

## NOTICE OF MEETING

There will be a meeting of the Senate  
on, Friday, May 21, 2021, at 2:30 p.m.

LOCATION: Virtual Meeting

Link: [Join Microsoft Teams Meeting](#)

## AGENDA

- 1 **Approval of Agenda** (Unstarring agenda items)
  
- 2 **Minutes of the meeting of April 9, 2021** SM210409  
**May 7, 2021 E-Vote** SM210507E
  
- 3 **Business arising from the minutes**
  
- 4 **Outstanding Business/Action Items**
  - 4.1 **Spring 2021 Convocation Awards – Board of Governors’ Medals, President’s Medal, and Governor General’s Silver Medal** Robert Gordon-Approval  
S210521-4.1
  
- 5 **Reports/New Business**
  - 5.1 **Report from the Student Presidents** UWSA-Information  
GSS-Information  
OPUS-Information  
(UWSA, GSS, OPUS)
  
  - 5.2 **Report of the President** Robert Gordon
    - 5.2.1 **COVID-19 – Update**
  
    - 5.2.2 **Addressing Anti-Black Racism and Equity, Diversity, and Inclusion – Update**
  
  - 5.3 **Report of the Academic Colleague** Philip Dutton  
S210521-5.3
  
  - 5.4 **Senate Student Caucus** Dr. Phebe Lam
  
  - 5.5 **Program Development Committee**
    - \*5.5.1 **Program/Course Changes** Greg Chung-Yan-Approval  
S210521-5.5.1a-l
      - \*a) **Kinesiology – Degree Completion Pathway (Form C1)**
      - \*b) **Political Science (Honours International Relations) – Minor Program Changes (Form C)**
      - \*c) **Dramatic Art (BA General) – Minor Program Changes (Form C)**
      - \*d) **Nursing (Graduate) (Oncology/Palliative Care Diploma) – Minor Program Changes (Form C)**
      - \*e) **Master of Education (MEd International) – Minor Program Changes (Form C)**
      - \*f) **Education (Graduate) – Minor Program Changes (Form C)**
      - \*g) **Concurrent Education (All Programs) – Minor Program Changes (Form C)**
      - \*h) **Master of Applied Economics and Policy (MAEP) – Minor Program Changes (Form C)**

- \*i) Chemistry and Biochemistry (Graduate) – New Course Proposal (Form D)
- \*j) Chemistry and Biochemistry – New Course Proposals (Form D)
- \*k) Physics – New Course Proposal (Form D)
- \*l) Kinesiology – New Course Proposal (Form D)

**\*5.5.2 Computer Science (Graduate) – Course Learning Outcomes** **Greg Chung-Yan-Information**  
S210521-5.5.2

**5.6 Academic Policy Committee**

**5.6.1 Office of Open Learning Annual Report (2019-2020)** **Antonio Rossini-Information**  
S210521-5.6.1

**5.6.2 Policy on Timing of Online Assessments** **Antonio Rossini-Approval**  
S210521-5.6.2

**\*5.6.3 Proposed Changes to Mathematics and Statistics Admission Requirements** **Antonio Rossini-Approval**  
S210521-5.6.3

**5.7 Senate Governance Committee**

**\*5.7.1 Senate Membership (2021-2022)** **Rob Gordon-Information**  
S210521-5.7.1

**\*5.7.2 Senate Standing Committees – Membership (2021-2022)** **Rob Gordon-Approval**  
S210521-5.7.2

**5.8 Report of the Provost**

**5.8.1 Acting Associate Vice-President, Academic (*in camera*)** **Patti Weir-Discussion**

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

**6 Question Period/Other Business**

**7 Adjournment**

Please carefully review the ‘starred’ (\*) agenda items. As per the June 3, 2004 Senate meeting, ‘starred’ 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**

**4.1: Spring 2021 Convocation Awards – Board of Governors’ Medals, President’s Medal, and Governor General’s Silver Medal**

Item for: **Approval**

**MOTION: That the candidates for the Board of Governors’ medals, the President’s Medal and the Governor General’s Silver Medal be approved; and that the Dean of the Faculty concerned, in consultation with the Office of Student Awards and Financial Aid, be empowered to approve the names of award recipients whose final grades arrived too late for the Senate meeting.**

|   |   |
|---|---|
| <b>Board of Governors Medals</b>                |   |
| FAHSS General Program - Arts                    | Mona Reda Makki   |
| FAHSS General Program - Social Science          | Rebecca Ann Campoli   |
| Interdisciplinary Arts & Science                | Maria Teodora Secara  |
| Integrative Biology                             | Jacob Jeffrey Stasso  |
| Biomedical Sciences                             | Sami Alrashed   |
| Business Administration                         | Katelyn McMahan   |
| Chemistry & Biochemistry                        | Sabrina Melissa Piazza  |
| Communication, Media & Film                     | Madison Mckenna Finnerty  |
| Computer Science                                | Carson Miles Dickie   |
| Dramatic Art                                    | Jonathan Connor Lombard   |
| Environmental Science and Studies               | Shinichi Simon Okada  |
| Education                                       | Lakeshia Kay Pauline Romany                                       |
| English Language, Literature & Creative Writing | Rawand Mustafa  |
| General Program - Science                       | Rahul Jayachandiran   |
| History   | Devon Taylor Fraser   |
| Kinesiology                                     | Georgia Lily Hogan  |
| Languages, Literatures & Cultures               | Kara Marie Pichinte   |
| Law - J.D.                                      | Samuel Mazzuca  |
| Law - Dual J.D.                                 | TBD   |
| Mathematics & Statistics                        | Kevin Michael Beaugrand   |
| Music   | Vivian Belen Alcantara Romero                                     |
| Nursing   | Grace Alysa Sonja McLeod  |
| Philosophy                                      | Shawn Robert Stickney   |
| Physics   | Ruairidh Alexander Sutcliffe                                      |
| Political Science                               | Katrina Bahnam  |
| Psychology                                      | Maurissa Rosemaria Hastings                                       |
| Social Work                                     | Dianne E. Burrell   |
| Sociology, Anthropology & Criminology           | Maryam Raad Salih   |
| Visual Arts                                     | Angela Hoang  |
| Women's and Gender Studies                      | Olivia Greenhow   |
| Forensic Science                                | Kenzie Marie Tapp   |
|   |   |
| <b>Governor General’s Silver Medal</b>          | Grace Alysa Sonja McLeod (Faculty of Nursing)                     |
| <b>President’s Medal</b>                        | Katrina Bahnam (Faculty of Arts, Humanities, and Social Sciences) |

**University of Windsor  
Senate**

5.3: **Report of the Academic Colleague**

Item for: **Information**

Forwarded by: **Dr. Philip J. Dutton, Academic Colleague**

Academic Colleagues met online on May 11 and 12, 2021.

**May 11, 2021: Conversation with Dr. Arig al Shaibah, Associate Vice-President, Equity and Inclusion, McMaster University**

Dr. Al Shaibah has a long academic history in equity, diversity and inclusion, across various areas of campuses and is the inaugural AVP EDI at McMaster University. She is deeply interested in questions of how to advance the portfolio of the AVP EDI and foster critical intercultural leadership and mobilize campus communities to organizational changes. She spoke to the academic colleagues on the Black Faculty Cohort Hiring Initiative and Lessons Learned. I particularly enjoyed her opening comments on the Dish with One Spoon wampum; take what you need, leave something for others...and keep the spoon clean.

Dr. Al Shaibah led colleagues through a discussion of the Strategic Excellence and Equity in Recruitment and Retention Program (STEERR), from its strategic framing through initiation, implementation and lessons learned. The EDI strategy was closely linked with four pillars of the McMaster strategic plan and the resulting objectives and priorities.

There was a longstanding interest at McMaster in expanding African and Diaspora Studies and social justice research and teaching. This coupled with a grass roots participation of the African-Caribbean Faculty Association of McMaster (ACFAM). Cluster hires have not been historically successful as they need a research cluster and a critical mass. The approach considered concerns about sustaining the strategic initiative from recruitment through to retention and subsequent success and integration of hired colleagues. Just as all of these matters are slowly simmering, George Floyd was killed. The ACFAM submitted a black excellence paper, including demands for anti-black racism initiatives and a black cohort hiring initiative.

The Provost committed \$2M annually to fund eligible initiatives under STEER, which included \$1.5M for Black Faculty Cohort Hiring Initiative for two hires in each faculty for five years.

The initiation, implementation, assessment and outcomes were discussed. Key features included a process for tracking the applicant pool (496 applicants to a *single* advertisement for multiple non-specific positions) to monitor for loss of diversity at each step in the process (application, long list, short list, interview) with action taken if necessary, to maintain the diversity of each pool). McMaster is currently half-way through the process and has already identified some aspects that are working well, and some areas that require improvement.

**May 12, 2021: Academic Colleagues Meeting.**

***Information sharing***

Colleagues spend an hour sharing information regarding their institutions. This discussion centred around two topics, the financial situation at Laurentian and the plans for fall course delivery. The expected themes arose regarding fall delivery, student and staff mental health, and increasing targets for fall in class participation (many moving from 25% to 50% at this time).

***International Competitiveness***

A COU senior policy advisor, Katerina Todic, provided an extensive report to the academic colleagues. She reported that Canada is a popular destination for international students (4<sup>th</sup> in the world after US, UK and China) and has the fastest rate of growth (17.5% last year, 5% higher than the next at 13.1%). Since 2009 the international student population in Ontario has *tripled* from 30k to 90k students. Ontario has the highest international tuition (average \$30k) compared with all other jurisdictions (US \$26.2k, Australia \$22.2k, rest of Canada not including Ontario \$15.5k). More than half of all international students in Ontario come from China (49%) and India (~20%).

## **COU Update**

### ***Applications and Applicants***

Data is available on the OUAC website. There is a 12.6% decrease in first choice applicants from secondary schools (101s), that is offset by a 16.5% increase in non-secondary applications (105s). Total first choice applicants are up from 38, 855 in 2020 to 42,305 in 2021

### ***Pre-election Strategy***

COU is working on an assumption of a June 2022 election and is developing an election strategy for working with and influencing existing government and other political parties. A number of pillars have been identified and some key messaging proposed. I am unable to report further on the strategy at this time.

### **Academic Colleague Future Topics**

A number of topics, as usual, many interlinking with each other, were discussed for the consideration of topics for our meetings in the 2021-2022 year. The co-chairs will discuss the proposed topics with the COU and likely get some input from the Council president on the direction for the future. A topic or two will be chosen before the next academic colleagues meeting in August. Plans to return to in person meetings will be taken one meeting at a time, and August will be online.

Topics identified included

Universities as Partners (community, economy, industry)

Humanities Saving Us (the necessity of strong humanities training)

Student Focus – What is the future. (coming out of the pandemic, where do we go from here)

Teaching Stream Faculty (many have them, some do not, what is the future)

Evaluation of Merit (relates to teaching stream but also to the complexities of evaluating individual faculty)

Respectfully Submitted

P.J. Dutton, Academic Colleague.

**University of Windsor  
Senate**

\*5.5.1a:       **Kinesiology – Degree Completion Pathway (Form C1)**

Item for:       **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the Bachelor of Human Kinetics (Honours Sport Management and Leadership) for Graduates of St. Clair College's 3-year Sport and Recreation Management Program be approved.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the Faculty of Human Kinetics Council and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the April 12, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item, go to item 5.3.

**University of Windsor  
Senate**

\*5.5.1b: **Political Science (Honours International Relations) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the degree requirements for the Honours International Relations and Development Studies and Honours International Relations and Development Studies with Thesis be changed according to the program/course change form.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the Department of Political Science, the Faculty of Arts, Humanities and Social Science Coordinating Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the April 12, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item, go to item 5.4.

**University of Windsor  
Senate**

\*5.5.1c: **Dramatic Art (BA General) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the degree requirements for the Concurrent General Bachelor of Arts (Drama)/Bachelor of Education be changed according to the program/course change form.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the School of Dramatic Art, the Faculty of Arts, Humanities, Social Science Coordinating Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the April 12, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item, go to item 5.5.

**University of Windsor  
Senate**

\*5.5.1d:       **Nursing (Graduate) (Oncology/Palliative Care Diploma) – Minor Program Changes (Form C)**

Item for:       **Approval**

Forwarded by: **Program Development Committee**

**MOTION:   That the Graduate Diploma in Advanced Practice Oncology/Palliative Care be discontinued.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the Faculty of Nursing, the Faculty of Graduate Studies Coordinating Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the April 12, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item, go to item 5.6.

**University of Windsor  
Senate**

\*5.5.1e: **Master of Education (MEd International) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the Master of Education (MEd) International Cohort be discontinued.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the Faculty of Education, the Faculty of Graduate Studies Coordinating Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the April 12, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item, go to item 5.7.

**University of Windsor  
Senate**

\*5.5.1f:           **Education (Graduate) – Minor Program Changes (Form C)**

Item for:           **Approval**

Forwarded by: **Program Development Committee**

**MOTION 1: That the degree requirements for the Master of Education be changed according to the program/course change form.^**

**MOTION 2: That the Educational Administration concentration be renamed *Educational Administration and Leadership*.**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the Faculty of Education, the Faculty of Graduate Studies Coordinating Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the April 12, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item, go to item 5.8.

**University of Windsor  
Senate**

\*5.5.1g: **Concurrent Education (All Programs) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the degree requirements for the Concurrent Bachelor of Education programs be changed according to the program/course change form .^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by Faculty of Education Council, the Faculty of Arts, Humanities and Social Sciences Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the April 12, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item, go to item 5.9.

**University of Windsor  
Senate**

\*5.5.1h: **Master of Applied Economics and Policy (MAEP) – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the degree requirements for the Master of Applied Economics and Policy be changed according to the program/course change form.^**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the Department of Economics, Science PDC (as delegated by the Faculty of Science Coordinating Council), the Faculty of Graduate Studies Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the April 12, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item, go to item 5.10.

**University of Windsor  
Senate**

\*5.5.1i: **Chemistry and Biochemistry (Graduate) – New Course Proposal (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course be approved:^  
CHEM-8535. Organometallics for Clean Energy Conversion**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the Department of Chemistry and Biochemistry Council, Science PDC (as delegated by the Faculty of Science Coordinating Council), the Faculty of Graduate Studies Council, and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the April 12, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item, go to item 5.11.

**University of Windsor  
Senate**

\*5.5.1j: **Chemistry and Biochemistry – New Course Proposals (Form D)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following courses be approved:^**

**BIOC-4008. Special Topic in Biochemistry**

**CHEM-4535.Organometallics for Clean Energy Conversion**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The new courses have been approved by the Department of Chemistry and Biochemistry Council, the Science PDC (as delegated by the Faculty of Science Coordinating Council), and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the April 12, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item, go to item 5.12.

**University of Windsor  
Senate**

\*5.5.1k:       **Physics – New Course Proposal (Form D)**

Item for:       **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course be approved:^  
PHYS-2040: History of Astronomy**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the Department of Physics Council and the Science PDC (as delegated by the Faculty of Science Coordinating Council), and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the April 12, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item, go to item 5.13.

**University of Windsor  
Senate**

\*5.5.1I:           **Kinesiology – New Course Proposal (Form D)**

Item for:           **Approval**

Forwarded by: **Program Development Committee**

**MOTION: That the following course be approved:^  
KINE-1560. Communication for the Sport Industry**

*^Subject to approval of the expenditures required.*

**Rationale/Approvals:**

- The proposal has been approved by the Faculty of Human Kinetics Council and the Program Development Committee.
- Supporting documentation for the proposed changes can be accessed by contacting the University Secretariat at ext. 3325, or through the April 12, 2021 Combined Program Development Committee PDF meeting file posted on the PDC website at: <http://www.uwindsor.ca/secretariat/59/pdc-agendas-and-minutes>. To access this particular item, go to item 5.14.

**University of Windsor  
Senate**

\*5.5.2: **Computer Science (Graduate) – Course Learning Outcomes**

Item for: **Information**

Forwarded by: **Program Development Committee**

**COMP-8640. Security and Privacy**

**LEARNING OUTCOMES TABLE**

| <p><b>Course Learning Outcomes</b><br/><i>This is a sentence completion exercise.</i></p> <p><u>At the end of the course, the successful student will know and be able to:</u></p>   | <p><b>Characteristics of a University of Windsor Graduate</b></p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></p> |
|--|---|
| <p>A. Explain informal and formal definitions of Security and Privacy, their primary goals, different steps and procedures for maintaining computer systems' security, and for preserving data privacy and applying them to various standard data analysis methods and protocols used in practical and real-world applications.<br/>Explain program, database, and network security.</p> | <p>A. the acquisition, application and integration of knowledge</p>   |
| <p>B. Define required policies for security aspects of real-world computer systems/applications.<br/>Comprehensive literature review on existing and state-of-the-art in the area of security/privacy.</p>   | <p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>      |
| <p>C. Propose privacy-preserving methods and protocols and modify standard algorithms to apply to data sharing/distributed systems. Provide security solutions based on the requirements and policies. Examine program/database security levels by applying different security proof methods.</p>  | <p>C. critical thinking and problem-solving skills</p>  |
| <p>D. Using mathematical skills and cryptosystems' formulae and algorithms, encrypt/decrypt messages, compute the level of security, efficiency and complexity of various cryptosystems.</p>   | <p>D. literacy and numeracy skills</p>  |
| <p>E. Explain the ethical and social implications of security/privacy issues.<br/><br/>Explain the responsibility of a security specialist toward their workplace and others regarding security/privacy aspects of the work environment and assets.</p>  | <p>E. responsible behaviour to self, others and society</p>   |

| <b>Course Learning Outcomes</b><br><i>This is a sentence completion exercise.</i>   | <b>Characteristics of a University of Windsor Graduate</b>           |
|---|--|
| <u>At the end of the course, the successful student will know and be able to:</u>   | <u>A U of Windsor graduate will have the ability to demonstrate:</u> |
| F. Present research/practical project to computer science audiences, express ideas, ask critical questions and answer others' questions.  | F. interpersonal and communications skills                           |
| G. Work in a team to fulfil project's tasks, preparing group oral presentation and written report.  | G. teamwork, and personal and group leadership skills                |
| H. Bring new ideas and make discussions on the current research work in the field of security/privacy in weekly news discussion.  | H. creativity and aesthetic appreciation                             |
| I. Recognize the vital role of theoretical and applied knowledge of security/privacy problems on having safe and effective computer systems in various real-world applications, such as in health and business sectors. | I. the ability and desire for continuous learning                    |

**University of Windsor  
Senate**

5.6.1: **Office of Open Learning Annual Report (2019-2020)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

## **1. Executive Summary**

### **A. Introduction**

The Office of Open Learning (OOL) provides leadership in the design, development and delivery of high-quality online, open, and hybrid learning opportunities for all learners. OOL fosters a teaching and learning environment that provides the tools and policies necessary to empower educators and learners to achieve their aspirations for innovation, excellence, impact, and openness. Underpinned by scholarly practice, we advocate for, explore, and implement the emerging technologies our institution needs to be on the leading edge of educational innovation.

The mandate of the Office of Open Learning is to:

- Provide support and professional development for instructors of online, open, and hybrid learning and teaching through formal and informal development opportunities
- Use an iterative instructional design process underpinned by scholarship, accepted quality standards, and a commitment to accessibility and openness in all learning designs
- Work collaboratively with faculty and students to design, develop, deliver, evaluate and iterate high-quality, engaging, media-rich learning environments that respect the diverse disciplinary cultures and contexts of the University's faculty and students
- Provide rapid eLearning multimedia production services, including emerging techniques such as 360-degree video, immersive learning environments, simulations, augmented and virtual reality, and custom learning objects
- Provide a comfortable, safe and supportive environment in which faculty can explore innovations in technology, pedagogy and curriculum
- Provide faculty and student support for adoption and implementation of emerging educational technologies
- Obtain funding for research and development of online and open learning environments
- Provide project management of online teaching and learning grants and projects
- Assist faculties and departments to design, develop, and increase enrolment in innovative, high-quality online, hybrid, and open courses and programs
- Support faculty in scholarly teaching practice, educational research, and embedding high impact practices in online, hybrid and open courses
- Champion the adoption, adaptation, and development of Open Educational Resources (OERs), including open access texts, simulations, and other learning tools
- Continuously evaluate the needs of online and hybrid learners and educators for highly reliable, usable, and accessible educational technologies, and collaborate with appropriate campus partners to meet those needs
- Expand the boundaries of teaching and learning practice, including emerging educational technologies, pedagogies, and credentialing practices, and provide evidence-based consultation and advice to faculty on their adoption
- Enhance the University of Windsor and OOL's profiles as provincial, national, and global leaders in the design and delivery of online education, the Scholarship of Online and Open Teaching and Learning (SoOOTL), and open educational practices

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

### **Supporting and enhancing quality online, technology-enhanced, and open teaching and learning**

1. Champion the use of Open Educational Practices (OEPs) including creation and use of Open Educational Resources (OERs) and zero cost resources and in all teaching contexts
2. Map availability of OERs for major programs on campus and make those available to support adoption in courses and programs
3. Expand Supplemental Instruction (PALS) into new disciplines and courses, and at the graduate level
4. Partner with stakeholders across campus to develop definitions of course delivery modes congruent with provincial and national reporting requirements and support change management for course data collection workflows
5. Continue to partner with faculties, departments, and individual faculty members to expand open, online and hybrid offerings and enrolments to meet the SEM Plan and SMA3 targets
6. Continue to evolve the Certificate in Online and Open Learning (COOL) to serve multiple audiences
7. Contribute to the evolution of teaching practice as members of the Student Evaluation of Teaching (SET) Taskforce

### **Exploring emerging and innovative technologies to enhance teaching and learning**

1. Continue to expand ePortfolios for all students, including upgrading infrastructure and expanding support, to support SMA3 targets
2. Explore opportunities for microcredential pilots, and work with stakeholders to develop a framework for identifying and offering microcredentials systematically in credit and non-credit contexts
3. Explore opportunities to pilot a Domain of One's Own project
4. Continue pilots with Pressbooks (open publishing tool), Zoom (hybrid video/web conferencing system), H5P (accessible interactive learning objects, and Mukurtu (indigenous content management system)
5. Work with eCampus Ontario to pilot an open LMS
6. Explore options for a robust online assessment tools ecosystem, including transitioning Examity live online exam proctoring system to a new contract, and gather requirements for other services that may be needed (e.g. digital exam creation and delivery tools, assessment distribution infrastructure, lockdown browser tools)
7. Support the rollout of *Equatio* and *Read&Write* accessibility tools in collaboration with OHREA and Student Services
8. In collaboration with CTL, pilot *Mobius* in Mathematics and Statistics
9. Explore options for video asset management and personal video capture tools
10. Continue to support core educational technologies, including Blackboard Collaborate Ultra, and WordPress ePortfolios
11. Work with broad range of stakeholders including CTL, ITS, Facilities, Classroom Prioritization Committee, student representatives, and others in ongoing work to champion contemporary evidence-based learning space designs that enhance flexibility and support multiple pedagogical choices, provide reliable access to educational technology, and help to facilitate active and technology-enhanced learning

### **Evolving and enhancing the OOL to better support the campus community**

1. Complete move and renovations to new space in the Centre for Engineering Innovation
2. Secure commitment to an appropriate permanent space that is fit for purpose and serves the campus community's needs for educational multimedia, including a rapid eLearning studio/design space and active learning workshop space, sound recording and podcasting spaces
3. Update and offer small internal grants to support online, technology-related and open projects with a focus congruent with institutional and provincial priorities, including contributing to SMA3 and enrollment targets
4. Increase staffing capacity to support campus needs for OOL services in key skill areas

5. Develop a new conference to run every second year that is focused on online, open, and technology-enhanced teaching and learning issues
6. Launch new OOL website, including a showcase for Open Educational Resources (OERs) created by UWindsor faculty, staff, and students
7. Continue to explore meaningful engagement in indigenization and decolonization of curricula, practices, spaces, and technologies
8. Continue to develop opportunities for meaningful student collaborations and experiential learning to support innovation in online, open, and hybrid learning programs

### **C. Successes**

#### *Supporting the rapid transition to online teaching and learning*

##### The pivot to online learning and teaching

- Held face-to-face drop-in sessions in faculty building across campus 7-days a week in the lead up to the campus transition to remote working
- Developed and delivered a new intensive 5-day course to introduce instructors to online teaching and learning, which were offered 8 times to 173 participants; the Foundations of Online Teaching stream, created as a response to COVID, had 892 registrants; 2,077 registrants in other workshops during the reporting period.
- Offered thousands of opportunities for instructors to find support for the pivot to online, including new on-demand and open workshops, sprint sessions, drop in sessions, one-on-one and group consultations, and live chat sessions
- Developed a program to train and deploy co-op and PT students as technical and pedagogical supports for instructors and students in the rapid transition to online learning; successfully secured a SWPP subsidy of \$110,847 to support the hiring of 36 co-op students for summer 2020
- Co-created with students and published multiple open resources in Pressbooks for instructors and students to support the transition to online
- Rapidly developed a blog and podcast (<http://oliah.ca/>) that included practical advice for faculty moving online, as well as interviews with leading experts in online teaching and learning from around the world, which was accessed by people from all over the world
- Collaborated with CTL, ITS, and the Provost's office to develop hundreds of FAQs, wiki pages, and a new website introducing instructors and students to online learning
- Rapidly identified and procured additional cloud-based technologies to support online teaching and learning (YuJa and BetterExaminations)
- OOL staff were called upon to contribute to multiple UWindsor, provincial, national and international committees and initiatives supporting the pivot; the OOL Director was recognised with the Ontario MCU Minister's Award for Excellence for contributions to supporting UWindsor and the provincial PSE sector transition
- Since Feb 2020, OOL has hosted a weekly meeting of other centre directors and staff to support provincial planning, sharing of best practices, and community building
- Developed a series of video interviews with instructors, staff, and TAs discussing their experience of the pivot
- In collaboration with ITS, developed a live chat support line staffed by co-op students to be deployed in the first few weeks of term
- OOL staff and students collaborated with CTL to staff the Bb Café virtual drop in space 7-days a week from March – June, 2020
- Collaborated with Faculty of Education to run a series of weekly open online workshops/sessions for teachers at all levels who were transitioning to online teaching

##### **Other successes**

- Provided thousands of consultations for faculty, sessional instructors, GAs/TAs, and students
- Offered **88** courses, workshops and situated/invited training events, as well as many open registration events where participants were not required to register

- **Student Collaborators:** OOL projects directly employed **45 student collaborators** in 2019-20, and recipients of our OER-ACE grants also employed students as partners on most projects
- **Open textbooks:** Eight open textbooks/monographs in development with faculty and student partners;
- Continued to expand and support **ePortfolio** use, with **5,849** users and **4,845** sites launched, 33 workshops with over 900 attendees and 67 drop in sessions
- Awarded 6 **OER ACE grants** worth a total of \$41,800 to projects in human kinetics, environmental science, medical biotechnology, microbiology, physics, and education to support adoption and creation of open educational resources (OERs), new online courses, simulations, and virtual labs
- Moved all PALS sessions online during the pandemic, and expanded into graduate level courses in Engineering, both firsts for Supplemental Instruction globally; invited to present to the National Centre for Canadian SI to share learning from this activity
- Previously developed environmental scan of OERs for nursing competencies (eCampus Ontario funded) to identify gaps in OER availability now being used to do more work in multiple other jurisdictions
- Despite most conferences being cancelled during the reporting period, the OOL staff presented 8 local, national and international conference presentations, and multiple invited presentations for local, provincial, national and intern
- ational organisations, particularly providing perspective on pedagogies during the pandemic.
- Over 40 multimedia projects producing hundreds of learning objects

#### **D. Challenges**

- The global COVID-19 pandemic stretched resources beyond the limits as the OOL team were fully engaged in helping the campus rapidly transition to online learning and teaching, reducing capacity for normal programming
  - a. Moving to full-time remote work and support roles was a challenge that was met with enthusiasm and success by all OOL staff
- Staffing: **Limited capacity in key skill areas** were exacerbated by the COVID pandemic demand; key skill sets needed include instructional design (failed searches), application programming, VR/3D media/game development, video production (PT role now filled), graphic design, web/UI/UX-development). Reliance on short-term contract hires and student labour continues to be a problem, but steps are being taken to increase capacity.
  - a. Multiple failed searches occurred for online learning professionals due to the tight employment market in this sector as a result of expanded hiring at all institutions
- **Lack of space** in new building: the renovations provided enough space for the existing complement of OOL, CTL and QA staff, however there is no additional space for any growth and with CTL and OOL hiring additional resources to support the campus during COVID, a complete return to campus in our current space will be impossible
- **Lack of access to a suitable lab/studio space** for efficient and effective rapid eLearning development for online, hybrid, technology-enhanced, and open access courses places us behind most universities in Ontario and across the country; several other institutions are developing 'one button studios' for faculty and students to easily record media. OOL is in ongoing discussions about renovating some spaces in Lambton Tower basement to serve these functions
- **Access to data** on courses and programs remains challenging, especially since the changeover to UWinsite student requiring all previous reports to be rebuilt and very little capacity to do so. Access to data for PALS supported courses is also a challenge that makes it impossible to fully assess the impact of the program in some courses.
- The limited **technical support during extended teaching hours** for instructors and learners in online classes was addressed on an emergency basis during COVID, but needs to be a permanent commitment, as does live support for students transitioning to UWindsor in first year
- Limited range of **full programs** normally delivered in online mode makes marketing difficult, although this is changing with new programs going live and the immersion of faculty and students in online learning may lead to opportunities for more online program in the future

- Inconsistent quality and lack of publicly available online information about courses and programs, including **actual delivery mode**, and up to date **credit transfer data** being provided to OnCAT
- Ongoing **low capacity of wireless** internet access in some parts of the campus, especially for hybrid or technology-enhanced courses and large classes, limits the use of some interactive technologies and potential for secure online exams, and may pose problems for other functions such as online surveys or SETS
- Critical **lack of diversity in teaching spaces**, especially for active, hybrid and Indigenous pedagogical approaches
- **Formal recognition**, including in the RTP process, for creating, adopting, or adapting, open educational resources
- **Moving office spaces** continued to be disruptive to work with renovations ongoing

## 2. Report

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

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

- a. *Champion the use of Open Educational Practices (OEPs) including creation and use of Open Educational Resources (OERs) and zero cost resources and in all teaching contexts*
  - a. OOL Online Learning Specialists and Co-Op students rapidly created and co-created 3 open educational resources (OERs) in the eCampus Ontario Open Library Pressbooks system to support faculty and students in the transition to online learning and teaching
  - b. OER-ACE grants led to development of multiple three open textbooks and OERs and adaptation and extension of others (funded and unfunded), including one co-created open textbook with students
  - c. Supported the Faculty of Education's [Open Page project](#) with students creating and sharing OER content on educational technologies through their Tool Parade videos and podcasts (provided funding, technology and production support)
  - d. Continuing to transition existing OERs to a new, provincially-hosted and more accessible platform (Pressbooks) to improve portability, discoverability, and develop internal capacity in open publishing
  - e. Mapping and curating zero textbook cost (including open) resources for UWindsor programs in 1<sup>st</sup> and 2<sup>nd</sup> year; this project is ongoing and will be driven by OER interns/co-op students; currently exploring options for collation/curation and/or storage of ZTC/OER packages
  - f. Open licencing and use of OERs included in most OOL workshops and courses developed in 2019-20, modelling open pedagogies and practices to the campus community
- b. *Continue to partner with faculties, departments, and individual faculty members to expand open, online and hybrid offerings and enrolments to meet the SEM Plan and SMA3 targets*
  - a. Given that almost all students were required to learn online in winter and summer 2020, the number of online enrollments is not reflective of actual interest in online programming, so regularly reported figures on growth in online enrollments are not included in this year's report
  - b. OOL supported unfunded online course development in multiple areas on campus
  - c. Supported the development and delivery of two new non-credit certificate programs through Continuing Education
  - d. Additional provincial funding is expected in 2020-21 to support strategic development of online learning and educational technology and OOL will support faculty in developing applications
- c. *Explore opportunities for microcredential pilots, and work with stakeholders to develop a framework for identifying and offering microcredentials systematically in credit and non-credit contexts*
  - a. Completed a small, non-credit microcredentials project funded by eCampus Ontario in partnership with Continuing Education, Nursing, and Transform using eCO's draft [Microcredentials Framework](#); the project piloted the use of Ontario's new digital credential system, [BC Diploma](#), which issues digital credentials to students in the Blockchain

- b. While further development is planned, this has been paused due to COVID reprioritisation of resources
- d. *Expand Supplemental Instruction (PALS) into new disciplines and courses, and at the graduate level*
- a. Building on the success of pilots in Chemistry and Math and Statistics, Supplemental Instruction/Peer Assisted Learning Sessions (PALS) was expanded into five courses across three disciplines: CHEM1100, CHEM1110, ECON1100, ECON1110, and STAT2910. Two courses in the M.Eng. program were also identified for PALS support pilots but the start was delayed to July 2020 when M.Eng. courses started, so will be reported in the reporting cycle, but preliminary results indicate significant engagement from the M.Eng. students.
  - b. 163 unique students attended PALS sessions (73 in Fall 2019 and 90 in Winter 2020); performance data is confounded by COVID during this period, including alternative grading and attendance decline at the end of term, making inter-group comparisons impossible.
  - c. PALS support was extended with a full-time Limited-Term AAS role appointed for two years to facilitate growth and embedding PALS into more programs; there were 9 PALS student leaders during the reporting period
  - d. Currently exploring options for PALS pilots in nursing, economics, and FAHSS, as well as additional courses in Chemistry
- e. *Educational Technology pilots and projects*
- Multiple educational technology pilots and projects supported by OOL are underway including:
- a. **Pressbooks** open publishing tool is actively being used for development of open textbooks – UWindsor was in the initial pilot group for the provincial open library instance of the system and has developed several open resources published in Pressbooks; OOL supports faculty, staff and students who are using Pressbooks for various open publishing applications.
  - b. **H5P** is an open interactive learning authoring tool that integrates with Pressbooks, WordPress, some Drupal nodes and Learning Management Systems (e.g. Blackboard). eCampus Ontario has provided unlimited provincial access to H5P and content created is stored in the eCampus Ontario Open Library. OOL supports faculty, staff, and students using the tool either in a standalone capacity, or as part of an OER such as an open textbook. OOL staff provided 5 H5P specific workshops with 67 attendees, as well as introducing it in all intro online teaching sessions and a Community of Practice event. UWindsor faculty created at least 60 H5P resources in the reporting period that are openly shared in the eCampus Ontario H5P Studio.
  - c. **Mukurtu** (open Indigenous content management system) installed and testing, including as a potential system for housing UWindsor Open Educational Resources Repository
  - d. Worked with eCampus Ontario to pilot an **open LMS**: Limited role in scoping and testing a Moodle-based open cloud-hosted LMS; this project is currently paused at the provincial level
  - e. In collaboration with CTL, supported the implementation of the **Mobius** system in Mathematics and Statistics for developing, delivering and assessing math-based content online; 749 students and 3 faculty across 3 courses in Math and Statistics piloted the system in the summer 2020 term.
  - f. Exploring a pilot for a **Domain of One's Own (DoOO)** project with OOL co-op students to inform a request for eCampus Ontario resources for a provincial DoOO system; this system would support students developing critical digital literacies and provide a space for them to own and develop their digital identities
  - g. Began a project to explore options for **video asset management and personal video capture tools**; at the onset of COVID restrictions, this project was accelerated to select and implement YuJa media management and accessibility support system to provide an easy to use but powerful system for recording and managing educational videos
    - a. Workshops were also created to train faculty in using existing alternative systems in the interim while YuJa is being implemented
  - h. Explore options for a robust **online assessment tools ecosystem**:
    - a. This was originally intended to include transitioning Examity live online exam proctoring system to a new contract, but given the massively increased demand on their services and

challenges with the new approach required to use their system, their services became unavailable to us

- b. The project was also intended to gather requirements for other services that may be needed in the future (e.g. digital exam creation and delivery tools, assessment distribution infrastructure, lockdown browser tools) but the onset of COVID accelerated this project to include the selection of **BetterExaminations** to provide a cloud-based exam creation and delivery platform

*f. Continue to support core educational technologies, including Blackboard Collaborate Ultra, and WordPress ePortfolios*

- a. Blackboard considers UWindsor one of the highest users of Collaborate for our FTE, and our usage continued to grow steadily until the COVID lockdown, which precipitated a massive increase in all metrics after the transition to online learning in March, 2020. Key data includes: 43,265 Collaborate sessions were launched from 1 July, 2019 - 30 June, 2020 (a 250% increase over the same period in 2018-19); 27,833 hours of sessions (360% increase) with 184,448 attendees (690% increase); 2,939 hours of recordings (700% increase) were created across 4,623 files (610GB of data); highest number of recordings in a day was 160, maximum attendees in any one session was 249 with the maximum number of attendees using the system at any given time of 3,525 (744% increase) and a daily maximum of 6,071 users.
  - a. Collaborate Classic was deprecated as of 2020 and all users migrated to Collaborate Ultra, with existing recordings from Classic being migrated to a downloadable archive from Amazon Web Services, where Ultra is now housed.
  - b. There were 169 (230% increase over 2018-19) specific Collaborate tickets submitted to Team Dynamix (although this does not capture mis-tagged or compound tickets) and OOL staff provided approximately 180 Collaborate consultations during the reporting period (Note: neither of these statistics captures drop in sessions in the Bb Café).
- b. Continue to expand ePortfolios for all students, including upgrading infrastructure and expanding support, to support SMA3 targets
  - a. OOL staff facilitated 33 ePortfolio workshops with approximately 900 students attending; 67 ePortfolio drop-in sessions, and 47 ePortfolio consultations. There were 811 new users and 796 new ePortfolios created during the reporting period. There are currently 4,845 WordPress ePortfolio sites (4,500 of them public) in the system, with a total of 5,849 users signed up.
  - b. A new onboarding process was piloted in 2020 for students transferring from the collaborative nursing program
  - c. New course in PSYCH added
- c. Support the rollout of *Equatio* and *Read&Write* and other accessibility tools: Mark Lubrick is working in collaboration with OHREA and Student Services to make these systems available and provide training; several training event and a full day of training were planned for March 2020 but postponed due to COVID. The tools have been promoted through the Daily News and SAS.
  - a. Offered professional development workshops on accessible document creation and accessible teaching
  - b. Developing resources for captioning, including videos and workshops
  - c. The Director consulted on a provincial procurement process for external captioning services (facilitated by eCampus Ontario and OECM)
- d. Zoom web conferencing/Zoom rooms system: While Zoom is not officially supported on campus, OOL provides limited support for the 6 faculties and departments that have adopted Zoom as their preferred webconferencing solution.
- e. Lynda.com/LinkedIn Learning was licenced for all post secondary education students and employees by the Province on a 3-yr trial from 2017-2020. The licence was discontinued by the Province in October 2020. ITS procured individual licences for departments who chose to continue at their own cost. In the 12 months prior to the end of the licence (Sept 2019-20), 2,870 unique users logged in to the platform and watched 11,983 hours of videos.

*g. Work with broad range of stakeholders including CTL, ITS, Facilities, Classroom Prioritization Committee, student representatives, and others in ongoing work to champion contemporary evidence-based learning space designs that enhance flexibility and support multiple pedagogical choices, provide reliable access to educational technology, and help to facilitate active and technology-enhanced learning*

- a. This project is ongoing but shifted focus due to COVID; the shift has required planning for technology that supports maximum flexibility in the teaching spaces, including hybrid teaching for an eventual phased return to campus

*h. Contribute to the evolution of teaching practice as members of the Student Evaluation of Teaching (SET) Taskforce*

- a. Nick Baker and Alicia Higgison are both members of the SET Taskforce. Activities have been suspended during the COVID period.

*i. Complete move and renovations to new space in the Centre for Engineering Innovation*

- a. OOL, CTL and Quality Assurance began the process of collocating in the Centre for Engineering Innovation in 2018-19. The space required relatively extensive renovations to be usable and meet the needs of the three units, including installation of phones, wired and wireless network, AV and creation of new offices to house the existing staff complement. Most renovations were completed during the reporting year, although AV installation has been postponed until a return to campus.

*j. Secure commitment to an appropriate permanent space that is fit for purpose and serves the campus community's needs for educational multimedia, including a rapid eLearning studio/design space and active learning workshop space, sound recording and podcasting spaces*

- a. OOL is continuing to collaborate with PAC to identify and develop a multi-purpose space for a creating educational multimedia. This process is ongoing but paused until closer to return to campus.

*k. Continue to develop opportunities for meaningful student collaborations and experiential learning to support innovation in online, open, and hybrid learning programs*

Students are involved in all OOL development projects, and are typically employed in a variety of roles including as PALS leaders, Outstanding Scholars, interns, media assistants, and project assistants.

- a. Student employees were critical to the plan to move online rapidly and provided significant support to the campus during this period. OOL engaged co-op students for the first time in 2020, with 36 students being hired over the summer as Online Learning Assistants (directly in OOL) or as Digital Rovers within the faculties and departments to directly support those areas with support and training from OOL, with \$110,000 in subsidies being received from the federally funded SWPP program to support this hiring. OOL plans to continue hiring co-op students in Fall and Winter terms.
- b. Students are also employed as Peer Assisted Learning Sessions (PALS) leaders to design and deliver peer-based Supplemental Instruction (SI) sessions in a range of challenging courses. There were 9 PALS leaders in 2019-20.

*l. Continue to explore meaningful engagement in indigenization and decolonization of curricula, practices, spaces, and technologies*

- a. OOL grants specifically encourage and call for applications that address Indigenous needs and Indigenisation of the curriculum
- b. Intensive work with the Faculty of Law's Indigenous faculty to convert the mandatory *Indigenous Legal Orders* course to an online format (for Fall 20) that respects Indigenous pedagogies
- c. OOL is currently testing the capabilities of the Mukurtu open Indigenous content management system for potential use in Indigenous knowledge projects
- d. The OOL team have committed to incorporating Indigenous knowledge, traditions, and authors in our own teaching activities

*m. Partner with stakeholders across campus to develop definitions of course delivery modes congruent with provincial and national reporting requirements and support change management for course data collection workflows*

- a. Project started with ITS and Registrar's office but paused at the start of the pandemic; this project is ongoing

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

*a. Continue to enhance the University of Windsor and OOL's profiles as provincial, national, and global leaders in the design and delivery of online education, the Scholarship of Online and Open Teaching and Learning (SoOOTL), and open educational practices*

- a. OOL supports the scholarship of online and open teaching and learning in faculty and students involved in our projects, and often co-presents or co-publishes with our collaborators. Despite most conferences being postponed or cancelled during the pandemic, OOL team members presented or co-presented 8 conference papers at local, provincial, national, and international conferences during the reporting period. They also presented approximately 20 invited, keynote or open presentations, and published one peer-reviewed journal article with the first cohort of COOL graduates based on their experiences in the program. The Director also guest edited an edition of the *Journal for Learning and Teaching* on online teaching and learning in higher education with a colleague from the University of the Highlands and Islands, Scotland. This contained some of the earliest scholarly work exploring the response to the global pandemic in universities.
- b. OOL staff also serve on organising committees for local, provincial, national and international conferences
- c. Supported the Three Minute Thesis: OOL (in collaboration with Grad Studies and the GATA network) provides training and support for UWindsor 3MT contestants
- d. Collaborated on two SSHRC and one NREF grant application

*b. Develop a new conference to run every second year that is focused on online, open, and technology-enhanced teaching and learning issues*

- a. OOL planned to host a *Digital Futures in Education* conference (supported by SSHRC) in 2020 but this was forced to be postponed due to COVID restrictions and resource prioritisation. We will reschedule the event once restrictions are lifted.
- b. OOL staff also participated in regional teaching and learning events at St. Clair College and for local K-12 teachers

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

*a. Continue to evolve the Certificate in Online and Open Learning (COOL) to serve multiple audiences*

- a. Intake for the COOL was temporarily suspended at the start of the COVID pandemic
- b. The Online Teaching Community of Practice met 4 times in the reporting period (45 registrants but as an open community, attendees did not all register; most came to more than one session); planned sessions early in 2020 were postponed to later in the year

*b. Increase staffing capacity to support campus needs for OOL services in key skill areas*

- a. Budget transition to support this change will be complete in the 2020-21 budget year. The new model will better support the needs of the unit and the institution, while gradually phasing out historical direct budget transfers to faculties for online courses
- b. Two limited-term AAS positions were hired in 2020 to support development of the Supplemental Instruction/PALS program, online program development, new technologies, and other strategic digital projects; a PT media support role was also hired. All three of these hires provided significant support in the rapid transition to online learning
- c. Additional supports were approved to be hired on a limited term basis to support the campus during COVID, but these resulted in failed searches in the current tight labour market for online learning professionals

*c. Update and offer small internal grants to support online, technology-related and open projects with a focus congruent with institutional and provincial priorities, including contributing to SMA3 and enrollment targets*

- a. Grants were reintroduced in 2019 and the theme expanded in 2020. Awarded 6 **OER ACE grants** worth a total of \$41,800 to projects in human kinetics, environmental science, medical biotechnology, microbiology, physics, and education to support adoption and creation of open educational resources (OERs), new online courses, simulations, and virtual labs
- b. Typical support for grant winners in 2020 was necessarily limited due to COVID and may require extension of deadlines for some projects

*d. Continue to raise the University of Windsor and OOL's profiles as provincial, national, and global leaders in the design and delivery of online education, the Scholarship of Online and Open Teaching and Learning (SoOOL), and open educational practices*

- a. OOL staff are regularly called upon to consult with organisations provincially, nationally, and internationally in our areas of expertise including:
  - a. Open and online pedagogies
  - b. Educational technologies
  - c. Students as partners models
  - d. Supplemental Instruction
- b. In response to the pandemic, OOL staff created a series of open digital resources shared globally including the Online Learning in a Hurry blog and podcast series, and resources on online teaching and learning co-created with students
- c. The Director is a member of the eCampus Ontario Board of Directors and the chair of the Ontario Universities Council on eLearning (OUCEL), a Distinguished Teaching and Learning Fellow at Trent University, and was invited to consult on provincial and national educational technology procurement projects in 2019-20. He also completed a formal review of another teaching and learning centre and consulted with three other universities on development of eLearning support structures for their campuses, and is regularly called on to consult on various initiatives with the Ontario Ministry of Colleges and Universities (MCU), Council of Ontario Universities (COU), and the Higher Education Quality Council (HEQCO).

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

*a. Launch new OOL website, including a showcase for Open Educational Resources (OERs) created by UWindsor faculty, staff, and students*

- a. New website contains an expanded library of resources to support faculty and students in online, open and hybrid learning and teaching, and to showcase projects, funding, and open educational resources to the broader community; site was still awaiting accessibility review in the reporting period

*b. Champion the adoption, adaptation, and development of Open Educational Resources (OERs), including open textbooks in courses and programs; begin exploring potential for Z-Cred (zero or low-cost learning resources) courses and programs*

- a. See section 1. above. Also supporting student-led development of OERs that can be shared with the local community and beyond, including resources built for teachers to inform practice in educational technology (in partnership with Education)

*c. Continue to explore meaningful engagement in indigenization and decolonization of curricula, practices, spaces, and technologies*

- a. See 1. L above. Additionally, OOL is exploring opportunities for partnerships with local Indigenous groups such as the Can-Am Indian Friendship Centre, and Walpole Island Heritage Centre, particularly around educational technologies and protection of Indigenous knowledge/IP online

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

### a. *Continue institutional membership in international organisations such as the Open Education Consortium*

- a. UWindsor is an institutional member of the International Consortium of Distance Educators (ICDE) and the Open Education Global (OEGlobal) Consortium (memberships funded by the OOL)
- b. OOL faculty and staff continue to be active in scholarship, often partnering with faculty and grad students to present their scholarship at local, national, and international conferences. The majority of conferences in the reporting period were cancelled but the team presented 8 conference sessions during the reporting period, as well as numerous invited presentations and workshops for local, provincial, national and international audiences
- c. OOL's Twitter presence: 99,556 impressions in 2019-20 (average 8,296/mth (12% increase)), 971 followers

## B. Future Actions/Initiatives: 2020-21

### 1. **COVID Pandemic Support:**

- Provide enhanced support for design and development of online and hybrid learning environments at scale
- Lead implementation of additional core educational technologies (YuJa and BetterExaminations), in collaboration with CTL, ITS and other stakeholders to enhance teaching and learning
- Support campus planning for effective, responsible, and safe return to campus
- Assist campus stakeholders in envisioning and exploring post-pandemic opportunities for evolving teaching and learning

### 2. **External grants:**

- Support campus partners to successfully apply for and complete externally funded (e.g. eCampus Ontario, Ministry of Colleges and Universities) grant projects

### 3. **Champion Open Educational Practices (OEPs):**

- Champion and model OEPs in all aspects of our work
- Support open publishing, including technical and publishing support for open textbooks and creation, adoption and adaptation of other open educational resources
- Curate and enhance visibility of existing OERs
- Provide small grants to support faculty OEP/OER work
- Develop a mechanism for better tracking use of OERs on campus and impact, including potential cost savings to students

### 4. **Students as Partners:**

- Enhance opportunities for engaging student partners in all areas of our core work
- Provide meaningful experiential learning opportunities for student partners
- Continue to expand and refine Peer Assisted Learning Sessions (PALS)

### 5. **Developing capacity in online, open, hybrid and technology-rich teaching and learning:**

- Develop and expand core programming to support the evolution of teaching and learning
- Collaborate with ITS and CTL to enhance and evolve technological infrastructure to support more flexible and contemporary approaches to teaching
- Consult on physical and virtual classroom design and support instructors to use these spaces effectively
- Champion contemporary, evidence-based learning space designs that enhance flexibility and support multiple pedagogical choices, provide reliable access to educational technology, and help to facilitate active and technology-enhanced learning

### 6. **Educational technologies:**

- Continue to monitor, review, explore and pilot technologies that address current, emerging, and future pedagogical needs and encourage pedagogical innovation
- Promote and support ethical and critical use of educational technologies that respect privacy, safety, accessibility and sound, evidence-informed pedagogies
- Support and enhance existing educational technologies including Blackboard Collaborate, WordPress ePortfolios, Pressbooks open publishing system, H5P interactive learning tools, Blackboard Learn, and Zoom
- Pilot/implement new and emerging technologies including YuJa (media creation and management),

BetterExaminations (assessment creation and management), Equatio and Read&Write (accessibility tools in collaboration with OHREA and SAS), Mobius (math teaching), Mukurtu (Indigenous knowledge CMS)

- Explore potential for virtual, augmented and extended reality (VR/AR/XR) learning environments

#### 7. Microcredentials:

- Work with other units on campus to explore opportunities for offering microcredentials
- Engage with provincial groups in developing the system-wide approach to microcredentials

#### 8. Accessibility:

- Consult with and support instructors to develop accessible learning designs and accommodations that meet or exceed AODA requirements
- Implement and support technology for accessible practice (Equatio, Read&Write, YuJa, Panorama)
- Advocate for curricular approaches that improve access to education for all learners, regardless of their personal circumstances

#### 9. Indigenisation:

- Model commitment to Indigenisation and responding to the TRC Calls to Action
- Continue to explore meaningful engagement in Indigenization and decolonization of curricula, teaching practices, spaces, and technologies

#### 10. Scholarship of open, online teaching and learning:

- Promote and support scholarly approaches to online and technology-rich teaching and learning
- Engage in personal and collaborative scholarship

#### 11. Digital literacy:

- Support the enhancement of digital literacies in students, staff and faculty through targeted programming, curricular innovation, co-creation projects with students, and adoption of OEPs
- Pilot a Domain of One's Own (DoOO) project to develop digital literacies and build on ePortfolio work

### C. Recommendations for Senate consideration

1. Recommend that APC or a sub-committee develop a transparent set of definitions of all characteristics of courses and programs (e.g. on-campus, online, hybrid, flexible, technology enhanced, intensive, active learning, zero or low cost resources) that aligns with provincial and national reporting requirements, make these characteristics visible to students and the public, and adjust workflows to collect this information reliably and accurately.

#### **Rationale:**

- a. *It is currently very difficult for students to find any accurate and timely information about the characteristics of courses, including their delivery mode, assessment approaches, and required learning resources, and for students from outside UWindsor, it is impossible because there is no public-facing course catalogue. This places UWindsor at a significant disadvantage compared to other institutions who make such information available as a recruitment tool*
- b. *It is currently impossible to accurately and efficiently report or provide data to provincial and national bodies on course and section attributes such as delivery mode because this data is not reliably collected through current workflows. Providing institutional definitions and the ability to describe course characteristics, such as delivery mode, experiential learning, no-cost learning resources etc., effective education on these definitions, and an effective workflow for capturing this data will improve the quality of the data, and allow it to be displayed to students and other users*

2. Begin a process to define and recognize microcredentials as part of the institutional credential ecosystem. Strike a sub-committee or taskforce to investigate microcredentials and develop a framework for these.

#### **Rationale:**

- a. *The University does not currently have a policy or guidelines on microcredentials, and given the current focus on these from the provincial government, and in the SMA3 agreement, it is important that there is an institutional understanding of microcredentials. Consideration should be given to questions such as what they are, what data should be included in the digital credential, what level of evidence is expected, guidance on laddering of microcredentials to higher credentials, the relationship to other credentials, potential benefits to students, and how and where they may be awarded*

3. Consider ways to recognize and reward engaging with Open Educational Practices (including adapting, adopting or creating open textbooks and other Open Educational Resources) and Open Knowledge Creation through the RTP process. Explicit acknowledgement of open practices in RTP forms and guides as evidence for departments to consider in developing their own RTP criteria for teaching and research would be a low-stakes-means of encouraging this practice

**Rationale:**

- a. *There is strong evidence for both the cost-saving and enhanced student learning outcomes of Open Educational Practices (OEPs), and the transformative pedagogical and social potential of engaging in such practices. However, faculty often find investing time in developing, adopting, and adapting OERs to be challenging because it is not recognized explicitly in the RTP criteria of the institution. There has been a strong movement in the US and elsewhere to develop mechanisms to reward and recognize engagement with OEPs, and some Canadian institutions are also now supporting faculty in this way (KPU, SFU and UBC all recognize it in RTP). Institutions that engage meaningfully with OEPs and utilize OERs and other low or no-cost learning resources are seeing significant enrollment increases and retention improvements. UWindsor already has a memo endorsed by Senate to encourage faculty to consider OERs in selecting learning resources, but they need recognition through the processes that matter most to faculty, including RTP.*
- b. *Considering the requirements for open publishing of research data from Tri-council and many other funding agencies, explicitly recognizing the practice of open knowledge dissemination including through open publishing, as part of RTP research criteria is important in normalizing this practice*

**University of Windsor  
Senate**

5.6.2: **Policy on Timing of Online Assessments**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

**MOTION: That the proposed Policy on Timing of Online Assessments be approved.**

**Rationale:**

- At the Senate meeting of February 14, 2020, concern was raised regarding the issue that students in online courses have a narrow time during which all students are expected to write their exams which creates a barrier for students who are working or have care-giving and family responsibilities.
- Students are requesting a broader window of time for writing exams for online courses, such as within a 24-hour time slot.
- Students who enrol in online courses often do so for a variety reasons, most notably the belief that this mode will enable them to accommodate other pressures and responsibilities such as work and family commitments.
- The Subcommittee is recommending a policy that provides instructors with the flexibility of determining the best assessments for their courses while recognizing the need for scheduling flexibility on the part of the student. Factors considered include: assessment design strategies, technical limitations, Senate bylaw provisions, and academic integrity.
- Information on the course proofs will confirm whether the course will be delivered in-person on campus, delivered in-person at a remote location, delivered via a hybrid in-person/online mode, online synchronous, or online asynchronous. This will be reported to students as they make their registration choices. Changes in mode of delivery cannot be made once registration has been opened.

NOTE: Will need to revise Bylaw 54:

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

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

*See attached.*



**\*Policy Title:** Timing of Assessments for Asynchronous Online Courses

**\*Date Established:** TBD

**\*Office with Administrative Responsibility:** University Secretariat

**\*Approver:** Senate

**\*Revision Date(s):** TBD

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#### *Introduction / Background / Purpose*

Students in asynchronous online courses often have a set time to write their exams which creates a barrier for students who are working or have other pressures and responsibilities, and who specifically enrolled in the asynchronous online course for scheduling flexibility. This policy addresses the need for flexibility in the scheduling and timing of online assessments.

#### *Application / Scope of Policy*

Applies to all asynchronous online courses.

#### *Exceptions to Policy*

Any accommodations permitted within Senate Bylaw 54 and Senate Bylaw 55.

#### *Course Delivery Modes with Definitions:*

A course could be divided into multiple sections, and the Sections could then be designated separately if the Program, Head and Dean agree and students can clearly see the section options when registering. (See Appendix)

Information on the course proofs will confirm whether the course will be delivered in-person on campus, delivered in-person at a remote location, delivered via a hybrid in-person/online mode, online synchronous, online asynchronous, *etc.* This will be reported to students as they make their registration choices. Changes in mode of delivery cannot be made once registration has been opened.

#### *Policy Statement*

Students who enrol in asynchronous online courses often do so for a variety reasons, most notably to be able to accommodate other time pressures and responsibilities such as work, family commitments, or experiential learning requirements. Students may also be located in other time zones. The flexibility afforded by online courses allows students to review materials and complete assignments according to their particular schedule. It follows that the scheduling of the assessments and the final exams for asynchronous online courses must also provide some flexibility to students, within reason and provided that academic integrity of the assessment can be maintained.

Assessments for asynchronous online courses should uphold this principle of flexibility. This can be done by including one or more of the following assessment design strategies (or alternatives as appropriate to the discipline and the course learning outcomes):

1. Providing an extended exam writing window of at least 24 hours or more depending on the nature of the assessment, where the student can choose to use all of the time period available to complete and submit the exam.
2. Providing an exam writing window of at least 24 hours, where the student may choose to start the exam at any time during the extended time period, but with a time limit for completing the exam once started.

3. Assigning take home exams or final assignments that allow for assessment based on more complex, application-based, or authentic questions, problems, or scenarios and encouraging students to use the resources available to them, such as the Leddy Library and course textbooks.
4. Other strategies which allow timing flexibility for students in completing the assessment, while maintaining academic integrity and the integrity of the assessment.

Examples of online assessment design strategies to uphold the integrity of the assessment include:

1. Using randomisation strategies, such as randomising the order of questions in the exam, where using multichoice questions, randomising the order of responses within a question, using algorithmic questions where possible, or creating a pool of questions and randomly drawing from the pool for each student, thereby minimising the chance that two students receive the same questions.
2. Minimising the use of publisher test banks for exam questions, recognising that most of these resources will be publicly available on the internet, and altering any questions used from such resources.

\*For additional examples and recommendations on online assessment design strategies, contact the Office of Open Learning and/or the Centre for Teaching and Learning.

#### *Related Bylaws or Policies*

Senate Bylaw 54: Undergraduate Academic Evaluation Procedures

Senate Bylaw 55: Graduate Academic Evaluation Procedures

### **APPENDIX: Definitions and Modes**

#### *Course Delivery Modes with Definitions:*

A course could be divided into multiple sections, and the Sections could then be designated separately if the Program, Head and Dean agreed and students could clearly see the section options when registering.

1. **Face-to-Face (F2F)/On-Campus Teaching:** An instructional method where learners and instructors meet in real time in the same physical location to facilitate instruction and learning. This is typically on-campus in Windsor, though it may be in approved alternative location (e.g. clinical courses in a hospital, field trips, weekend remote classes). F2F courses may intentionally and thoughtfully incorporate digital technologies into the curriculum to enhance learning.  
**Assessment approaches:** Assessments such as mid-term or final exams, in-class essays or quizzes, lab or practical exams etc., may be held at a physical location on campus or elsewhere as appropriate, but may also leverage digital tools to facilitate evaluation of learning.
2. **Fully Online:** An instructional method where the course curriculum is intentionally designed for, and facilitated, using digital/web-based technologies. Online courses may make use of **asynchronous** or **synchronous** (real-time) strategies for curriculum delivery as indicated below.
  - a) An **Asynchronous online** course utilises digital/web-based technologies to facilitate the curriculum and **does not require** real-time communication. Asynchronous courses have no **required** face-to-face, synchronous online, or on-campus activities, including assessment. Although these courses usually have a set start and end date, and due dates for assessments, learners can otherwise access and participate in the course at times and places of their own choosing. Asynchronous courses may provide **optional** online synchronous/real-time learning opportunities, such as office hours, tutorials, or exam review sessions.  
**Assessment approaches:** Assessment approaches for asynchronous online courses should reflect the flexibility afforded by the curriculum in this delivery mode. Online learners **will not** be required to attend campus to complete or submit assessment. Facilitation of assessment tasks should be flexible, such as authentic assessments, take-home exams or providing students with choice in how their learning is assessed. Assessment should be submitted through digital/online tools.

- b) A **Synchronous Online** course utilises digital technologies to facilitate real-time interaction between instructor(s) at one site and learners at other sites. These courses typically have regularly scheduled real-time meetings, and may involve using text, video, or voice communication in a real-time setting. Synchronous courses may be recorded for review by learners as needed.  
**Assessment approaches:** Assessment approaches for synchronous online courses should reflect the flexibility afforded by the curriculum in this delivery mode. A synchronous course may have assessment such as a quiz, exam or in-class essay during scheduled class time, but such assessment **must** be available to learners remotely and **not** require them to come to campus. Assessment would be submitted online.
3. **Hybrid:** An instructional method where the curriculum is designed intentionally and thoughtfully to integrate face-to-face and online learning experiences. F2F teaching time in the hybrid method is reduced, but not eliminated, with the balance of learning being facilitated asynchronously or synchronously through digital/web-based technologies, or offline learning opportunities. Typically, 50%-80% of the total course learning hours are completed in online and asynchronous formats in hybrid courses.  
Examples may include:
- I. Lecture online – tutorials in person
  - II. Lecture online – labs in person
  - III. Lecture online – peer mentoring groups in person
  - IV. Initial classes in person, followed by online classes, and/or additional in-person class(es)
  - V. Initial introductory classes online, followed by in-person classes
  - VI. Flipped Classroom – content delivery asynchronously online, active engagement synchronous
- Assessment approaches:** Hybrid courses **may** have assessment components that require attendance at a physical location, either on campus or at a designated remote location, but may also leverage digital technologies to support the flexible curriculum design and intentional use of technology to support learning typical of these curriculum designs. Based on space considerations, the assessments can **only** be completed F2F in the period the course is scheduled on-campus.
4. **Hy-flex:** An instructional method where the curriculum is designed intentionally and thoughtfully to provide choice to learners in their mode of engagement with the curriculum. Typically, learners may have the choice to attend classes in F2F or online modalities, which may change throughout the course. Remote learners may join real-time classes via digital/web-based technologies, and synchronous and asynchronous curricular elements are carefully designed to intentionally integrate remote and F2F learners, such that the learning environment and opportunities are equivalent. Real-time classes are usually recorded for review by all learners.  
**Assessment approaches:** Hy-flex courses may have assessment such as a quiz, exam, or in-class essay during scheduled class time, but such assessment **must** be available to all learners remotely and **not** require them to come to campus (i.e. all assessment should be facilitated and submitted online). All assessment must be in the same format for both on-campus and online students, for example if the course has an exam, it should be delivered online for all students.

University of Windsor  
Senate

\*5.6.3: **Proposed Changes to Mathematics and Statistics Admission Requirements**

Item for: **Approval**

Forwarded by: **Academic Policy Committee**

**MOTION: That the proposed revisions to the Mathematics and Statistics admission requirements be approved.**

Proposed Revisions

| <b>Table 1: Honours Mathematics (B. Math), Honours Mathematics and Statistics (B. Math), Honours Mathematics and Computer Science (B. Math), General Mathematics (B. Math)</b> |   |
|--|---|
| <b>Existing Admission Requirements</b>   | <b>Proposed Admission Requirements</b>  |
| <ul style="list-style-type: none"> <li>ENG4U, MHF4U, and MCV4U are required.</li> <li><del>A minimum 70% average of math courses is also required.</del></li> </ul>            | <ul style="list-style-type: none"> <li>ENG4U</li> <li>MHF4U required <u>with a minimum 70% grade.</u></li> <li>MCV4U required <u>with a minimum 70% grade.</u></li> <li><u>If taken a minimum 70% grade in MDM4U.</u></li> <li><u>At least a 70% average on 6 12 U or 12M courses with ENG4U being one of those 6 courses.</u></li> </ul> |

| <b>Table 2: Honours Mathematics (B. Math) in Actuarial Science.</b>   |  |
|---|--|
| <b>Existing Admission Requirements</b>  | <b>Proposed Admission Requirements</b> |
| <ul style="list-style-type: none"> <li><del>ENG4U (Grade 12 English), MHF4U (Grade 12 Advanced Functions), and MCV4U (Grade 12 Calculus and Vectors) required. 70% average in all attempted Math courses, excluding MDM4U (Grade 12 Mathematics of Data Management).</del></li> </ul> | Same as in Table 1.                    |

| <b>Table 3: Current General Mathematics / Education</b>   |   |
|---|---|
| <b>Existing Admission Requirements</b>  | <b>Proposed Admission Requirements</b>            |
| <ul style="list-style-type: none"> <li><del>ENG4U, MHF4U, and MCV4U required. SPH4U is recommended. A minimum 70% average of math courses is also required. Admission is to first year only with a minimum of 80%.</del></li> </ul> | Same as Table 1 except the minimum average is 80. |

| <b>Table 4: Honours Mathematics (B. Math) with Finance Concentration, Honours Business Administration and Mathematics, Honours Business Administration and Mathematics with Specialization in Finance, Honours Business Administration and Mathematics with Specialization in Supply Chain and Business Analytics</b> |  |
|---|--|
| <b>Existing Admission Requirements</b>  | <b>Proposed Admission Requirements</b>             |
| <ul style="list-style-type: none"> <li><del>(B. Math Finance) ENG4U, MHF4U, and MCV4U required. A minimum 75% average of six Grade 12</del></li> </ul>  | Same as Table 1 except the minimum average is 73%. |

|   |  |
|---|--|
| <p>U or M courses, with minimum 75% average on math courses is required.</p> <ul style="list-style-type: none"> <li>(H. Bus. Admin) ENG4U, MHF4U and MCV4U are required. A minimum grade of 70% is required in the required Grade 12 Mathematics courses. A 73% average on the best five Grade 12 U/M courses and ENG4U (Grade 12 English)</li> </ul> | <p>The only change to the entry requirements for the B. Admin Programs is that a 70% must be obtained in MDM4U if it is taken.</p> <p>The changes for the Math Finance program are a reduction in the entry average from 75% to 73% to match other Odette Programs, and the individual minimum grade requirements for grade 12 Math courses.</p> |
|---|--|

| <b>Table 5: Proposed entry in the Policy</b>  |   |
|---|---|
| <b>Programs</b>   | <b>Admission Requirements</b>   |
| <p>Bachelor of Mathematics Programs.</p> <ul style="list-style-type: none"> <li>General Mathematics</li> <li>Honours Mathematics</li> <li>Honours Mathematics and Statistics</li> <li>Honours Mathematics and Computer Science</li> <li>Honours Mathematics in Actuarial Science</li> <li>Honours Mathematics with Finance Concentration</li> </ul> <p>Honours Bachelor of Commerce Programs.</p> <ul style="list-style-type: none"> <li>Business Administration and Mathematics</li> <li>Business Administration and Mathematics (with Specialization in Finance)</li> <li>Business Administration and Mathematics (with Specialization in Supply Chain and Business Analytics)</li> </ul> <p>Concurrent Bachelor of Mathematics(Honours)/ Education</p> | <p>ENG4U; MHF4U with a minimum 70% grade; MCV4U with a minimum 70% grade; a minimum 70% grade in MDM4U, if taken; and a minimum average over 6 Grade 12U or 12M courses, including ENG4U, of:</p> <ul style="list-style-type: none"> <li>73% for the Bus. Admin programs and for the B. Math with Finance Concentration program.</li> <li>80% for the Concurrent Math / Education programs.</li> <li>70% for all other programs.</li> </ul> |

**Rationale:**

- We wanted to bring as much uniformity as possible to the admission requirements for all our programs. The requirements for the programs in Tables 1 and 2 are now identical. The requirements in Tables 3 – 5 differ only in the entry average and, in Table 3, that entry is to first year only. The programs in Tables 4, our partnership programs with Odette, now have identical admission requirements.
- We wanted to change the math average requirement, which, was implemented as the average on MHF4U and MCV4U only, to a requirement of at least 70% on each of MHF4U and MCV4U, and on MDM4U if it was taken. We want to ensure an ability in each of 12U math courses taken.
- We want to make explicit the need for the minimum entry average to be an average that includes ENG4U. Currently, the entry average does not necessarily include English.
- We removed the recommendation that SPH4U be taken in the admission requirements for the concurrent Math / Education program as recommendations are not requirements.
- We removed “Admission is to first year only” from the admission requirements for the concurrent Math / Education program as this policy is only concerned with students coming from an Ontario Secondary School so the requirements for all programs are for entry to first year.
- The proposal changes have been approved by the Mathematics and Statistics AAU Council, the Faculty of Science Coordinating Council, the Odette School of Business Council, and the Academic Policy Committee.

**University of Windsor  
Senate**

\*5.7.1: **Senate Membership (2021-2022)**

Item for: **Information**

Forwarded by: **University Secretariat**

*See attached.*

**Ex officio members**

1. R. Gordon
2. P. Weir
3. L. Grondin
4. P. Lam
5. C. Collier
6. C. Houser
7. D. Kane
8. M. Fields
9. K. Montgomery
10. B. Van Heyst
11. L. Rohr
12. B. Jacobs
13. D. Sheppard - LeMoine
14. J. Cappucci
15. N. King
16. G. Drake
17. S. Berg
18. J. Dayal
19. A. Pillon
20. C. Baillargeon
21. J. Berryman
22. K. W. M. Siu
23. P. Dutton

**Elected representatives of Faculties**

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

1. G. Chung-Yan [to Sept 2022]
2. A. Guta [to Sept 2022]
3. K. Soucie [to Sept 2022]
4. R. Paul Datta [to Sept 2022]
5. E. Van Eek [to Sept 2022]
6. A. Gayowsky [to Sept 2023]
7. N. Hector [to Sept 2023]
8. J. Kichler [to Sept 2023]
9. L. Miljan [to Sept 2023]
10. A. Rossini [to Sept 2023]
11. L. Walsh [to Sept 2023]
12. R. Weir [to Sept 2023]
13. J. Willet [to Sept 2023]

**Odette School of Business**

1. F. Baki [to Sept 2022]
2. M. Sterling [to Sept 2022]
3. C. Fredette [to Sept 2023]
4. D. Bussiere [to Sept 2023]

**Faculty of Education**

1. B. Stewart [to Sept 2022]
2. J.Oloo [to Sept 2023]

### **Faculty of Engineering**

1. J. Ahamed [to Sept 2022]
2. J. Johrednt [to Sept 2022]
3. A. Sobiesiak [to Sept 2022]
4. M. Ahmadi [to Sept 2023]
5. E. Tam [to Sept 2023]

### **Faculty of Human Kinetics**

1. T. Martindale [to Sept 2022]
2. D. Andrews [to Sept 2023]

### **Faculty of Law**

1. R. Kuras [to Sept 2022]
2. R. Bahdi [to Sept 2022]

### **Faculty of Nursing**

1. J. Ralph [to Sept 2022]
2. E. Cruz [to Sept 2022]

### **Faculty of Science**

1. A. Hubberstey [to Sept 2022]
2. S. Ananvoranich [to Sept 2022]
3. Z. Kobti [to Sept 2022]
4. J. Smit [to Sept 2022]
5. S. Rehse [to Sept 2022]
6. Y. Wang [to Sept 2023]
7. M. Hlynka [to Sept 2023]
8. A. Grgicak-Mannion [to Sept 2023]

### **Library Representatives**

1. P. Zimmerman [to Sept 2022]
2. A. Mulcaster [to Sept 2023]

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

1. I. Barrette-Ng [to Sept 2022]
2. B. Daly [to Sept 2022]
3. M. Muldoon [to Sept 2022]
4. T. Bolisetti [to Sept 2022]

### **Academic Support**

#### **Academic Professional [1 year term]**

1. D. Danelon [to Sept 2022]

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

1. J. Soutter [2021-2022]

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

1. TBA [2021-2022]

### **Board of Governors Representatives**

- H. Reidel [until Nov 2023]  
S. Williams [until Aug 2024]

**Appointed by the Alumni Association**

J. Rondot [2020-2023]

**Student Representatives (1 year term)**

1. Abeer Asif (UWSA) [to Sept 2022]
2. Gabrielle Walach (UWSA) [to Sept 2022]
3. Mitchell Hajnal (UWSA) [to Sept 2022]
4. Pedro Kanati (UWSA) [to Sept 2022]
5. Hussien Samhat (UWSA) [to Sept 2022]
6. Laila Albalkhi (UWSA) [to Sept 2022]
7. Mahabuba Sultana (GSS) [to Sept 2022]
8. Youstina Asaad (GSS) [to Sept 2022]
9. Diana Marion (OPUS) [to Sept 2022]
10. Stephen Weir (OPUS) [to Sept 2022]
11. Edy Haddad (OPUS) [to Sept 2022]

University of Windsor  
Senate

\*5.7.2: **Senate Standing Committees – Membership (2021-2022)**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

**MOTION: That the Senate Standing Committees membership for 2021-2022 be approved.**

\*see attached.

## 2021-2022 Senate Standing Committee Membership

Membership as of May 10, 2021

| <b>Program Development Committee</b>  |             |                  |
|---|-------------|------------------|
| <b>Member</b>   | <b>Term</b> | <b>Notations</b> |
| <b>Provost and Vice President, Academic</b> (or designate) Acting - Patti Weir  | Ex-officio  |                  |
| <b>Dean of Graduate Studies</b> (or designate) Acting - Debbie Kane   | Ex-officio  |                  |
| <b>Vice-Provost, Teaching and Learning</b> (or designate) Erika Kustra (designate)  | Ex-officio  |                  |
| <b>Faculty of Business Administration</b>   |             |                  |
| Maureen Sterling (S. 2022)  | 2021-2023   |                  |
| <b>Faculty of Education</b>   |             |                  |
| James Oloo (S. 2022)  | 2021-2023   |                  |
| <b>Faculty of Engineering</b>   |             |                  |
| Tiripati Boliseti (S. 2022)   | 2021-2023   |                  |
| <b>Faculty of Human Kinetics</b>  |             |                  |
| Kevin Milne   | 2020-2022   |                  |
| <b>Faculty of Law</b>   |             |                  |
| Maggie Liddle   | 2020-2022   |                  |
| <b>Faculty of Nursing</b>   |             |                  |
| Jamie Crawley   | 2020-2022   |                  |
| <b>Faculty of Science</b>   |             |                  |
| Jeremy Rawson   | 2021-2023   |                  |
| Nurlan Turdaliev  | 2021-2023   |                  |
| <b>Faculty of Arts Humanities &amp; Social Sciences</b> (at least one from Social Science & one from Arts)  |             |                  |
| Arts/Humanities – Jeremy Worth  | 2021-2023   |                  |
| Social Sciences – John Sutcliffe  | 2020-2022   |                  |
| Social Sciences – Dr. Greg Chung – Yan (S-2022) <b>Chair</b>  | 2021-2023   |                  |
| <b>Librarian Representative</b>   |             |                  |
| Karen Pillon  | 2021-2023   |                  |
| <b>Student Representation</b> (1 year terms)<br>Five students (including at least one graduate, one part-time undergraduate, two full-time undergraduates) L. Albalkhi (UWSA), G. Walach (UWSA), Y. Assad (GSS), D. Marion (OPUS), TBA Additional |             |                  |

\*At least three members must be members of Senate (satisfied)

| <b>Academic Policy Committee</b>   |             |                  |
|--|-------------|------------------|
| <b>Member</b>  | <b>Term</b> | <b>Notations</b> |
| <b>Associate Vice President Academic</b><br>(Acting) (or designate) Jeffrey Berryman   | Ex-officio  |                  |
| <b>Vice-Provost, Teaching and Learning (or designate)</b> Erika Kustra (designate)   | Ex-officio  |                  |
| <b>Faculty of Business Administration</b>  |             |                  |
| Fazle Baki (S. 2022)   | 2021-2023   |                  |
| <b>Faculty of Education</b>  |             |                  |
| Andrew Allen   | 2020-2022   |                  |
| <b>Faculty of Graduate Studies</b>   |             |                  |
| Rashid Rashidzadeh   | 2021-2023   |                  |
| <b>Faculty of Engineering</b>  |             |                  |
| Jill Urbanic   | 2020-2022   |                  |
| <b>Faculty of Law</b>  |             |                  |
| Anneke Smit  | 2021-2023   |                  |
| <b>Faculty of Human Kinetics</b>   |             |                  |
| Scott Martyn   | 2021-2023   |                  |
| <b>Faculty of Nursing</b>  |             |                  |
| Judy Bornais   | 2020-2022   |                  |
| <b>Faculty of Science</b>  |             |                  |
| Maria Cioppa   | 2020-2022   |                  |
| <b>Faculty of Arts, Humanities &amp; Social Sciences</b> (One from Social Science & one from Arts/Humanities)  |             |                  |
| Arts/Humanities – A. Rossini (S. 2022)<br>(Chair)  | 2021-2023   |                  |
| Social Sciences - Ronjon Paul Data (S. 2022)   | 2020-2022   |                  |
| <b>Librarian Representative</b>  |             |                  |
| Adam Mulcaster (S. 2022)   | 2021-2023   |                  |
| <b>Student Representation</b> (1 year terms)<br>Four students (including one graduate, one part-time undergraduate, two full-time undergraduates).<br>A.Asif (UWSA), M. Hajnal (UWSA), M. Sultana (GSS), C. Baillargeon (OPUS) |             |                  |

\*At least three members must be members of Senate (satisfied).

|                              |
|------------------------------|
| <b>Senate Student Caucus</b> |
|------------------------------|

| Member   | Term       | Notations |
|--|------------|-----------|
| <b>Associate Vice-President, Student Experience</b><br>Phebe Lam   | Ex-officio |           |
| <b>Director, Campus Services (Acting)</b><br>Dave McEwen   | Ex-officio |           |
| <b>Faculty of Business Administration</b>  |            |           |
| Brent Furneaux   | 2020-2022  |           |
| <b>Faculty of Education</b>  |            |           |
| Christine Vanderkooy   | 2021-2023  |           |
| <b>Faculty of Engineering</b>  |            |           |
| Ofelia Jianu   | 2020-2022  |           |
| <b>Faculty of Law</b>  |            |           |
| Ruth Kuras (S.2022)  | 2021-2023  |           |
| <b>Faculty of Human Kinetics</b>   |            |           |
| Dave Andrews (S.2022) (chair)  | 2021-2023  |           |
| <b>Faculty of Nursing</b>  |            |           |
| Jodi Ralph (S. 2022)   | 2021-2023  |           |
| <b>Faculty of Science</b>  |            |           |
| Shashi Jasra   | 2020-2022  |           |
| <b>Faculty of Arts, Humanities &amp; Social Sciences</b>   |            |           |
| Alex Gayowsky (S. 2022)  | 2021-2023  |           |
| <b>Librarian Representative</b>  |            |           |
| Sharon Munro   | 2020-2022  |           |
| <b>Student Representation (1 Year Terms)</b><br>Eleven Students (2 graduate students, 2 part-time undergraduate, 4 full-time undergraduate, 1 international, 1 residence student, 1 student at large) (1 student from this group would be elected co-chair) TBA (GSS), Y. Assad (GSS), E. Haddad (OPUS), D. Patterson (OPUS), A.Asif (UWSA), H. Samhat (UWSA), L. Albalkahi (UWSA), G. Walach (UWSA), TBA (International), TBA (Residence), TBA (Student At-Large) |            |           |

\*At least three members must be members of Senate

|                                    |  |  |
|------------------------------------|--|--|
| <b>Senate Governance Committee</b> |  |  |
|                                    |  |  |

| <b>Member</b>   | <b>Term</b> | <b>Notations</b> |
|---|-------------|------------------|
| <b>President (Chair)</b><br>Rob Gordon  | Ex-officio  |                  |
| <b>Provost and Vice President, Academic</b><br>(or designate)<br>Acting- Dr. Patti Weir   | Ex-officio  |                  |
| <b>Faculty of Business Administration</b>   |             |                  |
| Mitch Fields (S.ex- officio)  | 2021-2023   |                  |
| <b>Faculty of Education</b>   |             |                  |
| Bonnie Stewart  | 2020-2022   |                  |
| <b>Faculty of Engineering</b>   |             |                  |
| Majid Ahmadi (S.2023)   | 2020-2022   |                  |
| <b>Faculty of Law</b>   |             |                  |
| Reem Bahdi (S. 2022)  | 2020-2022   |                  |
| <b>Faculty of Human Kinetics</b>  |             |                  |
| Jess Dixon  | 2021-2023   |                  |
| <b>Faculty of Nursing</b>   |             |                  |
| Debbie Sheppard- Lemoine (S.ex-officio)   | 2020-2022   |                  |
| <b>Faculty of Science</b>   |             |                  |
| Rick Caron  | 2020-2022   |                  |
| <b>Faculty of Graduate Studies</b>  |             |                  |
| Jill Crossman   | 2020-2022   |                  |
| <b>Faculty of Arts, Humanities &amp; Social Sciences</b>  |             |                  |
| Maureen Muldoon (S 2022)  | 2020-2022   |                  |
| Cheryl Collier (S.ex- officio)  | 2020-2022   |                  |
| <b>Librarian Representative</b>   |             |                  |
| Dave Johnston   | 2021-2023   |                  |
| <b>Student Representation</b> (all vacant 1year terms)<br>Five student Senate members (including at least one graduate, one part-time undergraduate, two full-time undergraduates).<br>H. Samhat (UWSA), M. Hajnal(UWSA), M. Sultana (GSS), S. Weir (OPUS). |             |                  |

\*At least half must be members of Senate.