

**NOTICE OF MEETING**

There will be a meeting of the Senate  
**on, Friday, April 12, 2019, at 2:30 p.m.**  
 Room 203 in the Anthony P. Toldo Health Education Centre

**A G E N D A**

<p><b>A CONTINUATION OF THIS MEETING IS SCHEDULED FOR          MONDAY, APRIL 15, 2019 AT 2:30PM IN ROOM 203</b></p>
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- 1 **Approval of Agenda** (Unstarring agenda items)
- 2 **Minutes of the meetings of March 8, 2019** SM190308
- 3 **Business arising from the minutes**
- 4 **Outstanding Business/Action Items**
- 5 **Reports/New Business**
  - 5.1 **Report from the Student Presidents** UWSA-Information  
 (UWSA, GSS, OPUS) GSS-Information  
OPUS-Information
  - 5.2 **Report of the Interim President** Douglas Kneale
  - 5.3 **Report of the Academic Colleague** Philip Dutton
  - 5.4 **Senate Student Caucus** Katherine Quinsey
  - 5.5 **Program Development Committee**
    - \*5.5.1 **Program Course Changes** Greg Chung-Yan-Approval  
Sa190412-5.5.1a-h
      - \*a) **Combined Business and Mathematics Programs**
      - \*b) **Master of Human Kinetics – Minor Program Changes**
      - \*c) **Master of Laws (LLM) – Minor Program Changes**
      - \*d) **Chemistry – New Course Proposal**
      - \*e) **English – New Course Proposal**
      - \*f) **Philosophy New Course Proposal**
      - \*g) **Combined Business and Economics Programs**
      - \*h) **Combined Business and Computer Science Programs**
  - 5.6 **Academic Policy Committee**
    - 5.6.1 **University Budget 2019-1920– Tuition Fees** Antonio Rossini -Information  
 5.6.1.1 **Academic Policy Committee Comments** Antonio Rossini –Information

- |              |  |  |
|--------------|--|--|
| <b>5.6.2</b> | <b>Internationalization Annual Report</b>                | <b>Antonio Rossini-Information</b><br>Sa190412-5.6.2 |
| <b>5.6.3</b> | <b>Policy on Course Numbering</b>                        | <b>Antonio Rossini-Approval</b><br>Sa190412-5.6.3    |
| <b>5.7</b>   | <b>Senate Governance Committee</b>                       | <b>Douglas Kneale</b>                                |
| <b>5.8</b>   | <b>Committee Membership</b>                              |  |
|              | <b>*5.8.1 UCAPT</b>                                      | <b>Douglas Kneale-Information</b><br>Sa190412-5.8.1  |
|              | <b>*5.8.2 Senate</b>                                     | <b>Douglas Kneale-Information</b><br>Sa190412-5.8.2  |
| <b>5.9</b>   | <b>Report of the Provost</b>                             | <b>Jeffrey Berryman-Information</b><br>Sa190412-5.9  |
| <b>5.10</b>  | <b>Report of Vice-President, Research and Innovation</b> | <b>K W Michael Siu</b>                               |
| <b>6</b>     | <b>Question Period/Other Business</b>                    |  |
| <b>7</b>     | <b>Adjournment</b>                                       |  |

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

**University of Windsor  
Senate**

**\*5.5.1a: Combined Business and Mathematics Programs**

**Item for: Approval**

**Forwarded by: Program Development Committee**

**MOTION: That the degree requirements for the Bachelor of Commerce (Honours Business Administration and Mathematics) (with/without Thesis); the Bachelor of Commerce (Business Administration and Mathematics) with Specialization in Supply Chain and Business Analytics (with/without Thesis); and Bachelor of Commerce (Honours Business Administration and Mathematics) with Specialization in Finance (with/without Thesis) be changed and that the changes be applied retroactively in accordance with the program/course change forms.\***

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

**Rationale/Approvals:**

- The proposed changes have been approved by the Odette School of Business Council, the Mathematics and Statistics Council, the Science Program Development Committee and the Program Development Committee.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the March 25, 2019 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.2 .

**University of Windsor  
Senate**

\*5.5.1b:           **Master of Human Kinetics – Minor Program Changes**

Item for:           **Approval**

Forwarded by:     **Program Development Committee**

**MOTION: That the degree requirements for the Master of Human Kinetics program be changed according to the program/course change forms\*.**

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

**Rationale/Approvals**

- The proposal has been approved by the Faculty of Human Kinetics Council, the Faculty of Graduate Studies Council and the Program Development Committee
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the March 25, 2019 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.4 .

University of Windsor  
Senate

\*5.5.1c:           **Master of Laws LLM – Minor Program Changes**

Item for:           **Approval**

Forwarded by:   **Program Development Committee**

**MOTION: That the two-year LLM with Certificate in University Teaching and Learning program be renamed to *LLM two-year Teaching Stream* and that the admission requirements for the LLM program be changed according to the program/course change forms\*.**

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

**Rationale/Approvals**

- The proposal has been approved by the Faculty of Law Council, the Faculty of Graduate Studies Council and the Program Development Committee
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the March 25, 2019 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.5.

**University of Windsor  
Senate**

\*5.5.1d:           **Chemistry – New Course Proposal**

Item For:           **Approval**

Forwarded by:      **Program Development Committee**

**MOTION:   That the following course addition be made:\***  
                          **CHEM-1003: Alchemy to Chemistry: Science Through the Ages**

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

**Rationale/Approvals:**

- The proposed changes have been approved by the Department of Chemistry and Biochemistry Council and the Science Program Development Committee.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the March 25, 2019 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.6 .

**University of Windsor  
Senate**

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

Item For:           **Approval**

Forwarded by:      **Program Development Committee**

**MOTION:           That the following course addition be made:\***  
**ENGL-3330 Indigenous Literature of Turtle Island**

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

**Rationale/Approvals:**

- The proposed changes have been approved by the Department of English Council, the Faculty of Arts, Humanities and Social Sciences Coordinating Council and the Program Development Committee.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the March 25, 2019 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.7 .

**University of Windsor  
Senate**

\*5.5.1f:           **Philosophy – New Course Proposal**

Item for:           **Approval**

Forwarded by:   **Program Development Committee**

**MOTION:   That the following course addition be made:\***  
                  **PHIL 2300 Indigenous Philosophy of the Americas**

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

**Rationale/Approvals:**

- The proposed changes have been approved by the Department of Philosophy Council and the Faculty of Arts and Social Sciences Coordinating Council and the Program Development Committee.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the March 25, 2019 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.8 .



**University of Windsor  
Senate**

\*5.5.1g: **Combined Business and Economics Programs**

Item For: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the Specializations in Accounting, Human Resources, Finance, Supply Chain and Business Analytics, Marketing and Strategy, and Entrepreneurship be approved for the Bachelor of Commerce (Honours Business Administration and Economics) programs.\***

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

**Rationale/Approvals:**

- The proposed changes have been approved by the Odette School of Business Council, the Economics Council, the Science Program Development Committee and the Program Development Committee.
- This proposal makes the specializations available to the students of the combined Bachelor of Commerce (Honours Business Administration and Economics) with or without thesis.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the March 25, 2019 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.1 .

**University of Windsor  
Senate**

\*5.5.1h: **Combined Business and Computer Science Programs**

Item For: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the degree requirement changes for the Bachelor of Commerce (Honours Business Administration and Computer Science) <sup>†</sup> with or without thesis and with or without Co-operative Education programs be approved according to the program/course change forms.\***

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

**†Programs:**

1. *Bachelor of Commerce (Honours Business Administration and Computer Science) with or without thesis and with or without Co-operative Education*
2. *Bachelor of Commerce (Honours Business Administration and Computer Science) specialization in Accounting with or without thesis and with or without Co-operative Education*
3. *Bachelor of Commerce (Honours Business Administration and Computer Science) specialization in Human Resources with or without thesis and with or without Co-operative Education*
4. *Bachelor of Commerce (Honours Business Administration and Computer Science) specialization in Finance with or without thesis and with or without Co-operative Education*
5. *Bachelor of Commerce (Honours Business Administration and Computer Science) specialization in Supply Chain and Business Analytics with or without thesis and with or without Co-operative Education*
6. *Bachelor of Commerce (Honours Business Administration and Computer Science) specialization in Marketing with or without thesis and with or without Co-operative Education*
7. *Bachelor of Commerce (Honours Business Administration and Computer Science) specialization in Strategy and Entrepreneurship with or without thesis and with or without Co-operative Education*

**Rationale/Approvals:**

- The proposed changes have been approved by the Odette School of Business Council, the School of Computer Science Council and the Science Program Development Committee.
- This proposal makes the specializations available to the students of the combined Bachelor of Commerce (Honours Business Administration and Computer Science) with or without thesis and with or without co-op.
- Supporting documentation on the proposed changes can be accessed by contacting the University Secretariat at ext. 3317, or through the March 25, 2019 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5. 1.

**University of Windsor  
Senate**

5.6.2: **Internationalization Annual Report**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

*\*see attached*

## Annual Reporting to the Academic Policy Committee 2017/18 - Internationalization

### 1. Executive Summary

#### A. Introduction

Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspective throughout the teaching, research, and service missions of higher education. It shapes the institutional ethos and values and touches the entire higher education enterprise (Hudzik 2011).

During 2017/18, the Office of the Vice-Provost, International Development (VP-ID) continued to act as a steward for the University of Windsor's comprehensive internationalization efforts; however, as of June 1<sup>st</sup>, 2018 the VP-ID office was dissolved and responsibility transferred to the newly created Office of the Associate Vice-President Enrolment Management (AVP-EM) with the AVP-EM assuming the responsibilities as the University's Senior International Officer (SIO) and charged with leading and facilitating our comprehensive internationalization efforts.

Comprehensive internationalization impacts all aspect of campus life and is framed by our external relationships, frames of reference, partnerships, and relations. It can include the following key activities: academic and student mobility; cross-cultural learning; and, development of institutional partnerships and networks.

As such, we attempt to report on a broad selection of international activities to show internationalization as an institutional imperative, not just a desired possibility. The global reconfiguration of economies, systems of trade, research, communications, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization to ensure we prepare graduate, our community, and society for the future.

2017/18 was a productive year in terms of internationalization activities, including those related to recruitment, collaborations, and engagement. This report summarizes these activities.

#### B. Goals and Objectives of Reporting Year

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

#### C. Successes

##### **Academic and student mobility:**

1. The University continues to have a presence at a broad range of marketing and promotional activities across the globe to **increase awareness** of the institution, showcase high-quality program offerings, and demonstrate international support services available to all our students. The most effective marketing strategy for the University of Windsor is **event-based marketing**, involving direct interaction between university representatives and potential students. In support of this strategy, the University of Windsor participated in 32 recruitment events in 19 different countries in 2017/18.
2. Recognizing that international students learn about universities primarily online, we have engaged multiple international marketing firms to provide **online international student recruitment** solutions to increase student prospects and enrollments while diversifying the existing student body for pre-university, bachelors, masters, and study abroad students.

- In collaboration with **Manchester Metropolitan University**, UK, the University of Windsor was awarded € 104,000 of funding over 2 years. The program provides funding for bilateral student, faculty, and staff mobility between the respective institutions. Mobility will begin in 2018/19.
- With an increased emphasis on undergraduate recruitment, we continue to **collaborate with local school boards** (K-12) to welcome international high school students on campus. Spring campus tours for Grade 11 and Fall campus tours for Grade 12 students were held successfully for international students attending Windsor-Essex Boards of Education.
- We continue to use an extensive network of highly qualified and vetted representatives (“agents”) to act as extension to our recruitment efforts by promoting of the University of Windsor’s academic programs globally.

In 2017/18, we contracted 7 new **third-party educational representatives** bringing the total agent network to 177. We continue to have representation in the majority of sending/source countries.

- In an effort to increase conversion, the **International Student Ambassador Program** continued. This program sees trained International Student Ambassadors connect with applicants to share their own stories and experiences to help facilitate the application process.

In 2017/18, the International Student Ambassadors conducted over 12,300 distinct individuals.

- For Fall 2017, the University of Windsor enrolled the following number of international students:

International Student Type	NEW Students	Total Head Count
<b>Undergraduate</b>	<b>130</b>	<b>819</b> (of 10,542; 7.8%)
<b>Masters</b>	<b>664</b>	<b>2,174</b> (of 3,536; 61.4%)
<b>Doctoral</b>	<b>13</b>	

\* - per “USIS Historical Comparative Reporter by Academic Level” (OIA, 2018)

Country of Origin	UGrad		Grad		Head Count
	FT	PT	FT	PT	
<b>India</b>	59	7	1199	-	1,265
<b>China</b>	347	91	619	-	1,057
<b>Nigeria</b>	132	25	70	0	227
<b>Saudi Arabia</b>	48	6	21	-	75
<b>Bangladesh</b>	12	2	44	-	58
<b>United States</b>	25	4	28	1	58
<b>Iran</b>	1	1	48	-	50
<b>Pakistan</b>	16	2	20	-	38
<b>Ghana</b>	-	-	9	-	30
<b>United Arab Emirates</b>	14	6	3	-	23
<b>All other countries</b>	165	28	113	1	307

\* - per “SIS Historical Geographic Origin, by Country” (OIA, 2018)

- For over 15 years, the Center for English Language Development’s (CELD) **English Language Improvement Program (ELIP)** has enhanced English proficiency for students required to meet language proficiency requirements for academic admission. Over the last year, the curriculum has been further strengthened in its alignment with Common European Framework of Reference Languages (CEFR) to meet the international standard for describing language ability.

In 2017/18, 706 students participated in ELIP during which 456 successfully completed the program advancing into undergraduate (25%) and graduate studies (75%) with the remaining continuing in the program (i.e., undertaking subsequent levels).

Additional information on the efforts undertaken by the Centre for English Language Development’s (CELD) can be found in Appendix A.

9. The **Office of Experiential Learning and Co-operative Education & Workplace Partnerships** expanded the number of International Work Integrated Learning opportunities for co-op students sending 65 students to a wide range of countries, including Germany, India, China, and Japan.
10. The **International Student Centre (ISC)** is the hub of international student and scholar support on campus, including overseeing student mobility programs and delivery of immigration support. In 2017/18, 71 students participated in an out-bound exchange opportunity with UWindsor welcoming 85 in-bound students from partner institutions. In addition, 5 UWindsor students participated in the Ontario/Rhône-Alpes (France) and the Ontario/Baden-Württemberg (Germany) and Ontario Jiangsu (China) summer language programs.

Additional information on the efforts undertaken by the ISC can be found in Appendix B.

11. In 2017/18, Global Affairs Canada launched its Student Exchange Program (SEP) for Latin American and Caribbean citizens wishing to study, to conduct research or to undertake professional development in Canada. The University of Windsor submitted seven eligible applications and was awarded funding for five exchange scholarships at a value of \$50,000.

A listing of participants, home institution, and program details can be found in Appendix C.

### **Development of Institutional partnerships and networks:**

12. Over 20 new institutional agreements were negotiated, fully approved and executed for implementation in 2017/18 (see Appendix D).
13. We coordinated and hosted several delegation visits to campus as well as signing ceremonies at the University of Windsor.

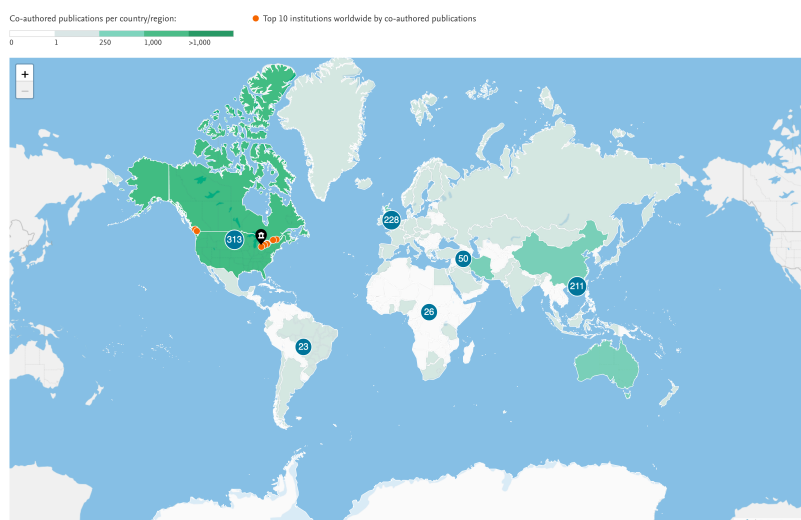
A partial listing of institutions and delegates can be found in Appendix E.

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

Additional information on the University of Windsor's global ranks can be found Appendix F.

15. The **Office of Research & Innovation Service (ORIS)** continue to support international research projects, such as Dr. Shijing Xu's Canada China Reciprocal Learning Program, GLIER Collaboration in China with Water Science led by Drs. Hugh MacIsaac and Mike MacKay.

According to SciVal, UWindsor faculty collaborated with 851 international institutions and co-authored 1,342 publications between 2015 – 17.



16. The Office of the Associate Vice-Provost, International Cooperation has been instrumental in building successful collaborations between the University of Windsor and institutions primarily located in China.

Additional information on the efforts undertaken by their office can be found in Appendix G.

### **Cross-cultural learning:**

17. In partnership with the **Centre for Teaching and Learning** (CTL) ran multiple programs to promote the inclusion of an international, intercultural, and global perspective into the teaching practice of our faculty, including involvement in international societies, hosting visiting fellows, facilitating workshops by international practitioners, and curriculum development initiatives.

Additional information on the efforts undertaken by the CTL can be found in Appendix H.

#### D. Challenges

We continue to operate with a limited budget, small staff complement and competing priorities, thus, reducing the number of initiatives underway at any given time. However, we continue to collaborate with other areas (or Faculties) and secure external funding to further internationalize the University.

At a macro level, the University of Windsor faces challenges that are outside of the institution's control, such as increased global competition, visa denials, and limited growth/opportunities. These realities require the institution to adapt its recruitment strategy and make further investments in promoting the institution abroad.

At a micro level, inequitable inbound international student mobility continues to place pressure on some faculties (i.e., Faculty of Graduate Studies) and disciplines (i.e., STEM) more than others. UWindsor, like other Canadian Higher Educational Institutions (HEIs), faces financial and credit risks associated to the lack of diversity in our international student body with a vast majority of students originating from India, China, Nigeria, etc. In addition, English language training enrolment has decreased over time as incoming students are either meeting language proficiency requirements prior to their admission and/or academic programs no longer considering English language learners as "competitive" (i.e, rejecting students with an IELTS 5.5) vs. conditionally admitting into ELIP.

## 2. Report

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

#### **1. Provide an exceptional and supportive undergraduate experience**

- Facilitate recruitment, conversion, and successful transition into all undergraduate programs
- Provide pathway programs to enable access to high quality undergraduate education
- Establish a system to enable Faculties to communicate to students how an international experience can be incorporated into their degree
- Increase student participation in mobility programs
- Enhance supports available to international students to ensure that they have a rich learning and cultural experience
- Promote articulation programs

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

- Facilitate the exchange of scholars (professors, advanced graduate fellows, and/or researchers), professional staff members, and students for study and research at international partner institutions
- Promote the exchange of research materials and information between collaborating international institutions
- Promotion joint research activities, seminars, and academic meetings in the fields of interest between collaborating international institutions

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

- Facilitate opportunities for both academic and non-academic staff to participate in mobility programs, such as ERASMUS+, etc.

### **4. Engage Windsor-Essex community**

- Build partnerships within the community to increase awareness of Windsor-Essex as a study destination and pathways to the University's programs and services
- Build partnership with the Windsor-Essex Catholic and Public-School Boards to capture international students graduating from local school boards

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

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

## **B. Future Actions/Initiatives**

1. Implement a new **International Mobility Management** system to enable the collection, collaboration, and management of mobility activity from across the institution in one place, online; thereby, making a better experience for students and staff, reducing administration, making the international office more effective and efficient, creating more time to focus on what matters most – the student.
2. Implement a new **International Partnership Management** system to record partner relations in one place, online in a purpose-built CRM to better manage agreements, renewals and interactions that can be accessed across the University. It will enable us to promote and nurture our international presence to both internal stakeholders and new potential partners and report on international relations to help achieve our internationalization goals.
3. A core element of university's internationalization efforts is building, cultivating and maintaining relationships with international organizations to expand networks and increase impact, but are they strategic? As such, we propose to create an **International Partnership Assessment Rating System** (IPARS) to assess existing university partnerships (i.e., academic programs and collaborations, mobility programs and research collaborations), identify top partners in each country, develop strategic partnerships, and decide whether to re-engage a stalled partnership, or eliminate it. This system would enable UWindsor to ensure that we are entering into agreements that advance our international goals and vision. Rubrics will be determined through consultation with senior executive leaders, Faculty associate deans and International Office staff to ensure creation of a comprehensive system.
4. Work on a process of developing an **Internationalization Strategy** for the University – one that will draw heavily upon the experience and expertise of the University community. The process of creating the strategy would involve four stages: (1) Consultation with key stakeholders; (2) Release of an Internationalization Discussion Paper; (3) Community-wide consultation process; and (4) Launch Internationalization Strategy.
5. International recruitment has moved from the former Office of the Vice-Provost International Development into Student Recruitment. As such, future action needs to be undertaken to evaluate current practice for the recruitment of both domestic and international students, identify shared activities, possible areas of synergy and address any duplication of efforts.



6. In efforts to diversify our international student population, proactively manage global risks, and adopt effective practice, undertake a review of existing **international recruitment and admissions practices**, associated allocation of resources and to provide feedback on how to improve effectiveness of institutional efforts with the goal of developin of a comprehensive International Recruitment Strategy for the next 3 – 5 years.
7. Ad hoc comments suggest academically eligible students are not being consider for pathway entry into the University’s English Language Improvement Program. As such, further investigate the academic success of students who meet language proficiency by successfully completing ELIP and rejection rationale provided for additional language learners.

C. Recommendations for Senate consideration (if any)

Internationalization is defined by Knight (2003) as “the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society”.

As such, it would be beneficial if PDC form and UWinsite Student could include a method to identify and articulate how the course(s)/degree learning outcomes builds an international, intercultural or global dimension within the curriculum, if applicable.

This recommendation is supported by the University of Windsor’s Strategic Plan “Thinking Forward... Taking Action (2010), which articulates the desire to “*promote international engagement through student recruitment, student and faculty exchanges, and partnerships that complement our teaching and research strengths*”.

**References:**

Hudzik, J. K. (2011). Comprehensive internationalization. From concept to action. Washington, DC, NAFSA: Association of International Educators.

Knight, J. (2003). "Updated definition of internationalization." International Higher Education **33**: 2-3.



### 2017/18 -- Internationalization Report – Highlights and new programming

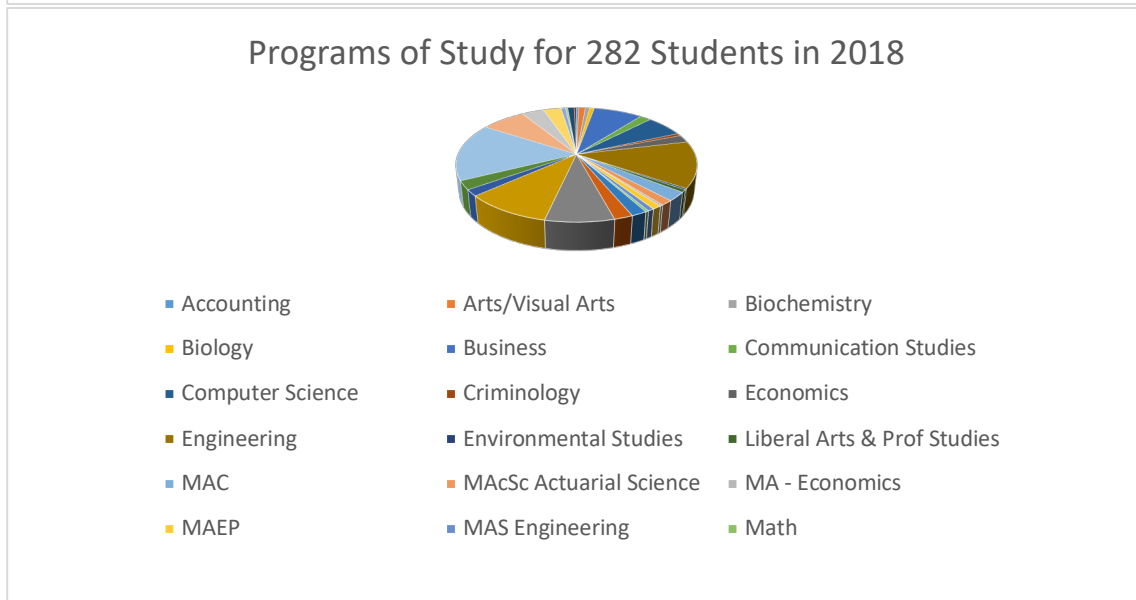
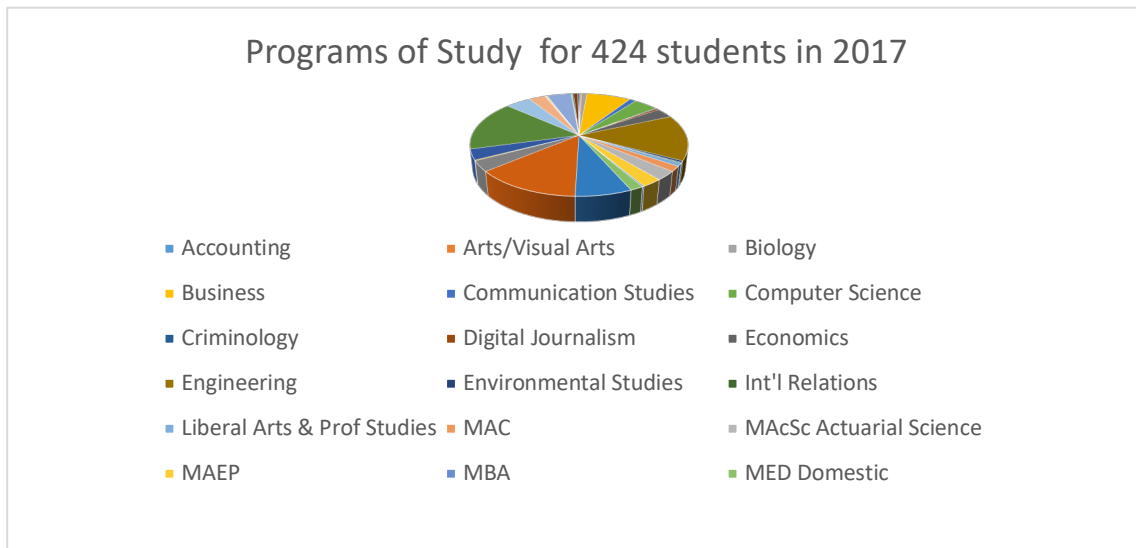
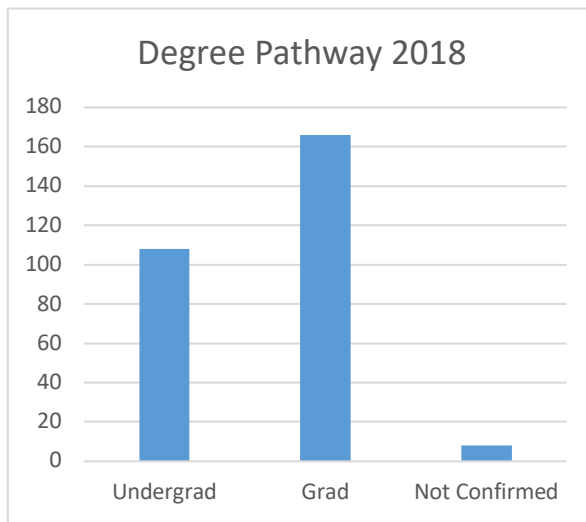
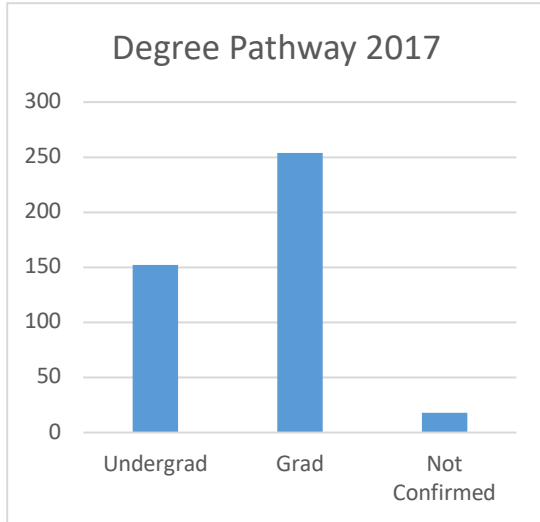
#### English Language Improvement

For over 15 years, the English Language Improvement Program has enhanced English proficiency for students required to meet language proficiency requirements for academic admission. Over the last year, the curriculum has been further strengthened in its alignment with Common European Framework of Reference Languages (CEFR) to meet the international standard for describing language ability. Two key objectives in aligning English language outcomes with the CEFR are: a. to enhance quality and success in learning, teaching and assessment; and b. facilitate transparency in the comparability of certifications. These are important steps to engage in global communication of learning objectives and outcomes.

With 706 students participating in various levels of the program in 2017/18, the Centre for English Language Development (CELD) successfully graduated 456 students through the ELIP pathway; 70% of which went into graduate programming with the remaining 30% advancing to undergraduate studies.

Unfortunately, the university has suffered a significant decline in its ESL enrollment during this time period with numbers in 2017 reaching 424 (unique registrants) students dropping to 282 students by 2018. This is concerning as ESL enrollment has increased across the board amongst our peers in Canada. Reasons for the decline are impacted by the significant transitions that have taken place with U of Windsor's international outreach and recruitment strategy as well as new admission systems and processes that have made Windsor less responsive for conditional offers involving language. Our admission process is not seamless and due to the competitive arena that we find ourselves in, we need to respond to this. Reviewing the admission pipeline and collaborating with campus stakeholders to effectively use the new technical resources we've invested in will hopefully reverse this alarming downward trend.

We've also seen a significant shift in our ELIP student demographic with the majority of students heading into graduate studies. This is a unique feature for Windsor as most institutions yield a much larger intake of students bound for undergraduate students.



## World Student Day

Students from the English Language Improvement program took part, for the second time, in the annual World Student Day celebration on July 20, 2018. This Languages Canada event celebrated international language students from coast-to-coast, bringing together over 8,000 international language students from all over the world in recognition of their impact on the community and province where they study. The event brought together the collaborative efforts from the Office of the President, Office of Student Experience, International Student Centre, Office of Student Recruitment, Alumni Affairs and the Office of Continuing Education in thanking international language students for choosing Canada, Windsor and for the program in which they are enrolled at UWindsor.



## Internships with Faculty of Education

The Centre for English Language Development hosted three students in the International Master of Education program to complete their internship requirement. The project objective was to investigate international students' social adjustment challenges when studying in Canada. Three overarching project questions were identified in guiding the project: a. what does the literature indicate about international students' social adjustment challenges; b. what key components should be included in a social adjustment support program; and c. what can be learned from current social adjustment program models? The students reported on programing considerations including, but not exclusive to: English language support, mental health needs, cross-cultural communication, academic portal/search engines and inclusion of out-of-school knowledge in course discussions.

## Mind Flow

Mind Flow is a unique feature of ELIP that was launched to support student mental health and well-being. Mind Flow is designed to provide students with relaxation techniques applicable to any area of life. It is implemented in 30 minute sessions weekly to all students studying in ELIP.



### **Technical Writing Series**

The Technical Writing Series workshop aims to help individuals become familiar with the writing expectations in a high tech world and has been opened to undergraduate and graduate students in all academic streams, as well as, to professionals. The Series is delivered through in-person, guided interactive learning with hands on activities. Workshops focus on key topics including: understanding the characteristics of effective technical writing; recognizing report vs. essay features; identifying common writing and citation spots; and applying revising and editing strategies.

### **Internationally Educated Nurses (IEN)**

In collaboration with the school of Nursing and the Consortium of York University, Trent and Ryerson universities, this program is designed for internationally educated nurses to address competency gaps that have been identified by the College of Nurses of Ontario. Comprised of six competency-based courses, this program aims to prepare nursing professionals to become a Registered Nurse (RN) in Ontario. To date, 11 students have participated.

### **Pre-Graduate preparation program – MEd**

Designed for international educators, this workshop series aims to enhance required knowledge bases for students pursuing graduate level study in Education. Students in this workshop series gain a deeper understanding of the many facets of Ontario's education system.

## Appendix B: International Student Centre (2017/18)

### International Student Centre (ISC) Academic Policy Committee Report Period -May 1, 2017 to April 30, 2018

- International Student Exchange numbers incoming 85 students and outgoing 76 students.
- The International Exchange program supported 5 students who participated in summer language programs via The Ontario/Rhône-Alpes and the Ontario/Baden-Württemberg (OBW) and Ontario Jiangsu (OJS) in Summer 2017. The ORA, OBW and OJS pertain to regions in France, Germany and China respectively.
- New marketing initiatives were implemented with the intent of growing the number of incoming and outgoing exchange students. A poster campaign (paper, social media and light boxes) highlighted the facts and myths of studying on exchange with engaging photos of actual students on exchange including personal testimonials of how their experiences enhanced their growth. Faculty champions continue to be supportive in providing information to students within specific departments. We continue to work with the Office of Enrolment Management to seek new partners to enhance the collection of destinations. We anticipate that these initiatives implemented late in this reporting year will continue to bear favourably in the next reporting year.
- The ISC continues to support over 4,000 international students with only one certified immigration consultant who carries additional responsibility for organizing all orientation programming.
- Enhancements to a variety of orientation programs for new students were implemented. In particular, the ISC began to offer Facebook live predeparture orientation sessions to prepare students for studying in Canada.
- The former email listserv (WISEL) was retired and a new, more robust Blackboard communication system was set up to keep students informed of community announcements and events in the ISC and across campus. Blackboard is also used to store a wide range of resources online for 24/7 access by students. Through Blackboard, the ISC implemented the virtual classrooms to provide various webinars, online Q&As and customized appointments to provides better service to students who can't visit the ISC physically due to their placements, health conditions or travel plans. Traditional drop-in hours have been replaced by online Q&As through Blackboard's virtual classroom. More than 200 students were served through the virtual classrooms. To create additional efficiencies, a series of templates was created to assist students looking to update their immigration documents or submit health insurance claims in a more self-service manner. Students can still book mySuccess appointments for face to face meetings.
- Various workshops have been expanded to help students with their study permits, entry visas, and work permits. In total, 39 immigration and visa workshops were conducted by the ISC during the 2017-2018 academic year and more than 2600 students attended them.
- In partnership with the Student Counselling Centre, the ISC assisted with the launch and ongoing promotion of the Keep Me Safe (KMS) app. KMS provides 24/7 mental health support and resources to international students in a variety of languages. The ISC also worked to inform faculty and staff about this resource to support international students.
- The ISC continued to work closely with campus community partners to plan events and activities that are appealing to international students and engaged them in the campus community. Events included: Skate the Date, a bus trip to the Lancer Men's Hockey game, World Student Day and the Canada Day party. The ISC Nursing students planned several activities including a healthy food preparation demonstration, and workshops on sexual health, marijuana, KMS, Landlord Tenant rights and responsibilities and more.

- The ISC conducted Cross-Cultural training for 12 Peer Advisors from Career Development and Experiential Learning. The training helped the peer advisors provide better cultural understanding and supports to the international students who came to Career Development and Experiential Learning for career advices.



**Appendix C: Global Affairs Sponsored Student Exchange Participants (2017/18)**

<b>First Name</b>	<b>Country</b>	<b>Home Institution</b>	<b>Canadian Supervisor</b>	<b>Program</b>	<b>Component</b>	<b>Amount</b>
Angelica Nascimento de Oliveira	Brazil	Universidade de Brasília	Catherine Kwantes	Emerging Leaders in the Americas Program	Graduate - five to six months	\$10,000
Jonathan Jones dos Santos Pereira			Chung-Hsing (Ben) Kuo		Graduate - five to six months	\$10,000
Marina Furlan Carnio	Brazil	Universidade Estadual Paulista - UNESP	EXCHANGE		College/Undergraduate - four months or one academic term	\$7,500
Catalina Verónica Pinto Muñoz	Chile	Universidad de Santiago de Chile	EXCHANGE	Canada-Chile Leadership Exchange Scholarships Program	College/Undergraduate - four months or one academic term	\$7,500
Kareem Maleke Powell	Jamaica	The University of the West Indies - Mona	EXCHANGE	Canada-CARICOM Leadership Scholarships Program	College/Undergraduate - two academic terms	\$15,000

**Appendix D: International agreements signed within 2017/18, by Agreement Type**

<b>Company</b>	<b>Country</b>
<b>Memorandum of Understanding (MOU)</b>	
Central University of Finance and Economics (CUFE)	China
EWHA Woman's University	South Korea
HAN University of Applied Sciences (Hogeschool van Arnhem en Nijmegen)	Netherlands
IHECS (Institut des Hautes Etudes des Communications Sociales)	Belgium
Jonkoping University	Sweden
National Chengchi University	Taiwan
Southwest University of Science and Technology	China
Southwest University	U.S.
University of Electronic Science and Technology (UESTC)	China
Yunnan University	China
<b>Funding Agreement</b>	
Global Network in Strategic Health Sector Supply Chain Innovation	Canada
Department of Foreign Affairs and International Trade Canada (DFAIT)	Canada
<b>Student Exchange Agreement</b>	
HAN University of Applied Sciences (Hogeschool van Arnhem en Nijmegen)	Netherlands
Manchester Metropolitan University	United Kingdom
Right to Information Commission of Sri Lanka	Sri Lanka
University of Strasbourg	France
<b>Cooperative Degree Agreement</b>	
Ontario Council on Articulation and Transfer (ONCAT)	Canada
Joule Inc.	U.S.
<b>Trademark and Copyright Sublicence Contract</b>	
Corporation of the Council of Ministers of Education of Canada (CCMEC)	Canada
<b>International Dual Degree Agreement</b>	
Politecnico di Torino	Italy

**Appendix E:** Listing of International Delegates who visited the University of Windsor in 2017/18.

<b>Organization</b>	<b>Delegate(s)</b>	<b>Date</b>
<b>IDP (Canada)</b>	Rita Chen	June 23, 2017
<b>Toyo University (Japan)</b>	Tomomi Makino	August 2, 2017
<b>Beijing Prepare Education &amp; Technology (China)</b>	Leo Zhou Liu Yanbei	September 22, 2017
<b>IDP (Canada)</b>	Rahul Kumar Seema Sethi	November 13, 2017
<b>Super Nova School (Pakistan)</b>	Ayesha Khan	January 3, 2018
<b>Manchester Metropolitan University (UK)</b>	Dr. Rebecca Lawthom	February 21, 2018
<b>Hotcourses</b>	Lexie Axel-Berg	April 5, 2018

**Important Note:** *As many international delegate visits are coordinated at the Faculty or AAU level this listing above only reflects a partial list of organization and delegates which visited campus during the reporting period.*

**Appendix F: Rankings**

**QS World University Rankings**

2016  
# 651 - 700

2017  
# 651 - 700

**Times Higher Education (THE) World University Rankings**

2016  
Did not participate

2017  
# 601 - 800



# INTERNATIONALIZATION REPORT

Dr. Diana Kao

Associate Vice-Provost, International Cooperation

## International Collaborations

### International Agreements

The following new agreements have been signed during January, 2018 to February, 2019:

Effective Date	Years	Institution	Coun	Agreement Type
February 8, 2018	5	National Chengchi University	China	General MOU
February 8, 2018	5	National Chengchi University	China	Exchange and Study Aboard Agreement
April 5, 2018	5	Hohai University	China	General MOU
June 14, 2018	5	Haitian Group	China	General MOU
October 27, 2018	5	Shanghai University of Engineering Science	China	Agreement on International Cooperation
October 27, 2018	5	Shanghai University of Engineering Science	China	Agreement on Student Exchange Program

## International Delegations

The following include the international delegations hosted by the OFFICE OF INTERNATIONAL COOPERATION. The visits were intended to initiate discussions regarding future partnerships or to sign new agreements.

### National Taiwan University of Sport

Institution Overview	National Taiwan University of Sport (NTUS), established on June 12, 1961, is located in the downtown area in Taichung, the largest city in central Taiwan. NTUS aims to an international, holistic, and dedicated learning environment. The learning and research in NTUS combine both basic and applied sciences to meet the needs in the global society. While developing these professional capabilities, NTUS also emphasizes the nurture of mind and character.
Delegates (March 12, 2018)	Dr. Chen-Kang Chang - Vice-President Dr. Szu-Ching Chang - Assistant Professor, Department of Dance Ms. Yea-Chen Wu - Lecturer, Department of Dance
Country	Taiwan, China
Visit Details	The meetings were held with Dr. Michael Khan - Dean, Faculty of Human Kinetics and Dr. Vincent Georgie - Director, School of Creative Arts separately. The delegation was given a tour of School of Creative Arts.
Outcome	The visit identified areas of cooperation, including exchange of coaches and collaborations with SoCA.

## Consulate-General of Japan in Toronto

Institution Overview	The Consulate-General of Japan in Toronto is the Japanese diplomatic mission responsible for overseeing the relationship between Japan and Ontario. A branch of the Japanese Ministry of Foreign Affairs, the Consulate-General functions as the window to the Government of Japan to both Japanese nationals living in Ontario and Canadians who wish to do business with Japan or visit or simply learn more about the country. In addition, the Consulate-General is the link between Japan and the Government of Ontario, as well as the province's business and cultural communities.
Delegates (October 30, 2017)	Ms. Takako Ito - Consul-General Mr. Atsushi Kato
Country	Toronto, Canada
Visit Details	The meeting was held with the president, Provost and Vice - President, Academic, Vice-President, Research and Innovation, Dean of Faculty of Education, Dean of Odette School of Business. The delegation given an presentation to MBA students at Odette.
Outcome	The visit provided for an initial discussion regarding areas of cooperation for UW in Japan. This meeting led to a follow-up visit of Dr. Kao and Dean Khan to two universities in Japan: Nippon Sport Science University and Tama University. Dr. Kao also visited the city of Fujisawa, Windsor's sister city. Currently, UW and Nippon Sport Science University is co-designing a short-term summer student exchange program.



## Guizhou University

### Institution Overview

Founded in 1902, Guizhou University (GZU) has a long history and a profound culture. Located along the picturesque Huaxi River, GZU is one of the key “211 Project” universities, “14 National Key Construction Universities in the Central and West Region of China” and a member of “One Top University, One Province” Project. GZU covers a total area of 407.844 hectares. The university consists of 40 colleges, covering 12 branches of learning including philosophy, economics, laws, liberal arts, history, education, science, engineering, agriculture, administration, art as well as medicine. The university has 1 world-class construction discipline, 1 state-level key discipline, five national first-class construction disciplines, one regional first-class construction discipline and 23 featured provincial disciplines.

### Delegates (September 18, 2018)

Ms. Yiping He – Director, Office of Laboratories and Equipments Management  
Mr. Feng He – Vice Dean, College of Mechanical Engineering  
Ms. Ting Wang – Vice Dean, College of Management  
Mr. Bin Zhou – Section Chief, Office of International Relation

### Country

China

### Visit Details

The delegation discussed possible collaborations with Dr. Diana Kao, Associate Vice – Provost, International Cooperation. The delegation was given a tour of School of Engineering and Odette School of Business. Dr. Kao held a business lunch.

### Outcome

The visit provided for an initial discussion regarding possible areas of collaboration.





Huayang International Capital Holding & China Auto Parts & Accessories Corp.

Institution Overview	<p>Huayang International Capital Holding Ltd is a wholly owned subsidiary of Huayang Group. It is the North America platform company for China Huayang's 'Going Global' implementation.</p> <p>Huayang International Capital Holding invested Canada-China Aging Industry Development Inc. (CCAD). CCAD is headquartered in Toronto, Canada. The company is committed to establishing a platform for the integration of the aging industry in China and Canada and hopes to promote exchanges and cooperation between the two governments, enterprises and related industries.</p> <p>China Auto Parts &amp; Accessories Corp. (CAPAC), founded in 1983, is a leading integrated service supplier corporation in auto part industry. CAPAC is committed to exploiting domestic and overseas auto part markets and mainly engaged in the fields of auto part production, the accessory supply for domestic auto assembly companies, and the agent service for international brands and international purchases.</p> <p>CAPAC possesses more than ten production bases throughout China, which produce CAPAC brand auto part series products, and supply domestic and overseas customers with auto parts suitable for individual models. Meanwhile, our company possesses independent auto part and testing center, which is capable of providing related services. CAPAC is sincerely looking forward to cooperating with domestic and overseas auto part companies, in order to create a business platform for the internationalization of Chinese auto parts.</p>
Delegates (August 10, 2018)	<p>Mr. Chenggang Zhang - Vice Dean of Institute of Social Governance and Development, Tsinghua University</p> <p>Ms. Jing Wo - Assistant to Dean of Institute of Social Governance and Development, Tsinghua University</p> <p>Mr. Shiyong Dong - Vice President of China Huayang Economic and Trade Group Co. Ltd</p> <p>Ms. Weiwen Cheng - Executive Director of China Huayang International Industrial Investment Group</p> <p>Ms. Yamei Tian - Executive President of China Auto Parts Industry Corporation</p> <p>Ms. Jun Li - Vice General Manager of Zhong Qi Chuang Auto Parts &amp; Accessories Investment Holding Corporation</p> <p>Ms. Zhangjie Peng - Executive Vice General Manager of Zhong Qi Chuang Auto Parts &amp; Accessories Investment Holding Corporation</p> <p>Mr. Yaoming Zhu - Managing Director of Huayang International Capital Holding Limited</p> <p>Mr. Linfang Dong - Director of Business Development of Huayang International Capital Holding Limited</p>
Country	China
Visit Details	The meeting was held with the president, Vice-President, Research and Innovation, Dean of Engineering. The delegation was given a tour of CEI and CARE. Dr. Siu held a business lunch.
Outcome	The delegation toured several engineering labs and expressed interest in collaborating with UW on electrical vehicle related-research. UW researchers were invited to showcase our research outcomes in a return visit to China.



**Visiting Activities**

April, 2018

Participants

Dr. Diana Kao, Associate Vice-Provost, International Cooperation  
 Dr. K.W. Michael Siu, Vice-President, Research and Innovation  
 Dr. Mehrdad Saif, Dean, Faculty of Engineering  
 Dr. Mitchell Fields, Dean, Odette School of Business  
 Ms. Heather Pratt, Executive Director, Research and Development  
 Dr. Francine Schlosser, Executive Director, EPICentre

Visiting Activities

- Dr. Kao visited Guizhou University (GZU)
- Drs. Siu, Schlosser and Ms. Pratt visited The Hong Kong Polytechnic University (HKPU)
- Drs. Siu, Schlosser and Ms. Pratt visited Yunnan University (YNU) and were given a tour of Plateau Lakes Research Center and Incubator and Entrepreneurship Centre
- Drs. Siu, Schlosser and Ms. Pratt visited Yunnan Normal University (YNNU)
- Drs. Siu, Kao, Schlosser and Mrs. Pratt visited University Electronic Science and Technology of China (UESTC). They were given a tour of Incubation Centre and Dr. Dongyi Chen's Lab.

- Drs. Siu, Kao, Schlosser and Mrs. Pratt visited Haitian Group.
- Dr. Saif visited University of Electronic Science and Technology of China (UESTC) and met with students.
- Drs. Kao and Saif visited Visit Southwest Jiaotong University (SWJTU)
- Drs. Siu, Kao and Saif visited Ocean University of China
- Drs. Siu, Kao and Saif visited Dalian University of Technology (DUT)
- Drs. Siu, Kao and Saif visited Dongbei University of Finance and Economics (DUFE)
- Dr. Kao visited Hohai Univeisty
- Drs. Kao, Fields and Ma visited Beijing Institute of Technology, Zhuhai (ZHBIT)

City/Province/Country

China



June, 2018

Participants

Dr. Diana Kao, Associate Vice-Provost, International Cooperation  
 Dr. Michael Khan, Dean, Faculty of Human Kinetics  
 Dr. Craig Greenham, Faculty of Human Kinetics

Visiting Activities

- Dr. Kao visited Beijing City University (BCU).
- Dr. Kao met with representatives of DHL regarding research in cross border issues
- Drs. Kao, Khan and Greenham visited Beijing Sport University (BSU) and signing MOU and MOA for Certificate Program
- Drs. Kao, Khan and Greenham visited National Taiwan University of Sport (NTUS) and gave presentation to the students at NTUS

- Drs. Kao, Khan and Greenham visited Nippon Sport Science University (NITTAI)
- Dr. Kao visited the Mayor of City of Fujisawa
- Dr. Kao visited Tama University

City/Province/Country

China, Japan



November, 2018

Participants

Dr. K.W. Michael Siu, Vice-President, Research and Innovation  
 Dr. Diana Kao, Associate Vice-Provost, International Cooperation  
 Dr. Mehrdad Saif, Dean, Faculty of Engineering  
 Dr. Narayan Kar, Faculty, Electrical and Computer Engineering  
 Dr. Daniel Green, Faculty & CRC Chair, Mechanical Automotive and Materials Engineering  
 Dr. Balakumar Balasingam (Bala), Faculty, Electrical and Computer Engineering  
 Dr. Robert Mckay (Mike), Executive Director, Great Lakes Institute for Environmental Research  
 Dr. Christopher Houser (Chris), Dean, Faculty of Science

Visiting Activities

- Drs. Siu, Mckay and Houser attended workshop at Southwest University
- Dr. Kao attended UESTC 2018 International Education week
- Dr. Kao attended Shanghai University Engineering Science (SUES) 40<sup>th</sup> Anniversary Celebration and signed Agreement on International Cooperation and Agreement on Student Exchange
- Drs. Siu, Mckay and Houser visited Yunnan Normal University (YNNU) and Yunnan University (YNU)
- Dr. Kao meeting with Fudan University alumni to discuss Canadian Education System
- Drs. Siu, Kao, Mckay and Houser visited Hohai University
- Dr. Kao attended Southwest Petroleum University (SWPU) 60<sup>th</sup> Anniversary Celebration
- Attend North American Electric Intelligent Vehicle Frontier Technology Summit

City/Province/Country

China



## Centre for Teaching and Learning Internationalization<sup>i</sup> 2017-2018

*Excerpted and adapted from the CTL Annual Report 2017-2018, please cite*

<http://ctl.uwindsor.ca/ctl/sites/uwindsor.ca.ctl/files/ctl-annual-report2018.pdf>

### **National and International Outreach**

In 2017-18, the CTL fostered a number of external partnerships with colleagues and institutions worldwide. Centre staff are involved with 16 national and international societies and staff represent the University on 17 external committees and boards.

In 2018, Erika Kustra was re-elected Chair the Educational Developers Caucus (EDC) – the national society for educational developers, representing Canada at conferences and meetings internationally. Erika represented Canada with the President of the Society of Teaching and Learning in Higher Education (STLHE) at the International Consortium for Educational Development (ICED) in Atlanta Council Meeting.

Pierre Boulos was president-elect of International History, Philosophy, and Science Teaching. Jessica Raffoul is coordinator of the EDC's Educational Development Guide Series, and edited a guide that has been adopted for use internationally, including use by the US Professional and Organizational Developers (POD) Network for their use in their annual Institute for New Faculty Developers.

Michael Potter was the Vice-President of the international Bertrand Russell Society Board of Directors until June 2018.

Michael Potter was part of an Educational Developers Caucus (EDC) Action Group involved in creating educational developer exchange opportunities in 2017-2018. In 2018, the inaugural EDGE grants resulted in exchanges for educational developers from three different countries.

In 2018, Erika Kustra and Pierre Boulos were invited to Illinois State University to facilitate a three-day intense Instructional Skills Workshop (ISW) for their faculty, to support ongoing teaching development. Part of the visit was mentoring two faculty leaders as they led their first ISW. Their faculty leaders previously attended a five-day Faculty Developers Workshop at the University of Windsor to train in order to facilitate their own Instructional Developers Workshops. This was part of an ongoing exchange that was initiated in 2015 with a Visiting Fellow, Claire Lamonica from Illinois State University.

Staff have consulted with faculty and educational developers across the globe on teaching and learning topics, CTL programs, and research opportunities, and presented 7 peer-reviewed conference sessions at international conferences on topics related to enhancing teaching and learning.

### **Visiting Fellows in Educational Development**

Since 2007, the Visiting Fellows in Educational Development Program has since welcomed 43 fellows from Australia, Belgium, Canada, China, Jamaica, New Zealand, Nigeria, South Africa, the United Kingdom, and the United States. This year's Fellows, Yi Cai from Suzhou University of Science and Technology in China,

and Therese Keane from Swinburne University in Australia facilitated workshops across campus and provincially; and consulted with faculty, administrators, and CTL staff on teaching development.

**Yi Cai:** Suzhou University of Science and Technology (China)

August 27 - November 20, 2017

**Therese Keane:** Swinburne University (Australia)

November 27, 2017 - January 26, 2018

### **Workshops from International Guests 2017-2018:**

Beyond Traditional Literacy: Learning and Transformative Practices Using Digital Technologies Theresa Keane; William Keane (Australia)

Supporting Early-Career Faculty Retention, Success, and Satisfaction: The Many roles of Department Heads and Senior Faculty Kathryn Sutherland (New Zealand)

Educational Development in China, Presentation for Faculty of Education, Yi Cai (China)

## **Curriculum**

During the reporting period, CTL staff supported departments as they designed new and refined existing courses and programs, particularly around learning outcome and curriculum development, led by Allyson Skene. Centre staff provided consultations and feedback on courses level and program level learning outcomes that related to international and comparative perspectives. Staff also supported curriculum mapping for programs with international and comparative perspectives - a process of documenting and analyzing the structure of a program to explore how courses work together through each year of study, ensuring students attain program-level learning outcomes by graduation.

Provincially, Michael Potter has been a member of the ONCAT group, exploring credit transfer pathways between universities and colleges, which also facilitates transfer internationally.

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<sup>i</sup> Using Hudzik's definition of Comprehensive Internationalization to identify and report on initiative undertaken at UWindsor.

Hudzik (2011): Comprehensive Internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it is embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility. Comprehensive internationalization not only impacts all of campus life but the institution's external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it. ACE (website accessed in February 2016): Comprehensive internationalization .... is a strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions.

**University of Windsor  
Senate**

5.6.3: **Policy on Course Numbering – Proposed Revisions**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

**MOTION:** **That the proposed changes to the Policy on Course Numbering be approved.**

Proposed Changes:

**ADD:**

**Course Renumbering:**

**From time to time, a review and analysis of the curriculum necessitates changes to programs which may include the renumbering of some courses. Course renumbering should be limited and should be pursued only in cases where there are compelling pedagogical reasons for doing so.**

**Reusing course numbers, previously assigned to other courses, is not permitted.**

**Rationale:**

- Renumbering courses causes logistical issues in terms of having to update multiple systems with the new course number and ensure that they are programmed such that students who completed the course under the old number cannot take the renumbered course for credit, unless it is to repeat the course, in which case the system has to be clear that the renumbered course is the same as the older course for the purposes of repeating the course.
- There is also a ripple effect on provincial, national, and international systems (e.g., Groningen Declaration Network), in which the University is a participant, since these systems also need to be updated for transfer credit purposes and credential portability.
- To ensure that student records are clear and given the new four-number code, the practice of allowing a course number that had not been in use for ten or more years to be reused, will no longer be permitted.
- PDC discussed the issue of the reuse and renumbering of courses and provided its suggestions to the Registrar, who was encouraged to submit a proposal to APC for consideration.



**University of Windsor  
Senate**

**\*5.8.1 Committee Membership – UCAPT**

Item for: **Information**

Forwarded by: **University Secretariat**

**UCAPT Membership 2019-2020**

**Dr. Cheryl Collier**, Acting Associate Vice-President, Academic (ex-officio)

**Dr. Patti Weir**, Dean, Graduate Studies (ex-officio)

**Dr. Mehrdad Saif**, Dean, Engineering

**Dr. Joel Gagnon**, Elected Faculty Representative, Science

**Dr. Mitch Fields**, Dean, Business

**Dr. Chris Waters**, Law

**Dr. Jody Ralph**, Elected Faculty Representative, Nursing

**Dr. Clayton Smith**, Elected Faculty Representative, Education

**Dr. Tom Najem**, Elected Faculty Representative, FAHSS

**Dr. Lydia Miljan**, Elected Faculty Representative, FAHSS

**Dr. Nancy McNevin**, Elected Faculty Representative, Human Kinetics

**TBA**, Student Representation, OPUS

**TBA**, Student Representation, GSS

**TBA**, Student Representation, UWSA

(as of April 3, 2019)

**University of Windsor  
Senate**

\*5.8.2                    **Committee Membership – Senate**

Item for:                **Information**

Forwarded by:        **University Secretariat**

*See attached*

## SENATE Membership 2019-2020

Updated as of April 3, 2019

### **Ex officio members**

Dr. D. Kneale  
Prof. J. Berryman  
Ms. A. Miller  
Mr. R. Flannagan  
Dr. M. Guarini  
Dr. C. Houser  
Dr. P. Weir  
Dr. M. Fields  
Dr. K. Montgomery  
Dr. M. Saif  
Dr. M. Khan  
Dr. C. Waters  
Dr. L. Patrick  
Mr. R. Corneil  
Dr. N. King  
Dr. G. Drake  
Mr. P. Calarco  
Mr. J. Bowers  
Ms. L. Kivisto  
Mr. C. Baillargeon  
Dr. C. Collier  
Dr. K. W. M. Siu  
Dr. P. Dutton

### Elected representatives of Faculties

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

Prof. J. Grossi  
Dr. J. Luft  
Prof. K. Nelson  
Dr. K. Quinsey  
Dr. J. Willet  
Dr. B. Daly  
Dr. M. Letteri  
Dr. A. Rossini  
Dr. V. Sevillano Canicio  
Dr. L. Walsh  
Dr. V. Georgie  
Prof. N. Hector  
Dr. M. Hamil

#### **Odette School of Business**

Dr. F. Baki  
Dr. M. Sterling  
Dr. N. Ursel  
Dr. B. Furneaux

#### **Faculty of Education**

Dr. E. Starr  
Dr. T. Sefton

#### **Faculty of Engineering**

Dr. M. Ahmadi  
Dr. B. Minaker  
Ms. L. Salfi  
Dr. O. Jianu  
Dr. E. Tam

#### **Faculty of Human Kinetics**

Dr. C. McGowan  
Dr. S. Woodruff

#### **Faculty of Law**

Prof. R. Kuras  
Prof. D. Eansor

#### **Faculty of Nursing**

Dr. J. Ralph  
Dr. S. Boamah

#### **Faculty of Science**

Dr. A. Hubberstey  
Dr. J. Green  
Dr. Z. Kobti  
Dr. S. Rehse  
Ms. A. Grgicak-Mannion  
Dr. N. Turdaliev  
Dr. A. Alfakih

#### **Library Representatives**

Ms. J. Soutter  
Mr. S. Cowan

#### Elected representatives-at-large (1 year terms)

Mr. N. Baker  
Dr. G. Chung-Yan  
Dr. S. Jasra  
Dr. M. Muldoon  
Dr. N. Zamani-Kashani

#### **Academic Professional**

Ms. K. Benoit

**Elected representative of the Faculty Association**

Dr. L. Buchanan

**Elected representative of the Aboriginal Education Council**

Ms. C. Donaldson

**Board of Governors Representatives**

Ms. T. Piruzza

Ms. S. Williams

**Student Representatives**

TBA, University of Windsor Students' Alliance (Undergraduate)

TBA, University of Windsor Students' Alliance (Undergraduate)

TBA, University of Windsor Students' Alliance (Undergraduate)

TBA, University of Windsor Students' Alliance (Undergraduate)

TBA, University of Windsor Students' Alliance (Undergraduate)

Mr. J. Patel, Graduate Students Society (Graduate)

Mr. B. Pandya, Graduate Students Society (Graduate)

TBA, Organization of Part-Time University Students (Undergraduate)

TBA, Organization of Part-Time University Students (Undergraduate)

TBA, Organization of Part-Time University Students (Undergraduate)

TBA, Additional Student

**Appointed by the Alumni Association**

Mr. G. Orr

**University of Windsor  
Senate**

5.9: **Report of the Provost and Vice-President, Academic**

Item for: **Information**

**[1] Enrolments and Budgets**

As senators are well aware, part of the university's strategy to deal with the provincial government's tuition cut is to increase enrolments where we have capacity. We have been fortunate to experience an increase in applications this year as shown in the following chart.

**101 Applications - as of Mar 19 2019 / Mar 19 2018 / Mar 20 2017**

<b>Faculty</b>	<b>Change</b>	<b>Change</b>	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>
	<b>2018 to</b>	<b>2016 to</b>				
FAHSS	1,015	1,506	5496	4,481	4,029	3,990
BUS	134	42	1331	1,197	1,253	1,289
ENG	140	79	1230	1,090	1,068	1,151
HK	-22	-45	744	766	790	789
NURS	30	-83	609	579	577	692
SCIENCE	188	515	2953	2,765	2,414	2,438
<b>Total</b>	<b>1,485</b>	<b>2,014</b>	<b>12,363</b>	<b>10,878</b>	<b>10,131</b>	<b>10,349</b>

Our challenge has been with introducing our new UWin Student system and its interface with OUAC. The registrar has cleared up most of the problems but it has set our processing of applications a little behind. We are nearly caught up on 101's, have made good progress with international undergraduate applications, but remain behind on processing 105's when compared to the same point in time as last year.

**[2] Enhancing the University's Profile**

Colleagues are taking to *'The Conversation'*, with seven new entries in the month of March alone.

Appearing on campus in the coming weeks will be a new low-cost poster campaign designed to illustrate the value of a UWindsor degree to current undergraduate students. Under the tagline 'Your Direction. Your Degree.', we have secured the consents of a group of recent alumni, mostly under the age of 35, who have taken their degree in novel and interesting directions. The subtext of the campaign is to demonstrate that the alumni featured in the campaign were, very recently, in the same position as the viewer, and, just like the viewer can, they have turned their degrees in to novel vocations. Jesse Ziter in the Provost's Office, also one of our recent graduates, has spearheaded the campaign. I think you will like the results. The campaign will also be available digitally on the Provost's website.

<http://www.uwindsor.ca/yourdirection/>

In the following weeks, we will also launch a low-cost campaign to bring UWindsor to the attention of over 500 CEO's across Canada and 3000 career guidance counselors in Ontario. The Provost's team, working with PAC, has created a brilliant 12-page booklet that hits all the high points of what we are about. We will send this by snail-mail with the hope that it lodges our university into the consciousness of these influencers. A digital version of this booklet will also be made available on the Provost's website. We hope to encourage colleagues to attach a link to extend coverage in their own networks.

### **[3] Student Voices on Sexual Violence Survey**

The Province distributed a summary report of the student sexual violence survey that all Ontario post-secondary students were invited to participate in. Over the coming months we will review the Windsor university results with a view to further refining our response to sexual violence and harassment on campus. A preliminary review of the summary results suggests that we have further work to do on student perceptions about what constitutes 'consent', and student knowledge of what supports and reporting services are available. The survey was taken prior to this academic year where there has been a significant increase in the number of first year students who have taken 'bystander initiative' classes.

As required by the Province, we will be creating a broadly representative committee on campus to review our policies and procedures regarding sexual harassment and violence.

Respectfully submitted,

Jeff Berryman  
Acting Provost and Vice-President, Academic