

# President's Senate Report

University of Windsor Senate

June 11, 2021



# Strategic Planning Update





University  
of Windsor

Strategic  
**Leadership**  
Forum

## Recent Event:

Dr. Dru Marshall

Special Advisor to the President  
and Former Provost and Vice-  
President, Academic



UNIVERSITY OF  
**CALGARY**



# Strategic Plans: Lessons Identified

- Strategic plans signal a shared vision of where you are going.
- Strategic plans are context specific.
- Key principle: academic and research priorities should guide human, capital, and financial resource allocations – in good times and bad.
- Measurement is important – as is reporting.

Marshall, 2021



University of Windsor

# Strategic Planning Processes: Lessons Identified

- Many ways to do things – more than one right way.
- Strategic plans have to be “**owned**” by everyone – not just leaders.
- Process is critical: “if you take care of the process, the results will take care of themselves”.
- Key places to start the planning process: values, context, aspiration.
- Importance of extensive, broad consultation and iterative review.



# Cascading Planning: Some Possibilities

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Institutional Strategic Plan  
Foundational Commitments

Academic Plan

Research Plan

Faculty/AAU Plans

Community Engagement

Internationalization

Indigenization

Equity, Diversity, and  
Inclusion

Leadership Development

Sustainability

# Very Preliminary Process Planning: Where We Begin

As we begin to develop a white paper outlining a proposed strategic planning process, we'd like your input on the following:

- 1. Values:** What values should guide the development of the University's Strategic Plan? How will those values translate into action?
- 2. Context:** What are the contextual factors (internal and/or external) that we need to consider as we design the strategic planning process that will influence the overall success of the planning process and strategy implementation?
- 3. Aspirations:** If we do this right, from your perspective, what would be the tangible benefits and/or outcomes of the strategic planning process?

You will receive an anonymous Qualtrics survey by email after this meeting. Please provide your input, if you wish to do so, by June 18, 2021.



# MacDonald Hall Renaming Process

*The Board of Governors believes fostering reconciliation efforts with Indigenous communities and the protection of vulnerable populations on campus is of crucial importance in our mission to enable people to make a better world through education, scholarship, research, and engagement. The former name of this residence is no longer consistent with our values as a university community, and its renaming, we believe, is a step forward in reimagining a campus where all are welcomed, acknowledged, and included.*

- Petition to change name led by alumnus
- Committee established Fall 2020 – students, faculty, staff, alumni and community members
- 460 submissions based on widespread invitation to contribute
- Board of Governors voted to decommission and rename the building Residence Hall West, and erect a plaque noting the name change and rationale
- Board of Governors also formed an advisory committee reporting to the Board to re-evaluate the names of other buildings on campus to ensure that they are consistent with the University's values



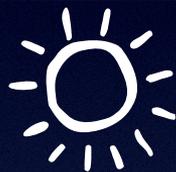
# Indigenization - Consultation Processes



# New Indigenous Roles

- New Turtle Island position
- New outreach/recruitment position
- Expansion of Indigenous curriculum support position to full-time permanent
- Senior Advisor on Indigenization
- An important reminder from a faculty member this week:  
*Money and space are only one part of the solution to "achieve the goal of engaging respectfully as equals with Indigenous students, scholars, staff, and community members."*
- We need to learn to listen better and learn from and act on that listening





# Indigenization

## Next Steps in Planning and Consultation

*Initial Working Group:*

Rebecca Major, Jaimie Kechego, Erika Kustra, Patti Weir, Greg Chung-Yan



University of Windsor

# Why are we considering this now?

- Current local and national issues and requests indicate a need for effective processes as part of our Duty to Consult and in our desire to self-educate
- TRC calls to action as part of a longer sustainable and ongoing commitment
- Three main areas of concern indicate a need for infrastructure, process and communication
- Need to learn to listen better
- Part of a living process, building reciprocal relationships

# Duty to Consult

- At its heart, appropriate consultation is a dialogue between communities, a mutual engagement, rather than a mere notification of an external party's intention. In addition to protecting the Indigenous ranges of rights, appropriate consultation promotes and deepens the path of reconciliation that will ensure a healthier future for settler and Anishinaabe communities and relations.
  - differentiate between information sessions, informal discussions, and formal consultations

**Ultimate goal:** Indigenous members are legitimately part of the decision-making process

<https://www.cottfn.com/wp-content/uploads/2015/11/Wiindmaagewin-CONSULTATION-PROTOCOL-website.pdf>

# Consultation and Engagement

## Different levels of involvement

Being Informed

Being Asked

Developing Solutions

Delivering Services



Consultation

Consultation

Engagement

Partnership<sup>2</sup>

# Context for Consultation

## Institutional Strategic Planning

- Process beginning
- Consultative and transparent

## Indigenous Strategic Planning

- Senior Position
- New hires
- Consultative and transparent long term development

## Indigenous Curriculum Consultation

- Co-development of a structure
- Enhanced Indigenous community relationships
- PDC Report and forms revisions

# Seven Teachings Principles

1. Truth
2. Humility
3. Respect
4. Love
5. Honesty
6. Courage
7. Wisdom



Migizi (Eagle)



Niwing Wakakeia Wendanimak  
(Four Winds)



Jijak (Crane)



Makwa (Bear)

# Additional Principles for Approach

Take a consultative approach that follows the seven teachings in a way that that is:

- Collaborative
- Empowering
- Transparent
- Equally engaging
- Patient – will take time to do well
- Sustained



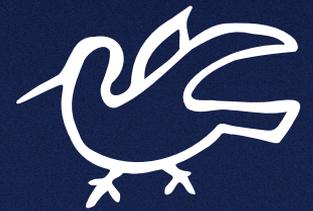
Makinak (Turtle)



Mang (Loon)



Wawashkeshi (Deer)



Tchitehwisshiwe (Plover)

# Approach to Consultation

## Goals

- The goal of developing a consultation process is to establish trust, through an engaged process whereby engagement with stakeholders is done in a sustainable, transparent, and collaborative way.
- The duty to consult is inherent in working with Indigenous colleagues and communities and respects the over-arching goal of transparency and collaboration.
- We see this process becoming a model for other initiatives that will require consultation and may inform the broader strategic planning initiative.

# Timeline

## **Summer 2021: Develop the Consultation plan**

- Determine process for identifying stakeholders
- Work in partnership and engage meaningfully with the stakeholders to explore how to move forward
- Engage in phases to develop the consultation process
- Identify a process for initiating a formal consultation
- Develop appropriate ways to recognize and reward engagement

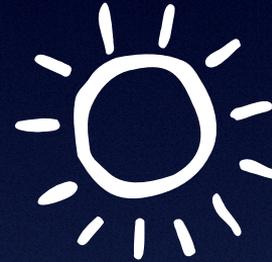
## **Fall 2021: Report Progress to Senate**

**Fall-Winter:** Finalize and implement

**Ongoing:** Revise and update as needed, including updating documents

# Report from the Program Development Committee (PDC) Subcommittee

- PDC Subcommittee and Sisco Reports highlight the need for a more wholistic consultation and approach
- In the short-term, PDC forms will focus on **how** people have engaged in self-education
- Moving forward now to develop a full Consultation process
  - We will strive to prioritize the levels of consultation and engagement required based on the nature of the curricular change being proposed.



Wahan (Day)



Miskwanakwad  
(Cloud)



Mahingan  
(Wolf)

# Refining the Indigenous Question on the Program/Course Change Forms

- Reason for initiating the PDC consultations
- Consultation process
- Short-Term Recommendations: Changed forms focus on Self-education
- Long-Term Recommendations: Strategic change

Acknowledging that we are all learning,  
but moving forward in a good way



Odjig (Fisher)



Ginooshe (Fish)



Jiiman (Canoe)



Kayanerenh-kowa  
(Trees of Peace)

# Return to Campus/COVID-19 Updates



# On-Campus COVID-19 Cases

<b>Confirmed Cases</b>	<b>43</b>
Resolved Cases	43

June 2021	0 cases
May 2021	4 cases
April 2021	4 cases
March 2021	4 cases
February 2021	2 cases
January 2021	11 cases
December 2020	8 cases
November 2020	10 cases
March – October 2020	0 cases





# UWINDSOR TOGETHER

*Return to campus life and community*

Jess Dixon and Patti Weir



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# Return to Campus

- Safe and Gradual Return to Campus:
  - **Week of June 7** – President & Vice-Presidents' Offices
  - **Week of June 14** – Deans, AVPs, Executive Directors, & other managers
  - **Late June / early July** – AAU Heads (Safety Plan Completion)
  - **Week of August 3** – Faculty & Staff (not to exceed 50% occupancy)
- COVID-19 Safety Plan Checklists – beta testing is complete



# UWindsor is prepared for a return to campus life and community

## ROBUST PLANS AND PROTOCOLS TO MAXIMIZE OPPORTUNITIES FOR ON-CAMPUS EXPERIENCES.

Here's what UWindsor is doing to help support a return to campus life and community for students, faculty, staff and researchers.



### Broad Range of Course Delivery Modes

Courses will be delivered in a variety of formats including Face-to-Face, Online, Hybrid and Hy-Flex. [Learn more.](#)



### Safe Lancer App

Mandatory self-screening prior to arrival on campus through Safe Lancer App. [Learn more.](#)



### Zone & Flow Analysis

Scrutinizing all campus spaces enabling faculty, staff and students to move freely while maintaining safe physical distancing. [Learn more.](#)



### Scheduling and Capacity Limits

Adjusting schedules and setting capacity limits to minimize occupancy of indoor spaces. [Learn more.](#)



### Masks and other PPE (Personal Protective Equipment)

Requiring the wearing of non-medical face masks. [Learn more.](#)



### HVAC and Water

Ensuring building services and utilities are independently tested and outfitted with the latest safety and preventative measures. [Learn more.](#)



### Monitoring Wastewater

Proactively testing and monitoring wastewater in residences to detect presence of COVID-19. [Learn more.](#)



### Rapid Screening

On-campus saliva testing research project to quickly identify COVID-19 cases. [Learn more.](#)



### Enhanced Cleaning

Continuing with enhanced cleaning of high-touch points and providing disinfection supplies across campus. [Learn more.](#)



### International Student Intake Protocols

Modified quarantine upon arrival with enhanced support and services from Residence Life staff. [Learn more.](#)



### COVID-19 Testing & Vaccination Clinics

Supporting Ontario and local testing and vaccination efforts with on-campus clinics. [Learn more.](#)



**UWINDSOR  
TOGETHER**

*Return to campus life and community*



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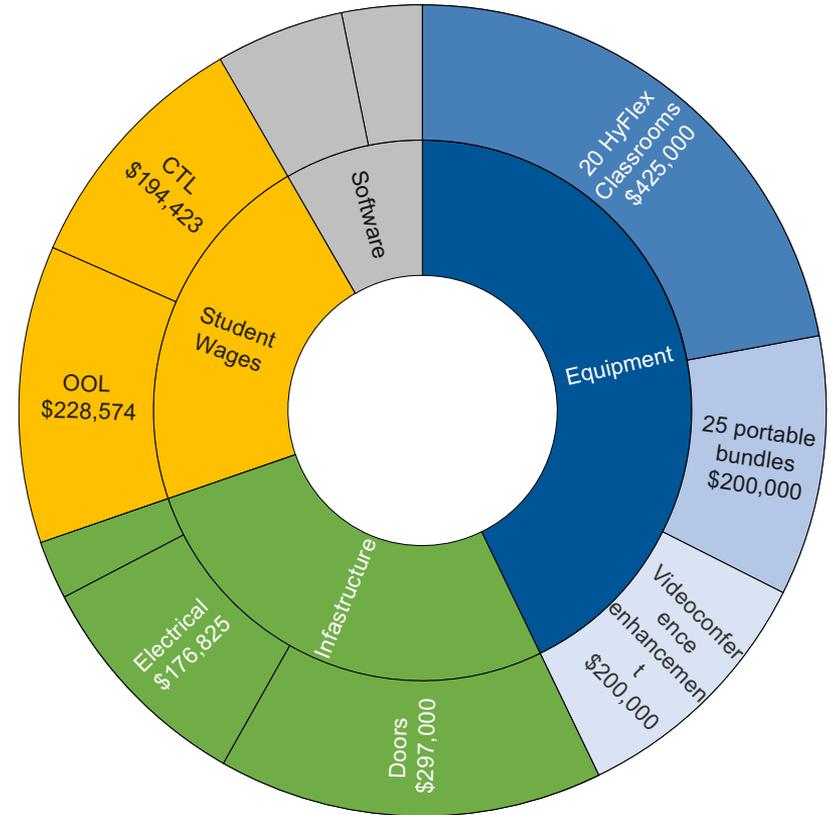
# Return to Campus

- Fall 2021 Registration:
  - June 7 – Shopping Cart opened for 1<sup>st</sup> year students
  - June 14 – Registration opens for 1<sup>st</sup> year students
  - July 12 – Shopping Cart opens for returning students
  - July 19 – Registration opens for 1<sup>st</sup> year students
- Livestream (HyFlex) course delivery:
  - “...the content is designed to provide choice to students in how they learn. Students in the online section will join real-time classes via digital or web-based technologies. All students, regardless of the section they choose will be participating in the same lecture at the same time, allowing an integration of online and face-to-face learners. Examinations in Hyflex courses will take place online.”



# Return to Campus

- COVID-19 Relief Fund (\$7.6 million)
  - \$2.5 million has been earmarked for upgrades to support teaching and learning
  - Future spending to include grants for HyFlex instructors and TA support for HyFlex courses



# Return to Campus

- **June 22, 2021** – Faculty/Staff Town Hall



# EDI/ABR Updates



Anti-Black Racism Student Leadership Experience Grants				
Natalie Delia Deckard (With Lynn Charron and Diane Rawlings) <b>Student Team Lead: Brittney Ketwaroo</b>	Department of Sociology, Anthropology, and Criminology	Black Excellence and Leadership (BEL)	Residence Services	Training of Residence Assistance and education residence students on anti-Black racism initiatives on campus; workshops, unconscious bias training, etc.
Kevin Milne and Marcia Milne and Sandra Ondracka <b>Student Team Lead: TBA</b>	Faculty of Human Kinetics	Coaching and Mentorship Programs for Black Female Athletes	Athletics	Education and engagement to promote Black female athletes in to coaching certification programs.
Heidi Jacobs (with Sarah Glassford and Irene Moore Davis) <b>Student Team Lead: Grad student Willow Key</b>	Leddy Library	We Were Here: Recovering the Stories of Windsor's McDougall Street Corridor	Community	Documenting and preserving the history of McDougall Street (historical area of Windsor for Black families that are descendants of the UnderGround Railroad).

Anti-Black Racism Student Leadership Experience Grants				
Venkatesh Vasanthi <b>Student Team Lead: Law student Josh Lamers</b>	Faculty of Law	The Forgotten Ones: The Impact of COVID-19 on Black Families and Black Child Welfare Survivors Dealing with Child Protection	Community	Black child welfare survivors, COVID 19 implications and University of Windsor understanding and engagement. To be implemented in coursework.
Rajesh Seth <b>Student Team Lead: Grad students Stacey-Merveille Ngabire / Aimée-Larissa Dushime</b>	Faculty of Engineering	Identifying Barriers and Creating Opportunities to Ensure Success of Black Student in the Faculty of Engineering	Faculty of Engineering	Recruitment of Black students into the Faculty of Engineering
Christopher Busch <b>Student Team Lead: TBA</b>	Enrolment Management	Understanding Barriers to Higher-Education at the University of Windsor Rooted in Racial Oppression, Especially among Black Prospective Students	Enrolment Management. Student Recruitment	Recruitment and engagement of prospective Black students

# Anti-Black Racism Teaching and Learning Grants

- Support academic units and educational leaders in implementing course and curricular reforms and innovations and faculty and staff undertaking scholarship on learning and teaching in their discipline as it relates to Anti-Black racism pedagogy
- Up to \$5,000 (individual) /\$10,000 (group)
- Focus on mentorship, teaching and curriculum design activities
- **Application deadline: June 30, 2021**

