APC) were read to the Senate (Sa140509-5.6.1.1). The APC appreciates that the University continues to operate under resource constraints, with 2014-2015 being the seventh year of realignment, and supports the budget as presented.

    Members were informed that issues critical to the continuation of a balanced position for the operating budget include many unknowns, such as the use of the SMA by the government in grant allocations, reduced grants, the upcoming provincial election, and the July 1, 2014 pension valuations which will dictate the level of contribution.

    The five points for long-term viability and stability remain unchanged: flatten the cost escalation curve; strategic enrolment growth; efficient and productive use of resources; strategic investments, and capital transformation.

    Critical, as always, are the cuts in government budgets and grants. As the portion of the grants remain the same or decrease and as the University grows and costs rise, the percentage of the operating budget covered by government grant continues to shrink.

    In response to a question, it was noted that cost-recovery programs pay for themselves and provide additional funds to the area. It is then up to the Dean to determine how best to distribute those additional funds.

    In the first years of realignment, areas met their targets through discretionary money, however, there is very little discretionary money left in most areas. The majority of the realignment has come from positions.

    Members were informed that the graduate and undergraduate scholarship budget is not subject to realignment. Further, in accordance with government regulations, 30% of the domestic tuition fee increase is added to the base budget line for scholarships. Fundraising and building of endowments has been the strategy used to grow scholarship support.

    It was questioned whether the base budget for scholarships is sufficient or whether it needs to be restructured. A per student evaluation may be useful. While the scholarship budget has not been realigned, scholarship support on a percentage basis has gone down as tuition fees continue to rise. As well, members were informed that, historically, the scholarship budget was overspent. A few years back, Graduate Studies was tasked with putting an end to the overspending and establishing a broader, more equitable distribution of scholarship funds. This has resulted in some areas seeing a decrease in entrance scholarships, while others have seen an increase. Members were also informed that 90 students have secured OGS grants versus 40 the year before.

    In response to a question, it was noted that fundraising is not included in the operating budget. Members were also informed that donors generally direct their support to capital projects or specific endowments. All the data regarding fundraising is available on the website.

  *5.6.2 Information Technology Services Annual Report
    (See document Sa140509-5.6.2 for more details.)

    This item was received for information.*

5.6.3 Internationalization Report
(See document Sa140509-5.6.3 for more details.)

An overview of the report was provided. As of Fall 2013, there is a new international student recruitment model, switching from one agent to over 100 agents. Under the new model, the University can be more proactive and direct its focus and energies where needed. There has also been a focus on building exchange programs and articulation agreements.

It is noted that there was a noticeable gap in the graduation rate between international and domestic students. A review of the numbers is underway to get a better sense of gaps in graduation rates and in retention rates between first and second year students and third and fourth year students.

Members were informed that consideration of the recommendations for consideration (p.5) is on the APC's agenda for 2014-15.

*5.6.4 Comprehensive Student Discipline Report
(See document Sa140509-5.6.4 for more details.)

This item was received for information*

5.7 Committee Membership
*5.7.1 UCAPT
(See document Sa140509-5.7.1 for more details.)

This item was received for information*

*5.7.2 Senate
(See document Sa140509-5.7.2 for more details.)

This item was received for information*

5.7.3 Senate Representatives on the Board of Governors
(See document Sa140509-5.7.3 for more details.)

The following nominations were received prior to the Senate meeting: Dr. Maureen Gowing, Dr. Ziad Kobti.

MOTION: **That nominations for a Senate representative on the Board of Governors be opened to the floor.**

<div align="right">

Mr. I. Ibne Basith/Dr. L. Walsh
CARRIED
</div>

The following nominations were received: Dr. Abdul-Fattah Asfour, Dr. Katherine Quinsey.

MOTION: **That the nominations be closed.**

<div align="right">

Dr. A. Rossini/Prof. D. Eansor
CARRIED
</div>

The candidate with the highest number of votes will replace Dr. Maureen Gowing whose term expires August 2014. Members voted by secret ballot.

The results of the secret ballot: Dr. Katherine Quinsey (three-year appointment from September 1, 2014 to August 31, 2017)

MOTION: That the ballots be destroyed.

<div align="right">

Mr. I. Ibne Basith/Dr. M. Gowing
CARRIED
</div>

5.7.4 Senate Representatives on the Search Committee for the Associate Vice-President, Academi
(See document Sa140509-5.7.4 for more details.)

The following nominations were received prior to the Senate meeting: Dr. Linda Patrick, Dr. Xiaobu Yuan.

MOTION: **That nominations for Senate representatives on the Search Committee for the Associate Vice-President, Academic be opened to the floor.**

Dr. Phil Dutton/Dr. Ram Balachandar
CARRIED

The following persons were nominated from the floor: Dr. Ram Balachandar, Dr. Nancy Wright, Mr. Mohamad El-Cheikh (student)

MOTION: **That the nominations closed.**

Dr. K. Quinsey/Dr. M. Gowing
CARRIED

The following slate of nominees were acclaimed:
Dr. Linda Patrick
Dr. Xiaobu Yuan.
Dr. Ram Balachandar
Dr. Nancy Wright
Mr. Mohamad El-Cheikh (student)

5.8 Bylaw Business
5.8.1 Discussion on Closed Committee Meetings
At the March Senate meeting, Senate agreed to place on a future agenda a discussion item regarding the question of closed committee meetings, at the request of a Senator.

It was noted that, since its inception, Senate Bylaw 2 has stated that Committee meetings are closed. A Senator from the Faculty of Engineering expressed concern that this results in a lack of transparency since decisions of Faculty Councils are not filtered down. In response, it was noted that every department has a representative including the department head on Faculty Council and Faculty Coordinating Council, and that the names of these representatives are public. Faculty members should approach their representatives and request that they report back on these decisions. It was noted that this has not been a concern in other Faculties.

There was overwhelming agreement that Committee meetings should remain closed in light of the nature of discussions and debate that take place at that level and that there is no need to amend the bylaw.

Senate agreed that the issue is not one of open or closed committee meetings, but rather of a lack of communication. It is important that each Faculty develop its own communication model.

5.9 Report of the Provost
Faculty of Education and Academic Development
As of July 1, 2014 the Centre for Teaching and Learning will report to the Dean of Education, through the Director of the CTL, Dr. Alan Wright. The Centre for Open Learning will continue to operate separately and report to Dr. Alan Wright, as Vice-Provost, Teaching and Learning. As a result, there will be a proposal at the next Senate meeting to change the name of the Faculty to the Faculty of Education and Academic Development. The restructuring will allow for an expanded mandate.

Search Committee for Dean of Education
The Search Committee for the new Dean of Education, which includes representatives from the Centre for Learning and Teaching, will begin meeting at the end of May.

Integration of Medical Students
Efforts are underway to provide greater integration between the University's faculty and students and those at Schulich School of Medicine and Dentistry – Windsor Campus in order to make it more a part of the campus and open up opportunities between the nursing and the medical students, and between faculty members.

Strategic Priority Fund
The Strategic Priority Fund Review Committee will now be reviewing preliminary draft proposals, thus saving the committee and individual Deans a lot of time later in the process. The Committee will honour individual Deans' rankings, whose role it is to pre-screen applications. The Committee will need to be clear

about the criteria for funding. The Committee should ensure that the Deans are aware of all applications, thereby enabling them to make strategic decisions on rankings.

5.10 Report of Vice-President, Research and Innovation
No report.

6 Question Period/Other Business
Clarification will be provided on whether a GSS student sat on both the Judicial Panel and the Discipline Appeals Panel at the same time.[1]

John H. McGivney, In Memory
Dr. Wildeman reported that John McGivney, former Board member (1975-84) and Board Chair (1982-84), passed away on May 8, 2014.

7 Adjournment

MOTION: That the meeting be adjourned.

Dr. V.Scatamburlo-D'Annibale/Dr. N. Wright
CARRIED

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[1] A review of the files confirms that the student did not serve on the same case file for the Judicial Panel and then again for the Discipline Appeal Committee. The two 2012/13 cases were unrelated.

University of Windsor
Senate

5.3:   **Report of the Academic Colleague**

The Academic Colleagues met in Toronto May 21 and 22, 2014.

Working Dinner Discussion, May 21, 2014:

A number of articles and publications related to Academic Integrity were considered prior to a discussion at the dinner meeting.

- Christie, B. (2003). Designing Online Courses to Discourage Dishonesty. *Educause Quarterly, 4,* 54-58.
- Faculty Focus. (2010). Special Report: Promoting Academic Integrity in Online Education. Magna Publications. Retrieved from http://www.facultyfocus.com/free-reports/promoting-academic-integrity-in-online-education/
- Watson, G., & Sottile, J. (2010). Cheating in the Digital Age: Do Students Cheat More in Online Courses? *Online Journal of Distance Learning Administration, 8(1).* Retrieved from http://www.westga.edu/~distance/ojdla/spring131/watson131.html

Discussion questions were also circulated:

- How can we balance online education's basic appeal – flexibility and convenience – with the practical constraints of preventing academic dishonesty? Which strategies for online assessment seem most viable?
- In relation to the three-pronged approach to dealing with academic dishonesty: 1) policing acts of academic dishonesty; 2) reducing opportunities to cheat through technology and course design; and 3) creating an ethical learning environment. What actions can be taken on an institutional level to address online academic dishonesty in each of these areas?
- It is commonly assumed that cheating is more prevalent online than in face-to-face courses. What are the implications of this assumption in the context of significant investments in online learning in Ontario postsecondary education? What can be done to improve the credibility of online learning?

There was certainly a lively discussion around the topic of Academic Integrity. Although primarily targeted at on-line delivery, aspects of face-to-face delivery were also front and centre.
This is a very timely discussion in light of the governments push for on line learning, and in light of changes that are going on in Academic Integrity offices across Ontario.

A number of important points came to the fore:

- We catch far less students who cheat than are actually cheating (something less than 10%)
- Punitive measures are not effective deterrents for offenders.
- Technology, in the near future, will solve some of the issues around identifying the user at the other end of the electronic connection (keystroke analysis or web cam visual identification are two examples).
- Faculty play a critical role in education and elucidation of expectations.   The smart design of examinations and controls around examination security are also important.
- There is a link between teaching students to read critically, their ability to write, and the extent of plagiarism. Again, coming back to positive actions by faculty in support.

COU Update provided to Academic Colleagues, May 22, 2014:
COU has been heavily involved in election planning and monitoring. Responses are provided behind the scenes to party positions, and moderation of impact of party policies if possible. Efforts are being made to counteract negative press aimed at institutions (employment stats for example).   Some indications of party policies were given.

SMA Process
18 of 20 are signed by the outgoing government.   Two outstanding ones, Laurentian and Lakehead are tied to the expansion in the Barrie area associated with a college.
Efforts will continue to examine the SMA process, including the link between metrics and funding and the accuracy of data that is being collected.

Major Capacity Expansion
Framework was released in December with Request for Proposals released in March. Letters of intent are due at the end of June, with full proposals by September. Budget is unclear at this time.

Pensions
The government is interested in moving toward jointly sponsored pension plans. These are advantageous because they are normally exempt from solvency tests as they risk is more broadly spread out. This discussion will merit watching for the future.

On Line
A joint steering committee composed of COU and Colleges Ontario members has met twice.   The steering committee will set up guidelines to create the committee that will run the On Line Consortium. A consultation document has been circulated to OCUFA, CFS, Registrars OURA and Faculty Union in the College sector.

Program Approvals
The moratorium for program approvals was lifted…..and then the election was called. No approvals are forthcoming.

Other Discussions

Three-year degrees
A lengthy discussion ensued about the value of three-year degrees at colleges. The points made were mostly obvious to anyone knowledgeable about University degrees and the level of training required, including the level of training of the course professors. There are a variety of misconceptions on both sides of this issue and it is necessary for Universities and Colleges to work together. We both may need to change in various ways in the future, and discussion is needed. COU does have a Relationships with Other Institutions committee that should take action here.

Respectfully Submitted
P.J. Dutton, Academic Colleague

University of Windsor
Senate

5.5.1   **Nursing (BScN) Degree Completion Program for Graduates of the Lambton College Practical Nursing Program**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the Nursing (BScN) degree completion program for Graduates of the Lambton College Practical Nursing program be approved.**

Subject to the approval of expenditures required.

Rationale/Approvals:
▪ This new pathway into the existing BScN program has been approved by the Faculty Council, the Provost and the Program Development Committee.
▪ Provost's comments: *"This is a strong articulation agreement with good benefits for the community."*
▪ See attached.
▪ Click here to link to the appendicles (appendix a, appendix b, appendix c)

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

INSTRUCTIONS ARE PROVIDED IN SHADED AREAS. DO NOT WRITE IN SHADED AREAS.

A.   Basic Program Information

FACULTY:	Nursing
AAU:	Nursing
Program Title:	BScN Completion for Registered Practical Nurses [RPNs]
Name of Program as it Will Appear on the Diploma (*e.g.*, **Bachelor of Arts Honours Psychology with thesis**) *[Please note that, for general degrees, the discipline is not included on diplomas.]*	Collaborative Bachelor of Science in Nursing Honours
Proposed Year of Offering *[Fall 20xx]*:	Fall 2015
Mode of Delivery:	Face to Face with some flexible delivery and on-line
Planned Student Enrolment (per section B.4.2)	Enrolment for RPN applicants will fluctuate with space in Collaborative BScN program and pre-determined enrolment plan with college partners. See RPN to BScN articulation agreement (draft) attached.
Normal Duration for Completion:	Three years
Will the revised program be run on a cost-recovery basis?	No.

B.   Major Program Changes - Overall Plan

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

Please provide a brief statement about the direction, relevance and importance of the revised program.

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

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

This proposed articulation agreement provides a pathway to a BScN degree for those individuals who hold an Ontario College Diploma in Practical Nursing, or equivalent from another jurisdiction, and who hold a current certificate of competence to practice as a Registered Practical Nurse in the Province of Ontario. The length of the proposed program is three (3) years of full time study.

This first articulation agreement will be with Lambton College to allow qualified applicants to enter second year of the Collaborative BScN program (at the College) and take a course of study to prepare them for entry into the third year of the accredited Collaborative Honours BScN degree program (at the University of Windsor) currently offered in partnership with Lambton College in Sarnia, St. Clair College in Windsor and St. Clair College, Chatham. Successful students will qualify to transfer to the existing collaborative BScN program at the University of Windsor at the end of year two. *St. Clair College, our other collaborative partner, is interested in pursuing a similar arrangement, but discussions are in the early stages and an agreement about enrolment has not yet been reached.

The overall aim is to offer a) seamless access to baccalaureate degree completion for qualified college diploma graduates from a practical nursing program and b) meet the continuing education needs of the locally employed RPNs by providing access to this education in our community.

This proposed program meets the University of Windsor's mission:
Enabling people to make a better world through education, scholarship, research and engagement through "the provision of opportunities for life-long learning AND meets the strategic priority of providing an exceptional and supportive undergraduate experience that emphasizes independent learning, interdisciplinary opportunities, flexibility in degree completion pathways, and successful year to year transition".
One of the goals of our Faculty of Nursing is the development of a program to meet the needs of this specific

population of adult learners who are active members of our communities and desire access to life-long learning.

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

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

The curriculum is **not** changing. The collaborative program is now stable with a seven-year CASN accreditation for both the Collaborative Honours BScN degree and for the University of Windsor as the education unit. Students will enter the collaborative BScN program in Year Three on the University of Windsor site with traditional four-year students and study the same curriculum in years three and four.

Applicants will be given credit for one year of their completed Practical Nursing college diploma and be expected to complete one year at the Lambton College site - taking a combination of courses from years one and two of our collaborative program that bridge to year three.

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

The closest program for RPN to BScN completion is at Conestoga College in collaboration with McMaster University. RPNs who work and live in Windsor and our surrounding communities are adults with responsibilities and commitments that often do not allow them to relocate. On-line opportunities exist; however, feedback to us about totally on-line programs confirms that these types of programs do not meet the needs of all those seeking to complete a BScN. This is partially due to the individual responsibility of each student to secure their own clinical placements and preceptors to meet the degree requirements.

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

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

N/A - no change.

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

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

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

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

External pressure, to offer a degree completion program for RPNs in our community has come from St. Clair College in Windsor, Chatham and Lambton College in Sarnia. Our local hospitals have also asked us to consider offering this program for local RPNs whom they employ. St. Clair College began pursuing a relationship with Nippissing University for BScN degree completion for their Practical Nursing Program graduates in the spring of 2013 that has not yet materialised. There will be an opportunity for graduates of the Practical Nursing Diploma program at St. Clair College to pursue degree completion through the University of Windsor and Lambton College. The only barrier to taking in large number of students is the restriction on funding beyond the Ministry of Education and Training caps and the availability of clinical placements. The nurse leaders at St. Clair College are aware of the plans for an RPN completion articulation agreement with Lambton College.

There have been some other universities / colleges with RPN Bridging programs who have moved into Chatham, Sarnia and Windsor offering mostly online opportunities, but they have been met with mixed reaction.

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Our local health care institutions and agencies would like a local program that takes into consideration the placement needs of students and the need for face to face classes and engagement with nursing faculty and other students. In addition, the University of Windsor and Lambton College offer accessible student services that support the learning needs of students who are often employed in our communities as RPNs while they continue their education. Student support and engagement with faculty increases the chance of successful degree completion.

The Centre for Business Advancement & Research in of the Odette School of Business conducted a market survey for the Faculty of Nursing in 2009. Students in the RPN program at St. Clair College and Lambton College and Registered Practical Nurses working in the tri-county area participated in the survey and expressed a high level of interest in a completion program. "74.1% of respondents answered YES", to the question – Would you be interested in taking a Post-RPN degree completion program at the University of Windsor? This equated to 622 out of the 840 responses. 60.8% of the respondents indicated that they were also interested in taking bridging courses to qualify for a degree completion program.

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

Our Collaborative BScN program partner, Lambton College, intends to offer this opportunity to a small number of qualified applicants each year to off set their attrition from the Collaborative BScN program.

B.4.2   Expected Impact of Changes to Estimated Enrolments

Provide details on projected enrolments for the revised program in the following tables. *For Co-op programs: normally an annual intake of a minimum of 20 students is required for new co-op programs or programs with other experiential learning component.*

Projected enrolment levels for the first five years of operation of the revised program. *(If the program is in operation, use actual and projected data.)*	First Year of Operation	Second Year of Operation	Third Year of Operation	Fourth Year of Operation	Fifth Year of Operation (Steady-state student enrolment overall)
In the regular program (non-co-op)	See RPN to BScN articulation agreement (draft) attached as Appendix C.				
In the co-op/experiential learning stream (if applicable)					
For co-op options: projected number of international students enrolled in the co-op stream					

Annual projected student intake into the first year of the revised program: *(this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)*	*Transferring into the program and into year three of the collaborative BScN* See RPN to BScN articulation agreement (draft) attached Appendix C.
Annual projected student intake into the first year of the co-op/experiential learning version of the revised program: *(this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the*	

second, third, or fourth year of the program)	

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

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

The University of Windsor would report eligible enrolments for year 3 and year 4 (Fall) for funding purposes. Some students may choose as per our Collaborative Memorandum of Understanding (MOU) to return to their College home site for the winter semester of year four.

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

Describe the tools and methodology used to assess societal need.

Elaborate on the
1) dimensions of (e.g., socio-cultural, economic, scientific, or technological),
2) geographic scope of (e.g., local, regional, provincial, or national), and
3) anticipated duration of, and trends in,
societal need for graduates of the modified program

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

In Canada, the need to graduate baccalaureate prepared nurses to replace the number of Registered Nurses eligible to retire is necessary. This demand is compounded by the growing sector of the Canadian population entering their senior years with longer life expectancy, and often with chronic illnesses requiring hospitalization, long-term care, hospice care or home care. Predicted retirements of the aging RN work force in Canada have been delayed by the recent economic downturn, but are expected to gain momentum over the next few years. According to the Ontario Nurses' Association website, "more than 25,000 or 27.6 per of working Ontario RNs in the 55+ age range will soon be eligible for retirement" (2013).

By providing locally employed RPNs an opportunity to advance their careers and pursue a BScN degree, the Faculty of Nursing is enriching the profession of nursing. We are doing this by keeping passionate and experienced nurses at the bedside who might otherwise leave nursing to pursue other careers if they perceived themselves to be "stuck" with no opportunities for personal growth. Their vast experience and dedication to the profession of nurses ensures that the local workforce will continue to evolve and thrive.

Both the Faculty of Nursing at the University of Windsor and Lambton College are experiencing an increase in inquiries about an RPN bridging to BScN program from Registered Practical Nurses who work and live in the Erie St. Clair LHIN geographic region. These individuals are reluctant to enrol in a program that would not recognize their prior learning, but rather necessitate another 4 years of academic study, require a physical move to another city with an RPN Bridging program or to take a program completely on-line. Both the University of Windsor and Lambton College are recognized educational leaders in the local market and the level of student enquiries demonstrates the desire to choose a local option.

B.4.5 Duplication (MTCU section 7)

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

There is no equivalent program offered in the United States. The closest completion program for a practical nurse is to an Associate Degree in Nursing that is not recognized by the College of Nurses of Ontario for Registration in Ontario.

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The closest degree completion program for RPNs is located at Conestoga College and Mohawk College in partnership with McMaster University. There are RPN Bridging programs offered at the following institutions:

Nippissing University – Canadore College and online

McMaster University - as stated above

Trent University and George Brown College

Ryerson University and Centennial College

UOIT and Durham College

There is a consortium developing between Lakehead University, Laurentian University and Nippissing University to meet the needs of students in northern Ontario for RPN to BScN completion.

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

Accessibility and the provision of continuing education opportunities for nurses employed in our local communities are the intended outcomes of the proposed program offering. The numbers of students who complete their BScN degree will be relatively small and will be absorbed into the current Collaborative BScN program.

B.5 RESOURCES

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

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

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

Qualified students who are eligible for transfer into year three of the Collaborative BScN will be part of the existing cohort of students who transfer from the Lambton College site each fall semester. There is no foreseen need for increased faculty or staff resources to support the small cohort of expected students.

B.5.1.1a

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

Faculty Name & Rank (alphabetical)	Graduate Faculty member (for graduate programs only)	Program Affiliation list all programs offered by the AAU and indicate faculty affiliation to the revised and existing program(s)	
Category 1*: Tenured Professors teaching exclusively in the AAU offering the program		*Existing program(s) in the AAU*	*Proposed program*

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Carty, Laurie – Professor		√	√
de Witt, Lorna - Assistant Professor		√	√
El-Masri, Maher – Professor		√	√
Fox-Wasylyshyn, Susan – Assoc. Dean & Assoc. Professor		√	√
Hernandez, Cheri - Associate Professor		√	√
Kane, Debbie - Associate Professor		√	√
Patrick, Linda - Dean & Associate Professor		√	√
Rajacich, Dale-Associate Professor		√	√
Thrasher, Christine-Associate Professor		√	√
Williamson, Karen-Assistant Professor		√	√
Yiu, Lucia-Associate Professor		√	√
Category 2: Tenure-track Professors teaching exclusively in this AAU			
Crawley, Jamie - Assistant Professor		√	√
Freeman, Michelle - Assistant Professor		√	√
Freeman-Gibb, Laurie - Assistant Professor		√	√
Krohn, Heather - Assistant Professor		√	√
Category 3: Ancillary Academic Staff such as Learning Specialists Positions			
Bornais, Judy		√	√
Dayus, Debbie		√	√
Rickeard, Debbie		√	√
Category 4: Limited-term Appointments teaching exclusively in this AAU			
Kiernan, Jason		√	√
Pfaff, Kathy		√	√
Category 5: Tenure or tenure-track or LTA professors involved in teaching and/or supervision in other AAUs, in addition to being a member of this AAU			
…			
Category 6: Sessionals and other non-tenure track faculty			
Mary Chick, Sessional Lecturer		√	√
Mary Cole, Sessional Lecturer		√	√
Natalie Giannotti, Sessional Lecturer		√	√
Pat McKay, Sessional Lecturer		√	√
Category 7: Others			
…			

B.5.1.1b

Assess faculty expertise available and actively committed to supporting the revised program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in the revised program, and of the appropriateness of this collective faculty expertise to contribute substantially to the revised program.

Include evidence (e.g., qualifications, research/innovation/scholarly record) that faculty have the recent research or professional/clinical expertise needed to:
- *sustain the program*

- *promote innovation, and*
- *foster an appropriate intellectual climate.*

N/A

B.5.1.1c

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

It is expected that the students who transfer over to complete their BScN from the Lambton College site will not exceed the year one steady state enrolment numbers of Lambton College agreed to in our RPN to BScN articulation agreement (draft attached as Appendix C). Lambton College expects the additional students to make up for attrition in the first two years of the Collaborative BScN program offered on their campus.

B.5.1.1d

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

N/A

B.5.1.1e

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

N/A

B.5.1.1f   Other Available Resources

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

The numbers anticipated are small and the current resources are expected to be adequate on the University site for years three and four of the program.

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

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

Other campus units are not expected to experience additional demands on resources due to the addition of a small number of students expected in this program change.

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

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revisions to this program.*

The students in this proposed stream would receive the same funding as other students who transfer over from the college sites to complete their BScN degree.

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

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

There are no anticipated cost savings, but for the Faculty of Nursing and our College partner Lambton College and potentially our other partner St Clair College there is an opportunity for recouping loss associated with attrition in the program.

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

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

Faculty: The need to hire additional sessional clinical instructors will be determined by the number of students who successfully transfer to the University site at the end of year two. This number is dependent on the amount of attrition at all sites.

Staff: The Faculty of Nursing does not need new staff to oversee the small number of students in this proposed program

GA/TAs: No additional GA/TAs required

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

Library Resources and Services: no additional resources or services**.**
Teaching and Learning Support: the current services will be adequate**.**
Student Support Services: no additional resources anticipated.
Space and Facilities: The total number of additional students will be accommodated in current space.
Equipment (and Maintenance): No additional equipment anticipated.

C. Program Details

C.1 Admission Requirements (QAF section 2.1.2)

Describe new or changes to
• *program-specific admission requirements,*
• *selection criteria,*
• *credit transfer,*
• *arrangements for exemptions or special entry, and*
• *alternative admission requirements, if any, for admission into the program, such as minimum average, additional language requirements or portfolios, recognition of prior work or learning experience (and how this will be assessed), etc.*

The following are the admission requirements for Registered Practical Nurses to enter the BScN Program:
   • Registered Practical Nursing diploma from a College of Applied Arts and Technology with an overall B (73%) average and no grade less than a C (63%).
   • Minimum one year full-time equivalent work experience as a Registered Practical Nurse (RPN) i.e. 2000 hours.
   • Current Registration with the College of Nurses of Ontario (CNO) as an RPN with no terms, conditions or limitations on their practice.

Upon entering the program, students must demonstrate successful completion of a clinical simulation exercise (OSCE) to verify current clinical competence. In the event of a student being below the expected level of clinical competence on the OSCE - remediation will be offered by Lambton College, at the student's expense. Students <u>must</u> demonstrate clinical competence at the expected level prior to taking any clinical courses.

Program regulations for progression through the program remain the same as the Collaborative BScN program.

Prior to admission to the program and prior to beginning clinical: a current Basic Cardiac Life Support Certificate (BCLS) and a police clearance (vulnerable populations). Clinical agencies will require a record of immunization (see policies for the FoN, Collaborative Nursing Program).

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

The admission requirements for the successfully completed Practical Nurse Diploma program in combination with the above GPA, clinical experience requirement and College of Nurses credentials ensures that applicants are prepared for the successful attainment of the intended learning outcomes.

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

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

Total courses: The students entering into the program at Lambton College will receive credit for 10 courses towards the BScN. They will complete an additional 12 courses at Lambton College that are a combination of year one and year two collaborative nursing course requirements.

The total number of courses in the Collaborative BScN program are: 43

Major requirements: 63-171, 63-172, 63-166, 63-173, 63-174, 63-175, 63-176, 63-177, 63-271, 63-272, 63-273, 63-274, 63-275, 63-277, 63-278 (double-weighted), 63-279, 63-371, 63-372, 63-373, 63-374, 63-375, 63-377, 63-378, 63-389 (*renumbered from 63-471*), 63-391, 63-472 (double-weighted), 63-473, 63-476 (double-weighted), 63-479*, 63-481*(double-weighted).

Other requirements:
02-250 or 65-205, 46-115, 55-237, 55-351, 59-191; One Nursing Option (taken from nursing option electives offered), One Arts Option and Two Open Options.

PROPOSED DEGREE COMPLETION PROGRAM:
The RPN Pathway will include the Major requirements of: 63-171, 63-172, 63-176, 63-271, 63-279, 63-275, 63-278 (double-weighted), 63-279, 63-371, 63-372, 63-373, 63-374, 63-375, 63-377, 63-378, 63-389 (*renumbered from 63-471*), 63-391, 63-472 (double-weighted), 63-473, 63-476 (double-weighted), 63-479*, 63-481*(double-weighted).

Other requirements: 59-191, 55-237, 55-351, 65-205 or 02-250, one Arts Option and Two Open Options.

Recommended options (if any): All students in the BScN take 2 open options, 1 arts option & 1 nursing option.
Description of thesis option (if applicable): N/A
Description of experiential learning components (if applicable): N/A

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

For Co-op components:
    Guidelines for co-op work term reports: n/a
    General length of co-op work term: n/a
Is the completion of the experiential learning/co-op component a requirement of the program? n/a

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

C.3.2 For All Program Proposals:

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

Minimum average requirements for continuation in the program.
Must conform to the regulations for standing required for continuation in the program described in the undergraduate and graduate web calendars [www.uwindsor.ca/calendars].

Specify new or changes to standing required for continuation in the experiential learning option or co-op option of the revised program, where applicable.

No new or changes to standing required for continuation in the Collaborative BScN program.

C.3.2.2   New or Changes to Standing Required for Graduation

Minimum average requirement to graduate in the program.
Must conform to the regulations for standing required for continuation in the program described in the undergraduate and graduate web calendars [www.uwindsor.ca/calendars].

Specify new or changes to standing required for graduation in the experiential learning option or co-op option of the revised program, where applicable.

No new or changes to standing required for graduation from the Collaborative BScN program.

C.3.2.3   New or Changes to Suggested Program Sequencing

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

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

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

Students would take a combination of courses from the first two years of the four-year BScN to meet program requirements for progression into year three. The eligible students would be given credit for one year of their two year Practical Nurse diploma that includes all relevant clinical practice experiences.

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

COMPLETE THIS TABLE FOR UNDERGRADUATE DEGREE PROGRAMS

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the program (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate" by listing them in the appropriate rows.

A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework.

Proposers are strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the

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Centre for Teaching and Learning, for assistance with the articulation of learning outcomes (degree level expectations).

The learning outcomes identified in this document are the approved learning outcomes for the Collaborative BScN Program, which has been accredited by CASN, approved through the IQAP process and our Regulatory Body at the College of Nurses of Ontario. We will review suggested edits to the outcomes statements this June at the collaborative workshop with our partners at the same time that we plan for our curriculum review process. We are creating a pathway for the PN graduate into the existing program with the approved outcome statements, so the program outcome statements below are not new or unique for this pathway.

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. Integrate nursing and relevant multidisciplinary knowledge into nursing practice.	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. Integrate research findings into clinical practice, education and management.	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. Formulate clinical judgments that are based on critical inquiry and analytical reasoning	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.	D. literacy and numeracy skills	4.Communication Skills 5. Awareness of Limits of Knowledge
E. Implement behaviours to promote personal and professional self-development. Integrate the ethical, legal, professional and regulatory parameters into nursing practice.	E. responsible behaviour to self, others and society	5. Awareness of Limits of Knowledge Autonomy and Professional Capacity

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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
F. Implement the nursing process to promote, maintain, and restore the health of individuals, families, groups, communities and populations. Collaborate with clients, their families, communities, and members of the health team and other organizations for the promotion, achievement and restoration of optimal health.	F. interpersonal and communications skills	4. Communication Skills 6. Autonomy and Professional Capacity
Promote the health of individuals, families, groups, communities and populations. Integrate leadership and management roles into the delivery of health care.	G. teamwork, and personal and group leadership skills	4. Communication Skills 6. Autonomy and Professional Capacity
H.	H. creativity and aesthetic appreciation	2. Knowledge of Methodologies 3. Application of Knowledge 6. Autonomy and Professional Capacity
Engage in activities to promote the development of the profession of nursing	I. the ability and desire for continuous learning	Autonomy and Professional Capacity

C.4.1

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

The program will not be revised. Qualified students will be given one year of credit for their previously completed two-year diploma in Practical Nursing that includes all relevant clinical experiences. Each student who enters the program will complete accredited courses from years one and two of the collaborative nursing program on the Lambton College site. The courses that have been selected bridge the gap between what was previously studied and what needs to be completed to enter year three at the University of Windsor to complete the BScN.

The course sequence in year one of the proposed program include the following:

f- Fall [Lambton site]

Year One – Winter [Lambton site]

See Appendix A and Appendix B for the course sequencing at Lambton for Year One.

Students who come to the University of Windsor at the end of the year at Lambton will enter year three of the collaborative BScN.

Year Three: Fall [University of Windsor]
63-371 Families Experiencing Crises
63-372 Clinical Nursing Experience

63-373 Nursing Care of Clients with Complex Health Problems I
63-377 Nursing Research
63-391 Basic Human Nutrition

Year Three: Winter [University of Windsor]
63-374 Clinical Nursing Experience
63-375 Nursing Care of Clients with Complex Health Problems II
63-389 Community as Client
63-xxx Nursing Option
Arts option
Open option

Intersession
63-378 Clinical Nursing Experience

Note: All option courses must be completed prior to entering year four of the program.

Year Four: Fall [University of Windsor]
63-472 Clinical Nursing Experience – Hospital or 63-476 Clinical Nursing Experience – Community
63-473 Concepts of Leadership in Nursing Practice
63-479 Issues in Global Health

Year Four: Winter [University of Windsor]
63-472 Clinical Nursing Experience – Hospital or 63-476 Clinical Nursing Experience – Community
63-481Transition to Professional Practice

Note: If 472 is taken in the Fall term, then 63-476 is taken in the Winter term. If 63-476 is taken in the Fall term, then 63-472 is taken in the Winter term.

C.4.2

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

N/A

C.4.3 Mode of Delivery (QAF section 2.1.5)

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

The mode of delivery includes face-to-face lecture/seminar groups and supervised clinical practicums. There are flexible delivery options for students in year four theory to support student placements in clinical practicum experiences located in remote locations.

C.5   Student Workload

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

Expected Workload per 3.0 Course Credit/Week	Average Time the Student is Expected to Devote to Each Component Over the Course of the Program per week
Lectures	**No changes from the current program**
Tutorials	
Practical experience	
Service or experiential learning	

PROGRAM DEVELOPMENT COMMITTEE
MAJOR PROGRAM CHANGES
FORM "B"

Independent study	
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	
Studying for tests/examinations	
Other: *[specify]*	
Compare the student workload for the proposed revised program with the workload for the existing program and other similar programs in the AAU.	

D. MONITORING AND EVALUATION (QAF section 2.1.6)

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

The same expectations as the Collaborative BScN.

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

The same plan as the Collaborative BScN

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

[Complete this section ONLY if the program change includes new or revisions to the experiential learning/co-op component involving paid or unpaid placements.]

Definitions:
Co-operative Education provides students with a well-rounded education that is founded both in academic theory and real world application. Co-op Education combines semesters of study with semesters of full-time, paid employment in career-related positions.

All other unpaid placement opportunities or initiatives fall under the category of other "Experiential Learning components involving placements". (this may include field placements, internships, etc.)

E.1

Describe the new or revised experiential learning component and the nature of the experience (field placement, required professional practice, service-learning, internship, etc.)

No new or revised experiential learning component.

E.2

Provide a description of the knowledge and skills that students will be bringing to the workplace/placement based on the revised curriculum.

Same expectations as students in the four- year direct entry BScN program.

E.3

Provide evidence of the availability of an adequate number of positions of good quality both inside and outside the Windsor area for the new or revised co-op/experiential learning option (including names and contact information of potential employers, written statements or surveys from potential employers; and employer feedback concerning the hiring of graduates).

Provide a summary of the types of positions that would be suitable at each level of work-term.

How will these placements/opportunities be developed?

[NB: For co-op programs, the majority of Ontario placements should qualify for the Co-op Education tax

credit. See Policy on Co-op Programs for more details.]

N/A

E.4

Describe the mechanism that will be established for the supervision of the new or revised experiential learning placements. (QAF section 2.1.9)

Same as the current program

E.5

Provide information on the fees associated with the new or revised experiential learning component, if applicable. *NB: all proposed fees must be approved as part of the University's operating budget, via the Ancillary Fee Committee.*

N/A

E.6   AAU Council Approval of New or Revised Co-op Component –N/A

E.7   <u>Guidelines for the Establishment of New/Revised Co-op Programs: CHECKLIST</u> – N/A

University of Windsor
Senate

*5.5.2:   **Changes to All FAHSS Combined Honours Programs**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **To change the wording of 'other' to read " 'additional' courses from any area of study to a total of forty" for any Combined Honours BA Program.**

Rationale:
- Clarifying the meaning of "options"
  - With regard to the "additional options" requirement, some believe this requirement means additional courses in any area of study
  - Others believe that "options" means "non-major course," consistent with the Undergraduate Calendar Glossary
  - This more restrictive definition is reflected on the degree audit, but there is sufficient ambiguity that students sometimes register for major rather than non-major courses to fulfill this requirement, find out too late that these courses won't count, and consequently have to take more than forty (40) courses to graduate
  - It would be less confusing if the word "options" was replaced in the last requirement either with the more inclusive definition "courses in any area of study" or the more restrictive definition: "non-major courses"
- Choosing the inclusive or the restrictive definition of "other requirements"
  - Allowing students to take either major or non-major courses enables students with a real passion for one or both of their majors to take some more courses, and these additional courses may make them more competitive if they are applying to graduate school in one of their major subjects
  - Changing to the more inclusive definition would be consistent with the inclusive definition used by the Faculty of Science ("additional courses from any area of study to a total of forty") and would increase compatibility for current and future inter-faculty combined honours programs
  - The advantage of restricting "other requirements" to non-major courses is that it forces students to take more than eight (8) non-major courses. But if this is the goal, then it should be required that all Combined Honours programs include eight (8) non-major courses
  - The proposal has been approved by the Faculty of Arts Humanities and Social Sciences Faculty Coordinating Council and the Program Development Committee.

University of Windsor
Program Development Committee

*5.5.3a: **Education – New Course Proposals Master of Education (International Cohort) (Graduate)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following course additions be made:*
                   80-793. Educational Research Internship
                   80-591(32) Special Topics: Language Assessment

Rationale:
▪ These new courses have been approved by the Faculty Council, and the Program Development Committee.
▪ Supporting documentation on the proposed changed can be accessed by contacting the University
  Secretariat at ext. 3317, or through the May 8, 2014 PDC agenda posted on the PDC website.
▪ Click here to link to the PDC supporting documentation.

University of Windsor
Senate

*5.5.3b: **Sociology, Anthropology and Criminology – New Course Proposals**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following course additions be made:*
48-341 Human-Animal Studies
48-382 Surveillance and Society
48-491 Advanced Seminar in Criminology
48-374 Crime, Media and Culture

Rationale:
- These new courses have been approved by the Department Council, the FAHSS Coordinating Council and the Program Development Committee.
- Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the May 8, 2014, 2014 PDC agenda posted on the PDC website.
- Click here to link to the PDC supporting documentation.

University of Windsor
Senate

*5.5.3c: **Education – New Course Proposals**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following course additions be made:*

> 80-231. Pedagogy of the Arts: Music, Visual Art, Dance/Drama (I/S)
> 80-225. Mathematics Foundations (PART I) (J/I)
> 80-424. Language and Media Literacy (PART II) (J/I)
> 80-221. Pedagogy of the Arts: Music, Visual Art, Dance/Drama (J/I)
> 80-414. Language and Media Literacy (PART II) (P/J)
> 80-215. Mathematics Foundations (PART I) (P/J)
> 80-211. Pedagogy of the Arts: Music, Visual Art, Dance/Drama (P/J)
> 80-206. Aboriginal Ways of Knowing: Cultural, Political and Linguistic Contexts
> 80-208. Assessment and Evaluation
> 80-201. Foundations of Practice (Part I): Philosophical Orientation to Education
> 80-202. Foundations of Practice (Part II): Classroom Practice
> 80-207. Service Learning Specialization

Rationale:
▪ These new courses have been approved by the Faculty Council and the Program Development Committee.
▪ Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the May 8, 2014 PDC agenda posted on the PDC website.
▪ Click here to link to the PDC supporting documentation.

University of Windsor
Senate

*5.5.3d: **General Bachelor of Computer Science – Minor Program Changes**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Bachelor of Computer Science (General) be changed
according to the submitted program/course change forms.*

Subject to approval of expenditures required.

Rationale/Approvals:
▪ The proposed changes have been approved by the Department Council, the Faculty of Science Coordinating Council and the Program Development Committee.
▪ Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the May 8, 2014 PDC agenda posted on the PDC website.
▪ Click here to link to the PDC supporting documentation.

University of Windsor
Senate

*5.5.3e: **Certificate in Labour Studies – Minor Program Changes**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Certificate in Labour Studies be renamed "Certificate in Work and Employment Issues" and that the requirements be changed according to the submitted program/course change forms.*

Subject to approval of expenditures required.

Rationale/Approvals:
- The proposed changes have been approved by the Department Council, the Faculty of Arts, Humanities and Social Sciences Coordinating Council and the Program Development Committee. The following areas were consulted and are supportive of these proposed changes: Communication, Media and Film, Sociology, Anthropology and Criminology, History, Business, Psychology, and Philosophy.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the May 8, 2014 PDC agenda posted on the PDC website.
- Click here to link to the PDC supporting documentation.

University of Windsor
Senate

*5.5.3f: **School of Dramatic Art – Minor Program Changes**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the standing requirements for the BFA (Acting) and the BA in Drama and Education be changed according to the submitted program/course change forms.*

*Subject to approval of expenditures required.

Rationale/Approvals:
- The proposed changes have been approved by the School Council, the Faculty of Arts, Humanities and Social Sciences Coordinating Council and the Program Development Committee.
- *Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the May 8, 2014 PDC agenda posted on the PDC website.*
- *Click here to link to the PDC supporting documentation.*

University of Windsor
Senate

*5.5.3g: **Disability Studies Degree Completion Programs for CAAT Diploma Graduates**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the requirements for the Disability Studies' Degree Completion Programs for graduates of Child and Youth Worker, Developmental Services Worker, Early Childhood Education, Social Services Worker and related Health, Human Service or Social Services Programs be changed according to the submitted program/course change forms.***

Subject to approval of expenditures required.

Rationale/Approvals:
▪ The proposed changes have been approved by the Psychology Department Council, the Social Work Department Council, the Faculty of Arts, Humanities and Social Science Coordinating Council and the Program Development Committee.
▪ Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the May 8, 2014 PDC agenda posted on the PDC website.
▪ Click here to link to the PDC supporting documentation..

University of Windsor
Senate

*5.5.3h: **BA/BSW and Social Service Worker Articulation Agreement – Minor Program Change**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the articulation agreement between the BA/BSW programs and the Social Service Worker diploma program be changed according to the submitted program/course change forms.*

Subject to approval of expenditures required.

Rationale/Approvals:
▪ The proposed changes have been approved by the Psychology Department Council, the Social Work Department Council, the Faculty of Arts, Humanities, the Social Science Coordinating Council and the Program Development Committee.
▪ Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the May 8, 2014 PDC agenda posted on the PDC website.
▪ Click here to link to the PDC supporting documentation

University of Windsor
Senate

*5.5.3i: **School for Creative Arts – New Course Proposals**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION #1: **That the following course additions be made*:**
              28-370 Media Art Histories
              28-220 The Planned City as a Work of Art
              28-453 History of Detroit Architecture

MOTION #2: **That the following course additions be made:***
              28-355. Curating as Cultural Practice

Subject to approval of expenditures required.

Rationale/Approvals:
▪ The new courses have been approved by the Department Council, the Faculty of Arts, Humanities and Social Science Coordinating Council and the Program Development Committee.
▪ Supporting documentation on the new course proposals can be accessed by contacting the University Secretariat at ext. 3317, or through the May 8, 2014 PDC agenda posted on the PDC website for motion #1. Also see the May 15, 2014 PDC e-vote document posted on the PDC website for Motion #2
▪ Click here to link to the PDC supporting documentation for Motion #1 and here for Motion #2.

University of Windsor
Senate

*5.5.3j: **French Studies – Minor Program Change**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the General BA in French Studies, the Honours BA in French Studies and the Combined Honours BA in French Studies be changed according to the submitted program/course change forms.*

Subject to approval of expenditures required.

Rationale/Approvals:
- The proposed changes have been approved by the Department Council, the Faculty of Arts, Humanities and Social Science Coordinating Council and the Program Development Committee.
- Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the May 8, 2014 PDC agenda posted on the PDC website.
- Click here to link to the PDC supporting documentation.

University of Windsor
Senate

*5.5.3k: **Civil, Electrical, Environmental, Industrial and Mechanical Engineering Co-op Admissions (Minor Program Changes)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the co-op requirements for the Bachelor of Applied Science Co-op (Civil, Environmental, Electrical, Industrial (with or with Business option) and Mechanical Engineering (with or without Automotive, Materials or Environmental options), be changed in accordance with the submitted program/course change forms.***

Subject to the approval of expenditures required.

Rationale/Approvals:
- The Department Councils, Faculty of Engineering Coordinating Council and the Program Development Committee have approved the proposed changes.
- Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the May 8, 2014 PDC agenda posted on the PDC website.
- Click here to link to the PDC supporting documentation.

University of Windsor
Senate

*5.5.3l: **Civil and Environmental Engineering Articulated Agreement with St. Clair College -
                  Minor Program Change**

Item For: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the Articulated Agreement between the University's Bachelor of Applied Science
                  in Civil Engineering and St. Clair College's Civil Engineering Technology Diploma be
                  changed in accordance with the submitted program/course change forms.***

Subject to the approval of expendures required.

Rationale/Approval:
▪ The Department Council, the Faculty of Engineering Council and the Program Development Committee
  have approved the proposed changes.
▪ Supporting documentation on the proposed changed can be accessed by contacting the University
  Secretariat at ext. 3317, or through the May 8, 2014 PDC agenda posted on the PDC website.
▪ Click here to link to the PDC supporting documentation

University of Windsor
Senate

*5.5.3m   **Concurrent Honours Biological Sciences (with/without thesis)/Bachelor of Education (Minor Program Changes)**

Item For: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the concurrent Honours Biological Sciences (with/without thesis)/Bachelor of Education be changed in accordance with the submitted program/course change forms.*

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

Rationale/Approvals:
▪ The proposed changes have been approved by the Faculty of Education Council and the Program Development Committee.The Faculty of Sciiece supports the change.
▪ Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the May 8, 2014 PDC agenda posted on the PDC website.
▪ Click here to link to the PDC supporting documentation

University of Windsor
Senate

*5.5.3n: **Sociology, Anthropology and Criminology – New Course Proposal (Graduate)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following course additions be made:*
             48-551. Critical Cultural Studies

Rationale:
- The new course has been approved by the Department Council, the FAHSS Coordinating Council, the Graduate Studies Council and the Program Development Committee.
- Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the May 8, 2014 PDC agenda posted on the PDC website.
- Click here to link to the PDC supporting documentation

University of Windsor
Senate

*5.5.3o: **Inter-Faculty Programs – New Course Proposal**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following course additions be made:*
          51-200. The Paw & the Pen: Animals in Literature

Rationale:
- This new course has been approved by the English Department Council, the Inter-Faculty Programs Council and the Program Development Committee.
- Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the May 8, 2014 PDC agenda posted on the PDC website.
- Click here to link to the PDC supporting documentation

University of Windsor
Senate

*5.5.3p: **Bachelor of Forensic Science - Minor Program Change**

Item for: **Approval**

Forwarded by: **Program Development Committee**

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

Subject to approval of expenditures required.

Rationale/Approvals:
▪ The proposed changes have been approved by the Inter-Faculty Programs Council and the Program Development Committee. The Faculty of Science supports the change.
▪ Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the May 8, 2014 PDC agenda posted on the PDC website.
▪ Click here to link to the PDC supporting documentation

**University of Windsor
Senate**

*5.5.3q: **Economics – New Course Proposals**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the following course additions be made:*
        41-200   Life Choices and Economics I
        41-201   Life Choices and Economics II

*Subject to the approval of expenditures required.

Rationale/Approvals:
- These new courses have been approved by the AAU Council, the Faculty Coordinating Council and the Program Development Committee.
- The Dean has confirmed that funding is available for these two courses.
- Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317. Also see the May 27, 2014 PDC e-vote agenda item posted on the PDC website.
- Click here to link to the PDC supporting documentation

University of Windsor
Senate

*5.5.4:   **Undergraduate Program Review Annual Status Reports**

Item for: **Information**

Forwarded by: **Program Development Committee**

Background

- As publicly funded institutions, Ontario universities are mandated by the Government to undergo a cycle of program reviews for the purpose of quality control and accountability.
- The Undergraduate Program Review Process operates on a seven-year cycle and is part of a larger process of quality assurance that was mandated by the government and supervised by the Council of Ontario Universities through the Undergraduate Program Review Advisory Committee (UPRAC) of the Ontario Universities of the Ontario Council of Academic Vice Presidents (OCAV). The Undergraduate Program Review process is being phased out and replaced by 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 new cyclical reviews.
- Some of the information contained in the UPR annual status reports may seem outdated since these reports provide a historical look at the department's actions over a review cycle, showing a progression of changes over the years.

Undergraduate Program Review Annual Status Reports

English (pg. 2)	New UPR Cyclical Review (IQAP)
General Science (pg. 5)	3rd Annual Report
Nursing (pg. 11)	New UPR Cyclical Review (IQAP)
Physics (pg. 14)	4th Annual Report

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UNIVERSITY OF WINDSOR
UNIVERSITY PROGRAM REVIEW (UPR)
REPORT ON: ENGLISH
UNDERGRADUATE PROGRAMS
April 2014

EXECUTIVE SUMMARY
This review covers the undergraduate programming offered by the Department of English Language, Literature, and Creative Writing. However, to provide context, some information and recommendations on the area's graduate programs have also been included.

Review Preparation

In preparing this document, the Program Development Committee reviewed the following: English's Self-Study (SS) (2012/13), the report of the external reviewers (ER), and the response from the Department Head, and the response from the Dean of the Faculty of Arts, Humanities and Social Sciences to the above material. The external reviewers were: Dr. Dennis Denisoff, Professor, English Department, Ryerson University, Dr. Christina Simmons, Associate Professor, History Department, University of Windsor, Dr. Marjorie Stone, McCulloch Chair in English, English Department, Dalhousie University.

Undergraduate and Graduate Programs
At the undergraduate level, the Department offers a General BA in English Language and Literature, an Honours BA in English Language and Literature, and an Honours BA in English Literature and Creative Writing. Students also have the option of combining their Honours English Language and Literature or their Honours English Literature and Creative Writing major with a major from another discipline.

The English Department is also a partner in the delivery of the new Digital Journalism programs. Among other combinations offered by other departments, students may complete a Combined Honours BA in Digital Journalism and English Language and Literature or a Combined Honours BA in Digital Journalism and English Literature and Creative Writing.

The Department offers a Minor in English Language and Literature, as well as Major and Minor Concentrations for the Bachelor of Arts and Science.

At the graduate level, the Department offers a Master of Arts in English with two fields: Language and Literature and, Creative Writing and Language and Literature. For the latter, students focus on an independent creative writing project. For the Language and Literature field, students elect to pursue the thesis option or the course work option.

Enrolments

Undergraduate

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Undergraduate Full-Time	331.35	375.50	359.20	368.88	327.91
Undergraduate Part-Time	52.75	46.20	53	37.74	49.19

Graduate

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
MA Full-time	24	24	15	21	28
MA Part-Time	0	0	0	1	0

2

Human Resources

Faculty/Instructors- English has 14 Faculty Members in Total

Tenure/tenure-track faculty	14 (1 is currently acting as Assistant Provost, Centre for Inter-Faculty Programs; 1 is a bridged position)
Limited Term Appointments	1
Faculty members involved in graduate program delivery	14

Full/Part-time Staff

Secretary to the Head	1
Secretary	1

FINAL ASSESSMENT REPORT (with Implementation Plan)

Significant Strengths of the Programs
The Department has highly committed instructors, dedicated to providing a top-notch undergraduate education and bringing literature and creative writing to life for students inside and outside of the classroom, and to the broader Windsor-Essex community through events such as Bookfest. Its flagship program in Creative Writing, its successful Writer-in-Residence program, and its innovative practicum courses in editing, publishing and hypertext are among several initiatives that distinguish the Department from similar programs at sister institutions.

Opportunities for Program Improvement/Enhancements
The External Reviewers noted that the Department should reconsider programming focussed on historically organized literary survey courses, particularly in the first year. Although this is how English programs have traditionally been organized, the external reviewers note that an increasing number of English programs in Canada are moving away from this program model/structure and encourage the Department to consider shifting requiring first-year courses in contemporary or modern literature at the first year level, which would speak more to the department's diverse student population, rather than focussing on introductory historical literary survey courses. Other areas for improvement or enhancement are identified in the recommendations.

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.)

1. That the Department review its undergraduate program requirements with a view to incorporating first year course requirements focussing on literature from diverse countries/groups, in light of current practices at other Canadian universities and the fact that, as the Self-Study Brief emphasizes, Windsor is Canada's 4th most multicultural city; and ensure program requirements are streamlined and course offerings rotated on a consistent basis to ensure diversity of choice and timely completion for students.
   Agents: Head, Department Council
   Completion by: Fall 2017

2. That the Department consider growing graduate programming, perhaps through the creation of a course-based MA and/or by expanding in new areas. *[Growth of the graduate program could benefit the undergraduate program.]*

3

Agents: Head, Department Council
Completion by: Fall 2017

3. That the Department work with the Dean to review its role in providing general instruction in English writing and composition (26-100), perhaps restricting enrolment to non-FAHSS students and thereby reducing the number of sections required, particularly in light of the requirement that all students enrolled in programs in the Faculty of Arts, Humanities and Social Sciences must complete Foundations of Academic Writing I and II.
   Agents: Head, Department Council
   Completion by: Fall 2015

4. That the Department continue its efforts to reduce the number of committees, consolidate administrative responsibilities, and update its dynamic, re-designed website which serves as an effective recruitment tool.
   Agents: Head, Department Council
   Completion by: Fall 2015

5. That the Department continue its efforts to refurbish event space and enhance computer lab facilities for students and faculty.
   Agents: Head, Department Council
   Completion by: Fall 2016

6. That the Department review, in consultation with the Centre for Teaching and Learning, its program and course learning outcomes and their application to:
   1) verify the presence of a comprehensive approach in their development, *i.e.,* one that demonstrates with a degree of transparency the development of the various learning outcomes, from introduction to mastery, in similar courses from first year to fourth year; and
   2) ensure learning outcomes are consistently applied in multi-section courses.
   Agents: Head, Department Council, Centre for Teaching and Learning
   Completion by: Fall 2018

[PDC looks at recommendation 6 from the external reviewers as taking current learning outcomes to another level. PDC notes that the Department has established program and course learning outcomes and notes that this next level review could serve as a model for other Departments that will soon undertake this exercise, with the assistance of workshops coordinated by CTL.]

4

Recommendation 1: That the low enrolment programs be deleted, as planned (BSc Science, Technology and Society, Concurrent BSc/BEd, Concurrent BSc/BEd/ECE, Concurrent BSc (General Science)/Medical Laboratory Science diploma). Students currently enrolled in these programs will be permitted to complete the program.
Agent: Dean, Program Coordinator
Completion by: Fall 2011

Actions Taken 2010:
Admission to the programs has been terminated effective Fall 2011. The progress of students registered in the programs is being monitored and they will be permitted to complete their respective programs.

PDC recommended actions to be further taken (2011):
PDC notes that this recommendation has been satisfied.

Recommendation Satisfied (2010-2011)

Recommendation 2: That the Faculty introduce a four-year Honours Science *"Non-major"* program option, and that careful consideration be given to the name of the program.
Agent: Dean, Program Coordinator
Completion by: Fall 2011

Actions Taken 2010:
A preliminary version of a four-year Honours Science "Non-Major" program option has been has been completed and it is anticipated that a proposal for the program will be submitted to PDC during the 2011 Winter semester. A tentative name, "Honours Science" has been assigned to the preliminary version of the program.

PDC recommended actions to be further taken (2011):
PDC commends the area on its efforts to meet this recommendation and looks forward to receiving the proposal for a four-year BSc (Honours Science) program.

Actions taken 2011-2012:
The preliminary design of the program – its purpose and target audience, plus its structure - is being re-examined. This is being done to ensure that it fits appropriately with other developments under consideration in the Faculty of Science: a) The feasibility of a common first-year structure for four-year Science programs, to aid students in selecting and transitioning into majors or double-majors; and b) The development of a Health Science program. The role of, and potential student pool served by, a four-year "non-major" Honours Science program will likely change in relation to these developments, as would the structure and requirements of the program. Design alternatives are being considered in parallel with the above-mentioned developments.

PDC recommended actions to be further taken (2013):
PDC notes that the possible creation of a four-year Honours Science program is being reconsidered in light of new developments within the Faculty, including establishing a common first-year curriculum and the possible development of a Health Science program. PDC looks forward to next year's report on the viability and appropriateness of a four-year Honours Science program in the context of other programmatic initiatives in the Faculty.

Actions taken 2013:
With the change through two Associate Deans this recommendation has been on the back burner. While it would not be difficult to set a program (basically it looks like a double major, but students have a bit more leeway in courses), there is no obvious benefit in serving the students upon reviewing transcripts of students from two separate years who are in the 3 year BSc General.

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Of more importance than a four year Honours [General] degree is the newly introduced Bachelor of Health and Biomedical Sciences, which is currently being prepared for IQAP review after approval in both Chemistry and Biochemistry, and Biological Sciences.

After a review of two separate years of General Science students we find that about 40% of the General Science students transfer to other programs (about 2/3 of those to Biochemistry or Biology, the rest to assorted areas), about 30% graduate with a degree in General Science (and about half of those go on to finish a four year honours degree following), about 20% were in progress and just under 10% had been required to withdraw. Of the group of students considered (75 of 136 students enrolled in Fall 2009, and 59 of 114 students enrolled in F2011) nearly all of the students who were performing well (>7.5 GPA) were transferring to Honours programs. Only one or two graduated with the 3 year general and did not continue to other degrees at Windsor. The majority of students in the program, from consideration of their transcripts and GPA information, were weak in science in particular, and often weak in general. It seems that the students are very well served by a three year general degree. Those who can, transfer to honours degrees, and those who are unable to manage an honours degree have a route to graduation.   The RTW numbers were reasonably low which was also good news, as this is the last chance degree in the Faculty of Science. It would certainly be a mistake to dispose of the three year degree as it serves students well.   The benefit of a four year "general" Honours degree in Science is certainly not clear, as its purpose can be served by the Combined Honours program (for students who are undecided in two areas of science study), the Bachelor of Arts and Science or Combined Honours program (for students who are undecided in an area of science and an area of arts, humanities or social science, or simply transfer to a regular stream Honours degree.

Based on this analysis the Faculty of Science does not wish to act upon this recommendation and we deem that the recommendation should be withdrawn.

PDC Comments:
PDC thanks the area for its update and concurs that the recommendation should be withdrawn.

*Status:*___*ahead of target*_____*on target*_____*behind target*____*X* *recommendation withdrawn.*

Recommendation 3: That the Faculty retain the existing three-year BSc (General Science) program, but not admit to it from high school.
Agent: Dean, Program Coordinator
Completion by: Fall 2011

Actions Taken 2010:
Enrolment data for the General Science Program during the period Fall 2001 to Fall 2011 are being analyzed to determine the possible impact of eliminating General Science as an entry point to the University of Windsor for high school applicants. At present, discussions are being held with the Associate Director, Registrarial Services regarding this recommendation.

PDC recommended actions to be further taken (2011):
PDC looks forward to hearing the results of this analysis and of discussions with the Office of the Registrar.

Actions taken 2011-2012:
Prior analysis results did not carry forward through the transition in the Associate Dean's office. New analysis is underway to examine the program transition and program completion paths followed by students who enter the General Science program from high school. Also, see Recommendation 5.

Informal discussions with current students and recent graduates, plus discussions with prospective students at recruitment events including the Ontario Universities Fair, indicate that continuing first-year intake into this program is considered attractive. We remain steady with a first-year intake in the low twenties each year. It gives undecided students an opportunity to arrive at the University of Windsor and transition into an appropriate Science program once they encounter first-year Science courses. The merit of these arguments will be tested

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once the new analysis is completed. The value of this pathway may also change, should common first-year structures be developed for the Science programs, or when a four-year "non-major" Science program becomes available, so we will continue to monitor and assess the value of this program to first-entry recruitment into Science.

PDC recommended actions to be further taken (2013):
PDC notes that retaining or discontinuing first-year intake into the General Science program will depend on the outcome of discussions on a common first-year curriculum for Science students and the possible development of a four-year Honours Science program. PDC requests that the area submit a more detailed report next year on whether students should be admitted directly into it from high school, including an analysis of program transition and program completion paths of students that have been admitted directly into first-year of the General Science program from high school.

Actions taken 2013:
We continue to discuss a common first year curriculum.   The problem is that we need three or four common curricula.   One for Health Sciences (which has basically been introduced through the BSc HBS program), one for computational sciences (computer science and math), and one for Physical Science (which encompasses a blend of the other two) and finally, one for the Ecological Sciences.   This is hardly a common curriculum in first year.   The disparate areas of expertise required to move forward in the vastly different disciplines reflected in a Faculty of Science have continually pushed us up against this barrier.   Discussions are still ongoing.

There is merit in retaining the BSc[General] as an entry point to the University as this is the only uncommitted program in Science.   Students are well counselled in their educational choices and options for the future. The bulk of the students in the program look like a blend of Biological Science (~60%) and Chemistry and Biochemistry (~40%) and it may be that these students will be well served in entry to the four year Honours Bachelor of Health and Biomedical Science.   Still, there is a need for the three year degree entry point.

Having given serious consideration to this recommendation, the Faculty of Science does not wish to act upon it, and we feel that the recommendation should be withdrawn.

PDC Comments:
PDC thanks the area for its update and concurs that the recommendation should be withdrawn.

*Status:*___*ahead of target*_____*on target*_____*behind target*_____*X*__*recommendation withdrawn.*

Recommendation 4:   That the Faculty improve general support and advising procedures for the General Science students.
Agent: Dean, Program Coordinator
Completion by: Ongoing

Actions Taken 2010:
Last summer, General Science students were contacted by email and invited to visit the Office of the Dean of Science to meet with an Academic Advisor and discuss their overall academic plans and course selections for the Fall 2010 semester. A similar invitation was sent to students in October 2010. The email initiative has been successful and has resulted in increased numbers of students receiving Academic support. This communication with the General Science students will be continued. Information on the type of support required by the students is being obtained during the counseling sessions.

PDC recommended actions to be further taken (2011):
PDC notes the area's efforts to meet this recommendation and encourages it to continue them.

Actions taken 2011-2012:
Outreach and follow-up efforts from the Academic Advisor and the Office of the Dean of Science have intensified on several fronts: email communication with current students through mailing campaigns and invitations included in most direct correspondence with individual students; verbal communication at recruitment and orientation events; and most recently, the great availability and quality of academic advising is featured as an important element of the program in the new print material for recruitment. The proportion of students coming

in for counseling with the Academic Advisor, and the frequency with which they come in for counseling, has increased considerably.

PDC recommended actions to be further taken (2013):
PDC commends the area on its efforts to increase support for advising of General Science students. PDC notes that, if it is not already doing so, the area should clearly advise students of the opportunities and limits of a three-year general science degree in terms of future employment and graduate studies opportunities.

Actions taken 2013:
Efforts to engage General Science students have increased. Walk in appointments are encouraged. Appointments may also be specifically scheduled by phone or email.   In some cases, simple advising is even handled by email to alleviate the need for the student to visit the office on a straightforward matter.

Students are always advised of options open to them when they come in for advising.   In particular planning for success in the 3 year program with an eye to moving into a four year Honours program is always enunciated. Consideration is given to discussing employment and future study opportunities.   All student requests are handled in a timely manner and records of visits are kept in active student files that are secured and well managed.

With the appointment of Dr. Dutton as Associate Dean there has been significant improvement in the work flow and advising flow within the Faculty office.   We will continue to report on our efforts to support and advise the General Science students.

PDC Comments:
PDC notes the area's efforts to meet this recommendation and looks forward to next year's report.

Status:___ahead of target _____*X* __*on target* _____*behind target* _____*recommendation satisfied.*

Recommendation 5:   That the Faculty develop initiatives to improve inclusion of General Science students in the life of the Faculty.
Agent: Dean, Program Coordinator
Completion by: Ongoing

Actions Taken 2010:
Last "Welcome Week" (September 2010), a separate session was held for General Science students. During the sessions, twenty-nine students met with the advisors for the program and were provided with information regarding the program and the Faculty of Science. A separate session for General Science students will be part of future "Welcome Week" activities. An informal gathering of General Science students is being planned for the Winter 2011 semester. Science Faculty will be asked to participate in the informal session and students will be provided the opportunity to discuss matters of concern.

PDC recommended actions to be further taken (2011):
PDC notes the area's efforts and looks forward to a report, next year, on the outcome of the informal gathering and on additional new initiatives aimed at improving the inclusion of General Science students in the life of the Faculty.

Actions taken 2011-2012:
We held a General Science reception for students in April 2011. It was sparsely attended although the interaction with the students who did attend was excellent. The approach was changed for the 2011/2012 academic year to try and increase participation. A pizza lunch for General Science students was held in the Fall semester. This event was better attended than the reception of the previous year, but the students who attended explained that it was a challenge to fit any event into their busy schedules. A greater proportion of General Science students are in non-conventional situations than in most programs; many have other work or family obligations, or do not live close enough to campus to attend events outside of classes. In an attempt to include all General Science students (e.g. full-time, part-time, those completing their degree through distance education), we decided to change our approach again. We held a draw in which students dropped off a ballot at the Faculty of Science office or returned it through email to win a substantial prize (including a computer bag,

portfolio, travel mug and degree frame). A great number of students participated, and although the effects were indirect, it appeared to be successful in better connecting General Science students to the Faculty. It brought more students into the office to meet the staff and advisors, and gave them a much better sense of the office as a friendly, collaborative place that is open to them. It also gave an opportunity for personal responses to the email ballots, giving an "unofficial" point of personal connection with the remote students.

Students are emailed on a regular basis and encouraged to speak with the General Science advisor in person or via email to address any program questions they may have (see Recommendation 4). When they come in for an appointment they are given a General Science T-shirt or one of a variety of Faculty of Science items, based on prior visiting history. This has greatly increased the interaction between the General Science students and the Faculty of Science office and advisor and has helped to make General Science students feel welcome on campus. We are still exploring ways to improve the connections between the General Science students themselves.

PDC recommended actions to be further taken (2013):
PDC commends the area on the innovative approaches taken to connect with General Science students and draw them into the life of the Faculty. PDC encourages the area to continue with such innovative approaches and looks forward to next year's update.

Actions taken 2013:
With a recent acquisition of space the Faculty of Science office has moved into Essex Hall.   Contact with the Science Society has improved as a result.   In addition we have acquired a significant student lounge space that is an epicentre of activity for science students.   Previously introduced procedures are ongoing and students are encouraged to seek advising and seek opportunities for participation in both student led and Faculty led events.

The efforts to involve all students in the life of the faculty are ongoing and are on target.

PDC Comments:
PDC commends the area on its efforts to meet this recommendation and encourages it to continue them.

Status:___ ahead of target_____ X _on target_____behind target_____recommendation satisfied.

Recommendation 6: That the Faculty establish procedures for improving the tracking of General Science students, during their programs and at the end.
Agent: Dean, Program Coordinator
Completion by: Fall 2012

Actions Taken 2010:
The manual tracking of students enrolled in the General Science program, by semester, beginning with the Fall 2009 semester, is underway. A template for reporting the data will be developed during the 2011 Winter semester and a request will be made to the Registrar to provide a "tracking report" at the end of each semester. Personnel in the Office of Alumni Affairs will be consulted during the 2011 Winter semester to assist with the tracking of students after graduation.

PDC recommended actions to be further taken (2011):
PDC looks forward to next year's update on the establishment of procedures of improving the tracking of General Science students.

Actions taken 2011-2012:
Every semester, the status of current and former students in the General Science program is compiled into a standard report. At the program level, this report includes summary demographics. For individual students, information on program transfers, both into and out of General Science, are included. This information is a key component of the analysis that is described in Recommendation 3.

This reporting is still being done manually in the Faculty of Science office based on data provided by the Registrar's Office, but now that we have tested which information is desirable, and how it may be usefully

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presented, we are examining ways to better automate the process. There are now enough semesters of reporting that we can begin building in some trend analysis; we are considering which analyses would be most helpful.

PDC recommended actions to be further taken (2013):
PDC notes that the area now has sufficient data from tracking reports on current and former students and requests that the area submit a trend analysis on the movement/progress of these students, in next year's report.

Actions taken 2013:
See the discussion in Recommendation 1 regarding the trends in student movement and progress in the General Science program.   The observations that the good students move into four year Honours programs in Science of interest, that moderate students mostly successfully complete a general science degree, and that the very weak students transfer out of the faculty to other manageable programs is confirmation of our beliefs that have been built up anecdotally.

There is no significant benefit to maintaining this analysis; indeed, the former Associate Dean terminated it as a poor use of our limited resources.   It is sufficient to troll though the list of general science students generated by Crystal Reports once in a while to ensure that there have been no significant changes in the profile of the students. An improved Crystal Report might assist this, and such a report might have benefits to other programs wondering where their students transferred.   Currently much student information is not accessible as a result of University Policy FIPPA preventing access to many student transcripts by our staff, and indeed, even by the Associate Dean.   Individual tracking is very problematic since that policy came into effect.

We will explore the possibility of obtaining a useful report from Crystal or Institutional Analysis for future consideration of tracking. In any case, the profile that has recently been built up on general science students over the past two to three years has absolutely no surprises and is not significantly different from the profile that we had about ten years ago.   This is a stable population of students that is being well served by the services and program offered to them.

This recommendation should be deemed satisfied.

PDC Comments:
PDC concurs with the area's response and deems this recommendation satisfied.

Status: ___*ahead of target* _____*on target* ___*behind target* __*X recommendation satisfied.*

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EXECUTIVE SUMMARY

Review Preparation

In preparing this document, the Program Development Committee reviewed the following Nursing's Self-Study (SS) (March 2013), the report of the external reviewers (ER) (April 2013), and the response from the Dean of Nursing (January 2014) to the above material. The external reviewers were: Dr. Colleen McKey, Dr. Alice Gaudine, and Dr. Thecla Damianakis.

Undergraduate Programs
The Faculty offers a four-year undergraduate program leading to a Bachelor of Science in Nursing (BScN), in collaboration with St. Clair College and Lambton College. The first two years of the program are offered at all three locations. The third and fourth years of the program are completed at the University. As stated in the undergraduate calendar: "The curriculum is designed on the premise that professional nursing is multidisciplinary in nature, applying nursing, biological and social sciences, as well as the arts, to the care of individuals, families and communities." The BScN is accredited by the Canadian Association of Schools of Nursing.

Graduate Programs
The Faculty offers a thesis-based Master of Science in Nursing with two fields: Advanced Clinical Nursing, and Nursing Leadership; and a course-based Master of Nursing (with practicum) with three fields: Advanced Clinical, Leadership, and Primary Health Care Nurse Practitioner.

The Faculty also offers a Graduate Diploma in Advanced Practice Oncology/Palliative Care for individuals with a BScN or health-related 4 year honours degree and a Primary Health Care Nurse Practitioner Graduate Diploma for individuals with a Master's degree in Nursing, who wish to establish their own practice as primary health care providers.

Enrolments

Undergraduate

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Undergraduate Full-Time	798	825	801	820	847
Undergraduate Part-Time	96	92	81	48	34

Graduate

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
MN Full-Time	23	21	21	27	27
MN Part-Time	26	23	20	13	12
MSc Full-Time	5	4	4	14	7
MSc Part-Time	17	14	12	8	6

Human Resources

Faculty/Instructors

Tenure/tenure-track faculty (including Dean)	17
AAS as Learning Specialist	3
Limited Term Appointments	2
Faculty members involved in graduate program delivery	11

Full/Part-time Staff

Assistant to the Dean	1

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Clinical Placement Coordinator	2
Secretary to the Dean	1
Secretaries	2
Lab and Education Coordinator	1

FINAL ASSESSMENT REPORT (with Implementation Plan)

Significant Strengths of the Programs

"The FON is an innovative, entrepreneurial, and responsive Faculty that provides quality undergraduate and graduate programs. They are seen as leaders in the province for the strength and preparation of their students for their entry to practice roles as new graduates. As well, students of the graduate program are recognized for their clinical and scholarly contributions to the profession." (ER, p.13) The strength of the programs is evidenced in the Bachelor of Science in Nursing program receiving the highest accreditation award of 7 years by the Canadian Association of Schools of Nursing, and in reporting strong satisfaction with the programs and the support they receive from their instructors. The Faculty has established mechanisms to monitor program quality, to remain at the forefront with ongoing curriculum improvements, and to support faculty research/scholarship. *(see ER report, pp.1-11)*

Excerpt from ER report, p. 12:
> *"Key Strengths*
- Well designed, delivered, and evaluated undergraduate and graduate programs' curriculum.
- The 4th year Transitions course is seen as strength of the program by faculty, students and clinical agency partners.
- Well-developed simulation program that supports curriculum and does not replace clinical placement experiences
- The scholarship arm of the simulation program has engaged in research to support simulation, curriculum, and decision making.
- Graduate program offerings that incorporate research methodology and statistics in both the MN and MSc streams of the program.
- Integration of student peer tutors into the undergraduate program to support students to succeed.
- The inaugural counselor role to provide student care and support. This role is now being rolled out throughout the University.
- The role of Research Leadership Chair and work of the incumbent fosters a culture of
- research and scholarship across the faculty.
- Work of Graduate Coordinator and faculty members who teach graduate students to integrate scholarship opportunities into graduate courses: There are opportunities for faculty and students to work collaboratively to present at conferences.
- Effective partnerships with clinical practice agencies to provide and support the educational mission."

Opportunities for Program Improvement/Enhancements

The Faculty continues to struggle with finding enough clinical placements for its students. This is an issue that began when US placements were no longer available after 9/11. The Faculty is working hard to re-introduce these US placement opportunities, and to build a strong roster of other placement opportunities. The reviewers noted that the Faculty should also continue working to ensure consistency among and between clinical placement opportunities and their evaluations, and to increase preceptor engagement and involvement in the programs. With the Western University Schulich School of Medicine – Windsor satellite campus, there are increased opportunities to develop interprofessional education opportunities and research partnerships. *(see ER report, pp.1-11)*

Excerpt from ER report, p. 12:
> *"Key Vulnerabilities*
- Challenges related to filling vacant tenure track positions and creating additional tenure track and AAS positions to support the current undergraduate and graduate programs. This is a particular vulnerability in anticipation of the expansion of the graduate program including the introduction of the PhD program.
- An unknown future for Collaborative BScN Programs across Ontario due to the Colleges of Ontario position of pursuing degree granting status.

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- Recognition of faculty members' workloads with competing demands to manage teaching, scholarship, and service.
- In recognition of these competing faculty demands, the ability of the FON to build research programs that further define the two research streams and are successful in external grant competitions with agencies such as CIHR"

IMPLEMENTATION PLAN

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

Educational Mandate *(in priority order)*

1. That the Faculty continue to develop a strategic approach to the integration of Interprofessional Education (IPE) into the undergraduate and graduate program curricula. This approach can support the simulation initiatives as well as theoretical and clinical practice courses. An opportunity to partner with clinical agencies to translate IPE to Interprofessional Care initiatives will further define the uniqueness of the FON Programs.
   Agents: Dean, Faculty Council
   Completion by: Fall 2016

2. That the Faculty establish a mechanism to involve clinical practice partners in the design, delivery, and evaluation of the Transitions course, through consultation with them, invitations as guest lecturers, *etc*.
   Agents: Dean, Faculty members
   Completion by: Fall 2015

3. That the Faculty continue efforts and initiatives to reach out to current undergraduate and graduate students, and program graduates and obtain feedback**,** to help identify key areas for ongoing improvement and opportunities to ensure relevant curricula.
   Agents: Dean, Curriculum and Evaluations committees
   Completion by: Fall 2014

4. That the Faculty partner with clinical agencies and preceptors to identify mutual learning needs and appropriate education topics and methods of delivery to support preceptors in their education roles.
   Agents: Dean
   Completion by: Fall 2016

5. Explore opportunities for providing different pathways for pursuing undergraduate and graduate education (*e.g.,* articulation agreements, undergraduate program for university graduates, *etc*.)
   Agents: Dean, Faculty Council, Curriculum Committee
   Completion by: Fall 2015

Research/Scholarship Mandate *(in priority order)*

6. That the Faculty further operationalize the strategic research plan that clearly defines the research mandate and further develop plans to achieve that mandate. Key areas to consider are
   a. Further defining the two research streams with a goal of creating programs of research.
   b. Strategies to support faculty scholarship in particular with external grant agencies such as CIHR.
   c. Responding to ongoing financial and human resource implications supporting and impacting the research mandate within the Faculty of Nursing.
   Agents: Dean, Faculty Council,
   Completion by: Fall 2017

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Recommendation 1: That the Department continue its efforts to ensure that agreed upon enrolment targets are met within the Medical Physics stream and across all programs offered by Physics, as set out in the November 2007 agreement submitted as part of the Medical Physics program proposal.
Agent: AAU Head, Dean of Science
Completion by: Ongoing

Actions taken (2010):
Efforts at recruitment continue and a new program to increase retention of students in the first-year of the physics program has been initiated. The retention initiative entails computerized grading of assignments and the provision of electronic tutorials. The reorganization of the physics program instituted this fall, based on a B.Sc. in Honours Physics, offers new flexibility in course selection and is expected to contribute to recruitment and retention efforts. Most important is the appointment of a new faculty member, which is currently nearing completion, to a tenure-track position in medical physics. The appointee will be instrumental in developing and publicizing the medical physics program and recruiting students to it.

PDC recommended further actions to be taken (2011):
PDC notes with concern the area's continued low enrolment numbers. PDC also notes the area's recruitment and retention efforts, particularly the recent renaming and redesign of its programs and the provision of additional voluntary electronic tutorials. PDC requests that Physics provide more detailed quantitative enrolment information, and an analysis of these enrolment numbers and its program offerings, in its next annual report.

Action taken (2011):
Efforts on Recruitment continue. All faculty members and some of the retirees are visiting local high schools to publicize our physics programs including medical physics. Additional voluntary electronic tutorials are in place to maintain retention in first year physics classes.

PDC recommended further actions to be taken (2012):
PDC Comments (January 2012)
PDC continues to note with concern the area's continued low enrolment numbers. The approval and further resourcing of the Medical Physics and other Physics programs were contingent on meeting enrolment targets as set out in the Senate-approved program proposal (see attached). These enrolment targets have never been met and Fall 2011 enrolment numbers show a decrease. Immediate consideration of the future of Physics programs is now required, as noted in the Senate-approved document, with a report due to PDC by June 1, 2012. PDC recommends that one of the Physics programs be cancelled, given the failure to meet enrolment targets as specified in the Senate document.

PDC Comments (February 2012)
Following a meeting with Physics, the PDC has agreed to extend the area's deadline for meeting its enrolment targets for all existing programs, as set out in the Senate-approved document, to Fall 2013. Physics is also required to submit to PDC student recruitment and retention plans, with specific action items and timelines, by June 1, 2012.

Actions taken (2012):
Our report on the efforts within the Physics Department to improve undergraduate recruitment and retention in the past academic year was submitted to Senate PDC in June, and was discussed on the Sep. 21st meeting. All of our 7 faculty members, and 4 of our professor emeriti participate actively in Recruitment, Retention and Publicity activities. The undergraduate students, graduate students, and the laboratory coordinator, Mr. Aldo Dicarlo, volunteer their time to support these activities. During the past year, we have promoted the high quality of our B.Sc. Hons. Physics program, in particular focusing on the Medical Physics stream. Fall 2012 first-year enrolment data indicates that our aggressive recruitment efforts of the past year have been very successful. The first year enrolment in all B.Sc. Physics streams is 43 students (approximately 37 FTE's), which meets our

target of 27 FTE's in year 1. (See Appendix C).   We are continuing our aggressive recruitment efforts.

PDC recommended further actions to be taken (2013):
PDC commends the area on its recruitment efforts and encourages it to continue them. PDC notes that, as of the November 1, 2012 enrolment count date, Physics first year enrolment across all streams is 31 full-time (24 in the medical physics stream) and 1 part-time. Over all four years, Physics enrolments in all streams is at 61 full-time (31 in the medical physics stream) and 15 part-time. As noted last year, PDC extended the area's deadline for meeting its enrolment targets for all existing programs, as set out in the Senate-approved document, to Fall 2013. PDC looks forward to Physics' reporting next year on its achievement of enrolment targets. (*see Appendix A for Senate document on enrolment targets*)

PDC also notes with concern that the area saw a loss of 41% of first year students to other departments from Fall 2011, as reported under recommendation 3. In light of this, PDC requires that the area devise and implement new retention initiatives in order to enhance the student experience and meet enrolment targets, and provide a report on these new initiatives in Fall 2013.

As it works to develop new retention initiatives, Physics is encouraged to consult with the CTL for strategies for delivering first-year courses which could enhance retention, and to consult with other Faculties or departments that have instituted retention programs for ideas that could translate to Physics (*e.g.,* FASS year-one initiatives, the Faculty of Human Kinetics KinOne initiatives). Physics should also conduct exit surveys of students who leave the program to determine reasons for leaving. (*e.g.,* Is the level of difficulty of the first-year 100-level courses reasonable and appropriate?) Such information would help inform retention initiatives.

Actions taken (2013):
According to the Office of Institutional Analysis, in the 2012-2013 year, Physics had 78.5 FTEs (projected 70) of which 71.4 FTEs were single Physics majors. Of this, 38.9 FTEs (projected 40) are in the Medical Physics stream, with 22 FTEs (projected 15) in first year Medical Physics. **Therefore, the 2007 enrollment projections have been met, and this recommendation has been satisfied.**

It is important to note that the resource allocation assumptions upon which the enrollment projections were based have changed. Specifically, our projected enrollment was predicated upon having 8 full time faculty members with one devoted to medical physics. This has not happened. In addition, it was assumed that resources would be made available to offer new medical physics teaching laboratories. These resources including space and funding have only been received in 2012.

We have been continuing our aggressive recruitment activities as listed in Attachment 1.   This summer, we received a $1,25,000 grant from the Baker Foundation to support development of our Medical Physics Education laboratory, and this along with the $50,000 commitments by the University ($40,000 from Strategic Project Funds and $10,000 from Faculty of Science) will allow us to develop a high quality laboratory experience. Our plan is to utilize these already-obtained funds to develop a "show-piece" laboratory, which will make an excellent recruitment and retention tool. We expect that the news of this cutting-edge training lab will further attract students to our program.

We have also initiated first-year retention activities as advised by PDC (Attachment 2). These activities seem to have borne fruit, and in this year, the loss of first-year students to other Departments in Science has decreased from 40% to 17.6%. We are continuing to refine these retention activities in consultation with the students. We have made programmatic changes in all our streams that have increased flexibility, made it easier for students to select courses, and will aid in the timely graduation of all students.

It must be recognized that these activities are very time and labour intensive for faculty members. Attachments 1 and 2 will demonstrate that we have been doing both recruitment and retention activities in addition to our full complement of teaching and scholarly activities, with a decrease in staff secretarial support, and with no resources provided for this.   Over the past 5 years, we have been the fastest-growing unit in Science, but without prompt faculty & staff investment, sustaining this rate of growth in future years will be extremely challenging.

PDC Comments:

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PDC commends the area on its intensive recruitment and retention efforts and encourages it to continue them. PDC concurs that this recommendation has been satisfied.

Status: ___*ahead of target*   ___*on target*   ___*behind target*   **_X_** *recommendation satisfied.*

Recommendation 2: That the Department work with the Dean of Science and Public Affairs and Communication to continue to find ways to publicly recognize the distinguished achievements of the faculty in the Physics Department.
Agent: AAU Head, Dean of Science, Public Affairs and Communication
Completion by: Fall 2011

Actions taken (2010):
This is an on-going action that has seen an increase in publicity for the Department, with news items sent to Daily News and media on a frequent basis. The Maev group has been especially successful in its publicity efforts. The effort is tied to the development of a new Physics website, which is near completion but has been delayed by transfers of both secretaries to the department office.

PDC recommended further actions to be taken (2011):
PDC notes the area's efforts to promote the faculty and the department and encourages Physics to increase them. PDC also encourages the area to place a higher priority on launching its new website which serves as a primary vehicle for publicizing faculty achievements and departmental events.

Actions taken (2011):
A new physics website was launched. Public lectures have been delivered to the Windsor community through Science City, most recently about Medical Physics, which received city wide media coverage and articles about Medical Physics have been published in local news paper (Windsor Star) and in the university Daily News website. Dr. Steve Rehse attended the University Fair in Toronto in October 2011 with Recruitment Staff to draw new students to Physics and Medical Physics programs.

PDC recommended further actions to be taken (2012):
PDC notes the area`s efforts to promote faculty achievements, including on the website and in local media. PDC encourages the area to continue these efforts and to expand them to include provincial and national coverage.

Actions taken (2012):
Publicity efforts have become challenging since we have lost the part-time general secretary, and have only one secretary in the whole department.
- Undergraduate students in the Physics Club greatly **increased our social media presence** by instituting a Twitter feed and a Facebook page to make it easier for prospective high-school students to engage with current students/faculty.
- We are regularly sending Physics news and event items to the Daily News for broad dispersal.
- Undergraduate and graduate students volunteered their time to put together a show called "Phunky Physics Show" and this was premiered at the Rotary Club's Children's Fest on Sep. 15th. to about 100 attendees.
- We held a public seminar by Wayne State professor Dr. Robert Harr to talk about the momentous discovery of the Higg's boson on Sep. 13th. He spoke to a standing-room-only crowd of over 90 people.
- The Physics Club and the Department of Physics put on a grand exhibit at Science Rendezvous, a festival that attracted over 600 attendees to campus. The featured attraction was the 'fire tornado' – a demonstration that was presented on national television (Discovery Channel's Daily Planet). Dr. Rehse appeared again on the Daily Planet this month demonstrating how laser skin treatments work.
- Physics was well represented at the Research Showcase event at Devonshire Mall. 6 faculty/emeriti members participated with approximately 8 undergrad/grad students participating to increase visibility of the Physics Department, and to promote Physics.
- We participated in the Virtual Researcher on Call program that webcasts science to Ontario high schools. Dr. Chitra Rangan webcasted a physics module to a high-school in the York region; Dr. Steve Rehse and undergraduate Daniel Travo recorded webcasts for the 'Science Careers Weekly!' program.
- Faculty presented public lectures at the Canada South Science City and to the Windsor Humanist Club. Rehse's talk at Science City received good media attention, including a CBC interview and an article on the front page of the Windsor Star.

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- Faculty have broadcast on CJAM radio, 'Research Matters' showcasing physics research highlights.

PDC recommended further actions to be taken (2013):
PDC commends the area on its efforts to promote physics as a discipline and encourages it to continue them. PDC also notes that, since the recommendation speaks to promoting faculty achievements, the area might consider establishing a webpage commemorating the impact of emeriti on the program and the discipline as a whole (in addition to separate webpage(s) on current faculty).

Actions taken (2013):
Physics thanks PDC for acknowledging and appreciating the impact of our Emeriti faculty on our programs and discipline. A brief summary of these contributions is attached (Attachment 3). As you see, the workload of the professors emeriti supporting graduate and undergraduate programs is very significant. We promote our Emeriti's research outputs on the Department's main page. We feel, however, and the Dean agrees, that it would be detrimental to the image of the Department and the Faculty to put their contributions on a separate website when we have such a small faculty complement.

Emeriti webpages are part of our Departmental website. The research activity (grants, and student supervision) of our professors Emeriti enable us to provide experiential learning opportunities for our undergraduates. Our emeriti supervise honours research projects (theses) and outstanding scholar projects (sometimes as many as three students per year!) that greatly support our undergraduate retention activities.

PDC Comments:
PDC commends the area on its efforts to publicize faculty achievements and other activities and initiatives through its website. PDC encourages the area to focus on keeping the website current and notes that this recommendation has been satisfied.

Status:___ahead of target ___on target ___behind target X recommendation satisfied.

Recommendation 3: That Physics work with the Dean to develop a hiring plan that addresses the teaching needs of the department, in accordance with program course requirements, and aligns with student enrolment numbers.
Agent: AAU Head, Dean of Science
Completion by: Fall 2013

Actions taken (2010):
The first major step in the hiring plan has been taken with the approval of a tenure-track position in Medical Physics. The position was posted, two candidates were interviewed, and one was selected. The process is nearing completion. Future plans were discussed at a recent Departmental retreat, but more background work is needed before a definite proposal can be made to the Dean.

PDC recommended further actions to be taken (2011):
PDC encourages the area to continue its efforts with regard to this recommendation and looks forward to receiving a hiring plan that addresses the teaching needs of the department, in accordance with program course requirements, and aligns with student enrolment numbers.

Actions taken (2011):
Dr. Steven Rehse was hired for tenure-track position in Medical Physics. Unfortunately, Dr. Tim Reddish resigned from his position as full faculty member in the Department and now he is now an Adjunct Professor. The Department is now trying to convince Administration of the University that to address the teaching and research needs of our Department properly, we should hire a replacement for Dr. T. Reddish.

PDC recommended further actions to be taken (2012):
PDC notes that current enrolment numbers do not seem to reflect a need for an additional faculty member. PDC urges the area to submit a hiring plan that addresses the teaching needs of the department, in accordance with program requirements, and aligns with student enrolment numbers. PDC notes that any future hires needs to be

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associated with a realistic strategic plan for the department, developed in consultation with the Dean.

Actions taken (2012):
We are behind target in this recommendation since Dr. Reddish (who resigned in 2011) has not been replaced. The loss of Dr. Reddish is seriously stressing our undergraduate program. In addition to being a great teacher, Dr. Reddish provided experiential learning opportunities for many of our undergraduates. He was also responsible for teaching the nuclear and particle physics content. Without these topics, our students have a gaping hole in their physics education and this will affect their performance in the national Canadian Association of Physicists undergraduate prize exam, and the Physics GRE. There are also fewer opportunities available to our undergraduates for thesis research. We urgently (it is not an exaggeration to say desperately) need a replacement for Dr. Reddish. We would reiterate that it is the position of the Physics Department that this is not an "…additional faculty member…" as noted by the PDC, but rather a continuation of the tenure-track position of Dr. Reddish, which will allow us to maintain a constant faculty number.

Dr. Rehse, who was hired in 2011 (as a replacement for Dr. Atkinson who retired in 2009), has developed and delivered 4 courses in the Medical Physics program. Two of these courses are to include a laboratory, but the funding for establishing and delivering a laboratory have not been provided. Dr. Rehse has worked extensively with Windsor Regional Cancer Centre's medical physicists who are helping us set up the undergraduate laboratories on medical imaging and radiation therapy, but we urgently need set-up funds for this. (Appendix D)

Our Department has identified the retention of first year Physics majors as a strategic priority. To that end, in 2010, we applied for and obtained funds from the Strategic Priority Fund to develop tutorial modules for students who would be identified as requiring supplemental instruction. Dr. Tim Reddish was to develop these modules and implement the intervention in Fall 2011. Unfortunately, Dr. Reddish left the University in August 2011, and there was no one who could pick up the delivery of these modules on such short notice. The first year course was taught by a sessional instructor. This definitely worked against out efforts on retention, and we lost 11 out of 27 first year students to other departments within the University. We have since ensured that first year courses are taught by full time faculty members. This has stressed other aspects of our programs – we do not offer *any* fourth year options, and we cannot offer sufficient graduate courses in order to support/promote our one-year course-based Master's program.

Another issue to be considered is the commitment to replace anticipated retirements (during the next five years, three faculty members are/will be eligible for retirement). This will be an important consideration as we complete our strategic planning exercise.

In consultation with the Dean of Science, we are developing a strategic plan for our Department with strategic priorities of Teaching Excellence, Research & Experiential Learning, and Community Engagement. Our Department is uniquely known for the multiple genres of experiential learning opportunities we provide all our students. Most students participate in research with our world-renowned faculty in the areas of Atomic, Molecular and Optical (AMO) Physics, Materials Science, and Biomedical Physics. We also look forward to working with other AAU's in the areas of Nanomaterials and Cancer Research. We would like to explore the possibility of joint (multidisciplinary) faculty appointments in these cutting-edge areas.

PDC recommended further actions to be taken (2013):
PDC requires that the area submit a hiring plan that addresses the teaching needs of the department, in accordance with program requirements, and aligns with student enrolment numbers. PDC notes that any future hires need to be associated with a realistic strategic plan for the department, developed in consultation with the Dean.

PDC notes that the area has an allocation of seven full-time tenure or tenure-track faculty members, as well as three cross-appointments with Chemistry and Biochemistry. In developing its hiring plan, the area ought to first review teaching loads to ensure that all current tenured and tenure-track faculty members contribute to the delivery of the Physics program through involvement in undergraduate and graduate teaching.

Actions taken (2013):
We are developing a hiring plan that both supports our current teaching activities and our plans for increasing enrolment particularly at the undergraduate level. We will submit this in a separate document to PDC.

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With the current financial situation of the University and the Faculty of Science, and the method in which Activity-based Budgeting is implemented, no Faculty positions are expected to open up in Science in the near future, and we have been advised by the Dean that no hiring in Physics will occur in the foreseeable future. Based on this analysis the Faculty of Science does not wish to act upon this recommendation and we *[the Faculty of Science]* deem that the recommendation should be withdrawn.

Please note that all our faculty teach their full load of courses a year unless their teaching releases were sponsored by a University office/grant. Cross-appointed faculty mainly supervise graduate students and provide research synergies. We cannot expect cross-appointed faculty to teach in our unit, just as the 3 of us cross-appointed in other units do not teach in them.

PDC Comments:
PDC appreciates the Faculty of Science's position and understands that the Department would nevertheless like to submit a hiring plan (currently in draft format) in the event that circumstances change.

Independent of the financial situation, the PDC requests that the area submit its hiring plan with its next annual status report, so that when funds become available there will be a plan in place.

Status:___ahead of target   _X_ *on target*   ___*behind target*   __*recommendation withdrawn.*

Recommendation 4: That the Department continue working with the Centre for Career Education (CCE) to clearly define the co-op experience and available co-op placements, to ensure that student expectations are in line with current co-op offerings. The Department is encouraged to pursue its proposal to establish a co-op liaison representative from Physics to facilitate communication and understanding between all parties (faculty, students and CCE).
Agent: AAU Head, Centre for Career Education
Completion by: Fall 2012

Actions taken (2010):
Dr. Reddish is the Departmental liaison representative for the co-op placements and to the Centre for Career Education. His appointment has improved communication and reduced complaints among students, faculty, and the CCE. All parties seem satisfied and pleased with the progress

PDC recommended further actions to be taken (2011):
PDC commends the area on its assignment of a faculty liaison representative for co-op placements, which has gone a long way to addressing this recommendation.

Actions taken (2011):
Dr. Eugene Kim will replace Dr. Reddish as the Departmental liaison representative for co-op placements and Centre for Career Education. He will continue the work which was started by Dr. Reddish.

PDC recommended further actions to be taken (2012):
PDC urges the area to continue to work with the Centre for Career Education to actively pursue co-op opportunities and ensure that this is a viable option for students.

Actions taken (2012):
Dr. Eugene Kim continues to be the liaison of the Department with CCE. All the students seeking co-op placements were well-placed. We note that the number of students in the co-op option has dropped. One reason seems to be the fact that co-op students do not have many choices in courses during the summer term.

Over the summer, after seeking the advice of Dr. Dave Bussiere and Ms. Katia Benoit, as well as surveying our own undergraduate students, we decided that it would be in the best interest of students and faculty to go to a fall-winter teaching schedule. We are working with Co-op and Career Education, and if we get the paperwork together on time, we will plan to switch to the new schedule in fall 2013 with some adjustments for students who are currently in co-op.

PDC recommended further actions to be taken (2013):

PDC encourages the area to continue working with CCE regarding the feasibility of providing summer-only co-op terms, as this may not be in line with co-op accreditation rules which general require a minimum number of alternating semester (Fall, Winter, Summer) co-op terms.

Actions taken (2013):
The changes in our Co-op option are in collaboration and concurrence with the Co-op office. With the program changes that we are making, starting in Fall 2014, the co-op option will take 5 years with a 3 month (in Summer of year 2) and 12 month (in year 4) co-op placements similar to that offered by Industrial Engineering.

Thus, this recommendation has been satisfied.

PDC Comments:
PDC notes that this recommendation has been satisfied.

Status: ___*ahead of target*   ___*on target*   ___*behind target*   **X** *recommendation satisfied.*

Recommendation 5: That the Department and the Faculty continue to explore opportunities for undergraduate program collaboration with Engineering and other Science-related or cognate disciplines. Such discussions may include consideration of a Engineering Physics program, a Engineering Science program, and undergraduate partnerships with the Diagnostic Imaging Institute.
Agent: AAU Heads, Departmental Councils and Faculty Coordinating Council in Science, Dean of Science, AAU Heads, Departmental Councils and Faculty Coordinating Council in Engineering, Dean of Engineering,
Completion by: Fall 2014

Actions taken (2010):
The Department has participated in meetings and supported the initiative to launch new programs in Engineering Science, and the Faculty of Engineering together with the support of the Faculty of Science made an internal grant application to fund the initiative. The Department of Physics also reorganized its first-semester course, 03-64-140: Introductory Physics I, so that it could accommodate engineering students. (All engineering students currently take the second-semester course 03-64-141: Introductory Physics II.) However, progress to date is minimal. The initiative in Engineering Science, in which engineering physics would play a central role, was not funded, and administrative reorganization in Engineering, a recently approved course sequence for engineering students, and distractions related to the construction of a new centre for engineering innovation, have postponed the planning for the initiative.
There are good opportunities for future collaboration between our new appointee in medical physics and the Department of Biology.

PDC recommended further actions to be taken (2011):
PDC notes the area's efforts to explore and develop collaborative initiatives and encourage it to continue them

Actions taken (2011):
Talks between The Department of Physics and the Faculty of Engineering regarding the possibility of launching a new Engineering Physics program or/and Engineering Science program are in progress. A short survey was prepared to be conducted at the Ontario University Fair in Toronto, as well as by CO-OP employers of our current students, and by some high school students at the time of our high school visits.

PDC recommended further actions to be taken (2012):
PDC looks forward to hearing the results of the survey to gage prospective student interest in an Engineering Physics program. PDC requests that the area report next year on the progress it has made in the development of such a proposal, should the survey results warrant it. From the perspective of PDC, considering past enrolment trends, it would seem that an Engineering Physics program would constitute the "hope" of the future of Physics as an entity and significant effort should be made toward this recommendation this year.

Actions taken (2012):
We have begun discussions with the Faculty of Engineering to develop an Engineering Physics program. This

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program was shown to be in demand by a survey conducted at the Toronto University Fair. Currently, we are assembling the curriculum in such a way that we will meet all the requirements of the accreditation from the CAEB as well as the CAP. When this program gets under way, it would be prudent to phase out the Physics and High Technology stream.

A large number of applicants ask us about concurrent education. Similar to other concurrent science and education programs that currently exist, we plan to develop a Physics and Education program.
Both these programs are being planned such that they would not require any new resources.

We have presented a proposal to the Department of Chemistry and Biochemistry to rebrand/refocus the joint B.Sc. Honours program in Chemistry and Physics as a B.Sc. program in Nanoscience, with an aim to offering an attractive interdisciplinary program and increasing enrolment in both AAU's.

Representatives from the Physics Department have met with the Associate Dean of Medicine from the Schulich School of Medicine – Dr. Mark Awuku and his replacement Dr. Gerry Cooper – with the intent of forming a collaborative educational experience between the School of Medicine and the new Medical Physics program. Such collaboration would be to the mutual benefit of both medical and physics students. Great interest was expressed by both Deans, although their preference was to let the numbers of the emerging School of Medicine program stabilize (taking 1-3 years) before exploring "new" options and involvements for medical school students and staff. Nonetheless, we see the new specialty classes in Medical Physics as strong candidates for providing in-roads to involvements with other programs both within and outside the Faculty of Science.

Progress on ramping up these programs is hampered by the fact that we are a low resourced AAU with one secretary for the whole Department, and there is no opportunity for giving teaching releases for faculty members who take on these administrative responsibilities.

PDC recommended further actions to be taken (2013):
PDC cautions that the development of new undergraduate programs should be considered only where such developments are viable, require no new resources, and have no impact on the sustainability and growth of current programs. Current programs, and new programs (if any), must be considered in light of retention concerns and initiatives under recommendation 1.

Actions taken (2013):
All program development is indeed taken on with the considerations of viability (e.g., we have had expertise in Nanoscience for the past 30 years), no new resources (using existing courses), and the potential impact on our current programs (i.e., we are not developing streams of our own programs but seeking new partnerships with other units). We also progress slowly on these initiatives because we are a low resourced AAU with one secretary for the whole Department, and there is no opportunity for giving teaching releases for faculty members who take on these heavy administrative responsibilities.

Our proposal to the Department of Chemistry and Biochemistry to rebrand/refocus the joint B.Sc. Honours program in Chemistry and Physics as a B.Sc. program in Nanoscience was not adopted. At this time, we should seriously consider deletion of the joint Honours program in Chemistry and Physics as it stands because students can complete the same program by doing a double major in Chemistry and Physics.

The details of the Engineering Physics program are being worked out in the Faculty of Engineering. This is a time-consuming exercise since we wish the program to be accredited. However, we believe that the enrollment in this program will be worth the effort that we put into it.

We would very much like to develop Concurrent Physics and Education and we are waiting to see how the change to the Faculty of Education program (from one year to two years) will impact these development.

We have many ideas for innovative and attractive collaborative undergraduate programs, but with our current faculty complement, we cannot develop any more new programs.

PDC Comments:

PDC appreciates the area's continuing efforts to explore undergraduate program collaboration and looks forward to an update on these initiatives, particularly the Engineering Physics proposal, in next year's annual report.

PDC encourages the area to address the question, raised by Physics, of the viability of the Honours Chemistry and Physics program with the Department of Chemistry and Biochemistry and looks forward to an update next year.

Status: ___*ahead of target*   _X_ *on target*   ___*behind target*   ___*recommendation satisfied.*

University of Windsor
Senate

5.5.5: **Faculty of Education Name Change**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the name of the Faculty of Education be changed to the Faculty of Education and Academic Development**

Rationale from the Faculty Council:
This name change was necessary to reflect the integration of the Faculty of Education and the Centre for Teaching & Learning. This partnership will offer opportunities to integrate, enrich, and re-orient the scholarship, pedagogical, academic, technological expertise, and services of both units under one reporting structure.

In his January 28th 2014 Town Hall Address, University of Windsor President Alan Wildeman confirmed that the University's Centre for Teaching and Learning and Faculty of Education will, in the months to come, embark on a new working partnership. President Wildeman expressed optimism that this reorganization will contribute to an expanded focus on "lifelong learning" at the University of Windsor: "This is a move that I believe will position the University of Windsor well for what will be an emerging priority in post-secondary education: the need to reimagine what we teach and how we teach as part of a lifetime of learning."

The Centre for Teaching and Learning will continue to provide educational and curricular development services across campus. The Faculty of Education will continue to provide high quality, rigorous programming at the undergraduate and graduate levels offering future educators unique learning opportunities through strategic collaborative partnerships involving boards of education, Universities and community partners to provide rich intellectual and experiential learning opportunities. As the President put it, "The capabilities and expertise within our Faculty of Education create a natural synergy that has as its common purpose the development of new ways of teaching and learning. The Centre for Teaching and Learning is of course going to be here for all Faculties, as it always has been."

This organizational partnership is intended to improve the sustainability of both units, and to significantly contribute to teaching and learning both on campus and in the external educational community.

▪ This motion was approved by the Faculty of Education Council on April 30, 2014.

University of Windsor
Senate

5.6.1:   **Proposed Revisions to Board of Governors In-Course Medals and Calculation of Averages**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

MOTION: **That the following revisions be made to the Board of Governors In-Course Medals and the Calculation of Averages:**

Board of Governors In-Course Medals
These medals are awarded annually, **in the Fall semester**, to the **undergraduate** student in each Faculty who had the highest cumulative average of all non-graduating students at the end of the preceding regular (September - May) session. A minimum cumulative average of 78.5% is required. The student must have completed the equivalent of at least ten courses at the University and must ~~have been~~ **be** registered full-time in a**n honours** degree program.
Students are considered for this medal based on the Faculty in which they are enrolled at the time the medals are awarded.

Calculation of Average
[…]
Add:
Calculation of Averages for Scholarship/Award Purposes
The cumulative average used in determining a student's eligibility or continued eligibility for an award is rounded to the nearest one-hundredth.

Rationale:
These proposed revisions formalize current practice and provide greater clarity on the process and eligibility criteria for these awards.

University of Windsor
Senate

*5.6.2:   **Standing Required for Graduation for Business Programs**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That proposed revisions to the standing required for graduation for Business programs be approved.

Rationale:
- The rationale for this motion is two-fold: to conform with degree requirements for other Honours programs on campus; and, to convey to our students and others that we take our Honours designation seriously (i.*e.,* our students have to earn this designation).
- This will take effect for the Fall 2014 Calendar.

Proposed Revisions:
Standing required for Graduation:
Students completing an Honours BA, Honours B.F.S., ~~or~~ Honours BSc, **or Honours BComm** degree with a cumulative average of at least 60% and a major average of at least 60% but less than 70% will be awarded the four-year Major degree.

Standing Required for Graduation in Program	Cumulative Average Requirement	Major Average Requirement
All General BA, BSc, BCS, and BMath degree programs *[For the BSc General, the required science courses are used to calculate the major average calculation]* ~~BComm (Honours Business Administration)~~ ~~BComm. (Honours Business Administration and Economics)~~ Bachelor of Science in Nursing (BScN) Post-Graduate Certificate in Accounting	60%	60%
All Honours BA and Honours BSc degree programs, unless otherwise specified. Honour Bachelor of Environmental Studies (BES) Honours Bachelor of Computer Science (BCS) (with/without Co-op) Combined BA Honours in Digital Journalism *(also requires an e-portfolio completed to satisfaction of advisory panel)* Bachelor of Forensic Science (BFS) **BComm (Honours Business Administration)** **BComm (Honours Business Administration and Economics)** BComm (Honours Business Administration and Computer Science) Bachelor of Fine Arts (BFA) Bachelor of Music Therapy (BMT) *(Admissions to program suspended as of Fall 2012)* Bachelor of Music (BMus) Bachelor of Social Work Bachelor of Mathematics (BMath Honours) Concurrent BA in French Studies (Honours)/BEd Concurrent BCS (Honours)/BEd programs Concurrent BSc (Honours)/BEd programs Concurrent BMath (Honours)/BEd program	60%	70%

University of Windsor
Senate

5.7.1:   **Senate Standing Committee Membership 2014-2015**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: **That Senate approve the Senate Standing Committees membership for 2014-2015.**

See attached

2014-2015 Working Copy Senate Standing Committee Membership

Program Development Committee *		
Member	**Term**	**Notations**
Provost and Vice President, Academic Acting Dr. Bob Orr	Ex-officio	
President Dr. Alan Wildeman	Ex-officio	
Dean of Graduate Studies Dr. Patricia Weir	Ex-officio	
Vice-Provost, Teaching and Learning Dr. Alan Wright	Ex-officio	
Faculty of Business Administration		
Dr. Maureen Gowing (S-2015)	2013-2015	
Faculty of Education		
Dr. Jonathan Bayley	2013-2015	
Faculty of Engineering		
Dr. Ram Balachandar (S-2015)	2014-2016	
Faculty of Human Kinetics		
Dr. Victoria Paraschak	2014-2016	
Faculty of Law		
Ms. Maggie Liddle	2014-2016	
Faculty of Nursing		
Dr. Jamie Crawley	2014-2016	
Faculty of Science		
Dr. Zhiguo Hu	2013-2015	
Dr. Chitra Rangan	2014-2016	
Faculty of Arts Humanities & Social Sciences		
Arts/Humanities - Prof. Lionel Walsh (S-2016) (Chair)	2013-2015	
Dr. Jill Singleton-Jackson (S-2016)	2014-2016	
Social Sciences - Dr. Valerie Scatamburlo-D'annibale (S-2015)	2013-2015	
Librarian Representative		
Ms. Gwen Ebbett (S-exofficio)	2014-2016	
Student Representation (1 year terms) Five students(including at least one graduate, one part-time undergraduate, two full-time undergraduates) TBA (UWSA), TBA (UWSA), Zheng Wu (GSS), TBA (OPUS), TBA () (additional).		

*At least half of the faculty members that make up the Program Development Committee must be from Senate. (6)

Academic Policy Committee		
Member	**Term**	**Notations**
Associate Vice President Academic Dr. Bruce Tucker	Ex-officio	
President Dr. Alan Wildeman	Ex-officio	
Vice-Provost, Teaching and Learning Dr. Alan Wright	Ex-officio	
Faculty of Business Administration		
Dr. Mitch Fields	2013-2015	
Faculty of Education		
Dr. Beth Daly (S-2015)	2014-2016	
Faculty of Graduate Studies		
Dr. Iain Samson	2013-2015	
Faculty of Engineering		
Dr. Mitra Mirhassani	2014-2016	
Faculty of Law		
TBA	2014-2016	
Faculty of Human Kinetics		
Dr. Scott Martyn	2013-2015	
Faculty of Nursing		
Dr. Lorna de Witt	2014-2016	
Faculty of Science		
Dr. Rick Caron (S-2015) Chair	2014-2016	
Faculty of Arts, Humanities & Social Sciences		
Arts/Humanities – Dr. Katherine Quinsey (S-2015)	2013-2015	
Social Sciences – Dr. Anna Lanoszka	2014-2016	
Librarian Representative		
Ms. Shuzhen Zhao (S-2015)	2013-2015	
Student Representation (1 year terms) Four students(including one graduate, one part-time undergraduate, two full-time undergraduates). TBA (UWSA), TBA (UWSA), Zheng Wu (GSS), Michael Livingston (OPUS)		

*At least three members must be elected members of Senate.

Senate Student Caucus		
Member	**Term**	**Notations**
Vice-Provost, Students and International Dr. Clayton Smith	Ex-officio	
President Dr. Alan Wildeman	Ex-officio	
Executive Director of Student Affairs Ms. Brooke White	Ex-officio	
Faculty of Business Administration		
Dr. Gurupdesh Pandher	2014-2016	
Faculty of Education		
Dr. Geri Salinitri	2013-2015	
Faculty of Engineering		
Dr. Tirupati Bolsetti (S-2015)	2014-2016	
Faculty of Law		
Prof. Reem Bahdi	2013-2015	
Faculty of Human Kinetics		
Dr. Nancy McNevin	2013-2015	
Faculty of Nursing		
Prof. Lucia Yiu	2013-2015	
Faculty of Science		
Dr. Ziad Kobti (S-2016) (Chair)	2014-2016	
Faculty of Arts, Humanities & Social Sciences		
Arts/Social Sciences/Humanities– Dr. Tina Pugliese	2014-2016	
Librarian Representative		
Ms. Vicky Jay Leung (S-2016)	2014-2016	
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) Tareq Muhammad Supon (GSS), Ali Attaran (GSS), Chris Baillargeon (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) Dr. Alan Wildeman	Ex-officio	
Provost and Vice President, Academic Acting Dr. Bob Orr	Ex-officio	
Faculty of Business Administration		
Dr. Fazle Baki (S-2015)	2014-2016	
Faculty of Education		
Dr. Beth Daly (S-2015)	2014-2016	
Faculty of Engineering		
Dr. Majid Ahmadi (S-2016)	2014-2016	
Faculty of Law		
Prof. Camille Cameron (Ex-officio)	2014-2016	
Faculty of Human Kinetics		
Dr. Kevin Milne (S-2015)	2014-2016	
Faculty of Nursing		
Dr. Linda Patrick (Ex-officio)	2014-2016	
Faculty of Science		
Dr. Charles Macdonald (S-2015)	2014-2016	
Faculty of Graduate Studies		
Dr. Katherine Quinsey (S-2015)	2014-2016	
Faculty of Arts, Humanities & Social Sciences		
Arts/Humanities – Dr. Joanna Luft (S-2015)	2014-2016	
Social Sciences – Dr. Betty Barett	2014-2016	
Librarian Representative		
Ms. Gwen Ebbett (Ex-officio)	2014-2016	
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), Tareq Muhammad Supon (GSS), Ed King (OPUS).		

*At least three members must be elected members of Senate.

University of Windsor
Senate

5.8.1:   **Revised Bylaws 20, 22 and 23**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

MOTION: That the revised Bylaws 20, 22 and 23 be approved.

Rationale:
▪ On May 13, 2013, Senate held a special meeting to discuss and obtain consensus on changes to Bylaws 22 and 23. The Bylaw Review Committee was then charged with drafting shorter, clearer and more succinct bylaws, in accordance with the instructions provided by Senate.
▪ Members are encouraged to compare the current bylaws (link below) with the proposed revised bylaws, and to assess the revisions in light of the direction provided by Senate at its May 2013 meeting (link below).

Link to:
Current Bylaw 20
Current Bylaw 22
Current Bylaw 23A
Current Bylaw 23B
Minutes of the Senate meeting of May 13, 2013

SENATE BYLAW

REVISED Bylaw 22: Committees and Procedures on Renewal, Tenure and Promotion
ADOPTED BY SENATE: 18 Oct 1973
AMENDED BY SENATE: 10 Apr 1980, 2 June 1983,15 Nov 1984, 24 Jan 1985, 23 Jan 1986, 22 Sep 1986, 9 Dec 1986, 20 Apr 1987,18 Feb 1988, 15 Mar 1990,18 Oct 1990, 15 Nov 1990, 21 Mar 1991, 16 Dec 1998, 23 Mar 2000, 10 May 2006, 07 June 2006, 10 Dec 2010, 11 Mar 2011, 13 May 2011, 8 Feb 2013

Definitions/Acronyms

AAU: Academic Administrative Unit
EE/PA: Employment Equity/Procedures Assessor
RTP: Renewal, Tenure and Promotion
UCAPT: University Committee on Academic Promotion and Tenure

In this bylaw,
AAU Head includes interim or acting Head
Dean includes interim or acting Dean or Associate Dean acting as designate for that year
Scholarship includes research, scholarly and creative activity
Regular faculty member includes members as defined in bylaw 20, 1.1(ii).

1   Preamble

This Bylaw of procedures for Renewal, Tenure and Promotion help ensure that the AAUs maintain high standards of scholarship, teaching, and service.

In the implementation of the procedures prescribed in this Bylaw, diversity is to be honoured as integral to the quality of the university's intellectual mission, in both discipline and methodology, and in faculty complement. The principles of employment equity are to be applied widely, including recruitment, appointment, renewal, tenure and promotion processes. Thus, scholarship and teaching in non-traditional areas and methodologies and/or by members of historically disadvantaged groups and/or designated groups are not to be penalized and will be considered equitably. In accordance with the University's Employment Equity and Education policy/program, the designated groups are: aboriginal persons, persons with disabilities, sexual minorities, visible minorities, and women. Each AAU shall institute measures to ensure that its established criteria and standards are applied equitably and do not create barriers for faculty members from designated or disadvantaged groups. The criteria and standards shall also recognize diversity and emerging new and/or non-traditional scholarship and teaching methodologies.

In all deliberations by Committees under this Bylaw, members shall declare any potential conflicts of interest prior to such deliberations. Where a conflict of interest or reasonable apprehension of any bias of a committee member may exist, the committee member shall not participate in the deliberations or decisions affected by such conflict or potential bias. In particular, members of Committees shall not participate in deliberations or decisions concerning members of their immediate family, which includes spouses as defined in the Collective Agreement with the Windsor University Faculty Association.

2   Application

2.1   This Bylaw applies only to recommendations by Senate Committees and the President concerning renewal of contract, granting of tenure, and promotion.

2.2 This Bylaw shall be given such fair, large and liberal interpretation, construction and application as will best ensure the attainment of its objectives, namely the maintenance of high standards of scholarship, teaching, and service within the University and the effective administration of its AAUs.

2.3 Tenured Assistant Professors must apply for promotion to Associate Professor.

2.4 Granting of the first sabbatical leave is subject to the granting of tenure.

2.5 New appointments at the Associate Professor level or Professor level shall be with tenure and must meet the University and AAU's criteria for tenure upon appointment.

3 Committees of the Academic Administrative Unit

3.1 <u>In the AAUs, Renewal, Tenure and Promotion Committees shall be as follows:</u>

    3.1.1 For regular and limited-term faculty members appointed to a single AAU

        3.1.1.1 Dean of Departmentalized Faculties, non- voting;

        3.1.1.2 AAU Head, Chair;

        3.1.1.3 Three to five regular faculty members elected by and from all regular faculty members in the AAU, the majority of whom must be tenured faculty members;

        3.1.1.4 One student elected by and from the students in the AAU;

        3.1.1.5 EE/PA, selected by the Office of the Provost, non-voting.

    3.1.2 <u>For regular and limited-term faculty members appointed to two AAUs (joint appointments):</u>

        3.1.2.1 Dean(s) of Departmentalized Faculties, non-voting;

        3.1.2.2 Head of primary AAU (Chair) and Head of secondary AAU;

        3.1.2.3 Four regular faculty members - two regular faculty members elected by and from all regular faculty members in each AAU;

        3.1.2.4 One student from each AAU elected by and from the students in each AAU;

        3.1.2.5 EE/PA, selected by the Office of the Provost, non-voting.

    3.1.3 <u>For regular and limited-term faculty members appointed to an AAU and another body (hybrid appointments):</u>

        3.1.3.1 Dean of Departmentalized Faculties, non-voting;

        3.1.3.2 AAU Head (Chair) and Academic Leader of the other body;

        3.1.3.3 Two regular faculty members elected by and from all regular faculty members in the AAU;

        3.1.3.4 Two non-student representatives of the other body, elected by and from the non-student members of that body;

        3.1.3.5 One student from the AAU elected by and from the students in the AAU, and one student of the other body, elected by and from the students of that body;

        3.1.3.5 EE/PA, selected by the Office of the Provost, non-voting.

    3.1.4 Both genders shall be represented among the non-student voting members on all AAU RTP

committees. Where necessary a faculty member from the non-represented gender shall be elected by the AAU Council from a cognate discipline as an additional voting member of the AAU RTP Committee.

3.1.5   Student alternates, to a maximum of two per AAU/other body, may be elected by and from the students of the appropriate body to serve as representatives in cases where the elected student representative(s) is(are) unable to participate for an extended period of time due to program requirements. (*e.g.,* co-op or field placements, internships, *etc.*) In all instances, there shall be no alternating among and between student representatives during the course of consideration of the promotion, tenure or renewal of contract of an individual faculty member.

3.2   In those cases where there are insufficient numbers of faculty members to constitute the AAU RTP committee as described in 3.1, the President shall appoint a faculty member(s) from a cognate discipline to serve on the AAU RTP Committee.

3.3   An AAU RTP Committee member shall absent himself/herself from the discussions of the Committee while his or her case is being considered and voted upon.

3.4   If the Head of an AAU, or Dean of a Faculty, or Associate Dean of a Faculty, should be a candidate for promotion or tenure, his or her case will be referred to the President who will appoint a special Committee to report directly to the UCAPT. In such cases, the candidate will not be eligible for membership on the UCAPT. The membership of such a Special Committee shall be consistent with 3.1 to 3.2 except that

3.4.1   of the faculty members selected only 1 may be a member of the faculty member's primary AAU.

3.4.2   where the Dean is the candidate, the Chair of the Special Committee shall be an Associate Dean from the relevant Faculty. A Dean from another Faculty (selected by the President) will sit on the Committee with full voting privileges.

3.4.3   where the AAU Head is a candidate, the Head of an AAU of a cognate discipline will be selected by the President to sit as a member of the Special Committee with full voting privileges.

3.4.4   consideration of the faculty member by a Special Committee shall be in accordance with Article 4 of this Bylaw and shall be initiated by the Dean or the Associate Dean of the faculty member's Faculty, or where that is not possible, by such person as shall be nominated by the President.

4   Procedures of the Academic Administrative Unit

4.1   Each AAU Council shall clearly articulate its procedures, criteria and standards for renewal, tenure and promotion, and the manner by which they are being evaluated in each of the categories of 1) scholarship, 2) teaching, and 3) service.

4.1.1   The AAU-approved criteria and standards shall be forwarded by the AAU to the Faculty (Coordinating) Council for approval and then to the UCAPT for approval, to ensure Faculty-wide and University-wide consistency of standards, prior to being applied to an applicant for renewal, tenure and promotion. In the absence of the UCAPT-approved AAU criteria and standards, the UCAPT shall establish and apply its own criteria for the AAU.

4.1.2   Each AAU Council shall review and approve the criteria and standards annually. Any revisions stemming from this review must be approved by the Faculty (Coordinating) Council and the UCAPT.

4.2   By September 1, the AAU Head shall bring to the attention of all faculty members of his or her AAU Council any pertinent regulations, bylaws and procedures relating to renewal, tenure and promotion of contract.

4.3   <u>Performance Reviews</u>
Performance Review reports completed by the AAU Head must address the specific AAU-approved criteria and standards.

4.3.1 By October 1 following the first, third and fifth full year of employment of an untenured faculty member, the AAU Head shall complete a Performance Review relating to the criteria for tenure and promotion to Associate Professor specified in Bylaw 23. The Performance Review shall be in writing and each untenured faculty member shall have the right to make a written response relating to his/her achievement of the criteria. The Performance Review and any written response shall be filed with the Dean of the Faculty by October 8th.

4.3.2 By October 1, the AAU Head shall complete a Performance Review every three years for each tenured faculty member of the AAU relating to the criteria for promotion to Professor specified in Bylaw 23. The Performance Review shall be in writing and each tenured faculty member shall have the right to make a written response relating to his/her achievement of the criteria. The Performance Review and any written response shall be filed with the Dean of the Faculty by October 8th.

4.3.3 The Dean shall conduct performance reviews for AAU Heads in accordance with the above. If the Dean is the AAU Head, the Provost shall complete the Performance Review.

4.3.4 By September 15, a tenured faculty member wishing a Performance Review shall communicate that request to the AAU Head, and it is to be completed by October 1. The Performance Review shall be in writing and each tenured faculty member shall have the right to make a written response relating to his/her achievement of the criteria. The Performance Review and any written response shall be filed with the Dean of the Faculty by October 8th.

4.4 By October 15, the AAU Head

4.4.1 shall review with the appropriate faculty member his or her work and achievement over the past year including the Performance Review of the faculty member and any response of the faculty member to the Review and

4.4.2 shall indicate to each faculty member who does not hold the rank of Professor the recommendations s/he plans to make to the AAU RTP Committee with respect to renewal of contract, tenure or promotion.

4.4.3 In cases where the AAU Head proposes not to recommend renewal of contract, promotion or tenure, the Head will advise the faculty member of this in writing within 2 working days of conducting the review in 4.4.1. Being so advised, the faculty member may make written application to the AAU RTP Committee for consideration of renewal of contract, tenure, or promotion, within 2 working days.

4.5 A faculty member can be considered for promotion at any time during the probationary period, but may only be considered for tenure after two full years of employment at the University. In such cases, s/he shall initiate the process by making an application to the AAU Head by September 15.

4.6 A successful tenure application will automatically result in promotion to Associate Professor.

5 Procedures of the AAU Head and Chair of the Renewal, Tenure and Promotion Committee

5.1 The AAU Head shall initiate all proceedings of the AAU RTP Committee by presenting his or her recommendations, the Performance Review(s) of the faculty member, and any response(s) of the faculty member to the Review(s). Untenured faculty members shall be considered for renewal by the AAU RTP Committee after the third full year of their probationary period. When the review is positive, the AAU RTP Committee may recommend an appointment of one, two or three years.

5.2 At least forty-eight hours before the meeting or meetings, the Chair of the AAU RTP Committee shall inform each faculty member in writing of the date and time of the meeting or meetings when his or her case will be considered.

5.2.1 A faculty member has the right to make personal representation to the AAU RTP Committee.

5.2.2   Where the AAU Head is recommending non-renewal of contract, denial of tenure, or not to promote, the faculty member concerned shall have the right to respond immediately after the Head's statement to the Committee on his or her case, and before any discussion takes place.

5.2.3   In considering a faculty member for tenure and promotion to Associate Professor or for promotion from Associate Professor to Professor, each AAU Head is required to obtain and submit to the AAU RTP Committee independent external evaluations of the quality of the faculty member's scholarship. The approved AAU criteria and standards shall set out the number of reference letters required. All referees must be at arms length from the faculty member and external to the university, and have an established reputation within the faculty member's field of scholarship. Letters from a minimum of three such referees are required. The AAU RTP Committee shall chose at least one referee from a list provided by the faculty member, and at least one referee from a list provided by the AAU RTP Committee. All such letters must be forwarded to the UCAPT.

5.2.4   All communications between all the referees (both potential and actual) and the AAU Head shall be in writing and copies of all such communications shall be submitted by the Chair of the AAU RTP Committee to the UCAPT.

6   Procedures of the AAU Renewal, Tenure and Promotion Committee

6.1   All meetings shall be held *in camera.* A quorum shall be one less than the full voting membership of the AAU RTP Committee. All members except the EE/PA and the Dean (in the case of Departmentalized Faculty) will have a vote. The vote will be by secret ballot unless the voting members of the Committee unanimously agree at the outset of their deliberations to vote by a show of hands. A decision shall be reached by a majority vote of the voting members present. In the event of a tie vote, a positive recommendation shall be forwarded to the UCAPT.

6.2   The AAU Head shall be responsible for the preparation of a summary of the proceedings of all meetings which shall be approved by the Committee and submitted to the UCAPT. The summary will include: the initial recommendation of the AAU Head and the reasons therefor; the nature of the discussion, including statements and reasons for renewal of contract, promotion or tenure with reference to the AAU-approved criteria, and must specifically address any negative written comments by external referees; the motions passed; the votes cast, including the voting pattern for each year of contract renewal; and the voting pattern for promotion or tenure.

All proceedings shall be kept strictly confidential, and a copy of the summaries of the RTP meeting shall be placed in the member's personnel file. The AAU Head shall prepare an annual report on these data to the Office of Human Rights, Equity and Accessibility. The reporting format to be used is in Appendix A.

6.3   All decisions of the AAU RTP Committee shall be presented to the faculty member in writing.

6.3.1   Prior to submitting the Committee's recommendations to the UCAPT, the AAU Head will inform the faculty member(s) concerned whether or not a positive recommendation is to be made in his or her case regarding renewal of contract, tenure and promotion.

6.3.2   In the case of a decision not to recommend, the faculty member shall be informed in writing of that fact, the reasons therefor and of his or her right to make written representations to the UCAPT. In all cases the faculty member must be informed of the Committee's recommendation or decision not to recommend by the dates specified in 6.4.

6.4   The recommendations of the AAU RTP Committee on contract renewals, with all the necessary supporting documents as directed by the UCAPT, shall be submitted to the Chair of the UCAPT on or before October 31. The recommendations of the AAU RTP Committee concerning tenure, with all the necessary supporting documents as directed by the UCAPT, shall be submitted to the Chair of UCAPT by December 15 by the AAU Head. The recommendations of the AAU RTP Committee for promotions, with all the necessary documents, shall be submitted to the Chair of the UCAPT by January 31.

7   University Committee on Academic Promotion and Tenure (UCAPT)

7.1   This Committee shall be composed as follows:

    7.1.1   Provost and Vice-President, Academic (or designate) (Chair), non-voting unless necessary to cast a tie-breaking vote.

    7.1.2   Dean, Graduate Studies (ex-officio)

    7.1.3   One representative from each of the Faculties, with the exception of Arts, Humanities and Social Sciences which shall have two representatives (one from Arts/Humanities and one from Social Sciences). There shall be an annual rotation of Deans and elections of representatives from Faculties, allowing for one half of the UCAPT Faculty representatives to be Deans and one half to be elected faculty member representatives. Wherever possible the Deans of Engineering and Science should not serve on the UCAPT at the same time.

    7.1.4   One student selected by and from each of the three student governments (University of Windsor Students' Alliance, Organization of Part-Time University Students, Graduate Students' Society).

    7.1.5   EE/PA, selected by the Office of the Provost, non-voting

7.2   No faculty member that is a candidate for promotion, tenure or renewal may serve as a member of the UCAPT in that year. Associate Deans may not serve on the UCAPT as elected faculty member representatives.

8   Procedures of the University Committee on Academic Promotion and Tenure

8.1   All meetings of the UCAPT shall be in camera, except as specified in 8.5.2 and 8.6.2 below, and the proceedings kept strictly confidential. The primary responsibility of the UCAPT shall be to review all recommendations made by the various AAU RTP Committees regarding promotion, tenure, or contract renewal as specified in Bylaw 23, and to ensure that established criteria for promotion and/or tenure have been satisfied, and the appropriate procedures followed.

    8.1.1   Files with unanimous support by the AAU RTP Committee and the Dean of the Faculty shall be forwarded to UCAPT for procedural review only. All other files will be fully reviewed by the UCAPT.

8.2   The UCAPT shall review recommendations relating to renewal of contract by December 15, to tenure by January 31, and to promotion by March 31.

8.3   Voting will be by secret ballot unless the members of the Committee unanimously agree at the outset of their deliberations to vote by a show of hands. A decision shall be reached by a majority vote of those present.

8.4   Final recommendations will be submitted by the UCAPT to the President. The Chair of the UCAPT shall be responsible for the preparation of a summary of the proceedings of all meetings, which shall be approved by the Committee and submitted, together with all supporting documents, to the President within two weeks of the deadlines set down in 8.2. The summary will include: the recommendations of the UCAPT, and the reasons therefor; the motions and votes cast in each case.

    The UCAPT shall prepare an annual report to the Office of Human Rights, Equity and Accessibility. The reporting format to be used is in Appendix A.

8.5   Review Procedures
    8.5.1   The Chair of the UCAPT shall commence proceedings on renewal of contract, tenure and promotion by presenting the recommendations of the AAU RTP Committees, together with the approved AAU criteria and standards used by AAU RTP Committee. In its deliberations, the UCAPT shall apply the same criteria and standards, which have been approved by the AAU, the Faculty (Coordinating) Council, and the UCAPT.

8.5.2   The AAU Head or designate may be requested to appear before the UCAPT to elucidate the AAU RTP Committee's recommendations on promotion, tenure, or the renewal of contract, and in such case(s) the AAU Head (or designate) shall withdraw from the meeting before a vote is taken. AAU Heads (or designates) who are requested to appear before the UCAPT should receive such request in writing with a clear indication of the issues or concerns the UCAPT wishes to raise. The UCAPT will not reject any recommendations of an AAU RTP Committee without first giving the AAU Head (or designate) and the faculty member an opportunity to make representation before it (see 8.6).

8.5.3   The Chair of the UCAPT shall inform the faculty member(s) concerned of the Committee's recommendation(s). In the case of a decision not to recommend by the UCAPT, both the faculty member and the AAU Head shall be informed of that fact as well as reasons therefor in writing. In all cases the faculty member and the AAU Head shall be informed within one week of the recommendation being made by the UCAPT.

8.6   Representations to the UCAPT by Faculty Members

8.6.1   Faculty members shall have the right to make oral representations to the UCAPT concerning recommendations of the AAU Committee either on the basis of procedural irregularity or on the merits of the case.

8.6.2   In the case where a faculty member plans to make representations to the UCAPT in relation to the AAU RTP Committee's decision not to recommend regarding his or her renewal of a probationary contract, or tenure and/or promotion, s/he must inform the Chair of the UCAPT in writing of his or her intent to make representations within one week of written notification of the recommendation that his or her case has been denied by the AAU RTP Committee.

8.6.3   The faculty member shall prepare and provide to the Chair of the AAU RTP Committee for inclusion with the documentation forwarded to the UCAPT a short, written statement setting out the reasons for disputing the recommendations of the AAU RTP Committee. In preparing the statement, the faculty member shall have available to him/her all non-confidential documents used by the AAU RTP Committee in making its recommendation and summaries of its meeting(s) insofar as they relate to his or her case.

8.6.4   Where the initial or subsequent recommendation of the UCAPT is contrary to that of the AAU RTP Committee, both the faculty member and the Chair of the AAU RTP Committee shall be informed in writing within one week of the recommendation being made. Finally, the Chair of the UCAPT shall prepare in writing the recommendations of the UCAPT and within two weeks of the deadlines set down in 8.2 s/he shall submit the recommendations to the President for presentation to the Board of Governors.

9   The Role of the President in Renewal, Tenure and Promotion of Contract Deliberations and in Appeals

9.1   The President shall review all recommendations of the UCAPT. In those exceptional cases in which s/he overrides the positive recommendations of the UCAPT, s/he shall provide reasons in writing for his or her action to both the AAU RTP Committee, and to the UCAPT and, in the case of an adverse decision, to the faculty member concerned.

9.2   The President shall hear appeals made in writing by either the Chair of the AAU RTP Committee or the faculty member concerned, as the case may be, on the grounds of procedural irregularity on the part of the UCAPT or on the merits of the case. Such appeals must be submitted within two weeks after notification of the decision by the UCAPT. In the case where the appeal is successful on the grounds of procedural irregularity, the President shall remit the case to the UCAPT for reconsideration according to the proper procedures within one week. In the case of an appeal on the merits of the case, the President's decision shall be final.

9.3   Finally, the President shall submit his or her report regarding renewal of contract, tenure and promotion to the Board annually.

Appendix A

Format for Annual Reports to the Office of Human Rights, Equity and Accessibility

Applicants	# of aboriginal persons	# of persons with disabilities	# of sexual minorities	# of visible minorities	# of women	Total # of designated group members (do not double count individuals)*	Total # of all applicants (designated and non-designated)	Ratio of designated to non designated-group applicants
For Renewal								
For Tenure								
For Promotion								

*An applicant may a member of multiple designated groups categories. As such, the sum of the numbers from the first five columns may be greater than the total number of designated group members. For the "total number of designated group members" column, each applicant is to be counted only once.

SENATE BYLAW

REVISED Bylaw 23: Criteria for Renewal, Tenure and Promotion
APPROVED by Senate: 21 Jan 1970
AMENDED by Senate: 21 Sep 1970, 13 Oct 1976, 20 Mar 1985, 23 Jan 1986, 15 Mar 1990, 15 Feb 1996, 15 May 2003, 15 Jan 2009

Definitions/Acronyms

AAU: Academic Administrative Unit
EE/PA: Employment Equity/Procedures Assessor
RTP: Renewal, Tenure and Promotion
UCAPT: University Committee on Academic Promotion and Tenure

In this bylaw,
AAU Head includes interim or acting Head
Candidate means faculty member under consideration for renewal of contract, tenure or promotion.
Dean includes interim or acting Dean or Associate Dean acting as designate for that year
Scholarship includes research, scholarly and creative activity

1   Preamble

Each AAU Council shall clearly articulate its procedures, criteria and standards for renewal, tenure and promotion, as outlined in Bylaw 22, section 4.

Diversity is to be honoured as integral to the quality of the university's intellectual mission, in both discipline and methodology, and in faculty complement. The principles of employment equity are to be applied widely, including recruitment, appointment, renewal, tenure and promotion processes. Thus, scholarship and teaching in non-traditional areas and methodologies and/or by members of historically disadvantaged groups and/or designated groups are not to be penalized and will be considered equitably. In accordance with the University's Employment Equity and Education policy/program, the designated groups are: aboriginal persons, persons with disabilities, sexual minorities, visible minorities, and women. Each AAU shall institute measures to ensure that its established criteria and standards are applied equitably and do not create barriers for faculty members from designated or disadvantaged groups. The criteria and standards shall also recognize diversity and emerging new and/or non-traditional scholarship and teaching methodologies.

Candidates must meet the criteria and standards for renewal, tenure and promotion, as set out by their AAU(s) and approved by the Faculty (Coordinating) Council and the UCAPT.

2   Application

2.1   This Bylaw shall be given such fair, large and liberal interpretation, construction and application as will best ensure the attainment of its objectives, namely the maintenance of high standards of scholarship, teaching, and service within the University and the effective administration of its AAUs.

2.2   Candidates may follow the AAU criteria and standards in place at the time of their initial appointment or any AAU criteria and standards approved thereafter.

3   Criteria for Renewal of Contract

3.1   Teaching
        3.1.1 A candidate for renewal of contract must have competent teaching ability as demonstrated by such instruments as student evaluations, sample course outlines, a UCAPT teaching dossier, and other

evidence as provided by the candidate. The required statement by the AAU Head must contain a detailed assessment of the candidate's commitment to and ability in teaching.

3.1.2 While the measure of teaching performance may be based primarily upon Senate-approved student evaluations, it must be supplemented by an evaluation by the AAU Renewal, Tenure and Promotion Committee and a report from the AAU Head. The AAU Head's report will be derived from the candidate's performance review and will comment explicitly on the following points:

(i) the candidate's effectiveness in promoting students' academic pursuits and where appropriate stimulating interest in continued study of the discipline;

(ii) the candidate's day-to-day availability to students; and the "demands" placed on him/her by students and the candidate's willingness to assist students outside of formal class hours;

(iii) investigated student complaints;

(iv) unusual patterns of withdrawal from the candidate's classes.

3.2 Scholarship
A candidate for renewal of contract must have demonstrated the potential for competent scholarship. This may take the form of articles published in reputable scholarly journals, invited papers delivered to academic or professional associations, demonstrated ability in creative work, conducting or directing, juried exhibits or performances, peer-evaluated unpublished research deemed by senior colleagues to be of a publishable calibre, and other scholarly activities. The candidate's curriculum vitae and the required statement from the AAU Head must give positive indication that the candidate is likely to continue to maintain or to exceed this level of scholarship.

3.3 Service to the University and to the Community
A candidate for renewal of contract must have demonstrated engagement within the life of the AAU and demonstrated potential for service to the broader University community and/or the academic profession. Contributions to the activities of learned and professional societies and other community services utilizing professional expertise will be taken into account.

4 Criteria for Promotion to Assistant Professor
A candidate for promotion to the rank of Assistant Professor must ordinarily possess the appropriate terminal degree and/or professional registration or certification in his/her field of study. The criteria for promotion to Assistant Professor shall be the same as the criteria for renewal of contract. (see section 3)

5 Criteria for Tenure and Promotion to Associate Professor
The criteria and standards for tenure and for promotion to Associate Professor shall be the same. A single application for tenure and promotion to Associate Professor will be required.

The basis for tenure and promotion to the rank of Associate Professor shall be demonstrated academic excellence in his/her field, as exemplified in teaching and scholarship, and a demonstrated willingness to accept reasonable University responsibilities.

5.1 Teaching
In addition to meeting the criteria and standards for teaching for renewal of contract (see 3.1), the candidate for tenure and promotion to Associate Professor must have demonstrated consistent competent teaching, a commitment to good teaching, which includes classroom teaching, mentoring, and supervision at all levels, and a willingness to be of assistance to students.

The assessment of the candidate's teaching shall be made as described in 3.1.

5.2 Scholarship
In addition to meeting the criteria and standards for scholarship for renewal of contract, the candidate for tenure and promotion to Associate Professor must have achieved significant results through his/her scholarship for which s/he has been largely responsible. Such results must include articles published in reputable scholarly journals, invited papers delivered to academic or professional associations, demonstrated ability in creative work, conducting or directing, juried exhibits or performances, peer-

evaluated unpublished research deemed by senior colleagues to be of a publishable calibre, and other scholarly activities.

Additionally, the AAU Head is required to obtain arms length external evaluations of the quality of the candidate's scholarship as specified in Bylaw 22, sections 5.2.3-5.2.4.

There must be demonstrated evidence that the candidate is likely to continue to maintain or to exceed this level of scholarship based on the candidate's curriculum vitae, the letters from arms length external reviewers (noted above), and the required statement from the AAU Head containing a detailed assessment of the candidate's scholarship.

5.3   Service to the University and to the Community
A candidate for tenure and promotion to Associate Professor must have a demonstrated record of consistent activity within the life of the AAU, and a demonstrated record of service to the broader University community and/or the academic profession. Contributions to the activities of learned and professional societies and other community services utilizing professional expertise will be taken into account.

6   Criteria for Promotion to Professor
Promotion to the rank of Professor will normally be granted if the candidate for such promotion has, in the opinion of his/her peers within the academic community, achieved substantial distinction in his/her field, as exemplified in teaching and scholarship, and demonstrated a willingness to accept reasonable University responsibilities. Though distinction in all areas will not be considered requisite, candidates will be expected to have achieved the levels of performance described below.

Among the following guidelines, teaching and scholarship will be accorded most weight by the UCAPT. The UCAPT will accord weight in individual cases to service when the candidate's service activity is deemed sufficiently significant.

Although promotion to the rank of Professor will rarely if ever be granted on the basis of teaching alone, the UCAPT recognizes that a candidate with a long-standing record of outstanding teaching, including distinguished performance in the classroom and dedication to the welfare of students, constitutes a special case. Even in such cases, it will normally be considered a minimum requirement that some level of peer-reviewed scholarship has been accomplished.

6.1   Teaching
In addition to meeting the criteria and standards for teaching for tenure and promotion to Associate Professor (see 3.1), the candidate must have demonstrated a consistently higher level of competence in teaching than that required for promotion to Associate Professor (see 5.1).

The assessment of the candidate's teaching shall be made as described in 3.1.

6.2   Scholarship
In addition to meeting the criteria and standards for scholarship for tenure and promotion to Associate Professor, the candidate for the rank of Professor must have demonstrated a sustained commitment to his/her scholarship. Such results must include articles published in reputable scholarly journals, invited papers delivered to academic or professional associations, demonstrated ability in creative work, conducting or directing, juried exhibits or performances, peer-evaluated unpublished research deemed by senior colleagues to be of a publishable calibre, and other scholarly activities. Such scholarship must be sufficient in quantity to indicate that the candidate's contribution is widely recognized by academic authorities in his/her field. The candidate should have achieved some measure of national or international recognition.

Additionally, the AAU Head is required to obtain arms length external evaluations of the quality of the candidate's scholarship as specified in Bylaw 22, sections 5.2.3-5.2.4.

There must be demonstrated evidence that the candidate is likely to continue to maintain or to exceed this level of scholarship based on the candidate's curriculum vitae, the letters from arms length external reviewers (noted above), and the required statement from the AAU Head containing a detailed assessment of the candidate's scholarship.

6.3 Service to the University and Community

A candidate for promotion to Professor must have demonstrated leadership in service to the AAU, to the broader University community and/or academic profession. Contributions to the activities of learned and professional societies and other community services utilizing professional expertise will be taken into account.

SENATE BYLAW

Bylaw 20: Types and Terms of Appointments

1.1   <u>Regular appointments</u>

[…]

    (ii)   All regular appointments shall be to one of the following academic ranks: Professorial ranks (Assistant Professor, Associate Professor, Professor); Lecturer; Ancillary Academic Staff appointed as Learning Specialists (ranks I, II, III, IV).

[Moved from Bylaw 23A]

A Lecturer is a full-time member of the faculty who is engaged in independent teaching and/or research. To be eligible for appointment as a Lecturer, a person must possess necessary academic qualifications, have personal characteristics suggestive of teaching ability, and demonstrate an interest and ambition to advance in the academic field. Ordinarily, s/he should hold at least a Master's degree.

An Assistant Professor is a full-time member of the faculty who is engaged in independent teaching and/or research. To be eligible for initial appointment to this rank, a person must ordinarily possess, in addition to the qualifications required for a Lecturer, the terminal degree and/or professional registration or certification appropriate to his/her field of study.

An Associate Professor is a full-time member of the faculty who is engaged in independent teaching and/or research. To be eligible for initial appointment to this rank a person must ordinarily possess the appropriate terminal degree and/or professional registration or certification, substantial and successful experience in teaching and/or demonstrated research or professional accomplishments.

A Professor is a full-time member of the faculty who is engaged in independent teaching and/or research. To be eligible for initial appointment to this rank a person must ordinarily possess the appropriate terminal degree and/or professional registration or certification, distinguished achievements in teaching and/or a wide reputation for scholarship, creative accomplishment, or professional achievement among his/her peers in the academic community, including, but not limited to, his/her peers at this University.

[…]

1.1.1.2   The total probationary period for an assistant professor shall not exceed **six full** years **of employment** at this University. If tenure has not been granted by the end of **six full** years, further reappointment shall be with tenure.

1.1.1.3   ~~The total probationary period for an associate professor shall not exceed four years' service at this University. If tenure has not been granted by the end of four years, further reappointment shall be with tenure.~~

~~1.1.1.4   The total probationary period for a professor shall not exceed three years' service at this University. If tenure has not been granted by the end of three years, further reappointment shall be with tenure.~~

1.1.1b   Appointments with tenure: **All initial regular appointments at the Associate Professor or Professor level shall be with tenure and must meet the University's and AAU's criteria and standards for tenure upon such appointments.**

[…]

2.2.5   Records shall be kept of all the proceedings. **All records and proceedings of the meetings related to appointments shall be held *in camera* and kept strictly confidential.** The AAU/Library Head shall prepare **an** annual report **on each appointment** to the **Office of Human Rights, Equity and Accessibility. The University of Windsor's five designated groups are: aboriginal persons, persons with disabilities, sexual minorities, visible minorities, and women. The reporting format to be used for each appointment is in Appendix A.**

[…]

Appendix A

Format for Annual Reports to the Office of Human Rights, Equity and Accessibility

Position Type/Title (include: rank, tenure status [probationary or limited term], full or part-time, salary)	# of aboriginal persons			# of persons with disabilities			# of sexual minorities			# of visible minorities			# of women		
	applying	short-listed	interviewed	applying	short-listed	interviewed	applying	short-listed	interviewed	applying	short-listed	interviewed	applying	short-listed	interviewed

Table continued:

Position Type/Title (include: rank, tenure status [probationary or limited term], full or part-time, salary)	Total # of designated group applicants (do not double count individuals)*	Total # of all applicants (designated and non-designated)	# of offers made to:		Offer accepted by:	
			Designated group member	Non-designated group member	Designated group member	Non-designated group member

*An applicant may a member of multiple designated groups categories. As such, the sum of the numbers from the first five columns may be greater than the total number designated group members. For the "total number of designated group members" column, each applicant is to be counted only once.