

**University of Windsor
Senate**

5.9: **Report of the Vice-President, Equity, Diversity, and Inclusion**

Item for: **Information**

Forwarded by: **Clinton Beckford**

Employee Engagement Survey

1. University-Wide Action Planning

- The Employee Engagement Survey Action Group was established in August 2022 with representation from various employee groups and President/VPs portfolios. More information can be found on the [survey website](#).
- The group meets every other week to review the qualitative and quantitative data and identify key actions that can be undertaken by the University to enhance the employee experience. The goal is to have recommendations associated with the 7 high priority areas that emerged from the data analysis completed by TalentMap (service provider) by December 2022 and presented to the Executive Leadership Team by January 2023.



- Once the group completes their work associated with the high priority areas, it will then review the medium priority areas emerging from the data analysis conducted by TalentMap to identify any further emerging actions.
2. Department/Area Specific Action Planning
- Area/department specific survey results are being distributed by area leads (Deans, Associate Vice-Presidents, Executive Directors) based on a Vice-President specific approach.
 - Information sessions with area leads have taken place in October 2022 to provide guidance and timelines for the distribution of Faculty/area/department specific reports to faculty and staff and the engagement of faculty and staff in the action planning process.
 - The goal is for Faculties/areas/departments to develop realistic action plans by March 2023. These plans will be shared with the respective Vice-President by March 2023 and a report on progress will also be provided to the respective Vice-President by November 2023.

Mental Health Strategy for Employees

- The goal is to have the strategy completed by the Spring 2023.
- The Employee Mental Health Strategy Steering Committee has been established and will start meeting in mid-November. More information can be found on the [Mental Health Strategy website](#).
- The data gathered through the Aspire Strategic Planning process and the Employee Engagement Survey will be leveraged for the development of the strategy.
- The University is in discussions with an external workplace mental health expert to provide guidance and research-informed subject matter expertise to the Steering Committee during all phases of the Employee Mental Health Strategy development process. The engagement of an external partner will be discussed at the first meeting of the Steering Committee.

- Given the University's obligations as an employer, the Employee Mental Health Strategy will be grounded on the 13 factors for addressing mental health in the workplace (National Standard of Canada for Psychological Health & Safety in the Workplace -Mental Health Commission of Canada).

Equity, Diversity, and Inclusion Recognition Awards

- The Equity, Diversity and Inclusion Awards committee has been established.
- The Committee will meet in mid-November to create an awards program to honour, celebrate, and recognize individuals and teams who have made significant contributions towards building a more diverse, equitable, and inclusive campus community.
- The goal is to launch the call for nominations in January and for the awards to be presented in March following UWindsor's EDI week. More details to follow.

Student Non-Academic Misconduct (SNAM)

Early in 2021, our campus community received a communication advising that the Office of Student Experience (OSE) would no longer be responsible for addressing infractions related to the Student Code of Conduct regarding Non-Academic Misconduct. More specifically, OSE would no longer have responsibility for investigation and discipline stemming from non-academic student misconduct. The communication also outlined that the University of Windsor would be taking steps to restructure the Office of Student Experience by undertaking a broad, campus-wide consultative process, to ensure that the creation of a new office is rooted in inclusive best practices, diverse campus expertise, student needs, and lived experiences. A Consultation Working Group was established to determine a framework for that process, which included: student surveys, interviews, and focus groups, as well as comprehensive consultations with faculty, staff, and experts in the field.

In the summer of 2021, the firm of Charles C. Smith Consulting was engaged as external subject matter experts to conduct, coordinate, and manage the process of a broad, campus-wide consultation and develop recommendations. The consultation focused on assessing Student Non-Academic Misconduct (SNAM) procedures as well as the culture of non-academic discipline at UWindsor in general. The consultative process was rolled out in 3 phases:

Phase 1: Foundational

- Document review
- Stakeholder consultations (62 in-depth semi-structured interviews with individuals and groups)

Phase 2: Comprehensive

- All-student online screening survey on (i) campus climate and (ii) previous contact with SNAM discipline process

Phase 3: Focused

- In-depth surveys to (i) current students and (ii) alumni with graduation years 2016-2021

The consultation has been completed and a report released by Charles C. Smith Consulting. There are several key success factors and principles that emerged from the report as follows:

- Developing a strategy to repair trust in the SNAM process and create positive precedents in particular for Black, Indigenous, and racialized students.
- Employing a communications strategy designed to counter and replace older narratives attached to the process at this time.
- Understanding that the misconduct process issue is, at this point in time, indelibly bound up with the question of race for UWindsor: Implementation steps must be assessed through the lens of racial equity and anti-racism and a racially and culturally diverse slate of candidates must be available for each position to be filled.
- Creating an effective misconduct prevention strategy rooted in student development theory with measures designed to inform a student's future development vs. being merely punitive.
- Defining expectations and behavioural standards as community standards (and in some faculties, standards of the students' future profession) vs. rules imposed by the institution.
- Considering legal and reputational risks or liability for the university when making decision.

- Building a wide network of connections between and across central administration, faculty departments and student groups for collaboration, support, or referral; countering the existing perceptions of a siloed SNAM process.

The following are the implementation steps that have and/or will be taken within the next several weeks:

Implementation Action #1 – CCS Consulting’s report

The Consultant’s report was shared with members of the Working Group and Anti-Black Racism Taskforce members and will also be made available to members of the campus community through the VP, EDI’s website.

Implementation Action #2 – Establish a new and independent office

A new Office of Student Rights and Responsibilities will be established by December 1, 2022, with the following permanent positions:

- Intake Coordinator (TBD)
- Manager, Office of Student Rights and Responsibilities (Ola Adeboboye)
- Executive Director, Office Student Rights and Responsibilities (TBD)

Implementation Action #3 – Reporting lines

The newly established office will report through the VP, EDI for the next two years, at which time, there will be an opportunity to review as to whether the office will return to the portfolio of the Provost and more specifically whether it will report to either the Provost or to the AVP, Student Experience, or whether it will remain under the VP, EDI’s portfolio permanently.

During this interim two-year period, the VP, EDI’s office will provide support to the Office of Student Rights & Responsibilities in its mandate to:

- Repair trust with students and the greater campus community.
- Ensure that all phases of implementation will be assessed through the lens of racial equity and anti-racism and anti-oppression.
- Set expectations and behavioural standards which will be clearly communicated and articulated and that will be in the spirit of establishing community standards to ensure students’ development is one based on social citizenship.
- Build relationships across campus and with various student support services offices (e.g., Aboriginal Education Centre, Black Student Support, Student Accessibility Services).
- Build professional expertise and become recognized leaders in the area of student conduct.

Implementation Action #4 – Revision of Student Code of Conduct Policy and Non-Academic Student Misconduct Procedures

Upon the appointment of the Executive Director, supported by the Manager, the ED will lead the review and revision of the Student Code of Conduct Policy and the Non-Academic Student Misconduct Procedures. The Executive Director will be responsible for identifying and engaging key partners, gaining their feedback, and facilitating discussions with the. Key partners will include Student Counselling Services, Residence Services, Athletics Services, Community Legal Aid, Sexual Violence Prevention, Resistance and Support, Assessment and Care Team, Associate Deans, OHREA, UWSA, etc.).

The Executive Director ‘s review and revision of the Policy and Procedures will also engage with the appropriate governance bodies (e.g., Senate and Board of Governors), particularly regarding the Policy revisions impacting both Academic integrity and Non-Academic Student Misconduct.

Implementation Action #5 – Building expertise within the Office of Student Rights & Responsibilities

The new office will build specific expertise around:

- Developing assessments that critically examine data and identify equity gaps and take steps to repair inequitable outcomes in processes, enact procedural changes, and advocate for policy shifts.

- Setting policy, procedures, and expectations for record keeping, retention, and destruction for the university that is compliant with applicable laws and regulation.
- Establishing case resolution pathways. In addition, reviewing resolution pathway data through various data points (i.e., race, gender, age, student status) and identifying patterns of behavior to improve equity and inclusion practices in resolution pathway. Facilitating, assessing, and training on resolution pathways.
- Effectively conveying information regarding student conduct, healthy behaviors, and the importance of the work to students, families, campus partners, and leadership, as well as external partners.
- Persistently evaluating organizational policies, practices, and procedures that reinforce historical colonial constructs. Advocating for intentional inclusion and social justice while guiding organizational transformation. Actively teaching the interconnection of systems of oppression and student conduct systems to others.
- Identifies and facilitates educational curriculum and identifies gap areas in educational content and collaborates with campus partners in content development as it pertains to student conduct.

Anti-Racism

- Initiatives Against Anti-Asian Hate Working Group: Formed in September 2022, the purpose of this committee is to identify and implement key actions that the University can take to make our campus more inclusive, safe, and welcoming to members of the Asian community. Membership is made up of faculty and staff from across the university.
- Working with Student Groups regarding Racial and Cultural Awareness:
 - Islamic Heritage Month (Muslim Chaplaincy, Muslim Students Association, Dr. Naved Bakali - Faculty of Education)
 - UWindsor Jewish Students Association (assisting in the promotion of Holocaust Education Month in December)
 - Diwali Celebration - October 24 and October 28th (Supported Office of Student Experience and BIDE Institute for the inaugural celebration. Working with student organizers to build a sustainable plan to make this an annual cultural event.)
- International Student Planning and Partnership
 - collaborating with the efforts of the Windsor-Essex Local Immigration Partnership
 - addressing the needs and concerns of our international students and addressing their needs within the City of Windsor.
- Building an Anti-Racism Website
 - creating a hub for information and resources available for the campus community
- Ongoing campus support and consultations with faculty, students, staff, and alumni
- Black Student Support Coordinator
 - planning to attend their first Fall Open House to promote program services and engage prospective students and families.
 - ongoing student advising
 - working with Black student groups to bring about awareness and forming partnerships and support
 - developing a campus communications plan to ensure students are aware of services and support. Online campaigns and in-person events are to be scheduled.
 - BSSC has now established contact with 440 Black students and outreach continues.

Student Self – Identification Survey

The student racialized and diversity data project is continuing. Phase 2 of the Student Self-Identification Survey was launched on October 18. The survey is open and accessible to all students through the SIS. The survey is optional, and we are taking steps to promote it to students.

Office of Human Rights, Equity, and Accessibility

EDI Education Framework

The presenter is Jodie Glean, Executive Director, Equity, Diversity, and Inclusion at the University of Toronto

Session One – November 30, 1:00pm – 3:00pm

Title: Deepening Your Practice in Antiracist Pedagogy: Transforming learning environments through Antiracism actions and inclusive teaching practices

During this foundational interactive session, participants will engage discussions and materials that will highlight the following areas through an intersectional lens:

- The foundational principles of Antiracist Pedagogy
- The common challenges and pitfalls that faculty members and TAs experience in the learning environment and tools to deepen one's preparation and response to difficult moments as they arise
- Proactive strategies to integrating inclusive practices into one's teaching practice

Session Two – December 8, 9:30am – 11:30am

Title: Deepening Your Practice in Antiracist Pedagogy: Transforming learning environments through Intentional Course Design

During this foundational interactive session, participants will engage discussions and application exercises that will highlight the following areas through an intersectional lens:

- Antiracist and decolonial approaches to course design
- The multifaceted factors to be taken into consideration in course and syllabus development across disciplines
- The interconnectedness between one's antiracist lens, inclusive teaching practice and course design

Training for Equity assessors and search/appointments' committees

We are finalizing a couple of dates for the PCEE equity training. The goal is to have two sessions later in Nov/early Dec.